创新大学英语
读写教程 学生用书

1

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Unit One

Congratulations!

Congratulations to you all!

As you have turned the cover of this textbook, you have turned a new page in the history of your English study. Now that you have left your glorious middle school life behind you and started a brand new college life in a new environment[1], you must be filled with great excitement and expectations. On the other hand, you must also have a lot of uncertainties about college study in general and about English study in particular.

Well, don't worry! We have thought about at least some of the problems for you. In the following part of the unit, we will try to answer a few of the questions that you might like to ask about this course. Of course, no attempt has been made to try to answer all of your questions in the following part of this unit. Instead, we will list and then try to answer those that are of concern to most of the students in this course. When you finish with our answers to the questions given below, you are also encouraged to discuss other questions and concerns with your teachers and classmates and share your views on these and many other questions and concerns.

Now let's turn to the questions that most students might like to ask about the course.

1. "What is the aim of this course?"

This course mainly aims at improving students' abilities in reading and writing in the English language. At the same time, we also hope to improve students' abilities in listening and speaking. It is understood that those who start this course will already have a command of 1,800 English words and some basic knowledge of English pronunciation and grammar and have received training in reading and writing with some practice in listening and speaking.

This course is divided into four bands or stages and each band is to last one semester[2]. By the end of Band 4, students will be expected to have mastered 4,800 English words, strengthened their knowledge in grammar, and developed abilities to read texts of general topics and average difficulty with a fair understanding at a speed of between 70 and 100 words per minute and to write according to the given requirements a short and smoothly developed essay of no less than 120 words with

[1] **environment:** 环境
[2] **semester:** 学期

no major grammatical mistakes. They should also be able to understand some spoken English and express themselves orally in simple English.

2. "How are things organized in this textbook?"

This textbook is made up of four volumes, each containing eight units. The first two volumes, intended for the students of Bands 1 and 2, mainly introduce different styles of English writing and emphasize the practice of writing at sentence and paragraph levels. The other two volumes, for Bands 3 and 4, aim at training students' other reading comprehension skills and more advanced writing skills.

Each unit in Volumes 1 and 2, except this one, includes four parts, presented from Part A to Part D. The first part introduces a reading skill or a variety of English writing, followed by some short and then two longer reading passages for your practice with the skill or the style of English writing introduced at the beginning. (There is no short passage reading practice in Units 1 to 3 of Volume 1.) Part B explains some of the new words and expressions taken mostly from the second longer reading passage and then there will be some exercises for you to practice some of the words and expressions and other word forms. Part C contains some exercises designed to strengthen your writing ability at the sentence (for Volumes 1 and 2) and paragraph (for Volume 2) levels. Finally in Part D, there is an activity that requires you to do some reading first and then provide some kind of response to the content or certain ideas in the reading passage or to the questions given after the reading passage.

3. "How can I improve my reading ability?"

Since this course concerns itself mainly with reading and writing, you might want to know if there is a good method to improve your reading ability. You will certainly be disappointed if you are told that there is no exactly ONE SINGLE best way to learn to read better in English for everybody. Unfortunately, this is indeed the case. However, this does not mean that you can't do anything to improve your reading ability. In the past experiences of many language learners, certain practices have proved to be effective for most, if not all, people for certain purposes of reading. Here is one for general-purpose reading:

Learning Skills for Reading

What is reading? How do you read? There are many parts to the answers to these questions. We know that there are words on a page and that we use these words to understand

ideas. However, there is more to reading than just words.

Reading is a process, a series[1] of actions that are related to each other. The first thing that all of us do (as readers) is to predict. We guess what the subject will be. We read the title, look at pictures, and perhaps read the first sentence or two. We use these predictions to anticipate[2] the information of the reading. For example, if you need information about map reading, you go to the library to find books. Which of these books would you choose? Which is the best?

A Traveler's Guide to Asia

How to Understand Maps

The Plants of South America

The Geography of the World

The Best restaurants of Europe

Australia — the Original Land

What to See in Africa

Do you think any of the other books would help you with map reading? Most of them are books about other places. You know from the titles of the books. You use your experience to choose a book. In the same way, your experience helps you in reading. You guess the meaning of the next sentence. Predicting is a part of the reading process.

The next step in the reading process is "testing". As we read, we check the ideas that we made before reading. We all do this testing very fast — so fast that we do not really think about it. If the sentences and ideas are not what we expected, we change our own ideas. Then we go on to the next sentence. The reading process is a repetition[3] of these steps.

Readers also use many other skills besides anticipating. Rapid reading, for example, is an important skill. It is especially important for students to learn to read quickly and with understanding. There is another part of the skill of fast reading. It is choosing the right speed. A person might want to read a newspaper fast. He or she is reading only for general information and can slow down anytime. However, the introduction[4] to a textbook will need more attention and closer, more careful reading. Being able to change the reading speed is, therefore, necessary.

Skimming, scanning, and surveying are all kinds of rapid reading. They have different purposes. Skimming and scanning are reading very fast while looking for a piece of information. For example, you might read for a particular name or a date in a history lesson. Surveying, also fast reading, is reading to understand the

[1] **series:** 系列

[2] **anticipate:** 预测

[3] **repetition:** 重复

[4] **introduction:** 前言,导言

structure of an article, how it is "built". Many readers survey everything that they plan to read. By surveying, they know the order or sequence[1] of parts. Good readers use this skill as part of anticipating.

The other reading skills are all related to understanding. One is understanding the main idea of a part of an article or of the whole reading. Most paragraphs (but not all, unfortunately) have a main idea. All the other ideas are part of the most important thought. For studying well, students must be able to extract (to pull out) the most important ideas of their books and remember them.

Understanding vocabulary from context and learning other ways to figure out the meanings of words form an important reading skill, too. It is learning how to find clues[2] and use them to understand the new words without having to look each one up in a dictionary.

Another reading skill is understanding sequences. A sequence is an order of events. In other words, it is sometimes necessary to know what happened first, what was second, what happened next, and what happened last.

[1] **sequence:** 顺序，关系

[2] **clue:** 线索

[3] **Iran:** 伊朗

[4] **impact:** 影响

4. "How can I improve my writing ability?"

As with the training of reading ability, different people often have different ways to improve their writing abilities. The author of the following essay, Mr. Masoud Shafiei, who teaches English as a second language at the University of Houston (Texas), is a former student of English as well. He was born and raised in Iran[3]. He went to the US seventeen years ago. Let's see what advice he gives about the improvement of your writing.

WANT TO WRITE BETTER?
Try This

By *Masoud Shafiei*

Writing is one of the most challenging skills for many EFL students. The following are some of the ways that can help improve your writing. They certainly helped me when I was an English student way back then.

Read often. Reading has shown to have very positive impact[4] on all aspects of language. Reading English newspapers, magazines, and books will not only help you with your spelling, but it also improves your grammar and writing. While you're reading a text, pay special attention to the main idea, and how the writer has

supported his/her opinions.

Keep a personal journal in English. Writing is a skill, and in order to become competent in this skill, you have to practice. Learning how to write won't in itself make your writing better. To become a good swimmer, you have to jump into the water and apply and practice what you've learned about swimming.

That's true about writing, too. In order to improve your writing, you have to practice as much as you can. One way to do so is by keeping a personal journal. A journal is different from a diary in that you don't simply write about your daily routines[1]. In a journal, you mention the important daily events and then you express your feelings, thoughts, and opinions about those events. You can also write a journal entry about something that you read in English, such as a news report, a novel, a poem, etc. Such an interactive[2] process between reading and writing will eventually result in your thinking in English while writing.

Find a pen pal. There are many companies and web sites[3] that can help you find a pen pal to have correspondence[4] with. A pen pal is like a friend, but since he or she lives in another, and often distant, country, the only way you can communicate with each other is through writing. Writing to a pen pal not only improves your writing, but it is also a good way to learn about other cultures. Your pen pal doesn't have to be a native speaker of English. You can still improve your writing in English by corresponding with another English learner. When I was learning English, I had four pen pals, none of whom were English speakers. Nevertheless, as a result of our correspondence my English writing improved tremendously, partly because I would try to correct my pen pals' errors.

Try it!

[1] **routine:** 琐事

[2] **interactive:** 交互(式)的

[3] **web site:** 网站

[4] **correspondence:** 通信

5. "What to do now?"

By now, you must have a better idea about what this course is about and what to do with your learning in the future. However, you must have many more questions and uncertainties about the learning of this course. If this is indeed the case, why don't you take a few minutes and discuss with your classmates and teachers some of the issues that are of great concern to you? During your discussion you may soon find that what seems to be problematic to you might pose no problems to others and, by sharing your thoughts and experiences about English language learning, you can find answers to many of the problems by yourselves.

Now take a few minutes to write down the questions that you want to ask

about English language learning:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

When you have finished with the questions, discuss with your classmates and the teacher and see if you can get good answers to some of them by yourselves.

_____

_____

_____

_____

_____

_____

_____

Now it is time to put all you have learned in this unit together. Suppose you have a pen pal named Kimi Takada in Japan. This morning, you have just received an e-mail message from her. Please read the message first and then write a reply to her. In your reply, you can make use of some of the things that you have learned in this unit either by reading the above texts or by discussing with other people in the class.

From: Kimi Takada

To: My friend in China

Dear friend,

I'm a college student and I major in fashion design. I came to this college a few days ago. I am very excited about the new college life, but I am also worried about my new studies. Among the courses we study, I worry most about English. I know you are also a new college student and you also have to learn English. Can you tell me something about your college or university and how you learn English over there in China? Can you also give me some advice especially on how I can improve my English reading and writing abilities?

Sincerely yours,

Kimi Takada

Your reply:

From: _____ *(Your name)*

To: Kimi Takada

Dear Miss Kimi Takada,

Sincerely yours,

_____ *(Your name)*

Unit Two

Part A: Reading Skills — Reading with a Purpose

[1] **entertain:** 娱乐

[2] **guarantee:** 保证

[3] **contribute to:** 有助于

[4] **perceive:** 认识

Why do people read? Some read because they want to learn new knowledge. Some read in order to entertain[1] themselves. Others read to find specific information. Though different people read with different purposes, one thing is common for all: they read with a purpose.

And with different purposes in mind, people may read either slowly or quickly — in an intensive way or in a fast way. In intensive reading, students learn to read a text very closely, often sentence by sentence or even word by word, in order to understand and learn from the text as much as possible. In fast reading, however, students often read quickly and roughly only to get the main idea, or some specific information.

But in our real life reading activities, we do not always pick up reading materials and read them intensively. Neither do we always read things fast. What is often the case is that things are read quickly and roughly first and then, if the first reading has satisfied our need, the reading process is over. But if the need is not satisfied or new interests are aroused during this first reading, the process will go on, and in this case, we will most likely read more closely or intensively.

This is not only true of our general purpose reading in our daily life, but also true of the learning of reading. The skill of reading consists in both speed (how fast you can read) and comprehension (how much you can understand). The practice of fast reading will help to increase your reading speed, but fast reading alone does not guarantee[2] an improved ability of understanding. Intensive reading, on the other hand, contributes to[3] the rate of comprehension and the learning of new language items, but slow reading, especially the kind of reading that is focused on words and sentences, often prevents people from perceiving[4] the general structure and overall idea of the text being read, thus making it impossible for them to fulfill the main purpose of reading.

So we suggest that in working with this textbook, you read each reading selection first quickly to gain the main idea of the text, and then slowly and carefully to pay more attention to the details, the hidden messages as well as what you think is worth learning.

From this unit on, you will see some questions before each passage. These questions are not there for you to answer immediately, but are meant to help you get the main idea of the reading passage better. So each time, you are advised to read the questions given under "***Before the First Reading***" and keep these questions in mind when you read the passage. When you finish your first reading, you will naturally be able to answer those questions. Then please go directly to the exercises following the text and answer the given questions.

Reading Selection One

Before the First Reading----------

Scientists work in a way that is usually different from others. So if you want to be a good scientist, it is obviously necessary for you to learn how scientists work.

Keep the following questions in your mind while you read:

1. What is a scientific method?
2. How does it differ from other methods?

Scientific Method

Many pupils in school think of science as just another subject on the timetable containing more facts to be learnt. This is wrong. Science does not mean believing and remembering what other people tell us. The real scientist examines facts in order to find out the truth for himself. This is called the scientific method.

Let us see how scientists work and what is meant by the scientific method. These days we hear a lot about science, but scientists, the men and women who do the work and make the discoveries[1], seem distant[2] and strange to us. Science often appears to be very difficult, and sometimes even a kind of magic. Certainly we feel we shall never be able to understand how it works. It is difficult of course, but I think we are wrong if we believe that we cannot understand it. The chief thing about the scientific method is that we get the answer to questions by making tests in order to find out. We do not just guess the answer or believe what anybody tells us. In fact, in simple ways we all use the scientific method every day.

Let us take, as a simple example, the man who finds that his bicycle tyre[3] is flat. There are several possible causes for this. Perhaps he has not used the bicycle for a long time. In this case he needs only to pump in some more air. Let us suppose that he does that and finds that one hour later the tyre is again flat. He can then be sure that something is really out of order. Perhaps air is escaping from the valve[4],

[1] **discovery:** 发现
[2] **distant:** 遥远的
[3] **tyre:** (英)=tire (美): (车)胎
[4] **valve:** 阀; 气嘴

although the valve ought to keep the air in. Perhaps there is a small hole in the tube itself, or perhaps the tube is so old that air is slowly escaping from all parts of it. Unless he makes tests the man cannot be certain which of these is the real cause of the flat tyre. If he is wise, he will first test the valve in water. Let us suppose that he does this and finds that air is, in fact, escaping from it. If he puts in a new piece of valve-rubber, and then pumps up the tyre, all should be well again. In this way the man is using a simple form of scientific method.

If the man simply guesses that a new tube is needed, he must spend money on a new one, and he will have all the trouble of taking off the wheel to put on the new tube. When only a new valve-rubber is wanted, the man's money has been spent, and his work done, without any need.

If a man were very "unscientific" he might even say to himself that an evil spirit had caused the tyre to go flat. Then he might not even try to mend it; he might think it necessary to buy a new bicycle altogether! To behave in that way would be an example of the opposite to the scientific method.

From the very simple example of the flat tyre we have seen that the scientific method is not only for the use of a few people called scientists, but something which we can all use with advantage. But patience and hard, careful work are necessary to find out the truth.

After the First Reading----------

Answer the following questions:

1. What is a scientific method?

_____

2. Why is it wrong to think that scientific methods are strange to us?

_____

3. If your bike has a flat tyre, how do you treat the problem scientifically? Is there any other way of treating it?

_____

4. What is needed to find out the truth?

_____

During Further Readings----------

Decide whether the following statements are true or false according to the passage:

1. ____ Many pupils in school think that learning science simply means believing and remembering what other people tell them.

2. ____ Scientists seem distant and strange to us because their work sometimes appears to be magic.
3. ____ Science is so difficult and abstract that it is almost impossible to understand it.
4. ____ Scientific methods exist everywhere, even in our daily life.
5. ____ If you test the valve of a flat tyre in water, you are likely to find where the air escapes.
6. ____ It's easy to find out the possible cause of a flat tyre without any test.
7. ____ By using scientific methods, one is likely to save money and energy.
8. ____ Scientific methods are only available to real scientists who examine facts to find out truth for themselves.
9. ____ If you want to find out the truth, patience, hard and careful work are of great importance.

Reading Selection Two

Before the First Reading----------

Have you ever dreamed of becoming a scientist one day or thinking like a scientist? Then what is scientific thinking? Have you ever tried to understand things in your daily life like a scientist?

Keep the following questions in your mind while you read:

1. Who is Fred?
2. What did he discover?
3. What can be learned from the fable?

Think Like a Scientist

— An Induction Fable

By *Kenny Felder*

The following is a story which illustrates what I think the scientific method is really all about. As with any fable, I'm going to tell the story first, and give the moral of the story afterward.

Once upon a time, there was a caveman named Fred. Fred was a very bright guy, but he had absolutely no knowledge of the laws of nature. Please don't ask how poor Fred managed to grow up this way: it's a sad sort of story, and not terribly relevant to my moral.

One day, Fred was walking through the woods, incredibly hungry as cavemen often were, and he picked up a rock. He looked at it, maybe took an experimental bite or two, and decided that it was not particularly edible. Anyway, he'd had rocks for breakfast that morning.

So, he let the rock go, content to move along his way. Bam! Down came the rock, right on his foot.

Fred kept walking. Still hungry. He picked up another rock, let it go. Bam! It missed his foot this time, but other than that, it went pretty much the same way the first rock did: straight down. His mind racing, Fred began to suspect a pattern. If he were scientifically minded, he might have expressed it with something like this:

Theory 1: When I let go of a rock, it falls down.

Being a bright guy, Fred realized he had to test his theory. So he picked up another rock, and said aloud in cavemanese: "When I let go of this next rock, it will fall down." He gave it a try, and sure enough! This is the point where Fred really started feeling good about himself. Because the ability to make a prediction, and have it come true, is the key indicator that you are really on to something.

So, Fred kept going, dropping rocks in his wake with childish glee. But he was still hungry. He picked up a pine cone, gave it a cautious sniff, and decided to let it go. Imagine his surprise when the pine cone clattered to his feet, in almost exactly the same way that the rock had! Now, you might think that Fred would conclude: "When I let go of a pine cone, it falls down." But Fred was smarter than that. He started picking up leaves, sticks, helpless cats, whatever he could get his hands on. Fred was on to a much more general theory! As before, he began to make predictions based on his new theory; and when his predictions came true, he decided confidently that.

Theory 2: When I let go of anything, it falls down.

Note that Fred did not have two theories at this point, he only had one: because theory 1, although still true, was no longer necessary! Theory 1 was now a special case of theory 2. Nothing made a cave scientist happier than finding one theory that explained a lot of different results. This is because cave scientists had to carve their theories on stone tablets, and quite frankly, the fewer the better.

Fred was excitedly testing his theory on one of his own teeth when he happened to see a red balloon tied to a tree. Fred untied the balloon and let it go, fully ready for yet another vindication of his wonderful theory. The balloon drifted away. Up. It fell up!

Now, at this point, Fred was faced with his first serious scientific crisis. His predictions had been right hundreds of times: but now, one had gone wrong. So like any good scientist, Fred decided that it was a fluke, it hadn't really happened, and his original theory was right all along. Unfortunately, the next balloon went up too. And the next. The darn things were getting harder and harder to ignore, not to mention he couldn't figure out where all these balloons had come from and who had tied them to the trees.

Fred had two choices. He could tweak his theory, or he could throw it out and start over. Now, one thing a cave scientist always hated to do was throw out a theory and start over (remember the stone tablets?), so Fred started diligently keeping track of what things fell down, and what things fell up. Skipping ahead by a very long time, we find one of Fred's descendants carving the following:

Theory 3: Things that are lighter than air fall up. Things that are heavier than air fall down.

Note that we still have only one theory that explains everything! Both 1 and 2 are now special cases of this latest-and-greatest.

... I could go on with this story. The next step is to discover that pine cones fall up, not down, if you happen to be under water. And so you replace "air" in the above theory with "whatever you're in." And you keep generalizing, until you reach Newton's law of gravity, and then you throw that out in favor of Einstein's general theory of relativity, and I can't even imagine where you go from there. But this is a fable. So I think it's time for a few morals.

Moral 1: Science consists of two processes, deduction and induction.

Deduction goes from the general to the specific: making predictions based on theories. Induction goes from the specific to the general: pulling observations together to create a new theory. The nice thing about deduction is, if you do it right, the conclusion is always right. Induction, no matter how well you do it, is always suspect, and frequently wrong. Nonetheless, real science consists primarily of induction!

Moral 2: Everyone likes to have theories that are right. Scientists spend a lot of time making predictions, and hoping they will come true. But they actually don't learn much when they do! The real learning happens when the predictions don't come true. In many cases, the scientists themselves refuse to believe the key results that lead to the new theories.

Moral 3: Wrong theories are still useful. Every one of Fred's theories was eventually proven wrong, or at the very least, to be a specific case of a more general principle. Einstein is probably wrong too. But each theory is a building block to the next, bigger theory: and each one is also useful, as long as you work within the domain in which it is true. Almost everything we build today is based on 19th-century Physics, which has been known to be very fundamentally wrong for almost a hundred years. But it's still useful for making cars and bridges and rockets and anything else that isn't too fast or too big or too small.

After the First Reading----------

Choose the answer that best explains each of the following questions or statements:

1. What is a fable?

A. It is a traditional short story about a caveman and his discoveries.

B. It is a traditional short story told by scientists for a purpose.

C. It is a traditional short story that teaches a moral or a lesson.

D. It is a traditional short story that illustrates scientific thinking.

2. What did Fred do one day?

A. He wanted to find food.

B. He wanted to discover new theories.

C. He wanted to learn a moral lesson.

D. He wanted to prove his theories.

3. When Fred untied the balloon, _____.

A. he felt sure that it would fall down

B. he felt sure that it would fall up

C. he did not know whether it would fall down or up

D. he felt sure it was a critical point

4. Which of the following is NOT true?

A. Both deduction and induction are scientific thinking methods.

B. Nineteenth-century physics was wrong, but still useful.

C. Scientists can only discover new theories from predictions that come true.

D. Wrong predictions can also lead to new theories.

During Further Readings----------

Ⅰ. Use examples from the reading passage to illustrate the following statements:

1. Science consists of two processes, deduction and induction.

_____

2. The real learning happens when the predictions don't come true.

_____

3. Wrong theories are still useful.

_____

Ⅱ. Complete the following sentences according to the passage:

1. Fred didn't find anything special _____.
2. After _____, he realized that when he let go of a rock, it would always fall down.
3. Fred found something new and different after _____.
4. Theory 1 developed into theory 2 when _____.
5. Later on, it was found that both theory 1 and theory 2 were _____ of

theory 3.

6. It is true that science consists of _____, but induction _____ _____.

7. Although scientists like to see their predications to be true, wrong predictions _____ _____.

8. _____ because it may lead to the next, bigger theory.

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

1. "*It's a sad sort of story, and not terribly relevant to my moral.*"

   From this sentence we know that the author _____.

   A. thinks the story is too sad to write about

   B. is going to write only about the moral

   C. thinks the story and the moral are not relevant

   D. is not going to tell the sad part of the story

2. "*It missed his foot this time, but other than that, it went pretty much the same way the first rock did: straight down.*"

   From this sentence we know that the rock _____.

   A. hit Fred's foot again

   B. fell straight down again

   C. did not fall down this time

   D. did exactly the same thing as the first one

3. "*If he were scientifically minded, he might have expressed it with something like this*."

   A. If he had been able to think scientifically, he could have discovered a theory like this.

   B. Fred was not a scientist, so he didn't know how to express the situation.

   C. If he had expressed a theory like this, he could have become a scientist.

   D. Fred was not so clever like scientists, so he could have never expressed a similar theory.

4. "*Fred was on to a much more general theory*!"

   A. Fred was going to discover a more general theory.

   B. Fred would miss a general theory.

   C. Fred would add more details into a more general theory.

   D. Fred was going to find many more theories.

5. "*Nothing made a cave scientist happier than finding one theory that explained a lot of different results*."

   A. Being a happy cave scientist, Fred could use one theory to explain a lot of things.

   B. Fred was the happiest because he was regarded as a cave scientist.

C. Finding a theory that could be applied to many things was the happiest thing for Fred.

D. Finding one theory made Fred happier than being a scientist.

6. "*So like any good scientist, Fred decided that it was a fluke, it hadn't really happened.*"

From this sentence we know that Fred _____.

A. was far from a good scientist

B. thought what had happened was only an accident

C. knew that he had had good luck

D. was ready to change his theory according to the new situation

7. "*And you keep generalizing, until you reach Newton's law of gravity, and then you throw that out in favor of Einstein's general theory of relativity.*"

From this sentence we know that _____.

A. when Einstein discovered the theory of relativity, Newton's law of gravity had to be thrown out

B. Newton's law of gravity becomes a special case after Einstein's theory of relativity

C. Einstein's theory of relativity is a special case compared with Newton's law of gravity

D. both Newton's law of gravity and Einstein's theory of relativity are special cases

8. "*The real learning happens when the predictions don't come true.*"

From this sentence we know that _____.

A. scientists could hardly learn anything from wrong predictions

B. wrong predictions can be made after scientists learn something new

C. scientists learn something new from wrong predictions

D. good scientists should not make wrong predictions

Part B: Vocabulary Skills

Vocabulary Study

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

bam /bæm/ *n.* (东西落地时发出的)声音

cavemanese /'keɪvmæniːz/ *n.* 洞穴人语言

cone /kəʊn/ *n.* 球果

clatter /'klætə/ *v.* (使) 发出连续而清脆的撞击声 *n.* (硬物等发出)连续而清脆的撞击声

darn /dɑːn/ *adj.* 该死的(damn的委婉语)

Einstein /'aɪnstaɪn/ 爱因斯坦[人名]

Fred /frɛd / 弗雷德 [人名]

glee /gliː/ *n.* 高兴;欢欣

Kenny Felder /'kenɪ 'feldə/ 肯尼·费尔德 [人名]

Newton /'njuːt(ə)n/ 牛顿 [人名]

relativity /relə'tɪvɪtɪ/ *n.* 相对论

tweak /twiːk / *vt.* 做微调

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

ability /ə'bɪlɪtɪ/ *n.* 1. capacity or power 能力, 本领 2. general level of intelligence or skill 才能, 才智 **to the best of one's ability** 尽自己最大努力

absolutely /'æbsəluːtlɪ/ *adv.* completely: *It's difficult to cross the desert by car, but not absolutely impossible.*

afterward /'ɑːftəwəd/ *adv.* later; after that

anyway /'enɪweɪ/ *adv.* 1. anyhow 2. in spite of that; in any case

balloon /bə'luːn/ *n.* 气球

being /'biːɪŋ/ *n.* 1. something that is alive; a human being 生物, 人 2. existence 存在, 生存 bring into ~ 使出现, 使存在 **come into** ~ 出现, 形成

cautious /'kɔːʃəs/ *adj.* careful to avoid danger or risks: *The bank is very cautious about lending money.*

carve /kɑːv/ *vt.* to cut a special shape out of 雕刻, 刻: *The artist carved an interesting decoration from a piece of wood.*

caveman /'keɪvmæn/ *n.* 洞穴人

childish /'tʃaɪldɪʃ/ *adj.* of, typical of, or for a child 孩子的, 孩子般的: *The little boy spoke in a high childish voice.*

conclude /kən'kluːd/ *vt.* 1. to decide that something is true after consideration of known facts: *The judge concluded that the prisoner was guilty.* 2. to arrange or settle (something): *The agreement was concluded during the meeting.* 3. come to an end: *Let's conclude the meeting before 5:00.*

conclusion /kən'kluːʒən/ *n.* 1. a judgment or decision: *We came to the conclusion that she was lying.* 2. the end; closing part: *The conclusion of this book is very interesting.* 3.an arrangement or agreement: *the conclusion of a peace treaty*

confidently /'kɒnfɪd(ə)ntlɪ/ *adv.* showing confidence 自信地, 确信地: *I confidently expected him to do the job.*

content /kən'tent/ *adj.* satisfied; happy: *She was content with my answer, so I added a few more remarks.*

create /kriː'eɪt/ *vt.* to cause (something new) to exist; produce (something new) 创造, 创作: *It is really great for a radio producer to create a show like this.*

crisis /'kraɪsɪs/ *n.* 1. moment of great danger or difficulty 危机: *We hope we could survive the economical crisis.* 2. a turning point in the course of something: *The fever passed its crisis.*

deduction /dɪ'dʌkʃ(ə)n/ *n.* 1. the process of making a judgment about something, based on the information 推论演绎法: *Her deduction that he was dead turned out to be true.* 2. the process of taking away an amount from the total 扣除(额): *She earned less this month because of deductions from her salary.*

descendant /dɪ'send(ə)nt/ *n.* 后裔;后代;子孙

diligently /'dɪlədʒəntlɪ/ *adv.* 勤奋地;刻苦地

drift /drɪft/ *vi.* 1. to move slowly on water or in the air: *A fishing boat was drifting slowly along.* 2. to move or go somewhere without any plan or purpose: *Tom spent the year drifting around Europe.*

domain /də(ʊ)'meɪn/ *n.* 1. a subject of activity, interest or knowledge (活动、思想等)领域, 范围: *This problem lies outside the domain of medical science.* 2. an area of land owned and controlled by one person or government 领地, 势力范围: *The kitchen is my wife's*

domain; she doesn't like anyone going into it.

drop /drɒp/ *vi.* 1. to fall suddenly, esp. from a high place: *Water dropped from the ceiling to the floor.* 2. to fall to a lower level or amount: *Prices dropped in the first half of the year.* 3. To stop doing something: *Plans for a new swimming pool were dropped due to lack of funding.*

edible /'edɪb(ə)l/ *adj.* fit to be eaten; eatable: *These berries are edible, but those are poisonous.*

exactly /ɪg'zæk(t)lɪ/ *adv.* 1. with complete correctness: *Tell me exactly what he thinks about the whole thing.* 2. used to for the purpose of emphasis: *He gave exactly the reply they wanted to hear.*

excitedly /ɪk'saɪtɪdlɪ/ *adv.* 激动地；兴奋地

experimental /ɪkˌsperɪ'ment(ə)l/ *adj.* 实验（性）的，试验（性）的

fable /'feɪb(ə)l/ *n.* 寓言

finding /'faɪndɪŋ/ *n.* 1. [常 *pl.*]调查（或研究）的结果 2. (陪审团的) 裁决

fluke /fluːk/ *n.* a piece of accidental good fortune: *It was a complete fluke, meeting her at the airport.*

frankly /'fræŋklɪ/ *adv.* speaking honestly and plainly: *Frankly, I don't think your chances of getting the job were very good.*

frequently /'friːkw(ə)ntlɪ/ *adv.* 经常发生地；屡次地

fully /'fʊlɪ/ *adv.* 1. completely; altogether: *We don't fully understand her reasons for leaving.* 2. quite; at least: *It's fully an hour since he left.*

fundamentally /fʌndə'mentəlɪ/ *adv.* in every way that is important or basic: *We are very good friends even though our views on many things are fundamentally different.*

gravity /'ɡrævɪtɪ/ *n.* 1. the force that causes something to fall to the ground 重力，地心引力 2. the extreme and worrying seriousness of a situation (事态，事件等的)重要，严重（性）: *He doesn't understand the gravity of his illness.* 3. an extremely serious way of behaving, speaking, etc. （行为，说话等的）严肃；庄重: *The chairman spoke slowly and with great gravity.*

guy /ɡaɪ/ *n.* 家伙，伙计

helpless /'helplɪs/ *adj.* 1. unable to look after oneself or to act without help: *a helpless child* 2. unable to control a strong feeling: *The children rolled on the floor, helpless with laughter.*

illustrate /'ɪləstreɪt/ *vt.* 1. to make the meaning of something clearer by giving examples: *To better illustrate his ideas, he prepared many slides.* 2.to put pictures in a book: *a beautifully illustrated book*

incredibly /ɪn'kredɪblɪ/ *adv.* 1. in a way that is hard to believe: *Incredibly, he survived although he was severely injured.* 2. extremely: *Sorry, I didn't call you because I was incredibly busy yesterday.*

indicator /'ɪndɪkeɪtə/ *n.* something that can be regarded as a sign: *All the main economic indicators suggest the trade is improving.*

induction /ɪn'dʌkʃ(ə)n/ *n.* a process of thought that uses known facts to produce general rules or principles 归纳；归纳法

moral /'mɒr(ə)l/ *n.* a practical lesson about what to do or how to behave, which you learn from a story or from something that happens to you 寓意；教训：*The moral of this story is "Better late than never."*

nonetheless /nʌnðə'les/ *adv.* in spite of that; nevertheless: *They had apologized to him, but he was nonetheless angry.*

observation /ɒbzə'veɪʃ(ə)n/ *n.* 1. action of noticing: *This telescope is used for observation of distant stars.* 2. ability to notice things: *His power of observation is poor.*

original /ə'rɪdʒɪn(ə)l/ *adj.* 1. first; earliest: *My original dream was to become an engineer.* 2.completely new and different from anything:

He won an award for the most original design. 3. not copied: *an original drawing*

particularly /pə'tɪkjʊləlɪ/ *adv.* especially; in a way that is special and different from others: *He isn't particularly intelligent.*

pine /paɪn/ *n.* 松(树)

prediction /prɪ'dɪkʃən/ *n.* something that is predicted 预言;预测 **make a prediction:** *It's too difficult to make a prediction.*

primary /'praɪm(ə)rɪ/ *adj.* main; chief 主要的: *The primary reason for this is to sell more goods.*

principle /'prɪnsɪp(ə)l/ *n.* 1. a rule which explains the way something such as a machine works, or which explains a natural force in the universe 原理;定理: *A bicycle and a motorcycle are built on the same principle.* 2. belief: *religious principles*

realize /'riːəlaɪz/ *vt.* 1. to understand and believe: *He realized that he had made a mistake.* 2. to make real (a hope or purpose): *She had finally realized her dream of being a teacher.*

relevant /'relɪv(ə)nt/ *adj.* connected with the subject 相关: *His question is not relevant to the subject.*

replace /rɪ'pleɪs/ *vt.* 1. to take the place of 取代: *Computers have already replaced typewriters in offices.* 2. to change (one person or thing) for another, often better, newer 更换,替换: *These tires are badly worn and should be replaced.* 3. to put (something) back in the right place 放回原处: *The students are required to replace books on the shelf.*

rocket /'rɒkɪt/ *n.* 火箭

skip /skɪp/ *vi.* to move forward with quick steps and jumps: *The little girl skipped up the path.*

smart /smɑːt/ *adj.* good or quick in thinking; intelligent: *a smart answer*

sniff /snɪf/ *vi.* to smell 用鼻吸气(尤指为闻出某气味或因爱闻某气味): *The dog sniffed at the ground.*

specific /spə'sɪfɪk/ *adj.* 1. particular: *The game is meant for a specific age-group.* 2. detailed and exact: *He has no specific reason for doing it.*

stick /stɪk/ *n.* 小树枝;手杖,拐杖

suspect /sə'spekt/ *vt.* 1. to think that something is probably true or likely, esp. something bad: *We suspected that he was lost, even before we were told.* 2. to distrust someone or doubt the truth of something: *I suspect the truth of his excuse.*

tablet /'tæblɪt/ *n.* 1. a flat block esp. of stone or metal with words cut into it 碑;牌;匾额 2. a small round solid piece of medicine; a pill 药片

theory /'θɪərɪ/ *n.* 1. an idea that has not yet been proved to be true 学说: *Darwin's theory of evolution* 2. the general principles of a science or art as opposed to its practice 理论,原理: *musical theory* 3. a speculative (esp. fanciful) view; notion 意见;看法: *She is full of fascinating theories about men and women.*

terribly /'terɪblɪ/ *adv.* 1. very; extremely: *We were terribly sorry to have kept you waiting.* 2. very badly; severely: *The experiment went terribly wrong.*

tie /taɪ/ *vt.* to fasten one thing to another by a piece of string or rope (用绳、带等)系,结,缚,捆,拴: *He spent two hours tying all the parcels with string.*

unfortunately /ʌn'fɔːtʃənətlɪ/ *adv.* 遗憾的是,可惜的是

untie /ʌn'taɪ/ *vt.* to undo (a knot or something ties) 解开(结、扣或捆绑的东西)

vindication /ˌvɪndɪ'keɪʃən/ *n.* 证明正确(或真实、正当、合理)

woods /wʊdz/ *n.* 小树林;小森林

Vocabulary Practice

Ⅰ. Replace the italicized parts with words and expressions taken from Reading Selection Two:

1. The *lesson* of this story is that one should be kind to everybody.
2. He tried to give some examples to *explain* scientific methods.
3. We heard noises coming from upstairs, but we simply *paid no attention to* them.
4. Mary seems *happy* to sit in front of the TV all night.
5. What you say *has nothing to do with* what we are talking about.
6. *Stop holding* the rope, or you will get hurt.
7. I'm amazed you find the time, *and in addition there's* the energy, to do any work at all.
8. He read everything he could *find* after he left school.
9. Peter claims not to own anything *except* his home.
10. His childhood dream of having his own cherry tree *was realized* many years later.
11. Few people at the meeting could *understand* what he was trying to say.

Ⅱ. Give antonyms of the following words:

1. descendant _____
2. general _____
3. relevant _____
4. content _____
5. incredibly _____
6. edible _____
7. unfortunately _____
8. untie _____

Ⅲ. Choose an appropriate word to complete each of the following sentences. Change the form where necessary:

1. *edible, eatable*
   A. Are these berries _____, or are they poisonous?
   B. The food in my school cafeteria is too bad to be _____.
2. *refuse, decline, reject*
   A. I'm afraid I must _____ your invitation because I have an exam tomorrow.
   B. The workers on strike have _____ the company's pay offer.
   C. Tom wrote to them about building a house on this land, but they _____ him.
3. *woods, forest, wood*
   A. A large part of Africa is made up of thick _____.
   B. Every evening after supper, they would like to take a walk in the _____ behind their house.
   C. It's freezing, put some more _____ on the fire.