

前言

《新编大学英语》（第一版）首次将“以学生为中心”的主题教学模式引入大学英语课堂，自1999年出版以来，在全国范围内广泛使用，受到普遍好评。

2004年，我们以教育部大学英语教学改革精神为指导，依据新的社会需求与高校的教学发展，开发了《新编大学英语》（第二版），完善了教材结构，充实了教材内容，实现了教材的立体化建设。

随着时代的进步与社会的发展，以及外语教学理论的不断更新与高校教学改革的不深入，我们在前两版教材的基础上又一次对教材进行了全面的修订和完善，开发了《新编大学英语》（第三版），以满足新形势下大学英语教学的需要以及新时期国家人才培养的需求。

教材特色

《新编大学英语》（第三版）延续前两版的特色与优势，在总体框架基本不变的情况下，从语言材料的筛选、级别的设置、练习和活动的设计等方面进行完善，更体现时代性，更贴近当前大学英语教学情况，更突出对思维能力及文化交流与传播能力的培养。

教学理念突出，特点鲜明：继续采用“以学生为中心”的主题教学模式，并随着教学的发展不断丰富和创新这一理念：

- 关注学生的学习信念、条件、兴趣和策略，强调教与学的互动性以及课堂教学与自主学习的结合。
- 提倡接近真实语境、贴近学生学习生活的语言教学，使学生能充分参与语言学习。
- 实现各分册相应单元围绕同一主题，彼此呼应，相辅相成，从不同侧面展开语言训练及实践，培养语言综合能力。

选篇语言精良，内涵丰富：选篇主题广泛，题材丰富，语言规范，兼具时代特色与人文内涵，引导学生观察世界，深入思考，寓文化素养的熏陶于语言能力训练之中，帮助学生提高双向的文化理解与沟通能力。

活动设计灵活，启发思考：结合主题与课文，设计符合学生兴趣特点及知识情感的练习与活动，形式灵活，趣味性强，激发学生的智慧与参与精神，实现从语言知识到语言能力的转化。

难易设置合理，循序渐进：调整后的教材级别与难易度更加符合目前大学英语教学的实际情况，选篇与练习整体难易适度，循序渐进。

提供立体化的教学资源：同步提供课本、光盘、网络课程等学习资源，为学生创造个性化、自主化的学习环境，为教师提供全面便捷的教学资源与教学管理平台。

教材体系

《新编大学英语》（第三版）针对大学英语“一般要求”进行设计，包含1—4级，供两个学年使用。每一级别由以下分册构成：《综合教程》（配教师用书）、《视听说教程》（配教师用书）和《快速阅读》。与教材配套的还有学习光盘、教学光盘、网络教学管理平台、配套测试题等教学资源，全面辅助学生自学及教师教学。

| 教材 | 级别 | 配套资源 | | | | |
|-------|------|------|-----------|------|-------|----------|
| 综合教程 | 1—4级 | 教师用书 | MP3光盘 | 助教课件 | 配套测试题 | 网络教学管理平台 |
| 视听说教程 | 1—4级 | 教师用书 | DVD-ROM光盘 | 助教课件 | | |
| 快速阅读 | 1—4级 | | | | | |

分册介绍

《综合教程》

围绕与校园、社会生活相关的主题，选取思想性强、语言精良的文章，展开读、写、说、译技能的综合训练，注重教学双方的互动性，强调语言技能的融会贯通以及语言应用能力与文化素养的综合培养。

每册10个单元，每单元分为四个板块：

Preparation: 形式多样的课前活动，便于教师展开课堂教学，激发学生学习兴趣。

Reading-Centered Activities: 围绕主题提供两篇不同角度的阅读文章，配有详细的词汇释义、丰富的例句及多样的读、写、说、译练习。

Further Development: 巩固词汇及语法等相关知识，并通过丰富多样的扩展活动帮助学生学以致用，提高语言综合应用能力，拓宽视野，提高能力。

Translation and Writing: 包含翻译技巧讲解、翻译实践和写作三个部分，互为补充，相辅相成。

《综合教程教师用书》

针对单元话题提供相关文化背景的介绍，帮助教师拓宽教学内容。就文章的语言、词汇难点进行详细讲解，为学生扫清阅读障碍。提供客观题的全部答案以及课内和课外阅读文章的参考译文。针对主观题及作文提供不同视角的参考答案，便于教师开阔学生思路、展开课堂活动。此外，书中还提供了额外的课堂活动，供教师根据教学对象选择使用。附录中的作文评分原则和方法便于教师进行作文教学和评估。

《视听说教程》

通过鲜活生动的原版视频、专门拍摄的录像短剧、内容丰富的听力材料以及多层次的口语活动，从不同角度帮助学生提高听说技能，培养交际能力。

每册10个单元，每单元分为四个板块：

Listening, Understanding and Speaking: 提供结合主题的听力练习，训练听力技能，并展开相关口语活动。

Viewing, Understanding and Speaking: 围绕录像短剧展开听说训练, 培养学生有效理解、捕捉重要信息点、进行有效得体交流的能力。

Video Appreciation and Singing for Fun: 通过形式多样、内容生动的原版视频为学生提供真实的语境和鲜活的语言, 并展开相应的听说活动。相关主题的英文歌曲帮助活跃课堂气氛, 展现英语魅力。

Further Speaking and Listening: 综合性的口语活动着重培养学生积极思考、表达观点的语言应用能力; 扩展性听力训练为学生自主学习提供更多资源。

《视听说教程教师用书》

提供全部听力、视频材料的脚本和练习答案。针对口语活动提供不同角度的参考答案。补充词汇注释和例句, 供教师选择使用。此外, 对各类课堂活动提供有针对性的教学建议和指导, 辅助教师更好地展开课堂活动, 发挥教材特色。

《快速阅读》

通过有针对性的系统训练, 帮助学生掌握重要阅读技能, 培养良好阅读习惯, 提高阅读效率。

每册分为两大部分:

快速阅读常用技能: 系统介绍快速阅读九项常用技能, 内容深入浅出, 易于掌握。

快速阅读综合技能训练:

- 选篇主题与主教材呼应, 在题材、长度、难易递进方面充分体现快速阅读的特点。
- 练习形式丰富多样, 既注重寻读、略读、猜词悟意、写摘要等快速阅读基本技能训练, 又与大学英语四、六级考试快速阅读题型相结合。

《新编大学英语》网络教学管理平台

《新编大学英语》网络教学管理平台集教学资源、测试资源以及教学管理等功能于一体, 提供自主学习、教学管理、教学资源、评估测试、服务支持等板块, 功能完善, 操作方便, 充分体现交互式、个性化、自主化学习的理念。

网络教学管理平台为学生提供与教材主题紧密相关的自主学习内容及经典电影片断、英文歌曲、阅读素材等丰富的拓展资源, 并为学生提供在线自主学习提供各种学习工具, 充分发挥在线课程交互式、自主化的优势, 使英语学习成为个性化的愉悦体验。

同时, 网络教学管理平台为教师提供全面便捷的教学管理功能, 方便教师对学生的学习进程进行设置、监督, 并对学习成果进行有效评估。教师还可借助平台与学生进行交流答疑, 在线布置与批改作业等。

编写团队

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目录

Contents

| | | |
|-----------------|-----------------------------------|-----|
| Unit 1 | Personal Relationships | 1 |
| Unit 2 | Remembering and Forgetting | 15 |
| Unit 3 | More than Words | 31 |
| Unit 4 | Fresh Start | 45 |
| Unit 5 | Animal World | 59 |
| Unit 6 | World of Mystery | 73 |
| Unit 7 | Choices in Life | 85 |
| Unit 8 | Romantic Stories | 99 |
| Unit 9 | Holidays and Special Days | 117 |
| Unit 10 | Agriculture | 133 |
| Appendix | | 145 |

Unit 1

Personal Relationships

Useful Information

All of us are involved in personal relationships—relationships to our families, to our fellow students or workers, to our friends, so on and so forth. In most societies good personal relationships are valued because they make people happier, more productive, and are more fun to be with and work with. A good relationship with other people is what every one of us wants to have.

In Western cultures the word “love” has several meanings, which in some way tell us the nature of different relationships. One meaning of love comes from the Greek word “Eros”, which refers to sensual or sexual relationships between individuals. A second kind of love comes from the Greek word “Filios”, which refers to filial, or the love between family members. Another word “Patros” refers to the “love of God”, or one’s relationship to God. In addition, love in the English language may simply refer to the liking of someone or something.

In most societies the highest form of love is the love which is so strong that one will sacrifice their life for a loved one, or even for their nation. This occurs both in families and in communities, in war and in peacetime. A policeman who risks his life to protect people is no less a hero than is a soldier who risks his life to fight to defend his country or save his comrades—“Greater love has no man than this, that he lay down his life for a friend.” In the West there is a teaching “you must love your neighbor as yourself”. The teaching in fact redefines the neighbor as anyone who is in need of your help. Finally, there is the love of friends, both close and distant. It is common for good friends in the West to sign their personal letters or e-mails, “Love”, or “With all my love”, which may mean anything from a casual use of the word “love” to an expression of deeper love the Greeks referred to as “Eros”.

To make the world a better place to live in, it is the responsibility of every one of us to establish good, positive relationships with other people. Establishing and nurturing good relationships can be demanding of time and energy, but the benefits we will reap from them are far more valuable, and the efforts made to establish them will prove worthwhile.

PART 1 Preparation

1 Welcoming to Our Group!

1 Group Work

Group work is an important activity students are required to do throughout the semester. In the activity students can listen to each other and share each other's ideas and experiences. Interpersonal relationships will develop during the process of working together. What's more, working in small groups, say, between 3 and 5, students will have greater opportunities to improve their listening and speaking skills than they can when the whole class works together.

In addition, group work can help practice and develop four key skills: problem-solving, decision-making, critical thinking and creative thinking.

To involve students in this activity each group should have a group leader to help the teacher achieve this goal. Students may change their groups every 5 or 6 weeks so as to be able to know more of their classmates. They may also take turns being group leaders.

2 The Procedures of Group Discussion

In an ideal small group discussion, group members are encouraged to contribute their personal opinions or knowledge of a particular issue, support those opinions, discuss differences of opinion within the group, and eventually, report to the whole class. A small group discussion can be generally divided into the following procedures:

i Forming Groups

In the first class of small group discussion, the whole class is divided into several groups. How many groups are produced? Are the groups student-selected or teacher-selected? Are they gender-mixed or proficiency-mixed? All these will be decided according to the practical situation of the class, for example, how many students there are in the class, the purpose of the activity and so on.

ii Instructions

The instructions given at the beginning are crucial: If the students do not understand exactly what they are to do, they will be confused and a lot of time will likely be wasted.

iii Processes

The teacher's job during the activity is to go from group to group, monitor, and either contribute or keep out of the way—whichever is likely to be more helpful. If the teacher does decide to intervene, their contribution may take the form of:

- providing approval and support,
- helping students who are having difficulty, and
- keeping the students using the target language.

iv Ending

If the teacher has set a time limit, then this will help terminate the activity if the discussion is about to finish.

v Presentation

If the teacher implicitly leads students to some discussion of the "findings" of the groups, then

they may leave enough time for this to take place. Because this progress gives each group a chance to perceive differences and similarities in their work, and it provides motivation for further group work. As a result, this phase brings the class back together as a whole community of learners and even a very short period of whole-class discussion reminds students that everyone in the room is a member of a team of learners.

vi Feedback

A feedback session usually takes place at the end of the small group discussion. Feedback on the task may take many forms: presenting a possible solution, evaluating suggestions, or just expressing appreciation of the effort that has been invested.

Although all participants in a discussion have the responsibility to listen and remember some of the information and contributions, teachers have a special responsibility to retain virtually everything said. They must develop the ability to recall at appropriate times what has been said earlier in order to illustrate points made later.

3 Teacher's Primary Roles in Group Discussion

i Participant

In small group discussion, teachers need to communicate openly and empathically with the students. The teacher opens spaces for students to share and clarifies unfamiliar ways of thinking.

Teachers as participants improve the atmosphere in the class and offer students a chance to learn from them.

ii Facilitator

Teachers as facilitators encourage students to participate and make suggestions when students are confused. They make the discussion easier for their students, and assist them in finding their own ways to success. Teachers, to be facilitators, must first of all be real and genuine, discarding masks of superiority and omniscience.

iii Coordinator

It is the teachers that keep the discussion process flowing smoothly and efficiently. Teachers must coordinate the activities, leading students toward greater communicative ability.

iv Director

Just as the theater director plays a pivotal role in sustaining the fiction of a stage drama, so does the teacher use the classroom stage to simulate the real world.

v Consultant / Resource

Obviously, teachers in the classroom are just like a walking resource center and provide help where necessary.

vi Organizer

It's the teacher's responsibility to help the students to organize the group discussion and discuss with the students what they are going to talk about, make clear about what their task is, get the activity going, and then organize feedback when it is over. Teachers are responsible for ensuring that group discussion is satisfactorily organized at a practical level.

STEP ONE

Sample

Hello, everyone. I'm the leader of Group Beast. You may wonder why our group has such a strange name. Let me explain. If the letter "a" is taken out of "beast", what word do we have now? Yes, that's "best". So I believe our group will be the best of all. Now let's take "a", "s", and "t" out of the word "beast", and we have the word "be", which has exactly the same pronunciation as "bee", a hard-working animal. This implies that all the members in Group Beast are very diligent in their work. Finally, let's take "s" out of "beast". What word do the remaining letters make up? That's "beat". We'll beat all the other groups in the class. So if you want to be the best, if you want to be the winner, please join Group Beast.

STEP THREE

Sample

- My name is Wang Ling. I am 18. I come from Hangzhou, Zhejiang Province. I graduated from the Fourth Middle School. Hangzhou is a very beautiful city and its West Lake is famous all over China. I love my hometown.

I have a lot of hobbies, such as playing tennis, basketball, table tennis, and listening to music. I hope we can become good friends.

- My name is Zhang Ping. I come from Harbin, Heilongjiang Province. It took me more than 30 hours to get here by train. I hope I can get used to the climate and food here soon.

I'm a bit shy, and that's why I didn't volunteer to be a group leader. My friends all say that I'm gentle and easy-going but a little lazy. I have many hobbies but reading is my chief hobby. My favorite writer is Charles Dickens. I've read almost all his works. I hope we can really be "the best", "the winner".

2 Developing Personal Relationships

Sample

- Yes. I'm afraid it's true. Most of us have had cell-phones and computers since we were in junior high school or even earlier. They have become an important part in our lives. We don't have to see each other in person and can reach anyone we want to easily. When I was a high school student, I used to keep myself in my own room, doing homework. Sometimes I did enjoy myself, listening to music, playing computer games, chatting online or sending text messages to my classmates. We seldom saw each other face to face after school because we didn't have to. I've been used to the two kinds of tools that I feel at a loss when facing people personally. I know it's very important to develop personal relationships in society. Hopefully I can learn how to do so during my college years.
- No, I don't think so. I think computers are just a kind of tool and are used to help us communicate with each other when we're physically far apart. I've been using a computer for a long time and upgraded it when I was a second year student in senior high school. I have quite a few very good friends. They were my high school classmates and we spent a lot of time together after school. Each week we spent at least one night together, going to the movies, singing at a karaoke bar or just talking at someone's home. During the long holidays, we went

traveling together. Now we are in different colleges or universities and still keep in touch with each other. Surely, when we're back home, we'll visit each other and get together often. Now I'm a college student and have more opportunities to make new friends. I'm sure I'll have more friends during the four years here.

3 Enjoying a Joke

Sample

The woman's neighbors disliked her, so they were happy to hear that she was going to move out. They believed the neighborhood would be a better one after the woman moved out.

PART 2 Reading-Centered Activities

In-Class Reading

Pre-Reading

Sample

- 1 I'd like to share anything I have with my best friends. By best friends, I mean those I can talk to about my feelings, good news, problems or even sufferings. We're able to exchange ideas, suggestions or comments, and help and support each other at any time. We can't have many best friends in our lives. With a couple or so, I'll be the luckiest person in the world. As to my casual friends, I would give to them what they really need. By "need", I mean those things without which their study, career or health will be affected seriously. I'll help them when needed because "a friend in need is a friend indeed".
- 2 I was a blood donor about a year ago. When I was in the hospital a doctor told me that my blood type was hard to find but badly in need. I immediately donated my blood to the hospital. Sure, it would be used by a stranger, but I was happy to do so. I also donated money to earthquake victims in Wenchuan, Sichuan Province and other places though I am not rich. I gave away all my savings, my pocket money and what I got during the Spring Festival. Besides, I'm willing to share my clothes or food with strangers if they are really cold or hungry. But I have to be careful not to give anything to liars or swindlers because there're stories about how strangers may cheat for money or valuables.

Passage Reading

Notes

1 the Vietnam War

The Vietnam War was a war between South Vietnam, aided by the U.S., and the Viet Cong and North Vietnam.

The United States was fully involved in the Vietnam War, which had a deep and lasting effect on U.S. society and on the way that Americans thought about their own country. At first most people supported the war, but opposition gradually increased, especially among college students and other young people, as more U.S. soldiers were killed, and as the television news showed shocking pictures of ordinary Vietnamese people being killed and injured. Many young men became “draft dodgers (逃避兵役者)”, and many of them left the country or went to jail in protest. There were large protest marches, many popular protest songs, and the saying “make love, not war” became popular. Military failures and loss of public support eventually forced the government to bring U.S. forces back from Vietnam in 1973.

2 missionary

A missionary is a person sent by a church into an area to carry on religious or humanitarian work. In the past, Christian missionaries were often explorers, and they were sometimes the first Europeans that people in many parts of the world had ever seen. They were greatly admired for being brave and morally good, and for helping people to learn about Christianity. But today, many people criticize what missionaries did, because they encouraged people to give up their traditional religious beliefs and social practices. Sometimes, too, they encouraged people to do things in a more European way, for example, to dress in Western clothes and cover their bodies, even if they lived in a hot country.

Words, Phrases and Grammatical Points

1 pair & couple (Line 1, Para. 3)

A “pair” is a set of two things which are not usually used separately. These may be two things which are not joined together, such as shoes, or something made in two parts, such as trousers. Any two things of the same kind can be spoken of as a “couple”.

- e.g. I) I found a couple of socks in the bedroom but they don't make a pair.
II) She could see a pair of eyes looking at her through a crack in the wall.
III) I bought a new pair of shoes today.

2 badly (Line 5, Para. 3)

The word “badly” means:

- 1 very much; a lot

e.g. I) We missed her badly.

II) He badly wants to join us, but his injured leg prevents him from doing so.

- 2 in a bad way; not well

e.g. He sings badly.

3 supply (Line 2, Para. 4)

The word “supply”, when used as a verb, means “give or provide sth.”.

e.g. I) The farmer supplies eggs to the surrounding villages.

II) The high school supplies each student with textbooks.

This word can also be used as a noun, meaning:

- 1 the action of providing what is needed or wanted

- e.g. The supply of electricity has been threatened by recent strikes.
- 2 an amount of sth. for use
e.g. My coworkers and I quickly consumed our monthly supply of free coffee.
- 3 (*plural*) things such as food, clothes, and things necessary for daily life, especially for a group of people over a period of time
e.g. The army was trapped in the pass for several days, and began to run short of supplies.

4 at this point (Line 4, Para. 14)

The word “point” here means “an exact time, moment or stage in the development of sth.”

e.g. I) At that point, I was still living at home and had no job.

II) It is impossible to give a definite answer at this point in time.

III) Maybe at this point we should move on to some of the practical experiments.

It also means:

1 a particular place or position

e.g. I) No cars are allowed beyond this point.

II) We'll meet at a point halfway between here and your school.

2 a particular quality or feature that sth. or sb. has

e.g. I) His plan has both good and bad points.

II) The low price is one of its main selling points.

参考译文

以生命相赠

1 炸弹落在了这个小村庄里。在可怕的越南战争期间，谁也不知道这些炸弹要轰炸什么目标，而它们却落在了一所由传教士办的小孤儿院内。

2 传教士和一两个孩子已经丧生，还有几个孩子受了伤，其中有一个小女孩，8岁左右，双腿被炸伤了。

3 几小时后，医疗救援小组到了。医疗小组由一名年轻的美国海军医生和一名同样年轻的海军护士组成。他们很快发现有个小女孩伤势严重。显然，如果不立即采取行动，她就会因失血过多和休克而死亡。

4 他们明白必须给小女孩输血，但是他们的医药用品很有限，没有血浆，因此需要匹配的血型。快速的血型测定显示两名美国人的血型都不合适。而几个没有受伤的孤儿却有匹配的血型。

5 医生会讲一点越南语，护士会讲一点法语，但只有中学的法语水平。孩子们不会说英语，只会说一点法语。医生和护士用少得可怜的一点共同语言，结合大量的手势，努力向这些受惊吓的孩子们解释说，除非他们能输一些血给自己的小伙伴，否则她将必死无疑。然后他们问孩子们是否有人愿意献血来救小女孩。

6 对医生和护士的请求，孩子们瞪大眼睛，一声不吭。此时小病人生命垂危。然而，只有这些受惊吓的孩子中有人自愿献血，他们才能够得到血。过了好一会儿，一只小手慢慢地举了起来，然后垂了下去，一会儿又举了起来。

7 “噢，谢谢，”护士用法语说。“你叫什么名字？”

8 “兴，”小男孩回答道。

9 兴很快被抱到一张床上，手臂用酒精消毒后，针就扎了进去。在整个过程中，兴僵直地躺着，

没有出声。

10 过了一会儿，他发出了一声长长的抽泣，但立即用那只可以活动的手捂住了自己的脸。

11 “兴，疼吗？”医生问。

12 兴默默地摇了摇头，但一会儿忍不住又抽泣起来，并又一次试图掩饰自己的哭声。医生又问是不是插在手臂上的针弄疼了他，兴还是摇了摇头。

13 但现在，偶尔的抽泣变成了持续无声的哭泣。他紧紧地闭着眼睛，用拳头堵住嘴，想竭力忍住哭泣。

14 医疗小组此时非常担忧，因为针不会使他们的小输血者一直感到疼痛。一定是哪里出了问题。恰好这时，一名越南护士前来帮忙。看到小男孩在哭，她用越南话很快地问他原因。听了小男孩的回答后，又立即作了回答。护士一边说，一边俯身轻轻拍着小男孩的头，她的声音亲切柔和。

15 一会儿，小男孩不再哭了，他睁开眼睛，用质疑的目光看着越南护士。护士点了点头，小男孩的脸上马上露出了宽慰的神色。

16 越南护士抬起头平静地对两名美国人说：“他以为自己快死了。他误解了你们。以为你们要他献出所有的血，小女孩才能活下来。”

17 “那他为什么还愿意这么做呢？”海军护士问。

18 越南护士把这个问题向小男孩重复了一遍。小男孩简单地回答道：“她是我的朋友。”

19 他为了朋友甘愿献出自己的生命，没有比这更伟大的爱了。

Exercises

Post-Reading

Reading Comprehension

1 1 A 2 B 3 A 4 A 5 B 6 C 7 A 8 C

| | | | | |
|---------------|---------------|---------------|------------|---------------------|
| 2 1 killed | 2 wounded | 3 arrived | 4 girl | 5 badly / seriously |
| 6 blood | 7 none | 8 American | 9 type | 10 orphans |
| 11 French | 12 difficulty | 13 frightened | 14 would | 15 cried |
| 16 Vietnamese | 17 found | 18 understand | 19 willing | 20 friend |

3 Sample

V = Vietnamese nurse

H = Heng

N = Navy nurse

V: Is it hurting, Heng?

H: No.

V: So why are you crying? Is there anything wrong?

H: I'm sad that I will have to leave the world. I'm a little scared before I die. I don't want to die, but I don't want my friend to die, either.

V: Why do you think you are going to die?

H: The doctor said unless I gave my blood to my friend, she would certainly die.

V: You must have misunderstood him. You only have to give some of your blood to the girl.

This won't do any harm to your health.

H: Really? Are you sure?

V: Yes. Have a good sleep now. When you wake up, I'm sure you'll be as strong as before.

V: (to the Navy nurse): He thought he was dying. He misunderstood you. He thought you had asked him to give all his blood to the little girl so that she could live.

N: But why would he be willing to do that?

V: Heng, the Navy nurse wants to know why you would be willing to give all your blood to the little girl?

H: She's my friend.

Vocabulary

| | | | | | |
|------------|------------------|-----------------|--------------|-----------|------------|
| 1 1 reply | 2 land | 3 supplied | 4 wound | 5 replied | 6 signed |
| 7 wounded | 8 supplies | 9 sign | 10 balancing | 11 land | 12 balance |
| 2 run: 1 D | 2 A | 3 C | 4 E | 5 F | 6 B |
| match: 1 D | 2 B | 3 F | 4 C | 5 E | 6 A |
| 3 1 Insert | 2 in the balance | 3 requests | 4 relief | 5 let out | |
| 6 steady | 7 stiff | 8 misunderstood | 9 limited | 10 action | |

Translation

- 1 When I knew the details I realized that I should not have lost my temper in the office.
- 2 I don't / didn't know Bob very well, but we go / went out for an occasional drink together.
- 3 The meeting is supposed to take place on Tuesday, but we have to postpone it / put it off.
- 4 Our government took action to bring / get all the Chinese in that country back to China.
- 5 Including weekends, there are only 12 more days to buy Christmas presents / gifts.
- 6 Without immediate action, many kinds / species of wild animals would die from hunger.

After-Class Reading

参考译文

我们都需要朋友

1 有要好的老朋友是件好事，但结交新朋友则更好。不论我们年龄有多大，我们都感激朋友给予我们的支持与帮助。这种帮助可能是为一件小事，也可能是为挽救我们的生命。帮助或支持的多少并不是最重要的，真正重要的是拥有好朋友。

2 我刚交了一位新朋友——琼。她对于我，并不仅仅是又多了一位在街上碰到时打个招呼讲话的人，而是一位真正的好朋友。她会跟我一起吃午饭，会顺便到我家来喝茶。我有时会无缘无故感到悲伤或忧愁，这时她会听我说，使我感到有人理解我。她就是这样一位朋友。

3 这对我来说可不是一件小事。仅与老友们保持住联系，已经使我在时间和精力上勉为其难了，更不用

说结交新朋友了。但是随着年龄的增长——我现在已经35岁了——拥有一张安全的朋友关系网变得重要了。随着老朋友的离开，这张网出现了一个个缺口。我现在需要花一些精力去结识新朋友。

4 结交朋友很像经历了可怕的分手后再去约会。你犹豫踌躇，裹足不前，因为你很难相信你又得从头来过。但当你真正做的时候，它的难度还不到你预料的一半，而得到的回报却是你原本期望的两倍。

5 例如，琼现在是我最好的朋友之一，我却差点没能结识她。第一次相遇时我们都在市游泳池等自己五岁的儿子下游泳课。琼当时正在读一本书，那本书是我原先在读书俱乐部读过的。我想跟她说些什么，但却说不出来。我似乎已失去了说声“你好”的能力。

6 在更衣室里，我们又碰到了，当时我们的儿子都穿好了衣服准备回家。我几乎是对着她的后背说：“你觉得艾米·谭的书怎么样？”她转过身来，我却像个十几岁的孩子一样脸红了。“噢，”她说，“我正在看《正骨师的女儿》，真的很喜欢这本书。自从我读过《喜福会》后，艾米一直是我最喜欢的作家。”

7 接下来的两次游泳课后，我们又互相交谈，比较我们的阅读书目，跟着我们的儿子跑出更衣室。到了第五次游泳课时，我们约好了花一天时间去城里购物。对于像我这个年纪的人来说，你不觉得那是很不寻常的吗？

8 我过去基本上不挑选朋友。多年来，我让命运替我决定朋友。一份新工作，一座新城市，一幢昂贵的公寓，让我与原本连说声“你好”都不可能的人成了朋友。然而随着年岁的增长，我对有些朋友已变得不耐烦了，觉得这种因机遇建立的朋友关系有时会经不起生活变化的考验。这种类型的朋友，在你有困难真正需要帮助时并不一定会帮助你。

9 我们和朋友在一起时能够自然不做作，那是一件很美妙的事，是一份很珍贵的礼物，不能不与其他朋友分享。结交朋友，享受友谊，其实并不需要花费那么多的时间，或那么多的努力。

PART 3 Further Development

1 Grammar Review

Sample

A: Did you hear that Tom failed the English final? He was 10 minutes late for the final because he woke up late.

B: That's too bad. But he should have asked his roommate to wake him up.

A: Well anyway, he got to the classroom before the listening part finished. But then he found the batteries for his radio were dead.

B: Well, he should have bought new batteries the day before.

A: Yes, very true. He then had to borrow two batteries from his classmate. But when Tom was doing the exam, he found there were many words that were new to him.

B: He should have spent more time memorizing new words and phrases before the exam.

A: Yes, and then Tom had a splitting headache because he had studied until two in the morning.

B: That's too bad. But he really shouldn't have stayed up the night before the exam.

A: And what's more, Tom was so afraid to fail the final that he peeped at his neighbor's paper. He was caught and would be punished.

B: Really? He shouldn't have cheated on the exam.

2 Vocabulary Review

1 A **Though / Although**

B **though**

C **though**

A Both “although” and “though” can be used as conjunctions to introduce a subordinate clause of concession (让步状语从句) in which you mention something which contrasts with what you are saying in the main clause.

B “Though” is sometimes used as an adverb. When used as an adverb, it is not used at the beginning of a clause. “Although” cannot be used as an adverb.

C When a clause beginning with “though” ends with a complement or adverb, you can bring the complement or adverb forward to the beginning of the clause. However, when a clause beginning with “although” ends with a complement or adverb, you cannot move the complement or adverb to the beginning of the clause.

2 A **reply / answer**

B **answer**

C **replying**

Both “answer” and “reply” can be used as nouns and verbs. With a noun object we use the verb “answer” or “reply to”. e.g. We must *answer / reply to* these questions as soon as possible.

3 A **speaks**

B **speak**

C **talking**

D **speak / talk**

You say that someone “speaks” or “can speak” a foreign language. If someone is giving a speech, you say they are “speaking”. If two or more people are having a conversation, you say that they are “talking”. You do not say that they are “speaking”. If you “speak to / talk to” someone, you have a conversation with them.

4 A **injured / hurt**

B **hurt / injured**

C **wounded / injured**

D **wounds**

You can be “wounded” or receive a “wound” from any attack in which a gun or sharp instrument such as a sword or knife is used. You can be “hurt” or “injured” or receive an “injury”, a) when any other weapon such as a heavy stick or bomb is used, b) in an accident. Both “wound” and “injure” are more serious than “hurt”. Note that “hurt” can be used as an intransitive verb but not “wound” or “injure”. e.g. It *hurts* when I try to move my leg.

5 A **houses**

B **apartment, apartments**

A “house” is a building for people to live in and often has more than one level. An “apartment” in American English or a “flat” in British English refers to a set of rooms within a larger building, usually on one level.

6 A **aside**

B **apart**

C **aside / apart**

Both “aside” and “apart” can be used as adverbs. “Aside” means “away or to the side”. “Apart” means “separated by a distance”. The phrase “aside from / apart from” means a) except for, b) in addition to.

7 A **requests**

B **requested**

C **demanded**

D **demands**

Both “request” and “demand” mean “ask for sth. or ask sb. to do sth.”. “Request” is more formal and stronger than “ask (for)”. “Demand” is even stronger. If you “demand” something, you feel strongly that you have the right to get it, and will not take “no” for an answer. Both “request” and “demand” can be used as a verb or as a noun. A “request” for something is a polite demand for it.

8 A border

B boundary

The word “border” refers to the dividing line between two countries or states or the land near that line. A “boundary” is a precise line marking the outer limits of an area.

3 Roommates and Friends

STEP ONE

Sample

In addition to those listed in the book, my ideal roommate would also be: someone who does not smoke; a responsible and honest person; someone who does not snore while sleeping; the best student in my class; someone who does not stay up too late; an independent person; someone who does not interfere in my private affairs; a tolerant person; a trustworthy person, etc.

STEP TWO

Sample

- No, I don't think roommates are usually friends. Living in the same room doesn't necessarily mean that friendships will develop. Although roommates are usually friendly to each other, not all of them are friends because friendliness is not always an indication of friendship. It's true with classmates. Only when people have similar interests and a common outlook on life will they become friends or close friends.
- I think more often than not roommates will become friends. Obviously, roommates spend much time together and therefore will learn a lot about each other. When people get to know each other, friendship often develops. Many people could have become friends if they had met and got together often or long enough. Sharing rooms paves the way to friendship. We often hear older people say they were roommates or classmates and therefore good friends. It doesn't mean roommates will surely become friends. They're more likely to become friends.

4 It Made Me Feel So Good

STEP TWO

Sample

- As a newcomer in this university, the first letter I've received here is from my best friend, Dong Ming. Dong Ming and I were classmates in high school and we spent a lot of time together, studying, talking and playing around. I can safely say that not a single day was spent without our being together during our senior high school years. But now we're studying at two different universities far apart from each other.

His letter makes me feel as if we were together again, talking. And what's important is not the letter itself but what he said in the letter.

Dear Dong Hao,

I felt sad when we left each other last Friday and yet a little happy about all the new things and the excitement ahead of us in our new college life. It's what we want and need.

One thing is very important to both of us: to make more friends and to learn to get along with others. To do so I believe we should respect others—their point of view, their way of doing things, etc. Only in this way can we make more friends and make our campus life more interesting. What do you think? I look forward to your reply.

Best Wishes,
Dong Ming

- Sometimes I feel good about myself when I've been able to contribute a little bit to my relationships with others. I remember what I did for Xiao Li, my next door neighbor and good friend. Last summer Xiao Li got seriously ill and was in the hospital for five weeks.

At the beginning I didn't know what I could do for him. I went to Mom for advice. Mom thought about it for a while and said, "Well, the only thing I can tell you is to be available when he needs you—not when you want to be available." I took Mom's advice seriously. I called him on the phone now and then to check if he needed any help and I went to see him every day after school and did what I could for him. So when Xiao Li recovered and left the hospital I felt so happy.

5 When Your Neighbor Is in Need of Help

STEP ONE

Sample

A young woman was walking along the streets one night when she was attacked. She screamed for help and managed to escape. A few minutes later her attacker caught her again and she continued screaming for help while the neighbors watched terrified from their windows and did nothing. They didn't even call the police. The woman died of multiple stab wounds (多处刺伤).

STEP TWO

Sample

- 1 I think there are several reasons for that. First, people were rather cowardly and selfish. When they heard someone screaming late at night, they thought that might be dangerous so they just stood back and watched the woman get killed in front of them. They preferred to protect themselves rather than get involved to risk being injured or even killed. Second, they felt that there are already institutions in cities to deal with this kind of problem. They didn't think they needed to intervene because the police would do something for them. Finally, it is possible that these people were so terrified that they could not think clearly or take action to protect the woman.
- 2 I don't know. Maybe I would go to the street and try to protect the woman. I think more people would come to help if they realized what was really happening. Maybe I would call the police. But I'm afraid that when the police arrived, she might already have been killed. Or maybe I would be too scared to give any help. I might simply close the window and put my ear plugs in. These are the different things I might do on such an occasion, but I believe it's most likely that I would call the police.

PART 4 Translation and Writing

2 Translation Practice

Lean on Me

依靠我吧

Sometimes in our lives we all have pain, we all have sorrow
生活中我们会有痛苦，会有悲伤

But if we are wise, we know that there's always tomorrow.
然而，聪明的我们明白总有明天（可指望）。

Lean on me when you're not strong
当你脆弱时，来依靠我吧

And I'll be your friend, I'll help you carry on
我会成为你的朋友，会助你继续向前

For it won't be long, till I'm going to need
因为不会很久，我也会需要

Somebody to lean on.
有个人依靠。

Please swallow your pride if I have faith you need to borrow
假如我的诚信你需要，请收起你的骄傲

For no one can fill those of your needs that you won't let show.
因为没人能满足你那不表露的需要。

You just call on me, brother, when you need a hand
要帮忙时，找我就是了，兄弟

We all need somebody to lean on.
我们都需要有个人靠一靠。

I just might have a problem that you'll understand
也许我有个问题正好你明白

We all need somebody to lean on.
我们都需要有个人靠一靠。

3 Writing

Sample

When we need help, we should not hesitate to ask for it. There are two reasons for us to do so. First, sometimes in our lives we all may have pain and sorrow, so we all need somebody to lean on. For example, when we are angry, we need someone who is willing to listen to our complaints and to comfort us. Sometimes it is very likely that the one whom you have asked for help may need your help some day in the future. By helping each other, we become friends. The other reason is that no one can help us if we are too proud to let others know what we want. So next time if we have trouble, if we need somebody to lean on, don't hesitate to ask for help. Likewise, when one day someone else needs our help, lend them a hand or let them lean on us.

Unit 2

Remembering and Forgetting

Useful Information

Memory is one of the most important functions of human intelligence, which makes it possible for people to learn and become educated, to learn skills necessary for work, and to form emotional ties to the past.

Memory is important to human cultures and civilizations. Without memory, there would be no cultural heritage, let alone human civilizations. In the West people often learn, "Honor your father and your mother so that you may lead a long and happy life in the land which your Lord God has given you." Many Western holidays such as Christmas (honoring the birth of Jesus Christ), Thanksgiving (honoring those who have provided food and shelter), or Memorial Day (honoring those who have lost their lives in the defense of the nation) are important for the reason that we must not forget those who have helped us become what we are as a culture, a community, a nation, etc.

Needless to say, memory is important in our daily life. Think of the pleasure we have in remembering the joys of our youth, the first love, and the experiences of learning things. We need good memory to get high scores in tests. We need good memory to get things on the right track. We need good memory to keep our normal life going. No wonder everyone wants to have a good memory and remember things better. And researchers in this field are making concerted efforts to enhance our understanding of memory in order to solve the problems of forgetting, memory failure of the aged and memory impairment, etc.

But, is forgetting always painful? All of us have memories of being punished by our parents or teachers when we behaved badly or disobeyed the rules. As we look back, we know that the punishments were necessary and our memory of them would keep reminding us to behave well and stick to the family and social rules. However, for those unpleasant and even painful memories, isn't it better if we could erase them from our mind, for example, the small friction between neighbors, the quarrels over insignificant things, the loss of a game, etc.? In fact, to learn to forget will help us regain our confidence, take a positive attitude and have a good relation with people around us. Therefore, as we try our best to remember, we also need to learn to forget. It is a skill to make our life less burdensome and much happier.

All in all, good memory is important. But in some cases forgetting is not necessarily a bad thing. We need to learn to see the two more rationally.

PART 1 Preparation

1 Expressions Related to Memory

STEP ONE

If a word, expression, etc. is *on the tip of your tongue*, you usually know it but have difficulty remembering it at that moment. (就在嘴边的, 差一点就能想起的)

When you say *someone's head is like a sieve* or *someone has a memory like a sieve*, you mean that they forget things very easily. (记性坏, 健忘)

If *your mind goes blank* or *has gone blank*, you are suddenly not able to remember a fact or piece of information at a time when you need it. (脑子一片空白)

If a piece of information *goes in one ear and out the other*, it is heard but either ignored or quickly forgotten. (一只耳朵进一只耳朵出, 当作耳边风)

STEP TWO

1 B 2 D 3 A 4 C

2 Do You Have a Good Memory?

STEP TWO

Sample

I got 16 in this quiz. According to the results, I have a good memory. I can say I'm extremely good at remembering facts and figures for exams, birthdays, telephone numbers, etc., but I have a poor memory for remembering things like what I had for dinner, what I was wearing, etc.

I think a person can remember what they need and want to remember. In other words, one's purpose and motivation make it possible for them to recall facts. They may find it difficult to remember facts about the geography of a country that doesn't interest them, but can easily remember things about the country they're going to visit. Why? Because they are motivated and this helps them to concentrate. Increased concentration, in turn, makes the information easier to remember.

To sum up, one's purpose dictates what to look for and remember, and therefore directs their attention to what they want to know.

STEP THREE

Sample

- Yes, I once had a very embarrassing experience. One day, when I was walking on the street, I saw a young lady nodding and smiling at me and I began to wonder who she was. When she approached, she asked me about my college life in the past two weeks. Though I didn't know whom I was talking to, I told her everything, including the fact that I could seldom see my advisor and had no one to turn to for help. An odd smile crossed her face and she looked a little bit embarrassed. Then she gave me a phone number along with her name. It was then that I realized she was actually my advisor.

- Well, I think all of us may feel embarrassed when we forget some important things such as a friend's birthday or an appointment. I had such an experience about a year ago. One of my friends, Grace, invited me to her home the following Saturday, and I promised I would be there on time. When I arrived, I saw some of our classmates were there and each of them had brought a present for Grace. It turned out that that day was her birthday. I felt very embarrassed, but I thought I had to do something to cover up my embarrassment. So, I went up to her and said, "Gosh, Grace, you never seem to age, so I never remember your birthday."

3 How to Remember Clearly?

STEP ONE

In Speech Bubble 1, the man is forming a mental picture of the things he wants to buy.

In Speech Bubble 2, the man is repeating the things he wants to buy.

In Speech Bubble 3, the man is trying to remember his shopping list by inventing a story.

In Speech Bubble 4, the man is forming meaningful connections between the things he wants to buy and the letters in the word "CANDY".

STEP TWO

Sample

- When I'm trying to memorize facts for exams, I always repeat them a number of times. The more I do this, the easier it is to remember. Even so, I think, repetition, by itself, is not enough. Sometimes, I will try other means to memorize what I am trying to remember. I will ask questions, think about the topic in relation to my own experience, or discuss issues with my classmates.
- Sometimes I use the method of forming meaningful connections to remember English words. For example, when trying to remember whether I should use the word "principle" or "principal", I tell myself that a principle is a rule and a principal is my pal and then I can use the appropriate word. Besides, I keep a diary to record my memories. When I go to new places, I buy souvenirs or take photographs to remind me of the places and people there. Sometimes songs help me remember things, too. For example, "Yesterday Once More" was my favorite song in high school. Now the song always brings back pleasant memories of my high school life.
- Apart from the methods mentioned in the picture, I will use the method of "chunking" to memorize numbers. I find it's a good way because chunking involves grouping materials together rather than learning each item separately. For example, when my friend told me his telephone number is 05718820xxxx, I grouped the 12 numbers into three chunks, "0571", "8820", "xxxx", it was far easier to remember.

PART 2

Reading-Centered Activities

In-Class Reading

Pre-Reading

STEP ONE

| | | | |
|---|---|--|--|
| passport 护照 airline 航空公司 flight 航班 take off 起飞 | board (v.) 登机 conveyor belt (行李) 传送带 airline ticket counter 航空公司票务柜台 check-in counter 办理登机手续柜台 | loading area 装货区 check (in) one's baggage 托运行李 claim check (行李) 领取凭证 claim one's baggage 认领行李 | boarding pass 登机牌 security checks 安全检查 air hostess 女乘务员 destination 目的地 |
|---|---|--|--|

STEP TWO

- | | | |
|--------------------|-----------------|-------------------|
| 1 check-in counter | 2 conveyor belt | 3 loading area |
| 4 claim check | 5 boarding pass | 6 security checks |

Passage Reading

Words, Phrases and Grammatical Points

1 flight (Line 2, Para. 1)

The word "flight" has several meanings:

- an airplane that takes you on a particular journey
e.g. I) I'm sorry, this flight is full. I can put you on the 4:30 plane.
II) Can you tell me what time Flight No. 340 arrives in New York?
- a journey in a plane
e.g. I) Our flight from Chicago to Seattle was pleasant.
II) The captain and crew hope that you have enjoyed the flight.
- the action of flying
e.g. I) It's unusual to see swans in flight.
II) Certain birds spend most of the day in flight.
- a set of stairs between one floor and the next
e.g. I) The women's dress department is one flight up.
II) She sounded as though she had just run up two flights of stairs.

2 take off (Line 5, Para. 1)

The phrase "take off" has several meanings when it is used intransitively.

- (used for an airplane, etc.) leave the ground and start flying
e.g. I) He started to read as the plane took off for Haifa.
II) We took off in the jet airliner and soon crossed the country.

- 2 become successful, popular, or well-known
 - e.g. I) It was at this point that her acting career really took off.
 - II) Her singing career took off after an appearance on Johnny Carson's "Tonight" show in America.
- 3 go away, often suddenly and unexpectedly
 - e.g. I) When Bob saw me, he took off in the other direction.
 - II) Mary just took off without saying goodbye to anyone.

The phrase "take sth. off" has the following meanings when it is used transitively.

- 1 remove (especially clothes)
 - e.g. I) Take your shoes off before you come in.
 - II) He took off his clothes and got into the bath.
- 2 have the period of time mentioned as a holiday
 - e.g. I) I'm going to take a week off.
 - II) It's difficult for me to take time off during the summer.

3 As I was walking by the shops, I happened to see a display of flight bags, which reminded me of my briefcase. (*Lines 1-3, Para. 2*)

句中 which 引导非限制性定语从句。除 that 只能引导限制性定语从句之外，其余关系代词都能引导非限制性定语从句。

- e.g. I) I told the secret to Freddy, who later told it to his girlfriend.
- II) Miss Smith, whom you met at our house, is going to marry Mr. Abbott.

happen to do / be 碰巧，恰巧

- e.g. I) One day I happened to run into Jim Davis.
- II) There happened to be a policeman on the corner, so I asked him the way.

In the following cases, the word "happen" also means "do or be by chance".

- 1 it happens / happened that 碰巧，恰巧
 - e.g. I) It happened that I wasn't at home when they called.
 - II) Fortunately it happened that there was no one in the house at the time of the explosion.
- 2 happen on / upon 偶然遇到，偶然发现
 - e.g. I) I happened on an old country inn and stopped to have a meal.
 - II) We happened upon the accident on our way to work.
- 3 as it happens / happened 碰巧，偶然
 - e.g. I) As it happens, I have my checkbook with me.
 - II) I needed to borrow a car, and as it happened, Andrew wasn't using his.

remind: tell or cause (sb.) to remember 使想起

- 1 remind sb. of sth.
 - e.g. I) That song always reminds me of our first date.
 - II) Don't remind me of that awful day—I made such a fool of myself!
- 2 remind sb. to do sth.
 - e.g. I) Please remind me to post this letter.
 - II) Remind me to buy some batteries.
- 3 remind sb. that...
 - e.g. I) The sight of the clock reminded me that I was late.
 - II) I just want to remind you that your assignments must be completed by Friday.

4 remind sb. about sth.

e.g. I) Paul called to remind you about the party.

II) Can you remind me about my dentist's appointment tomorrow?

5 remind sb. what / when / how / where, etc.

e.g. I) I need the notes to remind me what to say.

II) Remind me where to turn and when to stop.

4 Quickly I tried to remember where I might have left it. (Lines 4-5, Para. 2)

Knowing that I had not stopped anywhere since I left the airline ticket counter, I concluded I must have put it down there. (Lines 5-8, Para. 2)

At first I was sure that somebody had just walked off with it, but then I realized there was a chance that whoever found it might have turned it in at the counter. (Lines 9-12, Para. 2)

在这三个句子中，均出现了“情态动词+have+过去分词”结构，表示对过去的推测。

e.g. I) Phillip may have gone abroad.

II) Linda has gone to work, but her bicycle is still here. She must have gone by bus.

III) Few can have been surprised at the result.

IV) She can't have gone to school—it's Saturday.

V) I couldn't have left it on the bus.

VI) I thought the bad news might have upset you.

VII) I think I might have caught a cold.

VIII) Samuel Johnson might have said something similar.

IX) He must have had some reason for wanting to talk to you.

X) "You must have put it there by accident," I said.

In the third sentence, the word "whoever" means "anyone who".

e.g. I) Whoever arrives first should unlock the door.

II) Whoever breaks this law deserves a fine.

The word "whoever" has two other meanings:

1 no matter who

e.g. I) I don't want to see anybody—whoever it is.

II) Whoever you ask, you will get the same answer.

2 (used for expressing surprise) who

e.g. I) Whoever could be phoning so late at night?

II) Whoever has heard of such a ridiculous idea?

5 view (Line 21, Para. 2)

关于view的常见词组有:

1 come into view: can be seen; appear

e.g. I) The clouds lifted, and the tops of the mountains suddenly came into view.

II) When we reached the top of the mountain, a wide plain came into view.

2 in view of: because of; as a result of

e.g. I) In view of her apology, we decided to take no further action.

II) In view of our difficulties with money, let's not go on vacation.

3 with a view to: with an intention of

- e.g. I) We have exchanged letters with a view to meeting to discuss these problems.
II) These measures have been taken with a view to increasing the company's profits.
- 4 in one's view: in one's opinion
- e.g. I) In my view, the government should do more to prevent crimes.
II) In many people's view, the economy is in trouble.

参考译文

特种快递

1 到了机场，我才发现我兄弟搭乘的航班延误了一个小时。通常我在机场等候接人时，会把时间消磨在观看飞机起落上。可那天晚上我头疼得厉害。我想喷气发动机发出的噪音会使我头疼更厉害，于是决定在机场内逛一会儿。

2 当我走过那些店铺时，碰巧看到陈列在那儿的航空箱包，这使我想起了自己的公文包。我这才意识到公文包没在身上。我马上努力回忆会把它遗忘在了哪里。自从离开航空公司票务柜台后，我没有在其他任何地方停留过，所以我推想，我一定是把包留在那里了。我急忙回去取，可是公文包已无影无踪。起先我确信一定是有人顺手把它拿走了，但随后又想，也有可能看到包的人已把它交给了柜台，于是便在票务柜台排队等候。轮到我时，我描述了包的特征，并询问是否有人把它交到了柜台。那位航空公司代理摇了摇头。这时我朝他身后的行李输送带瞥了一眼，输送带正把行李从办理登机手续处往下面的装货区传送。我大声叫道：“我的包在那儿！”然而，当代理回头看时，公文包已传送到输送带的尽头，突然消失了。

3 “你看到你的包了？”代理问我。

4 “是的！”我大声说。“它刚穿过那边那个入口。这下我怎样才能把它取回来呢？”

5 “这不难，”代理回答说。“把你的行李领取凭证给我，我想我们能够在装机前截住它。”

6 “可我没有行李凭证！”我答道。“我没办法托运！我哪儿都不去。我是来接人的。”我平静了一下情绪，解释了事情的经过，并指出很可能有人把包交到了柜台，而某位代理把它和其他行李一起办了托运并放到了传送带上。

7 代理告诉我，能找回包的唯一办法是，填写一张认领单，在上面写清公文包的外观特征。等我填完表格，代理打电话到下面的行李区查询时，包已被装上了一架航班，但不知是哪一架。代理记下了我的电话号码，并保证他们一找到包就给我打电话。尽管我住在苏城，离机场有一个半小时的车程，他们还是会一找到包就把它送到我家来。

8 我兄弟的航班到了。我们取了他的箱子后便走向停车场找我的车。回家的路上我把公文包的事告诉了他。到了家，我们把行李从车上卸下来。当我兄弟从车里拿出一只公文包时，我真不敢相信自己的眼睛。原以为已丢失的公文包其实根本就没有被带进机场！它一直躺在后座的地上。我意识到，此时此刻航空公司的人正在飞往丹佛、圣路易斯和芝加哥的航班上逐一检查核对行李，寻找我的公文包。一想到要打电话告诉他们我已经在自己的车里找到了包，心里真叫痛苦。

9 我们进屋时电话铃正响着。接电话时，我惊呆了。电话里一位航空公司的工作人员说：“我们有好消息告诉你！我们在丹佛找到了你的公文包，十一点前应该到这里。午夜后不久便能送到你家。”

Exercises

Post-Reading

Reading Comprehension

- | | | | | | |
|---|-------------|-------------|---------------|---------------------|-------------|
| 1 | 1 brother | 2 late | 3 land | 4 take off | 5 noise |
| | 6 worse | 7 briefcase | 8 counter | 9 on | 10 loading |
| | 11 get | 12 have | 13 claim form | 14 delivered / sent | 15 airport |
| | 16 unloaded | 17 never | 18 realized | 19 flights | 20 midnight |

- 2 1 F 2 F 3 F 4 F 5 T 6 F 7 T 8 F

3 Sample

- I would say: "I must apologize for the terrible mistake I made with my briefcase. When my brother and I got home, to my greatest surprise, we found my briefcase was lying on the floor in the back seat of my car. So the briefcase you found in Denver must be someone else's. I'm terribly sorry to have put you to so much trouble. Thank you very much for what you've done for me."
- The airline workers would have to find the real owner of the briefcase they found in Denver. They also had to apologize to the owner for the late arrival of the briefcase the mistake had caused.

Vocabulary

- 1 B
A a journey in a plane
B an airplane that takes people on a particular journey
- 2 A
A wait for sb.; greet sb.
B see sb. accidentally
- 3 A
A leave the ground and start flying
B become successful or popular
- 4 B
A end or bring sth. to an end
B decide that sth. is true after considering all the information you have
- 5 A
A any person who
B no matter who
- 6 B
A an opinion or idea

B what you are able to see

7 B

A examine sth. to make sure that it is safe, correct, in good condition, etc.

B leave baggage, etc. ready for shipment

8 A

A say or show sth. in an indirect way

B propose a plan or idea for sb. to discuss or consider

9 A

A an area of land used for a particular purpose

B a large amount or number

10 B

A causing physical pain

B upsetting or unpleasant

2

1 off

2 in

3 down

4 for

5 of

6 in

7 off

8 on

9 out / in

10 from

3

1 concluded

2 vanish

3 delivery

4 exclaimed

5 display

6 whoever

7 promise

8 agent

9 claims

10 opening

4

1 meet her flight

2 was delayed for an hour

3 watch planes land and take off

4 hurried back

5 couldn't believe my eyes

6 reminded me of

7 by any chance

8 vanished from sight

9 calm down a bit

10 head for my car in the parking lot

11 glanced over the shoulder of a man nearby

12 happened to

13 shortly after midnight

14 unloaded the car

15 deliver it to her address

Translation

1 That song always reminded her of the night she spent in Chicago.

2 There happened to be a policeman on the corner, so I asked him the way.

3 All flights to New York today are / were delayed because of the bad weather.

4 Whoever is responsible will have to pay for the damage.

5 When I got home I found my briefcase missing. I must have left it somewhere in the hotel.

6 By the time he had worked 30 years in the middle school, the number of students had increased to over 2,000.

After-Class Reading

参考译文

遗忘的益处

1 我们在某个时候都曾希望拥有完美的记忆力，想要记住事情的每一个细节。我们会遗忘在学校和家里学到的很多东西，这太糟糕了。如果我们对过去的记忆既不准确又不完整，我们又怎么能够做出符合实际的自我评价呢？

2 然而，完美的记忆力并不总像人们想象的那么美好。有这样一个关于俄罗斯记者S的故事。他只需看上几秒钟便能记住长串的数字、单词和许多页电话号码簿上的内容。甚至在多年以后，他仍能将这些长串的信息倒背如流。他还记得他第一次记这些材料时的情景。

3 S用各种各样的记忆“窍门”帮助自己记忆。其中的许多窍门涉及在大脑中形成图像。不过，你不必羡慕他，因为他有一个很严重的问题：不会遗忘。那些大脑中的图像老是浮现在他眼前，使他分心，无法集中注意力。有时甚至连与人作简单的交谈都成问题，因为对方的话会让他想起其他东西。事实上，人们把他描述成一个迟钝的人。最终，S无法胜任自己的工作，只好以“记忆专家”的身份游走于各个地方，向人们展示他的才能，以此来谋生。拥有这种记忆问题的人的例子还有很多。他们来自很多不同国家，说各种不同的语言。

4 或许你仍然认为拥有完美的记忆力是一件好事。那么，设想一下记住一切会是什么情形。每当你回忆过去时，你不但会记起你经历中的精华，还会记得毫无价值的琐事。记忆也许会花上你数小时，而不是片刻。你头脑中也许会一片混乱，使你无法把信息组织好。有了完美的记忆力，你也许会记住那些最好能忘记的东西。难道你真想记住每次愤怒的争吵，每个你所犯的错误，以及生命中每个痛苦的瞬间吗？“记住一切”会对你和家人、朋友的关系产生什么影响？成功地建立一种亲密关系是否有可能取决于一定程度的遗忘呢？或许只有把那些不愉快的记忆锁进记忆的角落里不再去想它们，才有可能自信和乐观呢？如果你记住这些，你就能理解为什么完美的记忆力不是我们该拥有的最佳记忆力。

5 就像牢记一样，某种程度的遗忘有助于我们的正常生活。那么，有益的遗忘和有害的遗忘之间的界线在哪里呢？如果你可以选择，你会选择清楚地记住哪些东西，又让哪些东西从你的记忆中消失呢？这是需要思考的问题。

PART 3 Further Development

1 Grammar Review

- | | | | | |
|---------|--------------|---------|--------|------------|
| 1 when | 2 who / that | 3 that | 4 what | 5 where |
| 6 whose | 7 how | 8 which | 9 why | 10 whoever |

2 Vocabulary Review

Section A

- | | | |
|--------------|------------|----------|
| 1 A remember | B reminded | C remind |
|--------------|------------|----------|

You “remember” something by yourself. If someone or something “reminds” you of something or “reminds” you to do it, they cause you to remember it or remember to do it.

- 2 **A number** **B amount** **C amounts**

The word “number” is used with countable nouns while the word “amount” is usually used with uncountable nouns. When you use “amount” in the plural, you use a plural verb with it.

- 3 **A effect** **B affect** **C affect**

The verb “affect” means “have an influence or cause a change”. The noun “effect” means “a result or consequence”.

- 4 **A compare... with / to** **B compared... to** **C Compared with / to**

compare... with: 拿……与……相比

compare... to: a) 把……比作 b) 拿……与……相比

Section B

Teaching tips

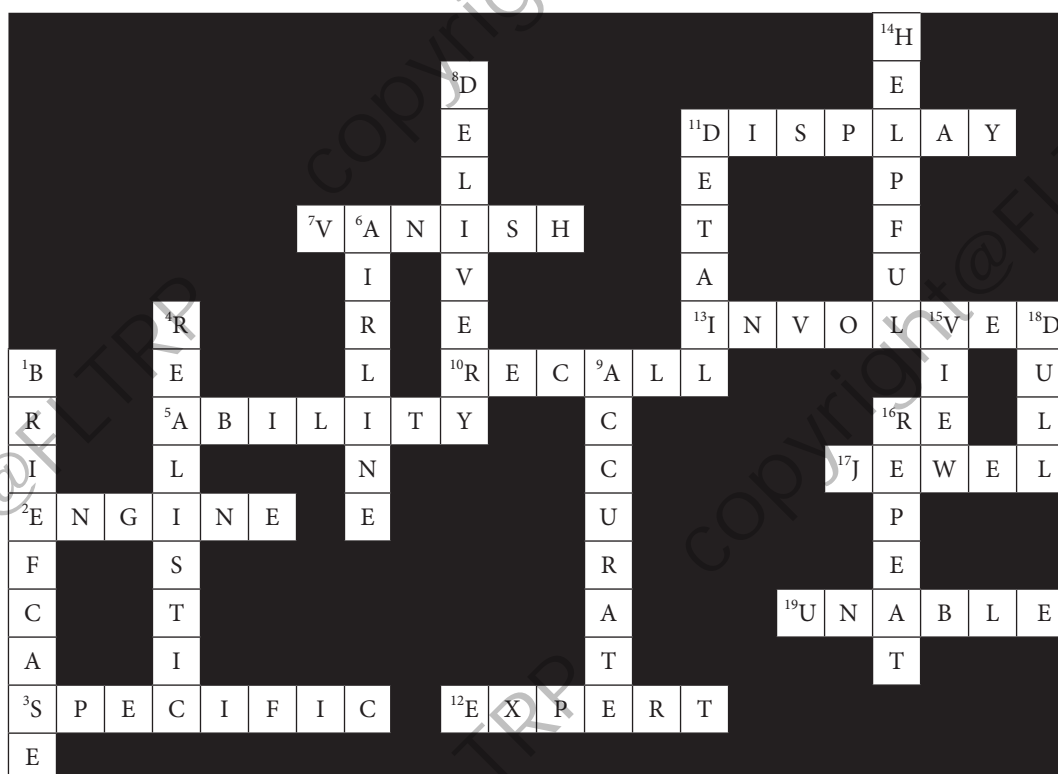
The teacher may make the game easier by writing on the blackboard the following list of words used in the puzzle:

display
unable
briefcase
recall
repeat

helpful
vanish
ability
engine
view

jewel
detail
dull
involved
delivery

expert
airline
realistic
accurate
specific



3 Filling Out a Claim Form

| Report a Lost Item | | |
|--|--------------------------------|---------------------|
| Please fill out the following form, along with a description of the item. | | |
| For Travelers, Commuters, and Local Transportation | | |
| For local and countrywide travel, fill in relevant fields. | | |
| Skip to contact section and continue if this area does not apply. | | |
| Departure City | Layover (if applicable) | Arrival City |
| <i>Hangzhou</i> | | <i>Beijing</i> |
| Contact Information | | |
| Name | | |
| <i>Li Wei</i> | | |
| Contact phone number | | |
| <i>0571-8572XXXX</i> | | |
| Contact e-mail address | | |
| <i>liwe@mail.hz.zj.cn</i> | | |
| Contact address | | |
| <i>Department of Information Science and Electronic Engineering, Zhejiang University, 310027</i> | | |
| Lost Item Information | | |
| Item Name | | |
| <i>Traveling bag</i> | | |
| Color | | |
| <i>Dark blue</i> | | |
| Size | | |
| <i>Medium-sized</i> | | |
| Brand | | |
| <i>Li Ning</i> | | |
| Complete description and contents of lost item | | |
| <i>It is a dark blue, medium-sized wheeled nylon traveling bag with white leather trim. There are three T-shirts (navy blue, white and red), two pairs of blue jeans, some white socks, a book about computer programming, some cash and a couple of things for daily use.</i> | | |
| Location Information | | |
| Location where the item was last seen | | |
| <i>It was last seen when I was about to check in at the check-in counter.</i> | | |
| Date when the item was last seen | | |
| <i>July 6.</i> | | |

Sample

A: Excuse me. Could you help me?

B: Certainly. What's the problem?

A: I lost my traveling bag when I was about to check in for Flight CA 1510. Did anyone find it?

B: No, I'm afraid not. Where did you lose it?

A: At the check-in counter. It was still with me when I was waiting for my turn to check in the baggage. But then I saw a friend of mine and we chatted for minutes. When I realized it was my turn, I turned back and found that it disappeared.

B: Don't worry. Someone might have found it, but failed to turn it in. Would you tell me how it looks?

A: Well, It is a dark blue, medium-sized wheeled nylon traveling bag with white leather trim.

B: A dark blue, medium-sized wheeled nylon traveling bag with white leather trim. What's your name and phone number?

A: Li Wei. 0571-8572XXXX.

B: OK, we'll call you as soon as it is turned in.

A: Thank you very much.

4 I'll Never Forget...

Sample

- I'll never forget one of my visits to the zoo. When I was five years old, my parents took me to the zoo one day. I remember it was a spring day. When I saw some visitors were feeding the monkeys, I asked my father for a banana. I threw the banana to a big monkey and was happy to see the monkey eat it. When another monkey came to me, I asked for another banana. This time I waited for the monkey to come closer and handed it the banana. The monkey took the banana from me so quickly that it hurt my hand. Fortunately, it was not serious.
- I'll never forget the day when my father took my brother and me on a picnic on my 8th birthday. It was a sunny day and I was very happy and excited on our arrival at a park with a river running through it. My father warned us that the river was very dangerous and asked me to promise not to walk near it. I promised, but I failed to keep my promise. I was curious and walked into the river. Suddenly, I was unable to stand and fell down. I cried out loudly, but nobody was there except my younger brother. He was very scared and did not know how to help out. He jumped into the river, only to make the situation even worse. We both cried out in loud voice. Fortunately, my father and a passerby heard our cries and saved us.

5 Remembering and Forgetting

Sample

- 1 It depends on what I want to remember or to forget. When I try to memorize English words, I always find that my head is like a sieve. Although I spend more than one hour on English words every day, I can only memorize half of them. In this case, it's much more difficult to remember than to forget. But when it comes to a song I like, I can remember the words of the song very quickly. Though many years have passed, I can sing the song from memory.

- 2 If I could choose, I would like to remember all the happy moments of my life, my promises, and the useful knowledge I have obtained in school and at home. I would like to forget all the useless information in my brain, the wrongdoings of other people and the unpleasant experiences like a quarrel with my friend, a failure on an exam, a lie I've been told, or a misunderstanding between my classmates and me.
- 3 Yes, I think a certain amount of forgetting will do us good. If we remember everything, we'll be distracted by memories of the past and won't be able to concentrate on things we are doing now. Our brain will be stuffed with a lot of rubbish and therefore have no room for really important things. If we remember everything, we'll also remember unpleasant experiences.

6 What Would Their Lives Be Like?

Sample

Setting: In Mr. Forgetting's office

Characters: **F** (Mr. Forgetting), **M** (Mr. Perfect Memory), **S** (Mr Forgetting's Secretary)

M: Hello, Mr. Forgetting.

F: Hello, Mr... But... do I, by any chance, know you?

M: Sure. Three months ago, I met you in this office. You were in a black suit and looked very energetic. You bit your nails all the time when we were talking about a new project...

F (*embarrassed*): A new project?

M: Yes, a new project about building a supermarket in this district. You promised to do some market research on it and asked me to be back in three months. When you were telling me all these, you kept on looking at your watch. It seemed that you...

F: Oh, really? I am afraid I have no idea about it.

M (*irritated*): You have no idea about it? It was you who invited me to be here and discussed the possibility of building a supermarket in the neighborhood. It was you who shook my hand and ensured me that we would get much profit. It was you who asked your beautiful secretary to take down the notes on pages 38 and 39 in a black notebook, No. 12...

F (*surprised*): In a black notebook? Oh, please wait a moment. Sara?

S: Yes, Mr. Forgetting?

F: Please bring in the notes you took three months ago.

M: It was a black notebook; you labeled it No. 12. And I believe the notes you took are on pages 38 and 39.

(*Sara brings in the notebook and turns to page 38. She is very surprised.*)

S: He is right, Mr. Forgetting.

(*Mr. Forgetting shrugs and comes to shake hands with Mr. Perfect Memory.*)

F: Oh, I'm so sorry, Mr.? I really have a poor memory. Please be seated.

M: Thanks, Mr. Forgetting. Last time I spent 30 minutes letting you know I was invited to be here and this time it took me only 20 minutes. Not too bad!

PART 4 Translation and Writing

2 Translation Practice

- 1 我正准备去冲杯咖啡，突然听到很响的敲门声。
- 2 她上午打扫的房子，下午就被孩子们弄得一团糟。
- 3 他开始是个小职员，后来开了自己的工厂并发了财。
- 4 我的朋友们都说，如果我当初选择了教师这一职业，我会成为一名优秀的教师。
- 5 虽然委员会的一些成员并不赞成，但这对他的计划没有什么影响。

3 Writing

Sample

Yesterday afternoon I was on duty at the check-in counter. A young man came to me and asked if his briefcase had been turned in. I said no. Then he looked over my shoulder at the conveyor belt and shouted that he saw his briefcase going through the opening at the end of the conveyor belt. I asked him to give me his baggage claim check, but he said he didn't have one. He was just there to meet a flight. I then asked him to fill out a claim form and called down to the baggage area. Unfortunately, the briefcase had already been loaded on one of the flights and they didn't know which one. So I took the young man's phone number and assured him that we would call as soon as we found the briefcase. I promised that we would deliver it to his home address in Sioux City.

The young man left. About two hours later, we learned that the briefcase was found in Denver. One of our workers called the young man to tell him the good news. To our great surprise, the young man said that he had already found his briefcase! It had been in his car! Now we had to look for the owner of the briefcase that we had thought to be the young man's.



Unit 3

More than Words

Useful Information

Humans are not the only living things that can communicate information to one another. There are some interesting forms of communication among other kinds of animals. Honeybees, for example, perform a kind of dance that accurately transmits information about the direction, distance, and nature of a food source. Dogs and wolves employ scents to communicate, in addition to barks, howls, and growls. They also use a system of visual signals that includes not only facial expressions and body movements but also positions of the tail.

Communication gets more complex with the social organizations of animals. After humans, the non-human primates have the most intricate systems. Far from depending primarily on vocalizations, as we might expect, the non-human primates seem to rely heavily on combinations of gestures, facial expressions and postures as well as sounds. Just as is true with humans, the non-human primates are able to lend many shades of meaning to their body-language vocabulary. However, there are important occasions when only sounds will do. Discovering something good to eat, for example, a monkey or ape will let out a cry of pleasure that brings the rest of the troops running; or, sensing danger, it will give a shriek that causes its companions to seek shelter. This wordless communication system serves the non-human primates extremely well. It is complex and allows them to do much more. Yet, for all its complexity it falls short of human language.

The gift of language provides a magnificently efficient and versatile system of communication. Its coded series of sounds conveys thought at least ten times faster than any other method of signaling—faster than hand signs, moving pictures, or even other kinds of vocalization. Language is man's passport to a totally new level of social organization, the tool that enables him to vary his behavior to meet changing conditions instead of being limited by the less flexible action patterns that other primates have. Through language, man can give things names, reflect on them and refer to them in the past and the future. Most important of all, language gives man the capacity to share his thoughts and to pass along learned behavior to succeeding generations.

We humans might think that we all have the same communication styles. This is not true. Sometimes, different personalities and different cultures can make it seem as if we come from countries with different traffic signal systems—interpreting the lights the way we see fit.

Some of us charge forward, assuming the light is green until we encounter a roadblock. Others of us always worry about how what we say causes others to react towards us and assume that the light is red unless someone tells us it's green. We don't say what we think until given the "go-ahead". Still others

of us see yellow at every communication intersection, proceeding with caution, attuned to signs that others have missed. Each of these systems has advantages in some instances. A yellow-light person is more likely to avoid miscommunication problems, whereas a green-light person can quickly cause hard feelings without even knowing it. Furthermore, a red-light person may end up being a very poor communicator because he hesitates to ever express his true feelings and appears to be a shallow individual. This may seem to be a simplistic analogy, but it can be an interesting exercise to think about which color of “light” you tend to see when you are communicating with others.

Communication, both verbal and non-verbal, is a fascinating subject, and as communicators we must not forget that half of communication is listening. Good listeners tend to be popular, well-liked people because they appear interested in those with whom they are communicating. They also tend to make fewer mistakes. Thus, in learning a new language, it is essential to both speak and listen accurately, just as is true with one’s own native language.

PART 1 Preparation

1 Why Are You Speaking?

STEP ONE

Sample

- 1 • A young man and a young woman are looking at a painting. The man is putting his arm around the woman. They seem like a couple. The painting shows a very romantic scene with a castle and a young couple who look like a prince and princess. They are facing each other and holding each other’s hand as if saying “I will love you forever”.
 - The man is expressing his feelings or hope. I think he must be in love with this woman, so he wants to give the woman some hints, wishing that he and the woman could develop a relationship as intimate as the two in the painting, get married and live happily ever after.
- 2 • Two boys are fighting, one lying face down on the floor and the other sitting on him. The one who is sitting has a scar on his face. They must have fought with each other fiercely. The young woman who looks like a mother is holding one of the boy’s hands and says: “That’s very naughty!”
 - She is criticizing the children’s behavior and hopes that they would not do this again.
- 3 • Two people are standing near to something which looks like a rock or a parcel. The woman is asking: “What do you think it is?”
 - She is curious and is asking about the man’s idea.
- 4 • An old man is lying in the bed. He seems to need some rest or sleep. But a little boy wearing a pair of dark glasses is playing in his room. The boy is squatting near the old man’s bed, holding a gun and pointing it at him. The boy’s mouth is open as if imitating gun shots.
 - He asks the boy not to disturb him. He must be somewhat unhappy.

STEP TWO

Sample

- To greet people. "Glad to meet you."
- To ask for directions. "Could you tell me where the railway station is?"
- To make an invitation. "I'd like you to come and have tea with us on Friday."
- To make a request. "Could I ask you to write him a letter?"
- To make an inquiry. "Do you know the assignment for today's English class?"
- To apologize. "Forgive me for being late."
- To ask for permission. "May I use your dictionary?"
- To express thanks. "I really don't know how I can thank you enough."

2 Acting and Guessing

Possible phrases to be written on the cards: fry an egg, drive a car, play golf, play the piano, tie a shoelace, take a shower, catch a mosquito, hang up a map on the wall, take photos, etc.

Note: To make the activity more challenging the teacher can set a time limit for both the acting and the guessing. Also, students should be encouraged to come up with their own phrases. If the phrases can describe the acting clearly or make the acting known to the rest of the class, they should be accepted as correct guessing.

3 Idioms Related to Parts of the Body

1 G 2 A 3 H 4 C 5 B 6 E 7 F 8 D

Additional activity

Action, Body and Emotions

Often parts of the body are closely linked to particular verbs. The combination of the verb and part of the body expresses certain emotions or attitudes. First choose an appropriate verb from Column A for the nouns in Column B, then from Column C choose a possible emotion or attitude so that the relevant action may be expressed.

Column A

lick
wrinkle
raise
clench
shrug
stick out

Column B

fist
eyebrows
shoulders
tongue
lips
nose

Column C

doubt, indifference
disrespect, embarrassed, naughtiness
anger, aggression, determination
dislike, distaste
inquiry, surprise
anticipation

Key:

lick → lips → anticipation
wrinkle → nose → dislike, distaste
raise → eyebrows → inquiry, surprise
clench → fist → anger, aggression, determination
shrug → shoulders → doubt, indifference
stick out → tongue → disrespect, embarrassed, naughtiness

PART 2

Reading-Centered Activities

In-Class Reading

Pre-Reading

Picture 1: It means you agree or you are paying attention.

Picture 2: It means you're saying "No!" or you are disappointed.

Pictures 3 and 4: Both gestures mean "Come here!"

Passage Reading

Words, Phrases and Grammatical Points

1 more than (Line 2, Para. 1), more...than (Lines 10-11, Para. 1)

"More", as the quantifier comparative of "many" and "much", is used to say that a particular number or amount is larger than another.

e.g. I) In some places bottled water costs more than a glass of beer.

II) I have done more work this morning than he.

2 non-verbal (Line 4, Para. 1)

The prefix "non-" means "not".

e.g. a non-alcoholic drink 不含酒精的饮料

a non-smoker 不抽烟者

a non-stop flight 直飞航班

a non-member country 非成员国

Gandhi's policy of non-violence 甘地的非暴力政策

3 means (Line 9, Para. 1)

与 means 有关的常用词组有 by all means, by no means, by means of 等。

by all means

1 definitely, absolutely, of course

e.g. I) "Would it be all right if I left a bit early?" "Yes, by all means."

II) "Can I use the phone?" "By all means."

2 using everything and everyone available to get sth. done

e.g. I) He was determined to become leader by all means.

II) Citizens of the town put out the fire by all means available.

by no means: not at all

e.g. I) She's by no means sure of being able to get the job.

II) It is by no means easy to play the piano well.

III) It is by no means certain that the change will take place.

by means of: using a particular method

e.g. I) The blocks are raised by means of pulleys (滑轮).

II) She tried to explain by means of sign language.

4 expect (Line 7, Para. 3)

More usages of “expect”:

1 think that sth. will happen

e.g. I) I expect you are right.

II) “Do you think they are going to attack?” “I expect so.”

III) I expect she will pass the exam.

2 believe that sb. or sth. is going to arrive

e.g. I) Are you expecting a parcel?

II) There’s the doorbell—I expect it’ll be my mother.

III) We weren’t expecting so many people to come to the party.

3 think that it is right or reasonable that sth. should happen

e.g. I) At these prices, I expect better service.

II) You can’t expect children to be quiet all the time.

III) The general expects complete obedience from his men.

5 rarely (Line 1, Para. 5)

“Rarely” means “not often”. Other words or expressions meaning “rarely” are “seldom”, “hardly ever”, “scarcely ever”.

e.g. I) Discipline is rarely a problem in this school.

II) Although his speed of thought outstripped most people, he rarely showed impatience.

III) Seldom have I seen such a wonderful recovery in my patients.

IV) My grandmother hardly ever goes out of the house.

V) Profound changes in attitude scarcely ever come through reading.

6 prefer (Line 5, Para. 5)

1 prefer sth.

e.g. I) She prefers her coffee black.

II) This type of owl prefers a desert habitat.

2 prefer... to...

e.g. I) I prefer singing to acting.

II) He prefers red wine to white.

3 prefer (sb.) to do sth.

e.g. I) He chose Spain, but personally I’d prefer to go to Greece.

II) Let me wash the dishes—or would you prefer me to dry them?

4 prefer that...

e.g. I) Would you prefer that we reschedule the meeting for next week?

II) We prefer that our teachers have a degree in early childhood education.

参考译文

不用话语的交流

- 1 当你学一门外语时，你要学的不仅仅是词汇和语法。要想成功地进行交谈，你还必须学习该种文化的非

言语性语言，或者说“肢体语言”。“肢体语言”是用来描述那些可以传递信息的脸部表情、手势以及其他身体动作的术语。这种交流方法非常重要，实际上我们用动作表达的信息比用言语表达的信息还要多。

2 有时候我们发现说一门外语很困难，因为我们可能不了解另一种文化的非言语信号，或者说那些信号在我们自己文化中的含义可能迥然不同。例如，在世界上不同的地方，上下点头就传递不同的信息。在北美，该动作表示“我同意”。在中东，向下点头表示“我同意”，而向上抬头表示“我不同意”。日本人谈话的时候这个动作通常只是表示“我正在听”。一位在美国的日本学生好不容易才了解了其中的差异。在和一位推销员说话的时候，这位学生礼貌性地点头，表示他在注意听着。结果，第二天那位推销员就将一台崭新的洗衣机送到了他的公寓。

3 目光接触所表达的含义也很丰富，但是，在不同的文化中，它表达的意思也不同。在一些讲西班牙语的国家，孩子们在与年长者谈话时，不直视对方的眼睛，以表示尊重。而在其他国家，别人则期待你看着他的眼睛。例如，如果你在美国不这么做的话，人们会以为你害怕、尴尬或者生气了。

4 世界上很多地方都用两种基本的手势来招呼别人朝自己走过来。在亚洲，人们把手指朝下微曲，做摆手的动作，而有些北美人则用该动作向孩子们道别。北美人用类似的手势招呼别人走过来，但是他们的手指是向上弯曲。去国外参观的人必须了解这种差别，否则就会传递错误的信息。

5 我们在谈话时与对方保持的距离同样也是交流的一个重要方面，虽然我们很少想到这一点。通常，北美人比拉丁美洲人和中东人更喜欢彼此间距离大一点。在国际会议上，谈话的两个外交官可能会慢慢地从房间的这一头移到那一头，其中一个想竭力拉大彼此间的距离，而另一个则想竭力缩短这一距离。通常，喜欢距离大点儿的那个人往往退到背靠墙，无路可退为止，他(拉大距离)的努力也以失败告终。

6 尽管我们花了许多年来学习一门外语，如果我们不了解该文化的非言语性语言和得体的举止的话，就会产生误解。如果我们不知道应该握手还是鞠躬，什么时候坐着，什么时候站着，在不熟悉的场合应该有什么样的举止，那么我们就没有真正具备用外语交流的能力。或许在读、写、说、听四项传统的交流技能之外还应该加上第五项技能：文化意识。

Exercises

Post-Reading

Reading Comprehension

1 1 Introduction (Para. 1)

Body language / non-verbal language is also an important means of communication.

2 Communicating in a foreign language can be difficult if we don't understand the non-verbal signals of that culture. (Paras. 2-5)

For example,

A the gesture of nodding the head (up and down), (Para. 2)

B eye contact, (Para. 3)

C the sign of waving the hand, (Para. 4)

D personal conversation distance. (Para. 5)

3 Conclusion (*Para. 6*)

To communicate successfully in a foreign language, we need to master a fifth skill, cultural awareness.

- 2 1 Because we may not understand the non-verbal signals in its culture, or they may mean something different from what they mean in our own culture.
- 2 Facial expression, gestures, and other movements of the body that send messages.
- 3 Because he thought the Japanese student was expressing “I agree to buy the machine” by nodding his head.
- 4 People are expected to look into the other person’s eyes during a conversation.
- 5 The Asian schoolboy may come closer instead of going away.
- 6 Because they come from different countries and prefer different conversation distances.
- 7 It’s the awareness of differences between different cultures. / It’s the awareness of proper behavior in different cultures.

3 Sample

- 1
 - Shaking hands is the customary form of greeting all over the world.
 - Hugging and kissing when greeting are common in most Western countries.
 - Displaying the index and middle fingers in the shape of a “V” means “victory” or “peace”.
 - The “O.K.” gesture is used to mean “O.K.”, “zero”, or “worthless”.
 - The thumbs-up gesture is used to say “Good job!”, “O.K.” or “Great!”
 - A person may point to their nose or chest to indicate themselves.
 - A person may pat their head to show that they are thinking hard.
 - A person may shake their hand to say “No!”
 - crossing the forefinger and the middle finger has two meanings: a) wishing for good luck to happen, b) I’m not telling the truth (often done with the hand behind the back to hide crossed fingers from view).
- 2
 - eating with your left hand in India;
 - touching someone else’s head in India;
 - the “O.K.” sign in Germany and Brazil;
 - hugging or kissing a stranger or acquaintance in countries like China;
 - the thumbs-up gesture in Australia;
 - resting the feet on tables or chairs in France;
 - conversing with hands in pockets in France;
 - touching or pointing at someone with your feet;
 - Under no circumstances should you indicate “O.K.” to a German using your thumb and forefinger to form a circle—that would be considered rude;
 - The thumbs-up sign is downright offensive in Iran and many Middle East countries;
 - In Korea, it is rude to blow your nose in front of people. When talking to someone, keep your hands in full view. It is rude to keep your hands behind your back or in your pockets;
 - In Thailand, people point to an object with their chins, not their hands;
 - In Japan and America, it is unacceptable for two adults of the same sex to hold hands while walking together.

Vocabulary

1 1 B

A one of two or three periods that the school or university year is divided into

B a word or expression that has a particular meaning, especially in a technical or scientific subject

2 B

A the money or income that one has

B a way or method of doing or achieving sth.

3 A

A a gesture, sound or action which is intended to give a particular message

B a series of radio waves, light waves, or changes in electrical current that may carry information

4 B

A a short written or spoken note

B the most important idea in a book, film, speech, etc.

5 A

A only

B in a way that is easy to understand

6 A

A the act of communication with a person, organization, country, etc.

B the state of touching sth.

7 B

A a long raised mass of water moving across the surface of the sea

B a sign of greeting made by raising and moving the hand

8 A

A the amount of area, room, etc. that is empty or available to be used

B the area beyond the Earth where planets, stars, moons, etc., exist

2 1 gesture

2 signal

3 misunderstanding

4 behaved

5 curls

6 rarely

7 means

8 bow / bowed

9 contact

10 facial

11 awareness

12 occur

Translation

1 You won't get the job unless you've got the experience.

2 I spent most of my time studying the differences between Chinese and American cultures.

3 The statement is so clear that it can't cause any misunderstanding.

4 He wishes he could give her more help than he does.

5 Remember to invite her to the birthday party, or she would complain.

6 "You have to add \$2,500 for equipment purchase / buying equipment to the cost," said the director.

7 It is important to be aware of your strengths and weaknesses and the environment you are in.

8 You will soon find yourself without any friends at all if you keep on being so rude to everybody.

After-Class Reading

参考译文

如何同任何人在任何时间、任何场合交谈

- 1 善于交谈是生活中的一大乐趣，还能给生活带来一些巨大的回报。有时候这并不是件容易的事。但是，你练习得越多，就越善于交谈。如果你希望能够和任何人在任何时间和任何场合交谈，你需要牢记六个要素。
- 2 首先，你说的话无需精辟到值得让人引用。很多时候，别人并不期待你说出隽语。他们也不会等着把你所说的话记录下来。因此，尽管开口讲话吧。希望你的谈吐有趣，足以吸引听众。
- 3 第二，正确的态度——交谈的愿望——是成为一个能说会道者的根本。与人交谈时尽量热情些。别人也会对你的热情做出积极的反应，而且你会发现自己的确也变得满腔热情。另一方面，如果你与他人交谈时缺乏热情，他们也很容易发现，从而做出消极的反应。
- 4 第三点要记住的是要轮流说话。仔细倾听会使你变得更善于交谈。交谈中好的提问也是出色交谈者的标志。倾听是每个人学习的一种方式。学到的越多，你为自己成为一名优秀交谈者所做的准备就越充分。
- 5 第四个要点是应该努力开阔眼界。最优秀的交谈者能够谈论日常生活之外的事情和经历。你可以通过旅游拓宽你的世界，但也可以足不出户就做到这一点。当然，你可以通过阅读学习。但是，要记住的一个要点是，那些与你背景不同的人可以开阔你谈话的内容和拓展你的思维。
- 6 第五点要记住的是，严肃的谈话时间不应过长。幽默感很有用，有时讲个和自己有关的小笑话会使谈话轻松起来。
- 7 最后，与人交谈要真诚。你应该对你的交谈对象坦率、诚实，正如你也希望他们这样对待你一样。你要乐意告诉他们你的背景以及个人好恶。这是谈话中互相理解、平等交换的一个重要方面，一个了解别人和让别人了解自己的重要方面。坦诚示人，这样准没错。
- 8 无论你和一个人交谈还是和许多人交谈，规则都是一样的，都是为了建立联系。只要表现出你的同情心、热情和倾听的愿望，你就一定会成为一名谈话大师。

PART 3

Further Development

1 Grammar Review

- 1 I don't know whether to go to the movie or stay home to play computer games.
- 2 They knew / know when to follow the rules and when to alter / change them.
- 3 Please let us know where and to whom to send these books.
- 4 I haven't decided which city to settle in because I haven't found a job I like.
- 5 To her, it's important to know how to form her own views and not to repeat others' opinions.
- 6 It's not that I didn't want to say anything but I didn't know what to say that day.

2 Vocabulary Review

1 expanded

expand: become larger in size, number, or amount, or to make sth. do this

broaden: a) increase sth. such as knowledge, experience, or your range of activities

b) make sth. wider or become wider

2 sign

sign: an act or gesture used to convey an idea, a desire, information, or a command 示意动作

signal: an indicator, such as a gesture or colored light, that serves as a means of communication

信号, 暗号

3 genuine

true: not false, based on facts and not imagined or invented

genuine: sth. real, not fake

4 reward

prize: sth. that is given to sb. who is successful in a game, competition, race, etc.

reward: sth. that you receive because you have done sth. good or helpful

5 fault

fault: responsibility for sth. wrong

mistake: sth. that has been done incorrectly, or statement that is incorrect

6 horizons

horizons: knowledge and experience 视野

eyesight: the ability to see 视力

7 habit

custom: a way of behaving or a belief which has been established for a long time 习俗

habit: sth. you do often and regularly, often without knowing that you are doing it 习惯

8 recognize

realize: understand sth. 意识到

recognize: identify sb. or sth. 辨认出

3 To Be a Good Listener in the English Class

STEP TWO

Sample

- 1 I should concentrate throughout the class and ask the instructor to explain things I don't understand either in class or after class.
- 2 I should ask the instructor to repeat the question first and then decide whether I can answer the question.
- 3 I should not dwell on words I don't know. Instead, I should skip them and keep going so that I won't miss the main idea.
- 4 It's natural that I have some difficulties in listening. I shouldn't be so hard on myself.
- 5 I should pay more attention to content than to single words. I should listen for main ideas and other important information.

- 6 I should learn to interpret the information in English.
- 7 I should listen throughout a lesson to get the message so that I know what to say next. I needn't take myself too seriously.
- 8 I should ask the speaker to repeat or explain their words. I don't think I'll lose face by doing so.
- 9 I should listen carefully and make sure that I understand. I should pay attention to the idea I want to express, not only the words.
- 10 To improve my listening skills, I'm going to do more listening practice out of class. I'll listen to some English songs, news, and programs.

4 Words, Voice or Body Language?

Sample

The picture shows that in communication, body language plays the most important role, followed by voice qualities, and words playing the least role. Basically, I agree with this estimate. I think body language has the most impact, then voice, and finally words. However, words, I believe, are much more than 7% in its role. My estimate is that the impact from words is between 15% to 20%, voice from 35% to 40%, and body language from 40% to 50%.

I believe the appropriate use of body language is very useful in daily communication. Once I heard someone complaining about something with a smiling face instead of an angry expression. That amazed me! The speaker successfully conveyed what he wanted to convey without causing much discomfort to the listener. I think the speaker is very tactful.

As for voice, I also think it is very important. For example, when you are sound asleep in the early morning, your mother knocks at your door repeatedly and shouts at you angrily: "Get up! Hurry up!" You must be very unhappy. But if your mother knocks at your door gently, and speaks softly: "Honey! Time to get up" with a rising tone, you might wake up with a better mood. So I think that words, comparatively speaking, are the least important. What is more important is the way you say it.

5 Eyes—the Window of the Soul

STEP ONE

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 D | 2 A | 3 E | 4 C | 5 B |
|-----|-----|-----|-----|-----|

STEP TWO

- | | | |
|-----------------------|------------------------------------|------------------|
| 1 caught my eye | 2 have eyes bigger than my stomach | 3 making eyes at |
| 4 turn a blind eye to | 5 cannot take my eyes off | |

6 Can You Help?

Sample

Silvia: Ted! I'm in trouble. Can you help?

Ted: What's wrong?

Silvia: Our teacher asked me to give a presentation in English next Thursday. You know I am very poor in English. What's more, the idea of standing in front of the class and speaking to so many people makes me very nervous.

Ted: Yes, I kind of understand how you feel. But you have to face it bravely.

Silvia: How? It's easier said than done. Wouldn't you be nervous if you were to give a public speech?

Ted: Of course, I would also be nervous. But I have some tips to share with you. First, you need to remember that all the people in the classroom are your friends, not your rivals. They won't laugh at you even if you make mistakes.

Silvia: That's true. But what if I forget what I want to say in the middle of a sentence?

Ted: That's easy! You can use powerpoint presentations. If not, you may write a few key words on a piece of paper. If you forget, take a look at it.

Silvia: But I am afraid that they won't understand my spoken English. I speak with some accent.

Ted: Everyone in our class speaks with an accent, and it's only a matter of degree. So don't be too upset. My suggestion would be: Try to pronounce the words clearly and speak more slowly. Have some pauses while speaking.

Silvia: Why pauses?

Ted: Because your pauses will allow your classmates the time to think about what you have just said. Also, use some gestures when you speak, such as eye contact, smiling, and hand movement.

Silvia: No, no! I don't think I can manage that.

Ted: Easy! Just look at your classmates, say, some of your close friends. And before you speak, ask them to look at you with smiling faces and give you some encouragement. I think this will make you feel less nervous.

Silvia: That's a good idea!

Ted: Another important thing is that you need to rehearse it before you speak. This will make you familiar with what you are going to say, thus you can be more confident and speak more fluently.

Silvia: Thank you! Talking with you makes me feel much better.

Ted: You're welcome! Good luck!

PART 4 Translation and Writing

2 Translation Practice

- 1 请把货物发到我的住处。
- 2 总统将在年会上发表讲话。
- 3 他注意饮食, 适量锻炼, 现在血压已完全正常了。
- 4 天气晴朗时这里人流如织, 很多人(来这里)只是为了感受热闹的气氛。
- 5 他因超速被罚款200元, 罚金要在半年内交纳。
- 6 有没有哪类书是你特别喜欢读的?
- 7 他不吸烟, 对饮食非常挑剔。
- 8 给我印象最深的是他渊博的学识、丰富的经验和无穷的智慧。

3 Writing

Sample

To solve your problem, you should pay more attention to your communication skills. First, you should be aware of your problem, and tell yourself that it's very natural for you to feel that way in a new place and among so many people you don't know. Then you should try to make others understand your position and help you deal with the problem. In order to get others to pay attention to you, you must first learn how to be a good and sympathetic listener. You should concentrate when you listen and do not miss the important points the others say, because our thoughts race much faster than most people speak. Then you should talk more. The ability to talk well is not always easy to acquire. But the more you work at it, the easier it will be. You can also use a bit of sense of humor to lighten your conversation. Only when you are ready to talk and listen attentively will you succeed in making a connection with the world around you.



Unit 4

Fresh Start

Useful Information

As teachers, we all greet each new school year with feelings of anticipation, excitement, and even a bit of apprehension as we wonder what our new students will be like. Will they be ambitious and interested learners ready to absorb new ideas, or will we have to prod and push them to learn the new materials to which they are being introduced?

In the teaching profession, unlike many other professions, we have the opportunity to make a fresh start each year, indeed each semester. We have the leisure to consider what went right and what went wrong in the previous classes; we can try different methods of teaching, repeating them if they work and discarding them if they don't. In this respect teachers are fortunate indeed.

What about the students? If they are freshmen, they have many apprehensions and many tensions. They have to make adjustments to dormitory life, no small thing for many of them. They are away from a secure base of family and friends and are hoping that they can make new friends with whom they can share their hopes and fears. Probably they are most apprehensive about whether or not they can succeed in college, and they may be quite worried as to whether or not they will be able to succeed in this English language class.

Actually the English classroom can be a place where students' apprehensions are eased. In small group discussions they can be encouraged to talk about themselves, their beliefs, and even their fears. The students in the small groups can be very supportive of one another if they are encouraged to do so. Often, praise from peers can mean more to students than praise from their teachers. Students can also express some of their concerns through writing assignments. Often just writing down something that is bothersome can make an individual feel better. It would be wonderful if we could make the English class a place that students look forward to entering.

In a sense, each day is a new beginning for both students and teachers, a time when a fresh start can be made. We all have had class sessions that didn't go exactly as we would have liked. The beauty of teaching lies in that we can think about how we can keep that from happening again. We can learn from our mistakes, and it is essential that we help our students to learn this, too. If we can find positive things to say to students who have had a "bad day", we can help them realize that they can make a fresh start during the next class. Then, seeing them making progress, we will feel fulfilled too.

Philosophers and poets have long recognized the importance of fresh starts, or beginnings. The 5th century B.C. Greek philosopher Plato stated, "The beginning is the most important part of the work." John Dryden, the 17th century British poet, reminded his readers of the importance of beginnings both in nature and in art, when he wrote: "By viewing Nature, Nature's handmaid Art. Makes mighty things from small beginnings grow."

PART 1 Preparation

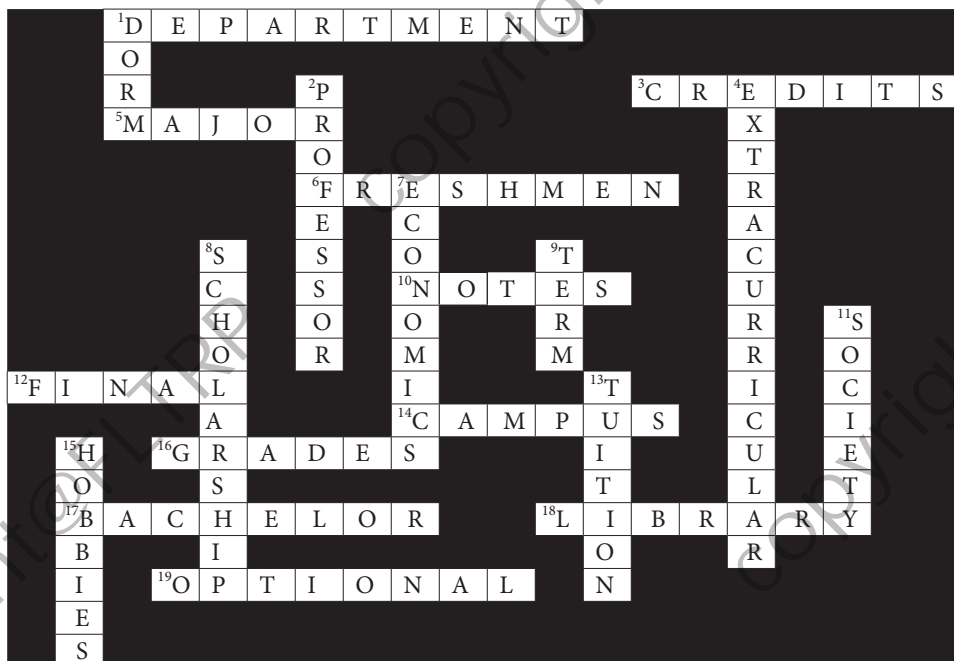
1 Talking About High School Classmates

Sample

- Among the 54 students in my high school class, I'm the only one enrolled in a national key university. There are 14 others who were accepted by provincial universities or colleges. Their majors vary greatly, covering most of the engineering fields. Of the 14 former classmates, 4 are now studying in Shanghai, 2 in Shandong, 3 in Beijing and the rest in other parts of the country. Though initially dissatisfied with their universities or colleges, they are quite happy with their majors.
- I graduated from _____ High School, a key high school in _____ Province. Among the 50 students in my class, 48 are enrolled in universities, mostly national key universities. Three went to Peking University and two to Tsinghua University. The three who study at Peking University are majoring in law, philosophy and physics respectively and the two at Tsinghua are majoring in computer science and information science. In this university alone there are five of us, each with a different major. Another three of my former classmates are enrolled in normal universities, one in Beijing Normal University, one in South China Normal University and one in East China Normal University.

2 A Freshman's School Life

STEP ONE



STEP TWO

Sample

I'm a freshman at Zhejiang University with a major in economics. I have been on campus for about two months. I'm living in a dorm and have three nice roommates. I enjoy reading to widen my horizons, so I spend a lot of time in the university library. So far I have been enjoying my new life except that sometimes I worry about the coming mid-term and final exams. Our professors stress in class that students' top priority here is to acquire as much knowledge as possible. We should attend classes regularly and take good notes. We should hand in our assignments on time; and the results of quizzes will account for part of our final grades. Usually we are very busy during the week. But on weekends we can spend some time on our hobbies. The spare time thing I like to do most is to surf the Internet. Some students make use of their spare time to do some part-time jobs, for example, serving as a tutor. They say they have to earn at least part of their tuition. I think I'd prefer to work hard to win a scholarship to support myself.

Additional activity

A Freshman's Alphabet

For this activity, the teacher can ask students to work in pairs to complete a Freshman's Alphabet by filling in the blanks with suitable words.

A is for the ASSIGNMENTS that the teachers give us.

B is for the B that I enjoy reading.

C is for the CAMPUS where _____.

D is for the D that I share with my roommates.

E is for the E that give me headaches.

F is for the FRIENDS whom _____.

G is for the G that I learn in the English class.

H is for the H of mine, such as playing tennis.

I is for the INFORMATION that _____.

J is for the J that I want to get after I graduate from college.

K is for the K that we are acquiring in school.

L is for the L where we can borrow books.

M is for the M of mine—business.

N is for the N that I take in class.

O is for the OK I say to my mother over the phone.

P is for the P who give us lectures.

Q is for the QUIZZES that _____.

R is for the R that we write after we have done research.

S is for the S that I hope to win.

T is for the **TUITION** that _____.

U is for the **U**_____ that give us the chance for higher education.

V is for the **V**_____ that I'm looking forward to.

W is for the **W**_____ when I can relax myself.

X is for the **X'MAS CARDS** that I will receive from my friends in December.

Y is for **YAHOO** that we like to visit on the Internet.

Z is for the **ZEAL** (热情, 渴望) I have for knowledge.

Key:

A is for the **ASSIGNMENTS** that the teachers give us.

B is for the **BOOKS** that I enjoy reading.

C is for the **CAMPUS** where most students live.

D is for the **DORM** that I share with my roommates.

E is for the **EXAMS** that give me headaches.

F is for the **FRIENDS** whom I'm glad to stay with.

G is for the **GRAMMAR** that I learn in the English class.

H is for the **HOBBIES** of mine, such as playing tennis.

I is for the **INFORMATION** that I get from the Internet.

J is for the **JOB** that I want to get after I graduate from college.

K is for the **KNOWLEDGE** that we are acquiring in school.

L is for the **LIBRARY** where we can borrow books.

M is for the **MAJOR** of mine—business.

N is for the **NOTES** that I take in class.

O is for the **OK** that I say to my mother over the phone.

P is for the **PROFESSORS** who give us lectures.

Q is for the **QUIZZES** that teachers give us now and then.

R is for the **REPORTS** that we write after we have done research.

S is for the **SCHOLARSHIPS** that I hope to win.

T is for the **TUITION** that my parents pay for my education.

U is for the **UNIVERSITIES** that give us the chance for higher education.

V is for the **VACATIONS** that I'm looking forward to.

W is for the **WEEKENDS** when I can relax myself.

X is for the **X'MAS CARDS** that I will receive from my friends in December.

Y is for YAHOO that we like to visit on the Internet.

Z is for the ZEAL (热情, 渴望) I have for knowledge.

3 Expectations of College Life

Sample

- For me, Items 1, 2, 4, 5 are very important because I want to take advantage of my college years to learn something really useful. When I was in high school, my goal was to enter a prestigious university, so most of the time I studied hard just for the sake of getting high marks. Now things are different, and I am more concerned about my future career. Thus, I plan to devote my time to whatever will prepare me for my future job and life. The only item that is not important to me is Item 10 because it's too early for me to consider a recommendation letter. The rest of the items are somewhat important to me. I hope I can develop a good relationship with my teachers and classmates.
- I think the most important goal I want to achieve in college is to develop my interpersonal skills. As we know, undergraduate studies should be focused on quality education. Gaining knowledge is something very natural to undergraduate students if we attend classes regularly and pay enough attention to lectures. In fact, learning is a life-long activity. I have a wide range of interests. I'm also a good problem solver. So Items 6 to 9 are very important to me while Items 1 to 5 are less important. As I'm planning to pursue further studies abroad after graduation, Item 10 is somewhat important to me.

PART 2 Reading-Centered Activities

In-Class Reading

Pre-Reading

Sample

- I felt excited when I came to the campus for the first time. It was so big and beautiful—tall buildings, lovely flowers and trees, and grand lawns. Welcoming slogans could be seen here and there. And inspiring music from the loudspeakers added to my excitement. Spacious as it was, the campus was packed with freshmen like me, their busy parents, teachers and senior students who were helping with our registration. Suddenly I felt that I was no longer my mom's baby; I was an adult! I was overwhelmed with pride and excitement.
- I felt at a loss when I first came to the university. The campus was so big that I was afraid I would get lost if left alone. It seemed to be messy and noisy everywhere, with thousands of people coming and going. I felt a little dizzy too and exhausted after a whole day's journey by train. All I could do was to follow my parents here and there, not knowing what to do or what to say.

- I still remember the day when I first came to the university. After the registration my parents left and I found myself standing alone in a place I had never been to before. It seemed that everyone on campus was watching me. I was feeling so ill at ease that I even found it difficult to get organized. When I came back to my dorm, my roommates were busy making their beds. I just sat there and began to miss my parents. The sense of loneliness was so strong that I thought I was going to cry.

Passage Reading

Words, Phrases and Grammatical Points

1 ... keep my ears open and my mouth shut... (Line 7, Para. 1)

这是 keep 带形容词或过去分词作宾语补足语的结构。

- e.g. I) My job keeps me busy.
 II) Take my overcoat. It will keep you warm.
 III) There were toys to keep the kids amused.
 IV) It's hard to keep the house clean with three kids.

2 Once I was in the room... (Line 2, Para. 2)

The word "once" here is a conjunction which means "as soon as; from the moment when".

- e.g. I) Once she arrives, we can start.
 II) Once I've found somewhere to live, I'll send you my address.
 III) I believe you'll be very happy here once you get to know everyone else.

3 So off to the cafeteria I went. (Lines 6-7, Para. 7)

这里将 off to the cafeteria 前置，以强调戏剧性场面的发生地 the cafeteria。

4 ... instead he turned around... (Lines 9-10, Para. 8)

The word "instead" means "in place of sb. or sth. else that has been mentioned".

- e.g. I) We didn't have enough money for a movie, so we went to the park instead.
 II) Jim didn't join the navy. Instead, he decided to become an actor.

The phrase "instead of (sb. or sth.)" means "in place of (sb. or sth.)".

- e.g. I) I should be at school instead of lying here in bed.
 II) You probably picked up my keys instead of yours.

参考译文

新的开端

1 当我父母开车离去，留下我可怜巴巴地站在停车场上时，我开始寻思我在校园里该做什么。我决定我最想做的就是平安无事地回到宿舍。我感到似乎校园里的每个人都在看着我。我打定主意：竖起耳朵，闭上嘴巴，但愿别人不知道我是新生。

2 第二天早上我找到了上第一堂课的教室，大步走了进去。然而，进了教室，我又碰到了一个难题。坐哪儿呢？犹豫再三，我挑了第一排边上的一个座位。

3 “欢迎你们来听生物101课,”教授开始上课。天哪,我还以为这里是文学课呢!我的脖子后面直冒冷汗,摸出课程表核对了一下教室——我走对了教室,却走错了教学楼。

4 怎么办?上课途中就站起来走出去?教授会不会生气?大家肯定会盯着我看。算了吧。我还是稳坐在座位上,尽量使自己看起来和生物专业的学生一样认真。

5 下了课我觉得有点饿,便赶忙去自助食堂。我往托盘里放了些三明治就朝座位走去,就在这时,我无意中踩到了一大滩番茄酱。手中的托盘倾斜了,我失去了平衡。就在我屁股着地的刹那间,我看见自己整个人生在眼前一闪而过,然后终止在大学上课的第一天。

6 摔倒后的几秒钟里,我想要是没有人看见我刚才的窘相该有多好啊。但是,食堂里所有的学生都站了起来,鼓掌欢呼,我知道他们不仅看见了刚才的情景,而且下决心要我永远都不会忘掉这一幕。

7 接下来的三天里,我独自品尝羞辱,用以果腹的也只是些从宿舍外的售货机上买来的垃圾食品。到了第四天,我感到自己极需补充一些真正意义上的食物。也许三天时间已经足以让校园里的人把我忘在脑后了。于是我去了食堂。

8 我好不容易排队取了食物,踮脚走到一张桌子前坐下。突然我听到一阵熟悉的“哗啦”跌倒声。抬头看见一个可怜的家伙遭遇了和我一样的命运。当人们开始像对待我那样鼓掌欢呼的时候,我对他满怀同情。他站起身,咧嘴大笑,双手紧握高举在头顶上,做出胜利的姿势。我料想他会像我一样溜出食堂,可他却转身重新盛一盘食物。就在那一刻,我意识到我把自己看得太重了。

9 我是否摔了个托盘,坐在教室的哪个位置,甚至是否走错了教室,有谁会不在乎?没有人在乎。这不像在中学。在大学里,这些都无关紧要。我完全可以按自己的意愿行事。

10 一旦意识到我不必考虑别人的期望,只要自己满意就行,我感到释然。我开始把大学看作一个美妙的实验。我稍稍改变了自己的穿着,开始欣赏爵士乐,还认定自己喜欢光着脚走路。

11 在接下来的大学生活里,我不再试图做出什么姿态,而是顺其自然。大学,在我看来,也许是唯一一个犯错误可以得到完全谅解的阶段(包括踩到番茄酱,摔了托盘)。于是,我利用这个机会来体验我认为自己可能会犯的所有过失。

12 大学毕业已经三年了,我仍然时有过失。其中的一些过失我甚至还是得到了原谅。

Exercises

Post-Reading

Reading Comprehension

- | | | | | | |
|---|--------------------------|--------------|------------|------------|-----------|
| 1 | 1 dormitory / dorm room | 2 watching | 3 freshman | 4 wrong | 5 biology |
| | 6 literature | 7 cafeteria | 8 stepped | 9 dropped | |
| | 10 ashamed / embarrassed | 11 forgotten | 12 fate | 13 serious | 14 matter |
| | 15 experiment | 16 forgiven | | | |

- 2
- 1 No, that was just the way the writer felt, because she was self-conscious and shy.
 - 2 She probably wanted to be out of the professor's view.
 - 3 Most biology majors are serious.
 - 4 A Here "it" refers to "my entire life".

B It was a miserable day.

5 Here “it” refers to the miserable and embarrassing moment.

6 Because she was afraid that other students might recognize her and make fun of her.

7 Dropping the food tray and falling to the ground.

8 Because he took it as nothing serious.

9 Whether you drop a tray, where you sit, or whether you show up in the wrong lecture, etc.

3 Sample

- On the afternoon of the day I came to college, I saw my parents off and went back to the campus. I found my dorm and walked in. Settling into my bed as I was tired, I reached for the cup on the desk when I sensed something strange. Two persons in the room were staring at me, puzzled. I can still remember I was a bit shocked at that moment. Who were they? I jumped out of bed, puzzled, too. Why were they staring at me like that? But in a few seconds I realized what had happened: I had come to the right room but the wrong building. I flushed and apologized in a clumsy way. The two guys seemed to be amused. They told me that they were also freshmen and that I was welcome to their dorm anytime I liked. I said thanks and then fled.
- It happened about a week after I came to college. Just as I got out of the library building, I found that I had taken someone else's bag. How foolish! I hurried back to the library, only to find that the guy was already in the librarians' office with an angry look. The moment he saw his bag he smiled with relief. I apologized for my mistake and waited for his sharp words. To my surprise, he patted me on the back and said in a friendly way, “Don't worry, I have made the same mistake, too.”
- I made a serious mistake on my first English test. I forgot to put my name on my paper. My teacher didn't blame me but told me to avoid repeating the same mistake. It was a good lesson for me and I learned to be very careful when it came to details.

Vocabulary

| | | | | |
|---------------|----------------|------------|---------------|--------------------|
| 1 1 rearing | 2 tips | 3 settled | 4 major | 5 lot, lot |
| 6 rear | 7 settle | 8 major | 9 settled | 10 tipping |
| 2 1 seriously | 2 crashed | 3 schedule | 4 slip | 5 clasps / clasped |
| 6 groped | 7 accidentally | 8 grinned | 9 opportunity | 10 hesitation |

Translation

- 1 The individuals who have contributed are far too many / numerous to mention.
- 2 The noise woke us up in the middle of the night.
- 3 He shouldn't have been angry at what I said. It was nothing more than a joke.
- 4 We invited all our friends to the picnic, but it rained and only five of them showed up.
- 5 Marriage is viewed as a serious matter.
- 6 To my disappointment, the movie didn't live up to my expectations.

After-Class Reading

参考译文

大学——一个新的开端

1 “今天上午早些时候，我与一位同事通电话。他告诉我，今天我不用到办公室来，因为正是新生入学的时候，校园里一切都乱套了。他说得没错。真的是一团糟。校园里有数百辆车，载着汗流浃背的新生、他们的家人、还有许多行李。父母们为什么时候停车、在哪里停车、是否要停车争执不停。校警竭尽全力指挥交通，但是他们知道，今天不得不允许人们违反一些规则了。这是一年中最忙乱的日子，这一点毫无疑问。这也是我最喜欢的日子。”

2 这是夏洛特·J. 帕特森在迎新致辞中的开场白。作为弗吉尼亚大学的一位心理学教授，帕特森对新生了如指掌：她了解他们的希望、梦想和顾虑。在开学的这一天成为大学一年级学生意味着什么？帕特森教授认为它意味着一个崭新的开端。她接着说：

3 “它使我想起了积雪消融的早春时节。你无论踩到哪里都会溅起水花。但即便是又冷又湿，我也无法使自己怨恨那些日子，因为它们昭示着春天的来临。新生的到来让学校变得一团糟，但我同样无法讨厌这件事。新生来到镇上，就像绿色的新苗从四处冒出来，寻找阳光。当他们在宿舍的窗户里探出头来时，就好像古老的大树上绽出的新芽。也许有人会担心阳光是否充足，土壤是否肥沃，霜冻是否降临，但是对于幼苗和大学新生来说，能够存活，能够跨进大学的校门，就足够了。

4 “是的，今天是新生活的开始。昨天你们还是妈妈的孩子，住在家里；今天，你们已经是大学的新生，开始独立生活了。‘新生！’我喜欢这个称呼。这个称呼本身让人想到一个问题。我们在读这个词时，应该把重音放在‘新’上呢，还是放在‘生’上？怎么读都可以。无论你把成年看作是人生的一段旅程还是新起点的到来，今天无疑是你们人生道路上的一大步。新生的欢喜和新生的忧愁都挂在我周围每一张年轻的脸上。

5 “大学是令人激动的时期，也许还是你一生中最开心的时光，但同时也是进行许多重大调整 and 经历一些挫败的时期。如今，大多数研究领域的竞争都已经非常激烈了。你们必须努力学习，做好充分准备，才能进入这些领域。信息爆炸对想要吸收所有信息的人提出了更高的要求。因此，对大学生活来说，越来越需要有一个安排更合理的开端。现在，学校里针对新生的课程越来越受欢迎。作为新生，你们应该选修一些这样的课程，它们能帮助你们为将来学习难度更大的课程做准备。你们应该确保自己能够提高读、写、说等各方面的能力，不要惧怕那些迫使你思考的课程。思考可以令人兴奋并且大有裨益。同时，花一些时间享受生活——放松一下，注意饮食，笑口常开。让大学生活如你所愿，成为美妙而有价值的经历。祝大家好运！”

PART 3 Further Development

1 Grammar Review

Section A

- 1 When she saw what had happened, she began laugh loudly. (laughing / to laugh)
- 2 It is important that the work were completed on schedule. (be / should be)
- 3 I'd have been in bad trouble if Jane didn't help me. (hadn't helped)
- 4 I have to meet Tom in 10 minutes. I'd better to go now or I'll be late. (go)
- 5 He has been learning English for a few years but he still speaks as a beginner. (like)
- 6 I want my son to wear the same clothes like everyone else at the school. (as)
- 7 He did not even say anything to her, and she did not speak to him too. (either)
- 8 Only in this way we can catch up with the development of science and technology in the world.
(can we)

Section B

Sample 1

- 1 If I found \$100 in the street, I would try to find the owner.
- 2 I'd be very frightened if someone pointed a gun at me.
- 3 If I had had enough training, I would be able to do a better job now.
- 4 If I had known that you were ill, I would have gone to see you.

Sample 2

- 1 It might rain. You'd better take an umbrella with you.
- 2 We've almost run out of money. We'd better not buy the furniture.
- 3 You don't look very well. You'd better not go to work today.
- 4 The river looks very dirty. We'd better not swim in it.

2 Vocabulary Review

1 living

alive: (cannot be used before a noun) still living and not dead

living: (can be used before a noun) alive now

2 find out

find: discover or see sth. that you have been searching for 发现, 找到

find out: discover a fact or a piece of information 查明, 弄清

3 awaiting

wait: *intransitive verb*

await: (*formal*) *transitive verb*

4 broke up

break out: start to appear; start to happen 发生; 爆发

break up: come to an end 分手; 结束

5 **clapped**

clap: strike the hands together in approval 拍手

clasp: hold sb. or sth. tightly 紧握, 紧抓

6 **intends**

intend: have as a plan or purpose 打算; 意欲

tend: be likely to do sth. 倾向; 易于

7 **resource**

resource: sth. that can be used to help achieve an aim 资源

source: a place from which sth. comes 来源; 出处

8 **funds**

funds: money 资金

expense: the amount of money that you spend on sth. 花费

3 College vs High School

Sample

Differences between college life and life in high school:

- At college we live on campus instead of at home, that is, we have to take care of ourselves: We wash our clothes by ourselves, we eat at the dining hall, we get up and go to bed without our parents bustling around, and we learn to budget our money carefully.
- College teachers are quite different from those in high school. They won't drive you to study. They give lectures, they answer questions, and they disappear, leaving you a mass of assignments to do. Very often you'll be asked to cover half of a book in just one week. But generally they're much more knowledgeable, humorous and tolerant than high school teachers.
- Students in college come from all over the country. You can even see some foreign students on campus. We share our knowledge about the places we are from: different dialects, different customs and different eating habits. We make friends with each other and spend a lot of time together; thus we can broaden our horizons and discover an even richer world.
- High school work was easy, so we always knew the answers and got high scores. But in college the texts are more difficult to understand, the quantity of required reading is greater, and nobody can answer all the questions. It seems high school students are swimming in a pool while college students are adrift in a sea.
- Good study skills are a must in college. We're entitled to much more free time but we should learn to use it in a reasonable way. In college most classes meet only once or twice a week. We have to work hard to keep up with the course work. We have to learn to take notes from texts and lectures because college teachers, unlike high school teachers, seldom provide notes for us. And we should also take an active part in discussions in class.
- We probably have fewer tests in college, usually with mid-term and final exams only.
- The college often helps with our needs for assistance—student loans, scholarships, special student aid funds, etc. There are also work-study programs that are available to satisfy students' different needs for financial aid.

- College students can take some part-time jobs. In this way they can earn some money to support themselves. At the same time, they get some useful experience and learn to get along with different kinds of people.
- We are free to organize extracurricular activities in college. For example, in our spare time we may hold a party, a sports meet, an English speech contest, or we may go to the movies on weekends or go for a picnic on a spring day. In short, college life is very exciting and in most cases you're the decision-makers.

4 Fighting Against Freshman Loneliness

Sample

Ways to fight against loneliness on campus:

- make more friends;
- keep yourself busy;
- have a good sleep;
- surf the Internet;
- have a tour around the city where your university is located;
- go to a movie;
- play sports;
- phone your family or friends;
- write letters to friends or send them e-mails;
- read a novel or listen to music;
- talk to someone you know;
- visit some relatives or acquaintances who are in the same city;
- stroll around the supermarket or department store even if you aren't going to buy anything;
- be friendly with your classmates / roommates and spend some out-of-school time with them;
- consult your counselor;
- attend an association / club or be a member of the Student Union.

PART 4

Translation and Writing

2 Translation Practice

“我要告诉任何一个想回到学校的人，事情不像你想的那么难，”卡伦·乔纳特斯说。去年，她47岁，取得了工商管理学士学位，与她女儿一起毕业。她说：“我认识到，没有学位我在事业上难以升职。”现在她是恩迪科特学院的一名行政助理，并且正在攻读组织管理硕士学位。

一代人之前，像乔纳特斯这般年龄的人在大学里是罕见的。如今，美国教育部估计，大约有600万年龄在25岁或25岁以上的人正在美国的高校学习，大专院校中涌现出300多个成人教育中心。

3 Writing

Sample 1

College life is wonderful and rewarding. You suddenly find yourself in a place with so many new things awaiting you. When you go to the classes, you are amazed to find that the world the teachers bring to you is different from the one you are familiar with. Wherever you go, you will meet new friends, who are always ready to help you and discuss questions with you. What's more, you usually don't have to take as many tests as you did in high school, enjoying more free time of your own. The extracurricular activities are so varied and colorful that you sometimes simply do not know which to choose. And there are abundant opportunities for you to get to know about society, for example, part-time jobs and volunteer work in the neighborhood.

Sample 2

College life is busy and tiring. People often say college is like a heaven, but to me college is just like a hell. It is even worse than my high school. We have to take many more courses, and do much more homework. And the teachers are never available to help us out when we need them. Besides study, we have to do the laundry, shopping and cleaning all by ourselves. Students in college are all smart. Competition here is much fiercer. You can never expect to be the best. The worst thing is that in college you may not have a clear goal. In high school, the college entrance exam was what we were working for. But here, there's too much for us to read and know, and sometimes we feel at a loss as to what to do and how to do it. College life seems to be something out of our control.



Unit 5

Animal World

Useful Information

There may be more to our interest in animals than just the fact that we think they are cute, we like them as pets, or that we enjoy their playful behavior. In fact, biologists insist that we humans share a common ancestry with all animals, and that humans are simply one very special animal which has evolved physical and cultural behavior that makes humans unique as the dominant animal on the Earth.

Humans and chimpanzees have a genetic structure in their DNA hereditary material which is more than 98% the same. This should not be misunderstood as a negative comment about humans, but as a positive comment about all the other animals with which we share our world. Even simpler animals have many of the same genetic sequences of DNA, which permit them to carry on many of the same chemical activities in their body cells as we humans do. The process of energy production in humans is nearly identical to that of tigers, whales, and birds! However, this is not a biology lesson, though we will consider some of the aspects of animal behavior which we humans find interesting.

Do animals have a culture? Yes, even scholars in the social sciences now insist that animals do have cultures, each type of animal having its unique cultural characteristics.

As part of their culture, we now know that some animals make and use tools, some animals can share knowledge with one another, and some animals have some sort of language with which they communicate. While these animal cultures may have their limitations, it is possible to share our cultures with one another, and this has been done for centuries. From the time that primitive man domesticated animals such as the dog, cattle, and horse we have shared cultures with these animals. Sharing common resources as well as related behavior, man is not alone in his environment.

It is fun to watch animals when they play, and that is particularly true of young animals who are full of energy and starting to learn the behavior peculiar to their cultures. Pets of course are merely domesticated animals and have been reared along with humans so that they may share some of their cultural behavior for the benefit of both partners in the relationship. In Western cultures they say, "Man's best friend is his dog." Dogs are faithful companions capable of learning to obey and enjoy many of the same activities as humans (such as hunting and sharing affection).

Among the things all animals have in common is the attempt to insure survival of their own species. The ways this is achieved are very complex, but now are understood better than ever before. Scientists insist that physical features such as long teeth, protective coloration, and sharp claws or poisonous fangs have evolved to aid animals to survive. Behavioral features such as fighting, courtship, sense of

smell, dominance, submission, and protection and care of the young, are likewise believed to have evolved to adapt each species better to the environment.

Does a better understanding of animals make humans better understand themselves? Or will it help create a harmonious relationship between humans and other animal species? Think about it.

PART 1 Preparation

1 A Guessing Game

Sample

(One student thinks of an animal. The other students ask him or her questions about the animal.)

Q = Question A = Answer

Q: Does it live in water?

A: No, it doesn't.

Q: Does it live in trees?

A: No, it doesn't.

Q: Does it have legs?

A: Yes, it does.

Q: Does it have four legs?

A: Yes, it does.

Q: Does it hunt other animals?

A: No, it doesn't.

Q: Does it run fast?

A: Yes, it does.

Q: Is it a mammal?

A: Yes, it is.

Q: Does it have spots?

A: No, it doesn't.

Q: Is it trained to help humans?

A: Yes, it is.

Q: Is it a horse?

A: Yes, it is.

2 How to Describe It?

Sample

As far as I know, elephants are the strongest among all the animals that exist in the world. Elephants are very big and heavy, even in their infancy. It's not unusual to find a baby elephant that weighs over a ton. Also, its skin is so thick that an elephant rarely gets hurt or injured either in their daily life or when attacked by others. Even with so many strong factors, elephants have

never gained the glorious titles such as the king of the jungle. They are mild-tempered, but fierce animals like tigers, lions and wolves dare not disturb or attack them because an adult elephant can easily tread on and kill them while the smaller, aggressive animals can do nothing harmful to this giant.

As for which animal is the most beautiful, I'd like to vote for the tiger. To me, tigers are the symbol of power, dignity and nobility. The pattern on its body and head is rather fascinating. Tigers are known as "the king of all beasts", a special honor people have given to them. Some wolves are also considered to be beautiful and they possess a kind of spirit, which is appealing. As for the dragon, though they exist only in stories or legends, they're the symbol of China. Almost every Chinese thinks the dragon is beautiful. The elephant is cute. It's mild in nature and usually meek. Of the animals we choose to rate, it is the strongest and friendliest animal. I do not really believe that a shark is beautiful but compared with a snake or a crocodile, a shark may rank as the fifth beautiful animal in the list.

3 What Is It?

Sample

- It's a very tall kind of bird, with long legs and neck, which appear too thin to support its body and head. Its beak is long and pointed, and when it falls asleep it lifts up one leg to let the other support the whole body. (*crane*)
- It crawls on the ground, with a rope-shaped body and a triangular head. Deadly poison may be found in its fangs, which can cause death within minutes. In legends, it was the animal which seduced Adam and Eve. (*snake*)
- It's a swimming animal with smooth brown fur and it eats fish. You may regard it as the laziest animal since it sleeps most of the day, but at night, it turns out to be the greatest builder, its masterpiece—the dam. (*beaver*)

PART 2 Reading-Centered Activities

In-Class Reading

Passage Reading

Words, Phrases and Grammatical Points

1 humans (Line 2, Para. 1)

“人类”的英文表达方法有: humans, human beings, the human race, man, mankind, humankind。

2 pick up (Line 7, Para. 3)

pick up 有以下常用意思:

- 1 take hold of and lift
e.g. I) Pick those things up off the floor!
II) I picked up the telephone and asked for the number of the Chemistry Department.
- 2 learn sth. without formal lessons
e.g. I) The children picked up games easily.
II) Joe picked up a lot of Italian by playing with the local children.
- 3 collect sb. in a car or other vehicle
e.g. I) We've ordered a taxi to pick us up at ten.
II) The driver picked up three men along the highway and took them as far as New York.
- 4 hear or see by means of a radio, television, or other electronic means
e.g. I) We picked up radio signals for help from the damaged plane.
II) In the north of France you can pick up English television programs.

3 handy (Line 7, Para. 3)

后缀 -y 与名词结合构成形容词。例如: icy, dirty, healthy, messy, sleepy, chilly, wealthy, sunny, cloudy, smoky, needy, windy, noisy, funny, bossy, fussy, skinny, thirsty。

4 spread (Line 12, Para. 4)

spread 有以下常用意思:

- 1 put a soft substance over a surface 涂, 敷
e.g. I) I love biscuits spread with peanut butter (花生酱).
II) He spread butter on the bread before eating it.
- 2 cover or exist across a large area 散布, 传播, 蔓延
e.g. I) Infectious diseases are very easily spread.
II) We had to stop the fire from getting out of control and spreading.
- 3 arrange sth. so as to cover a larger area 摊开, 铺开
e.g. I) Their clothing was spread across low bushes to dry.
II) We spread the picnic blanket out on the ground and sat down to eat.

5 attempt (Line 7, Para. 5)

- 1 Here the word "attempt" is used as a noun, meaning "an act of trying to do sth."
e.g. I) They failed in their attempt to reach the North Pole.
II) She made an attempt to telephone, but no one was home.
- 2 "Attempt" can also be used as a verb, meaning "try to do sth. that is difficult".
e.g. I) He attempted to pass the examination and succeeded.
II) Scientists attempted a new analysis of the nature of light.

参考译文

动物拥有文化吗?

1 只有人类有文化呢, 还是某些动物也同样有文化, 这是社会科学家们最近才提出来的问题。说到文化, 我们指的是某一类人群共有的生活方式。文化包涵了我们形成的信念和看法。正是人们的行为模式促使他们生活在一起, 也正是人们的行为模式把不同的群体区分开来。

2 人类失去了蛮力、爪子、长牙及其他自卫功能，然而文化为我们弥补了这些缺失。人类使用工具，相互合作，并借助语言进行交流沟通。但人类行为的这些方方面面，或称之为“文化”的东西，在某些动物的生活中也同样存在。

3 我们过去一直认为会不会使用工具是人和其他动物的分界线。然而，最近我们发现情况并非如此。黑猩猩不但能够使用工具，事实上还能自己制造工具。与仅仅捡起身边的东西加以利用相比，这已经向前迈出了一大步。例如，有人看到黑猩猩把树叶扯掉，将树枝伸进白蚁巢穴。当白蚁啃咬树枝时，黑猩猩就把树枝抽回，然后把枝条底端的白蚁吃掉——就像我们使用餐叉一样。

4 我们曾一度认为，尽管人类可以学习文化，但却不可能教会动物学文化。或者，即使动物能够学习，它们也不会像人类那样互相传授。然而，这一观点也同样是不正确的。日本京都大学猴子研究中心对一群日本猴进行过研究。科学家们给猴子白薯，想把它们引到海岛的岸边。一天，为了去掉白薯上面的沙子，一只年轻的母猴开始用水来洗白薯。这一做法马上传遍了整个猴群。这是学来的行为，不是向人类学的，而是从其他猴子那里学到的。而凡是没跟这一猴群接触过的其他所有的猴子几乎都不会用水洗去沙子。这样，动物间就存在了“文化差异”。

5 我们已经把使用和发明工具从区分动物和人类行为的方法中排除出去了，同样也把学习和互相传授行为排除在外了。但我们仍抓住语言这最后一个特点不放。然而，即便是语言的使用也无法把人类文化和动物文化区分开来。教猿猴说话的尝试虽然失败了，但这是因为猿猴没有合适的发声器官。如果我们愿意采纳口语之外的其他语言形式的话，应该说教猿猴学习语言一直是非常成功的。有两位心理学家曾训练一只名叫华秀的黑猩猩，教它使用美国标准手语。这种语言同样供聋人使用。用这种语言，“交谈”是通过手势来完成的，而不是把单词用一个个字母拼出来。当华秀长到五岁时，她掌握了130个手语词汇。而且，她还能用原先未教过的新方法来组合这些词汇。这表明她能创造性地使用语言，而不是单纯地模仿。她自己能遣词造句，表达真实的意思。这使双向交流得以实现，超越了单向的指令、反应模式。

6 当然，动物文化有其局限性。据我们所知，没有任何猿猴曾建立起任何诸如宗教或法律等社会制度。而且，尽管有些黑猩猩有可能学会手语，但这种语言形式在表达抽象思想时有局限性。而使用口头语言使我们能把整个文化传递给任何一个会同种语言的人。也许最重要的一点是，人和动物的分界线并不像我们过去认为的那样清清楚楚。

Exercises

Post-Reading

Reading Comprehension

1 Paras. 1-2—C Para. 3—A Para. 4—D Para. 5—E Para. 6—B

2 1 D 2 B 3 B 4 B 5 C 6 A 7 D 8 D

3 Sample

- I think animals have a culture. We can easily find facts to support this. For example, animals of the same species can communicate with each other, with language unknown to us humans. We have read a lot of stories about wolves. When a wolf is in danger or hurt by a human, very soon

it will get other wolves in its group to take revenge. Even insects like ants can work together very well. If they didn't share a language of their own, how could they move something much larger than themselves over a long distance to their nest? Besides, animals such as chimpanzees can use and make tools to get food, and monkeys are found to be able to learn and share behavior. Surely, animals don't have any religion or law. Obviously, this does not prove that they don't have a culture but shows that their culture is different from ours or there are limits to their culture.

- I don't think animals have a culture. Culture is a very broad term. It covers many aspects such as politics, economics, literature, law, and religion. Animals do not have language, at least they do not have a written language, nor do they have politics and economics. It's true that they can learn and share such behavior as washing sweet potatoes to get rid of sand, but I doubt whether they can learn more complicated behavior. What's more, scientists only observed this sharing of behavior among certain monkeys. It is known to all that there are many species of animals and that they differ greatly in their intelligence. So how can we reach the conclusion that animals have a culture only because some animals are able to use and invent tools, or share knowledge? Even if animals have a so-called culture, there are limits to their culture.

Vocabulary

- 1 1 handy 2 cultural 3 untrue 4 belief 5 scientist
6 successful 7 religious 8 defenses 9 strength 10 social

- 2 1 A limit B limit 2 A contact B contacted
3 A attempting B attempt 4 A commanded B command
5 A form B form

- 3 1 gesture 2 create 3 abstract 4 individual 5 invention
6 feature 7 make up for 8 remove 9 response 10 rule out

- 4 1 **remove**
remove: take sth. away from a place
move: change position or place

- 2 **received, accept**
accept an invitation: say yes to it
receive an invitation: get one

- 3 **allow**
allow: let sb. do sth.; permit sb. to do sth.
agree: have the same opinion

- 4 **lately**
lately: recently
later: a time after the present time

- 5 **shore**
shore: the land along the edge of a sea, lake or wide river
beach: a nearly level area of sand or small stones beside the sea or other area of water

6 **taught**

teach: provide instruction in a particular subject

train: give sb. the knowledge needed to do a job

7 **object**

object: sth. that can be seen and touched

subject: sth. that is discussed, examined or researched

8 **attract**

attract: draw sb. towards oneself

attack: try to hurt or defeat sb. or sth. using violence

Translation

- 1 I used to go to the cinema a lot, but I never have the time now.
- 2 The two workers cooperated with each other to fix the broken pipe.
- 3 This is a cruel practice which should be stopped immediately.
- 4 What aspect of your job / work is (the) most difficult, and what aspect is (the) most rewarding?
- 5 He thought he had already solved the problem, but that was not the case.
- 6 I'll help as much as I can, but there is a limit to what I can do.

After-Class Reading

参考译文

动物的玩耍

1 也许人人都看到过动物幼崽如小猫小狗玩耍。这些幼年的动物看起来肯定玩得很开心。它们相互追逐、打滚、摔跤、打转，还玩诸如球和木棒之类的物体。任何看过熊猫打滚和玩耍的人都明白，熊猫玩得痛快着呢。

2 所有动物都玩耍吗？它们玩耍的目的是什么？这些是科学家提出的问题。为了回答这些问题，我们首先必须就“玩耍”的定义取得一致意见。这可难了，因为即使动物科学家们对“玩耍”的定义都莫衷一是，更何况动词“玩耍”包含有许多不同的意思。（译者注：英文中 play 除“玩耍”外还有很多其他意思。）

3 在本文的讨论中，我们将依赖我们的常识来决定什么是玩耍。根据我们的经验，可以说玩耍是人与动物为了娱乐而做的事情。玩耍常常很像严肃且有目的的活动，但它并不实现什么严肃的目标。当然了，人们玩起来往往会非常认真。体育运动就是严肃认真而且精心设计的玩耍的例子。

4 动物为什么玩耍？最重要的理由很可能是为了学会生活中一些严肃而重要的活动。比如说，成年动物需要找寻食物、搏斗、寻觅伴侣，以及与同类中的其他动物相处。幼年动物可以通过玩耍来练习这些生活中的重要活动。通过玩耍，它们能够模仿狩猎食物、打斗以及求偶。它们能学会怎样控制自己的行动、怎样协调适应它们生活的环境以及怎样和自己群体中的其他动物相互交往。

5 并非所有的动物都玩耍。动物科学家们告诉我们，实际上，只有脊椎动物玩耍，其中，主要是高级脊椎动物。比如说，昆虫、鱼和爬行动物不玩耍，但是大多数哺乳动物都玩耍，尤其是在它们年幼时。总的来说，我们可以说高智商动物比低智商动物玩耍得多。换句话说，动物的智商越高，玩耍就会越复杂。

6 黑猩猩被公认为是与人类最接近的动物，是非人类哺乳动物中最聪明的。这种灵长类动物以一种精心策划而又复杂的方式玩耍。黑猩猩相互追逐、摔跤，还发明了种种游戏。在玩耍的方式上，只有人类比他们强。其他灵长类动物，比如猴子和大猩猩也喜欢玩耍，但不如黑猩猩玩耍得多。一些其他的脊椎动物诸如海豚也很聪明，它们之间相互嬉戏，也与包括人类在内的其他动物嬉戏。对于这些聪明的动物来说，玩耍是一种取乐的方式，但也是一种培养创造性的方式，而且是一种采用新的方法使自己与所处环境相互协调的方式。也许人类在音乐、艺术和科学方面的创造性，就是以玩耍开始的。

PART 3 Further Development

1 Grammar Review

- 1 I never like the way how doctors speak to you. (in which; or delete “how”)
- 2 I'd like another drink, and so did John. (would)
- 3 One of the reasons for coming to England are to make money. (is)
- 4 In those days, the only means of lighting the house at night were oil lamps. (was)
- 5 It was so a cold night that we stayed at home. (such)

2 Vocabulary Review

Section A

- 1 A agree with B agreed with C agree on D agreed to

If you “agree with” someone about something, you both have the same opinion about it. If you “agree with” an action or suggestion, you approve of it. If two or more statements, ideas, sets of numbers, etc. “agree with” each other, they are the same or very similar (与……一致，相符合). If you “agree to” do something or “agree to” something, you say that you will do it or you allow someone else to do it. If people “agree on” something, they reach a decision or agreement about it.

- 2 A activity B act C action D act

Both “act” and “action” can be used as a countable noun to mean “sth. that sb. has done.” “Act” nearly always refers to a specific deed, for example, in Sentence B, “act of kindness” is a specific deed having been done. “Action” is usually a more generalized usage, or a process of doing something. For example, in Sentence C, “We must take action” means that we must do something, but it is generalized and does not refer to a specific deed which must be done. “Activity” is used for something that is done regularly.

- 3 A adapting B adopted C adapt D adopt

adopt: a) start to use a particular method or plan 采用; b) legally become the parent of another person's child 收养

adapt: gradually change your behavior and attitudes so that you get used to a new situation and can deal with it successfully 适应

- 4 **A laying** **B lied** **C lay** **D lay**

“Lie” (*lying, lay, lain*) is an intransitive verb, meaning “be in a position in which your body is flat” (躺). “Lay” (*laying, laid, laid*) is a transitive verb, meaning “put on a surface” or “produce eggs”. There is another intransitive verb “lie” (*lying, lied, lied*), meaning “say sth. untrue” (撒谎).

- 5 **A weather** **B climate** **C weather**

The word “weather” means “the climate at a certain place and time, how much wind, rain, sunshine, etc. there is and how hot or cold it is” (天气, 气象). “Climate” means “the normal weather conditions of a particular region over a period of time” (气候).

- 6 **A invented** **B discovered**

You use “invent” to say that someone is the first person to think of something or make something. You use “discover” to say that someone finds out about something which exists but which was not previously known.

- 7 **A fun** **B funny** **C funny**

“Fun” is an uncountable noun. If something is “fun”, it is pleasant, enjoyable, and not serious. “Funny” is an adjective. It describes something that makes you laugh or that is strange.

- 8 **A stripped** **B stripes** **C stripped**

“Strip” can be used as a verb, meaning “remove the covering or parts of” or “take off one’s clothes”. “Stripe” is a noun, meaning “a band of color against a background of a different color”.

Section B



3 Who Is the King of the Jungle?

STEP TWO

Sample

- (a candidate speech from the monkey)

Ladies and gentlemen:

I'm here today because I want to become the King of the Jungle. I know there is a question on

your mind: Why are you thinking about running for the King of the Jungle? So I will give you the reasons.

I'm running because the animal kingdom must be prosperous. Wealth is not invented by the King but created by all of you. But the King can create an environment where you can dream and realize your dreams. I'm running because all the animals must live a happy and peaceful life. I'm running because we must do something to protect our environment. And I'm running to achieve all the above.

I know I'm not the strongest animal in the jungle. But as the animal most closely related to humans, I'm intelligent. I believe that in modern times intelligence is far more important than physical strength.

Finally, I hope you will support me with your enthusiasm and confidence.

Thank you.

- (a candidate speech from the lion)

Ladies and gentlemen:

I'm really excited to be here attending the meeting. I'd like to tell you that I want to be the King of the Jungle. I believe I'm qualified!

First of all, human beings now dominate in the world, so we have to take their thoughts into consideration. You must have heard about the famous film *The Lion King*. As you can see, they already regard us lions as the king. You may say that there is the "Monkey King" in Chinese films. But Monkey King's power doesn't exist in reality. Only we lions are the strongest both in the film and in reality. As far as I know, the lion is also the symbol of the constellation "LEO", that's why we get a lot of respect from man. So I'm not only the qualified King of the Jungle but also a great bridge between humans and us animals.

When I'm the king, I'll have the confidence to protect all of you from being hurt or attacked and no humans will invade our kingdom because I have won enough human respect and can talk with them about animal rights. Now it's time to vote for me!

- (a candidate speech from the tiger)

Ladies and gentlemen:

Good morning! Today I am here to run for the King of the Jungle for two reasons.

First, I am the strongest and the bravest. I have incomparable power. My teeth are as long as daggers, my paws are as sharp as knives and my action is very agile. So I can kill any enemies easily and protect every one in the jungle. In fact, just my appearance will scare any invaders to death. Although there are animals who look bigger and stronger than me, their strength and wisdom will never surpass those of mine. I can kill a gaur which weighs several hundred kilos and I can kill a crocodile within minutes. In ancient Rome, people let us tigers fight with lions, and we were always the winners!

Second, I am the most experienced in taking charge of the jungle. Since I have been the King for a long time, I know very well how to rule the animal world and how to be a successful king. I can

keep everything in order as quickly as possible and I can handle problems as perfectly as possible. Under my governance you will never have difficulties. I promise I will work harder and do my best to ensure that all of you live a happy life and that the jungle will be a paradise in the world!

So, please vote for me! It'll be your best choice!

4 A New Animal

R = Reporter E = Explorer

Sample

•

A Report

Name: Dymi.

What does it eat? Grass, nuts, little animals like rats and squirrels.

How many hours does it sleep? Only takes naps, half an hour or so each time, every three hours.

Where does it live? In every appropriate place.

How long does it live? 30 to 50 years.

R: Now, Professor Davis, I hear that you've discovered a very strange animal.

E: Yup!

R: We're all curious about it, and this is the reason why we invited you here today.

E: OK.

R: I have a report from you in my hand. So tell us: Why did you name the animal "Dymi"?

E: This is quite interesting, because I was extremely attracted by its everlasting alert and dynamic behavior the first time I saw it. The word "Dymi" actually came from dynamic, one might say.

R: Thank you. Now, what do you mean by "it lives in every appropriate place"?

E: Well, it's very odd that I found the animal never lived in a specific place. It can be found in a cave, in the grass, or in a nest left by other animals, in a tree, and so forth. And it only takes naps, half an hour or so each time.

R: Where do you think the significance lies since we've found the animal?

E: I believe we can get to know more about ourselves—the human being—by making a detailed study of the animal. Because I find the animal closely related to us to some extent. It takes protein, fiber, fat, and vitamins from food; it gets on very well with the environment; it lives a rather long life compared with animals of the same size. But I think the most important point is that we can find out the relation between their little sleep and their extremely dynamic behavior, which is very useful to modern, busy human beings.

R: Right. You give us a wonderful report, Professor Davis. Thank you very much for being with us.

E: It's my pleasure.

A Report

Name: Darwin.

What does it eat? Leaves.

How many hours does it sleep? Unknown.

Where does it live? Tropical forest in Africa.

How long does it live? Three to five years.

R: It's alleged that you've discovered a strange species of animal in the tropical forests of Africa. Would you please give a brief description to the readers?

E: Of course. The mysterious animal I discovered is named after Darwin, the founder of the evolution theory. This special insect has four sets of legs instead of three sets of legs as we have found about that species of insect before.

R: But are you sure that it belongs to the group of insects?

E: Certainly, after careful identification in the lab, it takes on the common characteristics of insects. So the conclusion could be drawn that it belongs to a branch of insect species.

R: How can that be?

E: It's a great proof of Darwin's evolution theory, I suppose. However, it needs further confirmation. We hope new evidence will be found to support the theory.

R: Thanks for your excellent introduction.

E: You're welcome.

5 I'd Rather Be...

Sample

- I would like to be an eagle. Soaring high above the mountains, I take the vast expanse of sky as my territory. Creatures on the ground are small but clear in sight. I love the view and enjoy the feeling when I'm high up in the sky. I can pick anything I like as my food with the sharp claws and beak and nothing could hurt me except human beings.
- I'd rather be a turtle. Although turtles move very slowly and seem to be rather stupid, I regard them as the wisest kind of animal. They have evolved to stand the pressure from the outside and they can get an upper hand in the battle against nature. Unlike lions and tigers, whose strength is powerful but can only last for a short time, turtles maintain their potential till the end of their days so that they can cope with any difficulty at any time.
- I'd like to be a cat. It is said that cats have nine lives and that cats can survive even after falling off high buildings. If I had nine lives, I wouldn't be afraid of death and could venture a lot. Most importantly, cats are lovely and graceful animal that humans like to keep as pets. I'd love to be such a cat.

PART 4 Translation and Writing

2 Translation Practice

- 1 express one's feelings convey messages carry heavy loads guide the blind
guard / protect people's possessions catch pests bring pleasure / happiness to people
add joy to people's life make the world more colorful maintain the balance of nature
- 2 Dogs are perceived to be humans' best friends. They are loyal to people and can help people do a lot of things.
- 3 Cats are graceful, lovely and obedient. They are excellent companions of human beings. People like keeping them as pets.
- 4 Parrots have very beautiful feathers. They are good at imitating human languages.
- 5 Monkeys are very intelligent. They can be trained to amuse people by performing different tasks.

3 Writing

Sample 1

Dogs are the kind of animal I like best. They are capable of helping human beings complete different tasks. For instance, dogs are trained to pull sleighs, to guide the blind, to guard people's possessions and so on. Sometimes they are even used in medical service to help treat patients, because of their obedience and great understanding of human beings. Furthermore, dogs can be wonderful companions. They are loyal to their owners. They are quiet listeners when people complain and a source of joy when people are blue. This kind of emotional intimacy between humans and dogs can't be matched by any other intimacy between humans and animals. No wonder dogs are perceived to be the best friends of human beings, and undoubtedly I consider them my favorite animal.

Sample 2

It is a sheer coincidence that my favorite animal is the same as Walt Disney's. We both like the so-called "notorious" mice, but our reasons are different. As Walt Disney's legend goes, the mouse he met in his garage played such an important role that it helped him survive loneliness and overcome his mental depression at the beginning of his artistic career. My reason is much simpler—I was born in 1984, and naturally began to like mice (rats). It is true that the mouse has been a symbol of dirtiness and ugliness, and everybody seems to bear a deep-rooted hatred against them. Nevertheless, they are cunning and swift, and some are even lovely. This accounts for why there are people who like to keep mice as their pets. Though rats as a carrier of plague had once brought tremendous disaster to human beings, the interesting thing is that the carriers themselves had not been ruined. This has already opened up new fields of study in biology in the hope of exploring human beings' true physical nature. Nowadays, hundreds of rats die in laboratories every single day in experiments carried out by scientists. In this sense, the mouse's contribution to the human race has outweighed their destruction to us, which makes me like them still more.



Unit 6

World of Mystery

Useful Information

We humans have found countless mysteries of the universe over the centuries. We not only ask questions about what something is but we also want to know why it is so. Ancient people invented mythological explanations to account for the mysterious things they saw. Both the sky with its heavenly bodies and vastness and the seas with their great depths and power used to, and still are filling people with feelings of awe and wonder.

As ancient humans looked at the sky above them, one sight that was most fascinating was the Milky Way. They, of course, didn't know that the broad and bright band of light across the sky is in fact composed of countless stars and planets located so far from the Earth that they cannot be seen by naked eyes. To the ancient Chinese, it appeared as a bright river, which they called the River of Heaven or the Silver Stream. It was also the setting of one of the oldest and best-known folk stories in China, "The Cowherd and the Girl Weaver". Though today we know what the Milky Way is, it remains equally mysterious in many ways because it is so far away from us. No wonder that for those who believe in UFOs, it seems a likely place from which the UFOs could have come. After all, we know so little about the heavenly bodies. Who can say that there is or isn't life on other planets?

The power of the ocean is equally impressive. We hear of tidal waves that crash onto land, destroying everything in their path; we read accounts of lost ships over the centuries; we read stories about mysterious creatures such as mermaids that were once thought to live in the sea. Now, even in the 21st century as we fly across the Pacific, we can't help but feel overwhelmed by the vast body of water below us.

Humans have explored the mysterious whenever possible. The moon was a goal once thought unreachable for exploration, but humans have stepped on the moon. Now the planet Mars is a target for exploration. For centuries brave people risked their lives to explore the North and South Poles, or set out to find sea passages that would make trade between Europe, the Americas and Asia easier. Finding a northern passage to Asia was a dream of many explorers. Although he died in the effort, John Franklin is known for his effort in proving the existence of the Northwest Passage, a Canadian Arctic waterway connecting the Atlantic and Pacific Oceans. Only modern technology has been able to solve the mystery of why John Franklin and his crew died. Also, despite all our modern technology, the extremely cold temperatures and ice in the far north and far south still make it very dangerous for sea transportation.

The Bermuda Triangle is a section of the North Atlantic Ocean off North America, where many ships

and airplanes are said to have mysteriously disappeared over the years. While there are many theories about their disappearances, they have yet to be proven. This mysterious triangular-shaped area of ocean has countless stories and some people believe its mystery will never be satisfactorily explained. Even if it is, there will still be many things in this world of mystery that will keep us asking, “Why?”

PART 1 Preparation

1 Mysterious Circles

Sample

- I guess these crop circles were man-made. Some teenagers may have made them as a joke, or some farmers may have made them to attract tourists, because a lot of people would go there to look at the so-called mysterious crop circles. Tourism will bring them lots of income.
- Intelligent aliens from outer space may have made the circles. I believe there must be other life forms in outer space. These creatures have been trying to communicate with us from far away and the crop circles might be messages from them. Or the creatures may have actually landed on the fields and the circles were marks left by their spaceship. Anyway, it is hard to believe that any natural force could have created a perfect circle in a grain field.
- The magnetic properties of the area might be responsible for the mysterious appearance of the crop circles. Wind and rain may also result in such strange and interesting patterns in the fields. I hope with the rapid development of science and technology, human beings may, one day, be able to come up with a rational explanation for crop circles.
- I read an article in the newspaper *Can Kao Xiao Xi* about crop circles. According to Richard Taylor, director of the Materials Science Institute at the University of Oregon, USA, laser, micro waves and GPS (global positioning systems) all play a role in creating crop circles, the result of physics. But the article I read didn't give any details about how these factors work together in producing crop circles.

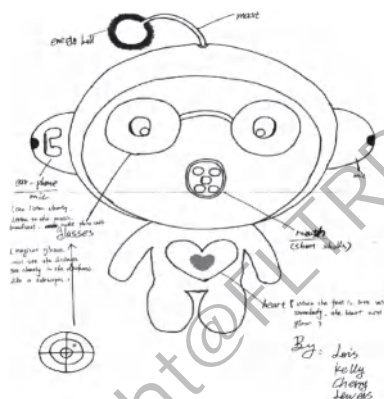
More Pictures for Your Reference:



2 Life in Outer Space?

Sample

- Look at this picture and you can see what an alien from outer space would look like. You may wonder why he looks like a dumpling. Now let me tell you the story. Well, one day during the Chinese Spring Festival, an intelligent creature from outer space landed on the Earth and he was very surprised to see that many people were eating dumplings. The dumplings not only looked good but smelled good as well. He was invited to try one and thought it tasted delicious. In order to remember this happy experience on Earth he decided to change himself into a dumpling. Therefore, we gave him a nickname “Dumpling Superman”. As you can see, on the front of his body there is a pocket called the Doraemon’s pocket (机器猫的口袋). This is a pocket with which he asked his relatives for pocket money. Looking at his long hands and the special pose you will be reminded of Astroboy (阿童木) in the Japanese cartoon, who can speak more than 60 different languages and is always fighting against evils. There is a mischievous twinkle in his eyes. What’s more, the red light on his belly will shine when the air around him is polluted. Do you like our Dumpling Superman?
- This is my interpretation of a friend from outer space. He is handsome and also unique in many ways. On his head is a shining energy ball, showing people how energetic he is. Below his forehead lies a pair of attractive and multi-functional eyes. He can not only see things clearly at night, but has a tremendously far vision as well. In addition, he is also capable of seeing things behind obstacles. Then there are the two lovely ears with microphones in each of them. Apart from these, our alien being has a highly useful mouth. Besides the basic functions of a mouth we humans have, it can launch missiles when encountering hazards. What is more, when he is not able to defeat the enemy, the alien will turn into a ball as a last resort. The most unparalleled feature of the lovely alien is that he owns a “love” heart which will light up when he meets his Miss Right. Now he is saying HELLO to you. Do you have anything to say to him?
- Please look at the picture. This alien being from outer space is called D. Luffe. He comes from Stratum. We can see Luffe has three heads and the facial expressions on his three faces are different. His faces change as his mood changes. When



he feels happy, he will smile and the flowers on his heads will bloom. When he feels sad, the flowers will wither away. His body is like a worm, which is soft and flexible. He can stretch out and draw back his body at will, which makes him an excellent dancer. The most interesting part of his body is the lower part that looks like a crab with many feet. These feet are strong so that he can walk quickly and steadily. His hands are strong and fierce, with which he can fight against any enemy and protect himself. What's more, his hands are also convenient for him to grab food so that he can have a great meal whenever he wants to.

3 Mystery of the 23rd Floor

Mr. Gadsby was a very short man. He could not reach the button for Floor 23 since it was at the top of the panel. He could only reach the buttons for Floor 1, Floor 2 and Floor 3. Since he was too shy to ask for help, on sunny days he would take the elevator to Floor 3 and then climb the stairs to Floor 23. But on rainy days, he had an umbrella with him, so he could reach the button for Floor 23 with his umbrella.

PART 2 Reading-Centered Activities

In-Class Reading

Pre-Reading

- 1 The Bermuda Triangle is an area in the Western Atlantic Ocean between Bermuda, Florida, and Puerto Rico.
- 2 The Bermuda Triangle is known as the Devil's Triangle because of the reports of mysterious disappearances of people and planes and ships. Some of the disappearances involve a level of mystery which is often popularly explained by a variety of theories beyond human error or acts of nature. For years now, scientists and others have been puzzled by this mystery. Many people believe that the area has a special, magical force, making it very dangerous to go into the area. Some people even believe that those planes and ships were kidnapped by intelligent creatures from outer space.

Passage Reading

Notes

Bermuda Triangle

The Bermuda Triangle is an area roughly the shape of a triangle between Bermuda, Puerto Rico, and Florida. Within this area a number of ships and planes have disappeared without cause.

The area was first noted in 1950 by E.V.W. Jones in a piece for the AP news on recent ship disappearances. It was again mentioned in 1952 in a *Fate* magazine article by George Sand. The term "Bermuda Triangle" was first popularized by Vincent Gaddis in a 1964 *Argosy* feature article.

The term achieved true fame largely through the efforts of Charles Berlitz in his 1974 book *The Bermuda Triangle*. The book consisted of a series of stories of mysterious disappearances of ships and aircraft, collected from local newspaper reports. The book was a best-seller, and many interested readers offered theories to explain the disappearances. The list includes natural storms, transportation by intelligent aliens' technology, a temporal hole, the lost Atlantis Empire from the bottom of the ocean, and other natural and supernatural causes.

A librarian named Larry Kusche was inspired by the number of students coming to him looking for information about the Bermuda Triangle, so he started following up the original reports. His findings were eventually published as *The Bermuda Triangle Mystery: Solved*.

Kusche's research revealed a number of inconsistencies between Berlitz's accounts and statements from eyewitnesses, participants, and others involved in the initial incidents. He also noted cases where pertinent but late-arriving information went unreported. The Berlitz book included the disappearance of round-the-world yachtsman Donald Crowhurst as a mystery, in spite of the fact that Crowhurst had been fabricating his voyage and his diary strongly suggested suicide. An ore carrier ship, lost without trace three days out of port, was actually lost three days from a port of the same name in the Pacific Ocean.

The most famous incident that remains famous to this day is the loss of "Flight 19", a group of Navy bombers on a training flight out of Ft. Lauderdale. According to Berlitz, the flight consisted of expert pilots who reported a number of odd visual effects before disappearing, never to be found. A Navy search-and-rescue plane sent out to find them also disappeared. The TBM bombers were built to float for long periods of time, so they should have been found the next day considering the condition of the calm seas.

Later reports filled in the end-notes. After setting out, Flight 19 got lost. A radio call noted that they were flying over a small group of islands they thought were the Florida Keys, implying that they were well off course and far to the west of where they should have been. A later recreation showed that the islands in question were their bombing target, and that they were exactly on course. The next few hours consisted of the lead pilot leading the flight further and further east in an effort to reach Florida, when in fact they were already far out to sea off the east coast.

After many hours of flying away from land, they ran out of fuel and crashed into heavy seas. Witnesses reported that the PBM Mariner sent to rescue them, with which they were in radio contact for much of the flight, exploded in the air.

Kusche came to several conclusions:

- With this area being one of the busiest shipping areas in the world, the proportion of losses was no greater than anywhere else.
- In an area with frequent storms, the total disappearance of some ships was not unlikely or mysterious, and the number of such disappearances was exaggerated by sloppy research. More often than not, when a missing boat would be reported in the press, its eventual return to port was not reported.

- In actual disappearances, the circumstances were frequently misreported in the Bermuda Triangle books: The number of ships disappearing in supposedly calm weather did not agree with press weather reports published at the time.

While Kusche's analysis provides arguments against accounts in the Berlitz book, there are many more books or websites which are devoted to uncovering the mysteries of the Bermuda Triangle.

(Adapted from Wikipedia)

Words, Phrases and Grammatical Points

1 happen, occur, take place (Line 3, Para. 7)

"Happen" and "occur" are usually used with events that are not planned. The word "occur" is more formal than "happen". The phrase "take place" sometimes suggests that an event is planned.

e.g. I) Could you describe to the police what happened after you left the party?

II) The accident happened / occurred at 10:00 a.m.

III) The next attack took place four hours later.

IV) The talk will take place next month in Vienna.

2 result in (Line 4, Para. 10), result from

The phrase "result in" means "cause sth. to happen or exist" and the phrase "result from" means "happen or exist because of sth."

e.g. I) The accident resulted in the death of two passengers.

II) The talk has resulted in a better understanding between the two countries.

III) Ninety percent of the deaths resulted from injuries to the head.

IV) His difficulty in walking results from a childhood illness.

参考译文

百慕大三角

1 1945年12月5日，佛罗里达州的劳德代尔堡，天气晴朗，由五架美国海军飞机组成的第19飞行分队从这里起飞。机上共有14名机组人员。飞机状况良好；机上装有当时最好的设备，包括罗盘和无线电设备，还携带有救生筏。飞机可以在水上漂浮90秒钟。飞机起飞一个半小时后，劳德代尔堡的指挥塔台听到了从其中一架飞机传来的无线电信息。

2 “我不知道我们现在所处的位置。”

3 之后飞机再也无法和指挥塔台通话，但是飞机之间可以通话，而且指挥塔台也能听到他们的通话。

4 “磁罗盘简直疯了。”

5 “我们完全迷失了方向。”

6 从这之后没有收到其他任何信息。再也没有其他任何人收到过这些飞机的消息或看到过它们。300架飞机和许多船只搜索了该地区，但没有找到第19飞行分队的任何踪迹。而且其中一架被派去搜寻的飞机也彻底失踪了。

7 这些飞机是在西大西洋上一个非常神秘的地方失踪的，在这里已经发生了许多奇怪的事件。这种神

秘现象在1945年之前很久就已经出现了，而且自那一年以来，又有许多其他船只和飞机在这一地区失踪。这一地区被称为百慕大三角，是大西洋上一个巨大的三角形海域，其北端是百慕大岛。

8 飞机和船只在世界的其他地方也会失踪，但是百慕大三角内发生的失踪事件要比其他地区多。多年来科学家们和其他人士对这一神秘现象感到困惑不解。人们做了许多努力，试图解释为什么有这么多人、飞机和船只在这里失踪。

9 作家约翰·斯宾塞认为，这些船只和飞机被来自另一行星上的飞碟或不明飞行物从海上和空中劫走了。他的看法是，既然宇宙里有数百万其他行星，那么在宇宙中的某些地方肯定存在其他有智慧的生物。这些生物喜欢收集人类及其设备，以便仔细观察研究。

10 另一种理论认为，该地区的地理状况是造成船只和飞机失踪的罪魁祸首。百慕大位于地震带。水地震导致巨浪突然涌现。这些波浪如此巨大，足以将船只撕成碎片。在空中，由于突然出现的强风，飞机也会遭遇到类似的厄运。

11 和第19飞行分队一样，许多船只和飞机也曾报告说，他们的磁罗盘在百慕大三角海域失灵。通常磁罗盘指向磁北极。但是在地球上有两个地方罗盘刚好指向真北，百慕大三角就是其中之一。因此，这一地区的磁性有些怪异。

12 许多人认为这些解释难以置信。而最新的一种理论具有科学根据，因而比较可信。百慕大海底甲烷的发现促使科学家麦克维尔博士思考如何解释这些神秘现象。（他认为）有时大量甲烷气体会从海底逸出，升入空中。这可能在海面产生巨浪从而使船只沉没。甲烷和空气混合还可能引起船上发动机停转或者起火。同样，甲烷与空气的混合物升入空中会引起飞机发动机停转或爆炸。而爆炸会把船只或飞机炸成极小的碎片。

13 这一最新理论仍有待证实，但它似乎给第19飞行分队以及所有其他的飞机、船只和人员为什么会在百慕大三角失踪提供了一种更好的解释。

Exercises

Post-Reading

Reading Comprehension

1 Part 1 (Para. 1-Para. 6); Part 2 (Para. 7); Part 3 (Para. 8-Para. 13)

Sample

The passage is well organized and clearly presented. It starts with a detailed description of the accident: When it happened, what the team consisted of, weather conditions of the day, communication between the team and the control tower, and the follow-up search. Then the passage gives a brief introduction of the mysterious Bermuda Triangle. In the third part, the passage lists a few explanations about how these accidents might have happened, from UFOs from another planet to a kind of gas escaping from the seafloor. Finally, the passage tells us what the writer thinks about those explanations.

- 2 1 Flying saucers or UFOs from another planet.
- 2 Underwater earthquakes / Geography of the area.

- 3 The strange magnetic properties of the Bermuda Triangle.
- 4 Large amounts of methane gas escaping from the seafloor of the Bermuda Triangle.

3 1 T 2 T 3 F 4 T 5 F 6 T 7 T 8 T

4 Sample

- 1
 - I don't find any of the four explanations convincing. Human errors might be responsible for the disappearances. If pilots or sailors are not fully aware of the area's hazards or are not experienced enough, this could lead to disasters. Take the disappearance of Flight 19 for example. It's reported that all of the crewmen on the five planes were inexperienced trainees, with the exception of their commander. But the commander might not have been at his best that day and might have made some mistakes. Maybe the planes got lost and crashed when their fuel was exhausted.
 - I think underwater earthquakes could be responsible for the disasters, at least for many of them if not all of them. As the text indicates, Bermuda lies on an earthquake belt and we know earthquakes happen frequently in these areas. For example, in recent years, there have been some serious earthquakes in Haiti, Chile, Wenchuan and Northeast Japan. All of them resulted in huge damages and claimed large numbers of human lives. If land earthquakes are disastrous, underwater earthquakes can also lead to serious results.
- 2 People are interested in mysteries for several reasons. First, curiosity is human nature. People are always curious about things unknown to them or phenomena that cannot be explained. Second, some people find their life boring, so they want to have something new and exciting to talk about. Finally, people are worried about problems on Earth and are suspicious of new technologies. Perhaps this leads them to explore the unknown world for possible solutions to the problems on Earth.

Vocabulary

- | | | | | |
|---|------------------|---------------|-----------------|------------------|
| 1 | 1 A belief | B believable | 2 A mysteries | B mysterious |
| | 3 A mixes | B mixture | 4 A responsible | B responsibility |
| | 5 A triangular | B triangles | 6 A explode | B explosion |
| | 7 A intelligence | B intelligent | 8 A discovery | B discovered |
| | 9 A Normally | B abnormal | | |
| | 10 A appearance | B disappeared | C disappearance | |
- 2 1 in 2 on 3 off 4 in 5 into 6 off 7 for / of 8 in 9 about 10 over
- | | | | | | |
|---|--------------|-------------|-------------|----------------|-------------|
| 3 | 1 properties | 2 similarly | 3 as to | 4 compass | 5 escaped |
| | 6 offer | 7 trace | 8 result in | 9 unbelievable | 10 exploded |

Translation

- 1 Alice's hard work resulted in a big bonus for her.
- 2 The plane is going to take off, and we have to fasten our safety belts.

- 3 A total of 20,000 people visited the museum on the first day it was open to the public.
- 4 The accident investigation team consisted of 10 experts, with a vice minister as the team leader.
- 5 All the afternoon he worked on his project in his lab with the door locked.

After-Class Reading

参考译文

地球之外有生命吗？

1 众所周知，地球具有生命所需要的一切条件，这也是我们在地球上得以生存的原因。但是40亿年之前，当地球形成的时候，出现生命的可能性有多大呢？据生物学家说，可能性非常小，就和你能连续五个星期获得全国彩票大奖的概率差不多。所以我们能够在地球上今天是相当幸运的。

2 在其他地方产生生命的可能性有多大呢——比如，在我们自己的星系中？银河系约有四千亿个恒星。其中有一些（或许大多数）有行星围绕着它们运行，很可能其中有好几百万甚至几十亿个行星能够提供生命所需的条件。因此，看来确有可能在同一个星系中居住着其他生命。

3 而且如果你想到，银河系之外还有数不清的其他星系，其中有很多要比银河系大得多，那么，显而易见，在宇宙的其他地方肯定存在着其他形式的生命。

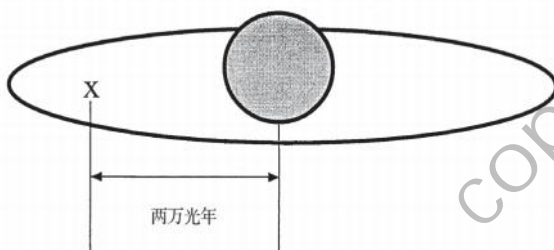
4 但他们也是智慧生命吗，是那种能够建造宇宙飞船来访问我们的生命吗？

5 在地球上曾经有几十亿个物种存在，但是结果只有一个物种有足够的智慧来发展技术并飞入太空。而且我们人类也不能算特别聪明：人类在学会怎样才能到达银河系的其他地方之前，很可能早已自我毁灭了。

6 不过让我们假设在我们的银河系中有高级文明，他们已经开发了高速的飞碟。他们会来造访地球吗？

7 首先我们要问：他们为什么想要造访地球？最可能的答案是他们所拥有的太阳行将灭亡，他们必须找到其他居住的地方。

8 下一个问题是：为什么选择地球？下图显示了银河系中适合于生命居住的区域，这一区域可能聚集了绝大多数可居住的行星。阴影部分是最古老的行星（因而也是最有可能具有高级生命的行星）。我们（地球）靠近边缘（X所表示的位置）。



9 如果我是寻找新家园的外星人，我想我会先尝试邻近的几百万个行星，然后才会不辞劳苦飞行十亿英里来造访地球，因为这一旅程至少需要花上20万光年。

10 然而，那些每年报道的所有目击UFO事件又是怎么回事呢？其实，它们多数是飞机。至于其余的

情况，不论它们是什么，肯定不是飞碟。假如你是拥有超凡技术的星外来客，你会怎么做：是悄悄躲起来，还是登陆并占领地球？我知道我的答案是什么。

11 假如宇宙中地球之外真有其他形式的生命存在（我敢肯定有），那么，它们目前所在的确切位置便是——地球之外。

PART 3 Further Development

1 Grammar Review

- | | | | |
|----------------------|---------------------|------------------------|---------------|
| 1 theoretical; might | 2 may; describing | 3 planets; must | 4 could; like |
| 5 shouldn't; feel | 6 may; disqualified | 7 civilizations; would | 8 can; unsafe |
| 9 needn't; everyone | 10 mixture; would | | |

2 Vocabulary Review

- | | |
|---|--|
| 1 A device; B devise; C device | 2 A searched for; B searched; C search |
| 3 A responsible for; B responsible; C responsible | 4 A same; B similar; C same, same |
| 5 A advances; B advancement; C advanced | 6 A example; B sample; C example |
| 7 A possible; B possibly; C possibly | |

3 Nothing Left to Explore?

Sample

- I agree with the point of view. There's little left for us to explore in the 21st century. We have uncovered most of the planet's secrets. We've explored the Arctic and Antarctica, conquered the highest mountains, traveled across the largest deserts, and exploited deep sea oil. We've launched satellites and spaceships to explore both the Earth and our galaxy. Men reached the moon a long time ago and spacecraft have reached Mars or are still on the way there. All these show that men have done enough exploration on Earth and in the neighborhood.
- I don't agree with the point of view. Although great progress has been made in our understanding of the world in the past centuries, there are still mysteries for us to solve in the 21st century. For instance, so far little has been known about deep sea creatures. Much needs to be done before we can find a cure to such epidemics as AIDS, SARS and other diseases that have claimed thousands and thousands of human lives. Even our brain has not fully been understood, let alone the boundless realm of the universe.

4 Other Mysteries That You Know Of

Sample

In the Tarim Basin in China, some mummies were unearthed. They were not Chinese. They were not even Asian. Evidence shows that these people lived in the Tarim Basin 4,000 years ago and thrived there for at least 1,500 years but then they disappeared. So who were they? What language

did they speak? Where did they come from? Why did they disappear? These questions have puzzled scientists and scholars. Some believe these people probably migrated to Asia from southern Russia, and some say they may have come from Iran or Turkey. These mummies remain a mystery to us.

5 An Encounter

Sample

E = E.T. H = human being

(E is visiting H at his home.)

E: How do you do?

H: How...how do you do?

E: Well, don't be afraid. I'm from Mars and I've come here to see you.

H: Oh, my gosh! Anyway, it's nice that you speak the same language as ours.

E: I've picked up your language over the years.

H: So, what are you interested in about us?

E: Well, a lot of things, such as your planet, your culture, and especially, the way you treat your planet.

H: What do you think of the Earth, then?

E: Very beautiful, I should say. Much more beautiful than Mars. But you humans have done too much harm to it.

H: For example?

E: You've made a lot of pollution in the air, water, soil, etc. What's more, you're killing other creatures mercilessly.

H: Yes, that's really a problem. What, in your opinion, is the future of us humans?

E: To be frank, I'm not so optimistic about it. In fact, if things go on like this, the Earth will be destroyed sooner or later.

H: That sounds terrible. I hope we'll do something to stop the mistakes and will have a better future.

PART 4 Translation and Writing

2 Translation Practice

- 1 醉后驾车者严重威胁其他道路使用者（的安全）。
- 2 你能扼要地向我解释一下它的工作原理吗？
- 3 她义无反顾地离开了这座她生活了一辈子的城市。
- 4 简惊奇地望着我。“你真的要去？”她说。
- 5 史密斯博士度假期间突然心脏病发作。
- 6 罗杰的婚姻很美满，还有了两个孩子。
- 7 西蒙有许多激动人心的点子，他迫不及待地想付诸实施。
- 8 我们仔细考虑过你的建议。不过很遗憾，我们不能接受。

- 9 过去50年中社会发生了深刻的变革。
- 10 这次晚会筹备得很匆忙。

3 Writing

Sample

The Sphinx in Egypt is one of the greatest mysteries in history. It has the face of a man, and the body of a lion, and it faces east. It was carved out of a single piece of stone weighing hundreds of tons. Who built it and for what purpose? When and how was it built? It has long been argued that the Egyptians couldn't have built the Sphinx. An advanced civilization 8,000 to 10,000 B.C. may have built it. Whatever the origin of the Sphinx, it has been a symbol of strength and intelligence of Egyptian culture.



The Bermuda Triangle is an area in the western Atlantic Ocean between Bermuda, Florida, and Puerto Rico. In the past 100 years over 70 ships and planes have disappeared mysteriously in this area. The most famous disappearance was the loss of Flight 19. Five U.S. Navy planes and 14 men on the planes disappeared without a trace. A search plane was sent and it also disappeared completely. Many theories have been offered to explain the mystery of the Bermuda Triangle. Some people believe that the ships and planes were taken away by creatures from another planet. Another theory is that the strange magnetic properties of the area result in the disappearances. The latest theory is that the escape of large amounts of methane gas from the seafloor of the Bermuda Triangle is responsible for the disappearances in that area. But all these theories have yet to be proved.

The Mary Celeste was a large ship that set sail from New York for Genoa on November 7, 1872. She was found abandoned at sea on December 14, 1872. The crew disappeared without a trace, leaving no indication as to why they left the ship. Everything else on the ship was completely normal. A meal was being cooked on the stove and toys for the daughter of the captain were found on her bed. This disappearance of the crew from an undamaged ship remains one of the most famous sea mysteries. There are many theories as to why the crew abandoned the ship. Some relate the disappearance to the Bermuda Triangle, although the ship was not found near that area. Others say the crew were killed by pirates, although there were no signs of a fight.

Do UFOs really exist? Many people claim to have seen UFOs in real life. The first reported UFO sighting in America was made by an airplane pilot in 1947. Some people have even taken pictures of UFOs. But do UFOs really exist? Many of the UFOs sighted have been found to be planes, weather balloons or shooting stars. Others may be explained by optical illusions or people's psychological desire to interpret the images as UFOs. However, a recent public opinion poll shows that many people think that UFOs do exist, in spite of the lack of evidence.



Unit 7

Choices in Life

Useful Information

Each day we are faced with choices to make. Most of these choices are small—what to wear, what to eat, what to do with any leisure time we might happen to have, to name just a few. Still, there are many important choices that we make in life—which university to attend, what to study, what type of job to seek, whom to marry, etc. Sometimes we may become tired of making choices, but we always know that we will continue to make them as long as we live, because that is better than having them made for us. We may sometimes ask for advice about a choice we must make, but ultimately the decision will be made by ourselves. We also know that we will undoubtedly have to face the consequences of making poor choices and that we will rejoice in the right choices we make. It is not surprising that one of the most common old sayings in English is, “you pay your money and make your choice,” meaning that you can do what you want to when it comes to making a choice, but then you will have to live with the outcome.

Many writers have addressed the importance of choices throughout our lives. One of the most popular and beloved poems in the English language has “choice” as its subject matter. In this poem, “The Road Not Taken”, Robert Frost describes walking along a path through the woods and coming to a fork in the path. He must choose which way to take, knowing that he will probably never be able to come back and try the other way. He ends his poem by saying, “I took the one less traveled by, and that has made all the difference.” This poem is seen as a metaphor for the important choices in life which do, indeed, make “all the difference” for us. In Frost’s case, the choice is often interpreted as his choice of career, to take the risk of becoming a poet, knowing that thousands of poets never really succeed.

Some choices bring risk with them. “Risk” may be defined as “the possibility of loss or injury”. In this sense, we may want to avoid taking a risk, but sometimes it is necessary to do so if we are to move forward and develop ourselves to our full potential. As Boris Pasternak the 20th century Russian Nobel Prize winning writer stated, “Art is unthinkable without risk.” Also, the American psychologist William James wrote, “It is only by risking our persons from one hour to another that we live at all,” stressing that in order to have a full life we must take risks. He stated further that “There is no more miserable human being than one in whom nothing is habitual but indecision,” stressing that we must constantly make decisions which involve choice and risk if we are to lead full and happy lives.

We may all think of the term “risk” in different ways, but it can be interesting to come to a decision as to what we mean by “risk” and then think about the important choices and / or risks that have so far been involved in our lives.

PART 1 Preparation

1 Decision-making in Life

STEP ONE

Sample

Here is a list of decisions we may have to make in our lives. They are listed in order of importance.

- Choose a good wife / husband.
- Find a well-paid and suitable job.
- Choose a good university and an appropriate major.
- Choose what kind of people to make friends with.
- Choose what to eat on a day-to-day basis.
- Should I skip the English class since I'm not feeling well today?
- Should I go to school by bike or on foot?
- Where should I study tonight, in the dorm, classroom or library?

STEP THREE

Sample

- 1 Choosing one's wife or husband is the most important decision one makes in life. Generally speaking, a wife or husband is the person with whom you intend to stay for a lifetime. A happy marriage is most likely to be a guarantee of success in your social and work life. My parents are a good example. They love each other and support each other. Indeed I feel very lucky to be their child. So I put the choice of a good wife / husband first.
- 2 The biggest decision I have ever made is to have chosen to study at _____ University. The reason for the decision is that: I know _____ University is not very famous in China, but it is located in my home town. My parents are farmers and are in poor health, so I can't leave home for a distant place. Although my mother told me to choose the university I liked most, I chose this one because I wanted to save money and at the same time take care of my parents. Now I'm sure I made the right choice. The teachers here are nice and rich in knowledge and the classmates are friendly and warm-hearted. I really enjoy my life at _____ University.

2 Personality and Choices in Daily Life

Sample

- I have interviewed one of my classmates, Ma Chao. In the first situation, he would loudly tell his teacher that his assignment would not be ready until three days later. The reason why he would do this is that he thinks people shouldn't break their promises casually, and teachers are no exception. For the second situation, he chose to leave a note after waiting 10 minutes, telling his friend he would see him at the theater. He thought it was useless to figure out why his friend was late. What's most important was the fact that he would not miss the show. As for the third situation, he would like to have his computer repaired and try to comfort his friend. He

knew his friend didn't mean to break his computer and he didn't want to lose a friend. What's more, he believes that to err is human. Everyone will make mistakes, and we should give others a chance to correct their mistakes. As for the fourth one, he would try to stop students from jumping the queue. If no one stopped them, they would consider it an acceptable practice. In the last situation, he would leave for his friends' dorm. He would consider it impolite to turn up the volume. Asking them to talk in a very low voice was impractical. If he left for his friends' dorm, his roommates would feel free to enjoy their talking and he would be able to appreciate his favorite soap opera. From the choices he made, I can tell that he is a person who has a strong sense of principle and knows what he should do and what he shouldn't. In short, he's responsible, ethical, but a bit inflexible.

- I have interviewed Xu Yuanchun. Her choice in the first situation is to say "no problem" and then spend all night finishing the assignment. She believes there must have been some reason why the teacher changed the deadline. For the second one, she would act as if she just got ready for leaving because she didn't want to make her friend feel embarrassed. As for the third situation, she would try to comfort her friend. She knew her friend didn't break her computer on purpose. It was unnecessary to yell at him or ask him to pay for it. In the fourth situation, she decided to keep waiting since she had been waiting for some time already. If she left for other places, it would be likely for her to wait for another 10 minutes. In the last situation, she would turn off the television and join her roommates in their conversation. The soap opera might be broadcast some other day and she could watch it then. She didn't want to miss a chance to communicate with her roommates. From the choices she made, I can conclude that she is a considerate, easy-going, obedient person, but a bit passive and credulous.

3 What Would You Do?

Sample

Case 1

If I were the manager, I would not report her behavior to the school. Maybe she was telling the truth, that is, she did forget to pay. There should be more trust in other people. Even if she was a shoplifter, I don't think it would be necessary to report her case to the school. We should forgive her at least once. As everybody knows, teachers or school authorities might criticize her severely, even punish her. Of course, I would ask the girl to write a letter of apology and ask her not to make the same mistake again. I believe the girl would learn a lesson from this and be an honest person.

Case 2

If I were Edward, I would not buy the answers. Instead, I would try to persuade the seller not to sell them. If he did not follow my advice, I would report him to my teacher. I think the aim of study doesn't lie in getting a high score, but in acquiring knowledge and mastering useful skills. Even if I got a high score this time with the help of the answers I bought, I would know that I was cheating in the exam and would feel guilty. As the saying goes, "Honesty is the best policy." I would never sacrifice my morality for a high score.

Case 3

If I were Xiao Ling, I would not give up the opportunity to study in the famous university. I should realize my dream whatever happened. I would talk with my mother face to face about the financial situation in the family. I would let her know what I could do. I would try to support myself by working full-time during the summer and part-time during the school days. At the same time I would study hard to win a scholarship. There would be some other ways to help me. For example, I could get a loan from a bank and pay it back after my graduation. As for my brother, he might follow my example to support himself. And my mother could help him a little bit with part of her income. Then both my brother and I could receive a higher education.

PART 2 Reading-Centered Activities

In-Class Reading

Pre-Reading

- 1 勇于冒险可能会让你失足，但是不敢冒险可能让你失去自己。

我总是做我不会做的事，这样才可能学会如何去做。

船停泊在港中固然安全，可这并非造船的目的。

只有敢于经受重大挫折的人，才能获得伟大的成就。

谨慎使人安全，未必让人快乐。

2 Sample

- I believe success comes from risk-taking. People may not dare to take risks because they are worried that they may fail or experience something dangerous. However, as Robert F. Kennedy said, "Only those who dare to fail greatly can ever achieve greatly." Without risk-taking, people may be safe and sound, but they will never have the chance to explore new fields and achieve remarkable success.
- I think careful planning is the best guarantee of success. As the saying goes, "Rome wasn't built overnight." It's also true with success. Careful planning involves anticipation and preparation. It's very unlikely that great success can be achieved without anticipation and preparation. With careful planning, one will be able to take advantage of each opportunity and avoid being trapped in any unfavorable conditions. Imprudent risk-taking, however, may lead to failure.
- To achieve great success, we have to take risks and at the same time do careful planning. To me risk-taking and careful planning don't contradict with each other. On the contrary, they should go hand in hand: Risk-taking may lead to failure. However, without taking any risks we'll never have the chance to succeed. When we take a risk we should plan carefully to avoid failure. If we do fail, we'll learn our lessons and get experienced. As the saying goes, "Failure is the mother of success." When we become more mature and more experienced with careful planning, we'll one day achieve greatly.

Passage Reading

Words, Phrases and Grammatical Points

1 expression (Line 1, Para. 7)

expression 有下列常用意思:

- 1 sth. you say or write that shows what you think or feel 表达
e.g. The scenery was beautiful beyond expression.
- 2 a look on one's face 神色, 表情
e.g. "I don't understand," he said, with an expression of complete surprise on his face.
- 3 a show of feelings 感情
e.g. She puts great expression into her violin playing.
- 4 a word or phrase 词, 词语
e.g. "Shut up" is not a polite expression.

2 used to be frightened... (Line 3, Para. 12)

比较: used to 和 be used to

used to 意思为“过去常常”, 后跟原形动词。

- e.g. I) I used to live in London.
II) We're eating out more often than we used to.
III) I didn't use to like him, but now we're good friends.

be used to 意思为“习惯于”, 后跟动名词或名词。

- e.g. I) He is used to getting up early.
II) As a writer, he was used to working at night.
III) I'm tired—I'm not used to these late nights.

3 instead of (Line 6, Para. 12)

instead of 与 instead 的区别: instead of 后跟名词或动名词, instead 是副词, 后面不跟词语。

- e.g. I) We should do something instead of just talking about it.
II) Could I have tea instead of coffee?
III) If Tom can't attend the meeting, I could instead.
IV) I don't want to go home. Let's go to a movie instead.

4 I suggest that you avoid... (Lines 4-5, Para. 14)

当 suggest 表示“建议”时, 有下列常见的用法:

- e.g. I) Mary suggested that we (should) order pizza for lunch.
II) "I suggest buying the green bag," said Linda.
III) I suggest a tour of the museum.
IV) Whom would you suggest for the job?
V) What did you suggest to the manager?

参考译文

没有危险时请冒点险

1 我们许多人从小到大一直被提醒要小心谨慎。比如，当人们分别时，常常相互叮嘱：“小心点！”倘若你认真听从这些话，很可能会妨碍你的发展。想象一下，假如你的朋友和家人对你说：“去冒冒险吧”，那么你的发展又会多么不同。

2 你不妨停下来想一想，你的未来会多么不同。你是否设想过，如果今后多去冒冒险，你会取得巨大的成功？或者，你的脑海是否出现过自己身体会受到伤害的念头？

3 说到冒险，许多人认为冒险会带来危险。这是因为我们的语言常把危险跟冒险可能会带来的不安或责怪混为一谈。在考虑是否冒险时，有的人会这么想：

4 “如果我不小心，他会要我的命！”

5 “我会死掉的！”

6 “我会粉身碎骨！”

7 你会有类似的想法吗？倘若你在思想上给未来抹上惊恐的色彩，你的行动就会受到制约。然而，这类惊恐都是虚惊。

8 这些错误的想法并不意味着在你尝试某种改变时确实会发生这样的情况。你不可能丧命或者粉身碎骨。假如事与愿违，也许你会有一点轻微的不安，仅此而已。但轻微的不安是为获取最终成功所冒的风险的一部分。

9 当（上述）那些过激的想法令你不安时，你就不会去冒险。这样，被“扼杀”的只能是你的主动性、你的自信和发展。

10 明白了风险和危险的区别，你就能拓展自己的事业。这两者的区别是：当结果不确定时就是风险，而当你的肉体会受到严重伤害时就是危险。

11 有些新想法能够获得成功，而有些则不能。有失败的风险并不意味着未来很危险。大多数的改变并不会使你的身体遭受伤害。

12 对许多人来说，演讲就是一个混淆风险和危险的典型例子。我认识一位经理，他以前一想到要面对公众演讲就十分害怕。当然，在第一次演讲前他并不知道会有怎样的结果。他没意识到演讲不过是一种冒险，反而把自己搞得过分地紧张，犹如大敌当前。他想象着听众会向他扔东西，或者愤怒地群起而攻之，尽管他知道这不太可能。

13 虽然他感到忐忑不安，他冒险作了生平第一次演讲。结果发现，听众很随和地支持他。由于具备了演讲这一新技能，他成了一位更自信、更成功的领导者。尽管他在演讲时还会出点差错，但从来没有听众伤害过他。

14 每当做一件新的或者不同的事情时，你都会面临风险。下一次你不能确定未来会怎样时，请把风险与危险区分开。如果你知道危险存在的可能性很大，那么我建议避开险情，除非你确信自己能够对付它。

15 如果你断定不大会危险，那就考虑一下将来会出现什么情况。如果看来前景是安全的，那就实施你的计划。在采取行动前，你不必对将会发生什么弄得清清楚楚。

16 对这种不会有危险的风险策略，你可以马上采用。下一回与朋友分别时，注意他是否嘱咐你说：“小心点。”那你就给他一个意外，对他说：“冒冒险吧！”

Exercises

Post-Reading

Reading Comprehension

1 Paras. 1-2—D Paras. 3-9—A Paras. 10-13—C Paras. 14-16—B

2 1 C 2 B 3 D 4 C 5 B 6 A 7 D

3 Sample

- 1 I quite agree with the writer. We would miss many chances if we are afraid to encounter possible dangers or risks whenever we have to make choices. For example, when our teacher asks us to take part in an English speech contest, we may refuse to take part because we are worried that we would do poorly even if our English is good enough. As a result, we would lose the chance and when there is a need for interpreters, no one would consider us.
- 2 I've had some experience of "taking risks", if they could be considered as risks. After I passed the entrance examination, I told my parents I would like to go traveling alone to Jiuzhaigou. My parents were quite worried because I had never been away from home alone. They were not sure whether I could take care of myself and they imagined there would be many dangers. This kind of thought haunted them and they didn't want me to take any risks. I spent a long time persuading them to believe that I could cope with whatever happened. Finally, they let me go. It turned out to be an unforgettable experience. Almost everywhere I traveled I met with kindness and friendship. The trip was full of fun and I was really enchanted by the beautiful scenery there. "Risks" like this are too good to miss!

Vocabulary

- | | | | | | |
|---|--------------|-----------------------|-----------------|---------------|---------------|
| 1 | 1 warning | 2 development | 3 possibilities | 4 alarming | 5 mistaken |
| | 6 discomfort | 7 uncertainty | 8 confused | 9 anxiety | 10 supportive |
| 2 | 1 if | 2 was / am faced with | 3 strategy | 4 outcome | 5 unless |
| | 6 inhibit | 7 take action | 8 confused | 9 disapproval | 10 creates |
| 3 | 1 with | 2 with | 3 by | 4 by / at | 5 of |
| | 6 into | 7 about / of | 8 like | 9 with | 10 from |

Translation

- 1 My friend said she would consider making a donation to the school.
- 2 I suggest he think carefully about it before he makes any decisions.
- 3 John is likely to come to the party tomorrow.
- 4 It is not enough to have only theoretical knowledge. We should learn how to put theory into practice.
- 5 You shouldn't have gone back to the burning building—you might have been badly / seriously burned.

- 6 It had never crossed my mind that there might be a problem.
7 Charles is shy and does not take the initiative in making friends.

After-Class Reading

参考译文

两兄弟

1 两兄弟一起出门踏上旅程。中午时分，他们在森林里躺下休息。醒来时发现身边有块石头，上面写了一些字，于是他们想弄清楚上面写了些什么。

2 “凡发现此石者，”他们念道，“于日出时分径直进入森林。森林里会有一条河，游过河抵达彼岸，会在那里发现一只母熊及其幼崽。然后从母熊身边将幼崽抱走，跑步上山，切勿回头观望。山顶上有一座房子，于此处可找到幸福。”

3 他们看完石头上的文字后，弟弟说：

4 “我们一起去吧。我们一起游到河对岸，带走熊崽，一起把它们带到山上的房子里，一起在那里找到幸福。”

5 “我不想到森林里找熊崽，”哥哥说道，“我劝你也别去。因为，第一，谁也不知道石头上写的话到底是真是假——说不定这不过是写着玩的。甚至有可能我们没有真正读懂其中的意思。其次，就算石头上写的都是真的——如果进了森林，天黑了，又找不到那条河，我们会迷路的。就算找到河，我们又怎么游过去？它也许又宽又急。第三，就算我们游过河，你觉得从母熊身边带走小熊是那么容易的事情吗？她会抓住我们的，那时不但找不到幸福，还会丧命，落得一场空。第四，就算我们真的带走了熊崽，我们也不能一口气就跑上山。而且最重要的是，这块石头并没有说我们在那座房子里会找到什么样的幸福。也许在那里等着我们的幸福根本就不是我们想要的那种幸福呢。”

6 “我觉得，”弟弟说道，“你说的不对。石头上的字不会无缘无故地存在。一切都写得清清楚楚。第一，我们试试总没什么坏处。第二，我们如果不去，别人也会看到石头上铭刻的字从而找到幸福，那我们可就什么都没了。第三，你若不下功夫去试一下，就会一事无成。第四，我不应该让人家认为我胆小怕事。”

7 哥哥回答道：“常言道：‘为找大幸福，小乐或尽失’，‘双鸟在林不如一鸟在手’。”

8 弟弟回敬道：“我也听说：‘山路不敢走，岂能当猎手’，‘艺高人胆大’。”

9 于是弟弟出发了，而哥哥却没去。

10 弟弟一进森林就看到那条河，游到对岸，看到沉睡的母熊。他抓起熊崽头也不回地直奔山顶。到了山顶，人们赶着马车来迎接他，把他带到城里，拥他为王。

11 他在位统治了五年。第六年，另一个势力强于他的国王向他开战。城池失守，他被驱逐出境。

12 弟弟便成了流浪汉。有一天，他到了哥哥家。哥哥这时住在一个村庄里，既没变穷，也没变富。兄弟俩别后重逢，分外欣喜，立刻开始畅谈分手后发生的一切。

13 “你看，”哥哥说，“我是对的。我在这里过着安逸的生活，而你呢，虽然做过国王，可麻烦经历了不少。”

14 “我没有后悔进林子上山，”弟弟回答道，“我也许目前是一无所有，可我将一直拥有值得回忆的东西，而你没有任何东西值得回忆。”

PART 3

Further Development

1 Grammar Review

STEP ONE

Verbs: More verbs besides those in the circle: consent, determine, intend, maintain, move (提议), order, plead, pray, request, resolve, urge (力劝)

Nouns: More nouns besides those in the circle: necessity, preference, recommendation, resolution (决心)

Adjectives: More adjectives besides those in the circle: desirable, natural, possible, probable, strange

STEP TWO

- | | | | |
|----------------------|------------------|-------------------|------------------------|
| 1 (should) attend | 2 (should) bring | 3 (should) leave | 4 (should) go |
| 5 (should) be warned | 6 (should) do | 7 (should) finish | 8 (should) be finished |
| 9 (should) be held | 10 (should) have | | |

2 Vocabulary Review

- 1 **A rate** **B speed** **C speed** **D rate**

rate: a value, cost, speed, etc., measured by its relation to some other amount (指价值、价格、速度等的) 比率, 速率, 费率

speed: how fast sth. happens or is done 速度

- 2 **A payments** (指按月付的款) **B loan** **C loan** **D Payment**

loan: a sum of money borrowed at a rate of interest 贷款

payment: the money paid

- 3 **A waiting** **B awaited** **C awaiting** **D waiting**

await 是及物动词, wait 是不及物动词。await 相当于 wait for.

- 4 **A flesh** **B fresh** **C flesh** **D fresh**

flesh: 肉, 肌肉

fresh: (食品) 新鲜的, (空气) 清新的

- 5 **A escaped** **B escaped** **C avoid** **D avoided**

avoid: a) try to prevent sth. from happening 防止, 避免; b) deliberately not do sth., especially when it is dangerous 避免做

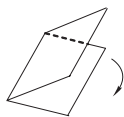
escape: a) get away from a dangerous situation 逃脱, 逃离; b) avoid being killed or seriously injured in an accident or attack 幸免

3 A Game: Which Type Do You Belong To?

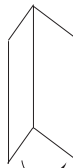
The following Pictures show some of the ways students choose to build a pyramid with the cards.

Sample

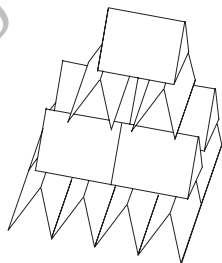
- 1 When we were discussing how to build the pyramid, we worked together as equals. Each of us tried to contribute ideas to building the pyramid in an efficient way. When we began to build



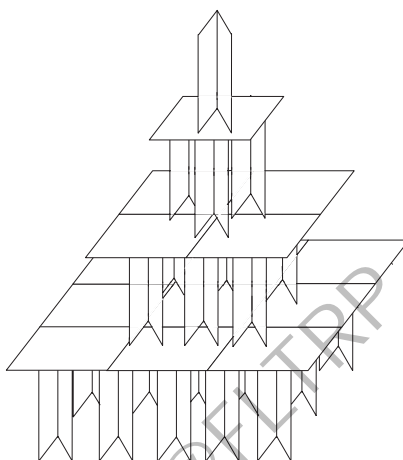
Pic. 1



Pic. 2



Pic. 3



Pic. 4

the pyramid, we chose Li Ming as the one who gave instructions on behalf of the group and Liu Wei as the one who built the pyramid. We did so because we thought we would plunge into chaos if all of us participated—too many cooks spoil the broth. In our group, Li Ming is good at expressing ideas and Liu Wei is a careful person. Under the instructions of Li Ming, we thought, Liu Wei would do a splendid job. It turns out that we made the right choice.

- 2 We had taken the following into consideration before we chose to build the pyramid in this way. First, the pyramid should have a solid foundation. Second, the pyramid should be built as high as possible. Of course, we also kept in mind that the pyramid should stand firmly instead of collapsing. Therefore, we folded the card in this way (as is shown in Picture 2) and put a lot of folded cards at the bottom to make a solid foundation. Then we spread out some unfolded cards on top of the foundation to form a new floor and put some folded cards on it. Then we added another floor and put more folded cards on it. We continued like this until we thought it was high enough without collapsing (as is shown in Picture 4).
- 3 • From this activity, I can see we're a blend of risk-takers and safe-players. Though it was risky, we chose to fold cards the same way as shown in Picture 2 because we believed it was the right way to make the pyramid high. Taking risks, however, cannot be confused with exposing ourselves to dangers. The fact that we wanted to take risks doesn't mean we made our decisions hurriedly and carelessly. As you can see, we put folded cards at the bottom to guarantee a solid foundation. Besides, we knew when we should put no more cards for the next level. Our success in building the pyramid proved that we should use danger-free, risk-taking strategies when we are doing something new or difficult.

- This activity shows we belong to the type of people who tend to “Take care”. First, instead of folding cards in the second way (Refer to Picture 2), we chose the first way (See Picture 1). As you can see we’d rather play safe. Though it might make our pyramid higher to fold the cards in the second way, it might make the pyramid unstable, thus very risky. Second, we began to worry that the pyramid would collapse if we put more folded cards on the third level. Then when we finished the fourth level, we thought it was time to stop. We didn’t want to take further risks, facing a collapsed pyramid and a total failure.
- 4 • I am kind of timid and conservative, and don’t like to try new things or anything I’m not sure about. For example, I don’t like to try food that I don’t know or learn to play dangerous sports. I am afraid of being laughed at or losing face if I fail. So I’d rather play safe.
- I think I am a risk-taker. I am curious and ambitious by nature. I like to try new things and am not afraid of failures. I believe in what a proverb says, “Failure is the mother of success.” I still remember one of my experiences in high school. At that time my spoken English was not good, but I took part in the English contest organized by the school. Of course, I didn’t win any prize, but I was proud of myself. After the event I knew how to improve my English. So to me taking risks is not a bad thing. Instead, it helps a person grow and progress.

4 To Go or Not to Go

- If I were in the same situation, I would make the same choice as the elder brother did. I think there might be too many uncertainties. Nobody can be sure whether it is worthwhile to take the risk. Take the younger brother as an example. He went into the forest and ruled as a king for five years. But in the end, he was still as poor as before, not to mention the dangers he had encountered. Even though he had more good memories, they were of no practical importance. What’s more, if the inscription on the stone had been written in jest, as the elder brother had suspected, what could have happened? I disagree with the younger brother’s argument that no harm would come to them if they tried. So I would rather choose not to go into the forest.
- If I were one of the two brothers, I would go into the forest. I have good reasons for my decision. First, what’s written on the stone must be true, because it’s meaningless for the writer to be trying to cheat others. Second, we have to take risks to find happiness. As the proverb goes, “No pain, No gain.” Chances are not always there awaiting us. If we don’t try, we will miss the chance and get nothing. We have heard the saying “Time and tide wait for no man.” In fact, the younger brother was rewarded for what he had done. It’s true that the younger brother was still poor in the end, but he had a chance to find happiness. Since he’s more experienced now, he can do better later on. These are my reasons for the decision.

5 Is He a Burglar?

Sample

I think he is a burglar. In the first place, he invaded another person’s room without any good reason. In the second place, he tried to steal a wallet and a watch. Although he returned the money, it’s only because he had been caught on the spot by the president. Otherwise, I am sure, he

would not have done so.

The young man's behavior is really unacceptable. He should not have done such a shameful thing, especially when he was a college student and he stole because he and his college roommate had overspent during their vacation. They should have avoided overspending. However, he was forgiven because he later returned the money in full.

6 Making up a Story

Sample

I met Rachel at a party and we fell into a close connection. At the end of the evening, while discussing possible New Year's Eve plans, Rachel confessed she might not be able to go out. She explained, "For the past two years, I've been having fun with cancer."

For the two years before that, I'd been volunteering one day a week in a 28-bed hospice ward as part of my spiritual practice. I knew at once how serious Rachel's illness was, and I was sensitive to my own urge to run. But we really liked each other, and over the next two months, slowly and carefully, we fell in love.

Rachel often remarked, "I can't believe how lucky I am to meet you at this point in my life. I just wish I weren't at this point in my life." Despite the radiologist's pessimism, the treatments (or love) removed all Rachel's cancerous mass. For over a year, all her tests were normal, and we were able to travel, garden and dance together. We built a foundation of trust and joy that enabled her to talk through her fears and grief, and to let me take care of her when, a year later, her fourth and final recurrence slowly crippled her.

Despite Rachel's disabilities, though, I never saw her as a sick person. She was always the witty, sensitive and vivacious woman who charmed me at that party. Just as she often said she wanted, I cared for her at home in the short six days when she was bedridden, and she died with no sign of fear or pain with her hand in mine, looking right into my eyes.

When I asked my mother if she ever thought I was unwise to get involved with someone so sick, Mom said, "Why, don't you think the grief is worth all the happiness you had? It was obvious you two loved each other so much!"

Now Rachel has been gone for a year. As my mother said it would, my gratitude for the joy we shared now outweighs my grief. The difference between us now is the biggest of all—life and death. But Rachel will always be the sweetest part of my life.

PART 4 Translation and Writing

2 Translation Practice

It was my 14th birthday yesterday. I invited five of my good friends to dinner at a KFC, and one of them is Ding Yi. But to my surprise, Zhang Fang, a guy not on good terms with me, showed

up along with Ding Yi. As Zhang Fang was an unexpected guest and was not welcome actually, I didn't pay for his meal. Later I told my parents and grandparents what had happened in the KFC. My parents said it was acceptable, but my grandparents were quite unhappy with what I had done. My grandparents held the opinion that it is a traditional Chinese virtue to be hospitable. They thought that being present at dinner, Zhang Fang was showing his willingness to start a good relationship with me. Therefore, I shouldn't have turned my back on him. In my opinion, however, what I did was quite justified. Whether I should pay for his bill was a matter of principle. If I had paid the bill for Zhang Fang, should I pay the bill for any other classmate showing up without being invited?

3 Writing

Sample 1

In my opinion, Wu You was right not to pay the bill. In the first place, he didn't invite Zhang Fang to dinner. If he had paid the bill for Zhang Fang, should he pay the bill for any other classmate showing up without being invited? In the second place, Zhang Fang is not on good terms with Wu You. If he had been one of Wu You's good friends and Wu You had just forgotten to invite him, then his arrival would be welcome, and Wu You should pay for his meal. Also, if Ding Yi had invited Zhang Fang to dinner, Ding Yi should pay for his friend.

In a word, it's a matter of principle, and I think Wu You's practice is quite acceptable. If I were Wu You, I would not pay the bill, either.

Sample 2

I think Wu You should pay the bill for Zhang Fang. No matter whether he had been invited or not, he was there to celebrate Wu You's birthday. Maybe Zhang Fang wanted to take the chance to start a good relationship with Wu You. Then Wu You's paying for his meal would be a timely reaction to Zhang Fang's initiative. Besides, it is a traditional Chinese virtue to be hospitable. It is said that you should rather go hungry yourself than let your guests go hungry. And everyone present is your guest. Anyone who comes to celebrate the birthday should be welcome. What's more, it would be a small amount of money after all. Wu You could afford it. So I think Wu You is too willful and not considerate enough in this case.



Unit 8

Romantic Stories

Useful Information

Although “romantic” stories can refer to narratives dealing with adventure, mystery, or the supernatural, more often they are about love. In this sense, romantic stories have been popular for many, many centuries; in fact, they are about as old as literature itself. In the West, romantic love was a key element in both of the ancient Greek epics, *The Iliad* and *The Odyssey*, composed somewhere around the 8th or 9th Century B.C., as well as in many of the great plays and poems written by the 16th century British writer William Shakespeare. Romantic love has been a key element in countless poems throughout the world for many centuries. In Chinese literature, love has been important, too. It played a significant role in Cao Xueqin’s *Dream of the Red Mansion* (《红楼梦》). China also has its traditional love dramas, such as *The Peony Pavilion* (《牡丹亭》) and *The Peach Blossom Fan* (《桃花扇》). Thus romantic love is an eternal theme in literature of all types and love stories continue to make up a vast body of literature. Today many short stories are written with love as their focus; this is also true of movies and dramas. A typical romantic plot, whether in a novel, short story, play or movie, follows a rather simple plot line in which the following happens: a boy meets a girl; they fall in love; fate or other people cause obstacles in their romance; the boy finally wins the girl, often through virtuous acts.

Although romantic stories sometimes are tragedies, as in Shakespeare’s *Romeo and Juliet* or China’s traditional *Butterfly Lovers* (《梁山伯与祝英台》). As readers, we most often enjoy reading about good people who find fulfillment in love. It is especially nice to be able to read about real people whose faithfulness in love is finally rewarded with happiness. Such was the case in the lives of Robert and Elizabeth Barrett Browning, as is described in *A True Love Story*. Despite the obstacles of Elizabeth’s poor health and her father’s unnatural wish for his daughters’ celibacy (独身), the young couple persevered in their love, married, and lived a happy life together. This is just as “romantic” as any fictional story. In *Detour to Romance*, faithfulness and perseverance are also key factors. Harry has faith that his girlfriend May will meet him at the train station as she had agreed; thus he is willing to take a job there and look for her for three years before seeing her and finding out the misunderstanding that had caused her not to be there in the first place.

In both passages, thoughtful readers can perceive the qualities of the characters that make them worthy of loving and being loved. Thus, the stories are well worth reading and discussing. Indeed, many of us can think of other stories from real life that have similarities. Therefore, these are stories that can be read and enjoyed by all.

PART 1 Preparation

1 What Is Your Favorite Romance?

STEP ONE

Sample

- The love story, *Romeo and Juliet*, is well-known and very romantic. The story goes like this: Romeo fell in love with Juliet, but their families were rivals. They loved each other despite this and confessed their love to each other at the famous “balcony”. Romeo had to leave the city because he killed Juliet’s cousin, and Juliet’s family was planning to marry her to another man. Juliet asked Friar Lawrence for help. They decided that she would pretend to be poisoned to death to escape the marriage, and taken to where Romeo was. Unfortunately, Romeo did not get the message and thought that Juliet was fatally poisoned. He then drank poison and died by Juliet’s side. When Juliet woke up and found her lover dead, she immediately killed herself with Romeo’s dagger. The death of the two lovers made the two families discard their hatred and make peace with each other.
- Liang Shanbo and Zhu Yingtai’s romance is said to be the Romeo and Juliet in China. Zhu Yingtai is a beautiful girl of a wealthy family. In ancient China, girls could not go to school, but Zhu Yingtai persuaded her father that she wanted to read more books and see the world. Disguised in boy’s clothing, Zhu Yingtai went to a school in Hangzhou. During her school days, she fell deeply in love with Liang Shanbo, her classmate from a poor family. Liang Shanbo remained unaware of Zhu Yingtai’s female identity for three years. When Zhu Yingtai received her father’s letter telling her to go back home, Liang Shanbo accompanied her on her way home. Along the way, Zhu Yingtai tried every means to give Liang a hint that she was a girl, but Liang did not catch the least bit of it. When Liang visited her at home some time later, he found she was in fact a very beautiful lady. They made a vow that they would be husband and wife, alive or dead. However, Zhu Yingtai’s parents had already arranged for her to marry a man from another wealthy family. The decision struck a vital blow to Liang. He fell seriously ill and died of lovesickness. On her wedding day, Zhu Yingtai insisted that the wedding procession pass by the tomb of Liang. When Zhu Yingtai saw the tomb of Liang, she begged it to open up, and the tomb did open! Zhu Yingtai threw herself into the tomb. Soon two beautiful butterflies flew from the tomb, flying away happily together. Zhu Yingtai had been determined to give up her life to join her lover in another world. Their story shows that true love is immortal.
- *Jane Eyre* is a romantic novel written by Charlotte Bronte and was made into a movie of the same title. Jane Eyre, the heroine, was a poor and plain girl while the hero, Rochester, was a rich and proud man with an unhappy marriage. Jane worked as a governess at Rochester’s house and fell in love with him. I still remember what Jane said to Rochester: “If I were rich, if I were beautiful... then I should think I would make it as hard for you to leave me as it is for me to leave you.” When Rochester lost everything and became blind, Jane came back to him to stay with him for the rest of their lives. In my eyes, this is classic love.
- *Gone with the Wind* is my favorite book of romance. The heroine, Scarlett, was the daughter of a plantation owner. She was madly in love with Ashley, but Ashley married his cousin.

Scarlett then married twice, and both husbands died. Finally Scarlett married Rhett Butler, who had admired her even before her first marriage. Rhett knew that Scarlett was still in love with Ashley, but he hoped that one day he would win her love because he thought they were basically the same type of person. He did practically everything for Scarlett and even forgave her silly love for Ashley many times. Gradually Scarlett came to realize that she did love Rhett. But after so many things had happened, Rhett was unable to love Scarlett any more. When Scarlett asked him how she could go on without his love, Rhett said, "Frankly, my dear, I don't give a damn." and walked away into the fog.

I like this novel very much. I often see in my imagination the scene of Scarlett and Rhett being together forever. I think they should be a perfect match. What a pity that each finally went their own way!

- My favorite romantic movie is *Casablanca*. It was shot over half a century ago, but it still remains a classic movie. The story happened during World War II, in Casablanca, Morocco. It is about a love triangle between Ilsa, Rick and Victor. Victor, Ilsa's husband, was a freedom fighter. He was sent to a Nazi concentration camp. Ilsa learned that Victor was killed when trying to escape. Then she met and fell in love with Rick. But then news came that Victor was still alive but very sick. She left Rick without an explanation to attend to her husband. Rick went to Casablanca and had a café where refugees gathered to find ways to escape to America. One day, Ilsa visited the café with her husband. When she saw Rick again, she found she was still deeply in love with him. But she was also devoted to her husband and his freedom cause. The three were caught in a love triangle. Rick was also suffering terribly because his love for Ilsa was forbidden. Ilsa wanted Rick to help Victor to escape to America to avoid Nazi persecution, and she wanted to stay behind in Casablanca. Rick managed to help both of them to go to Lisbon. He said that Ilsa would regret it if she stayed: "Maybe not today, maybe not tomorrow, but soon and for the rest of your life."

I remember that *Casablanca* has been voted the most romantic movie by modern audiences as well. Its lines have often been quoted. So it has stood the test of time and is a truly great movie about romantic love.

- The most romantic movie I have watched is *Titanic*. This tragic love story took place on the famous ship Titanic which, on its first voyage, hit an iceberg and sank. The heroine Rose was arranged to marry a wealthy man, but she did not love him. On the Titanic, she met Jack, a poor artist, and they fell in love. When the Titanic sank, Jack tried every means to help her, but he himself sank. At the end of the movie, old Rose was seen lying very sick in bed, as if she was fulfilling Jack's promise to "die an old lady in a warm bed". She was going to heaven to join Jack and all the people who died in the disaster. Despite the tragedy, the movie has a happy ending of Rose and Jack joining each other in heaven. And I hope that they will still be very young and in love. There nothing will be able to separate them.
- The song "My Love" by Westlife is so romantic. When his love is away, the boy feels as if there were a hole inside his heart. He begs his dreams to take him to the girl's side, where the sky is blue and the fields are green. When he finds her, he will hold her in his arms and promise her his love forever.

- The most romantic song I know of is the song entitled “The Most Romantic Thing”, sung by Zhao Yonghua. It sings of the sweetness and beauty of simple, plain and enduring love. I like its lyrics which are simple but very touching, for example, “sitting back to back on the carpet, listening to the music and talking about our dreams... the most romantic thing is to gradually get old together with you... We keep every small bit of tears and laughter for our wheelchair talk... When we get so old that we cannot go anywhere, you will still treasure me as the apple of your eye.”

STEP TWO

Sample

- Brad Pitt and Angelina Jolie are surely a famous and admirable movie couple. The movie *Mr. and Mrs. Smith* which they starred in together makes their love even more romantic. Angelina fell in deep love with Brad when they were shooting the movie, but at that time, Brad was married to Jennifer Aniston. The movie brought them together. In Angelina's own words: “Because of the film, we ended up being brought together to do all these crazy things, and I think we found this strange friendship and partnership that kind of just suddenly happened. I think a few months in (a few months into the affair) I realized, ‘God, I can’t wait to get to work’”. “And it took until, really, the end of the shoot for us, I think, to realize that it might mean something more than we’d earlier allowed ourselves to believe,” Angelina said. But they remained only very close friends until Brad broke up with Jennifer Aniston in 2005. Angelina said that Brad has a “wicked sense of humor” and “He’s a great challenge to me.” Wow, they are such a perfect match!
- Marie and Pierre Curie got married thanks to their common love for science. At their first meeting, they talked about scientific matters, social and humanitarian issues. They surprisingly found that they had much in common. Soon after that, Pierre asked Marie if he could visit her. He talked to her about his devotion to science and asked if Marie would be his life companion. He knew that Marie was very patriotic. So in his letters, he mentioned her dream for her country Poland, their common dream for humanity, and their dream for science. It was so fortunate that they united. Together they discovered polonium and radium and made other scientific discoveries. Their discoveries changed physics and chemistry, and even changed our lives. They shared the Nobel Prize in physics in 1903. Though Pierre died of an accident, Marie carried on their cause of science until the end of her life.

2 Romantic Letters, Words and Sentences

Sample

A is for AWARD. “If living on the earth is a mission from the Lord, living with you is the AWARD of the Lord.”

B is for BEAUTIFUL. “If loving you is my fault, then it will be a BEAUTIFUL fault to be kept for a life-time.”

C is for CRAZIEST. “The CRAZIEST thing I have done is to fall in love with you.”

F is for FORGET. “It will take a whole life of me to FORGET you.”

G is for GIVE. “Love is to GIVE, not to possess.”

H is for HEART. "My HEART is forever with you."

L is for LOVE. "I see the LOVE in your eyes."

T is for TIME. "Do you know there is someone thinking of you and caring you all the TIME?"

W is for WISH. "It is my greatest WISH to have you with me for a lifetime."

3 Wow, This Guy Is Lovesick!

STEP ONE

Sample

When you spend all your time thinking about someone you love, especially when that person is unaware of it or does not love you, then you are lovesick (害相思病的). Lovesick people may behave oddly. Their souls seem to have left their bodies. For example, a girl may try to lose weight; a quiet boy may suddenly do crazy things in the name of love.

STEP TWO

Sample

Stories about lovesick people:

- I have a high school friend, who fell head over heels in love with a boy in her class. The problem was that the boy was not aware of that and the girl was not brave enough to tell the boy about her love. Then she had an idea. She called the boy and said: "There is a girl in your class who is in love with you." "Who is she?" the boy asked. "Just make a guess," she said and hung up. The boy was puzzled and told his mother about his puzzle. The mother smiled and said: "It's the girl who called you, of course."
- My friend fell in love with a girl at first sight a few months ago and the girl loved him as well. But now the girl is dating another boy. My friend is so lovesick that he finds it hard to go to sleep and has no appetite for food. He says that when he lies on the bed and closes his eyes, the girl appears in his mind. When he eats, he feels sick and then he has to stop. He has gone without food for two days. I am worried that he will develop health problems if he goes on like that.

Advice to help them get over the problem:

- I'm kind of sympathetic with the lovesick person. It's really a torture leading to no future. If this person is my friend, I would give him the following advice: Make an attempt to express his love to the girl. Since the girl doesn't even know that he is in love with her, who can know that she won't accept his love? If the girl does refuse him because she doesn't love him, or because she already has a boyfriend, then my friend will know that it's impossible to strike up a relationship, at least for the present. He may view the entire thing more rationally and pick himself up.
- I don't think lovesickness can be easily cured. Almost all lovesick people are preoccupied with their loved ones. They believe that their future happiness depends entirely on winning that person's love. They just can't get out of it. Hopefully time can be the best healer and reduces their passion. When they have to face the day-to-day tasks, they will gradually pull themselves out of the trap and come back to the real world. Only then will they be able to move on again.

- I'd like to ask the lovesick to help each other and calm down if possible. In this way, each might serve as a mirror for the other to review their behavior and come to realize that they are behaving foolishly. Then they'll find that they've been wasting their time and at the same time they might have been disturbing other people's lives. By "other people" I mean the target of their one-way love. When they can see themselves more objectively they'll be able to progress on their own.

PART 2 Reading-Centered Activities

Pre-Reading

Sample

- 1 Parents may view romantic relationships differently from young people. They may object to a romantic relationship because they're afraid the relationship is not well grounded. Parents may also object because they think their children are too young to date. As for parents whose children are college students, they may worry that a romantic relationship will affect their children's academic performance at college. They may worry about their children's immaturity and the danger of making wrong decisions. A girl's parents may be suspicious about the intentions of the boy. They want to entrust their daughter to someone who is loyal in a relationship. Sometimes parents object because they are biased. They may take family background and social status into consideration when it comes to a romantic relationship. Sometimes they may want to find a more beautiful girl or more handsome and taller boy to be their child-in-law. And there are parents who may consider financial factors. Or when they see behaviors which do not conform to their moral standards, they may also disapprove of a relationship. To sum up, parents may consider much more when viewing a romantic relationship.
- 2
 - If my parents don't like the boy I'm dating, there would really be a fight for love. I love that guy, but my parents are also important to me. I know that my parents have good intentions, but what they think about a relationship may be out of date. I will try my best to tell them that it is necessary to change their view of love and marriage. I will tell them that I will give them and myself some time to cool down and think about this again. If I insist on my choice, I am sure I will have their blessings because, after all, they want me to be happy. Of course, what I desire most is that with my boyfriend's help and sincerity, he will win them over!
 - First, I will find out the reason why my parents object to my relationship. If it is reasonable, for example, they may have heard bad things about my girlfriend, then I will reconsider the relationship. But if it is about her family background or about her age, then I will ignore their objection. As an adult, I am able to make my own decision. I believe true love can conquer everything.

Passage Reading

Words, Phrases and Grammatical Points

1 poetry (Line 5, Para. 1) poem (Line 5, Para. 2)

A “poem” is a piece of writing, arranged in patterns of lines and of sounds, expressing some thoughts, feelings, or human experiences in imaginative language (诗, 韵文). “Poetry” means poems collectively or in general (诗, 诗歌). It also means a quality of beauty, grace, and deep feeling (诗意, 诗一般的美).

e.g. I) This is a book of poems about his childhood.

II) This dance has poetry in its movements.

III) He started to write poetry / poems at a very young age.

2 common (Line 7, Para. 5)

When used as an adjective, the word has several meanings.

1 found or happening often and in many places 常见的, 普遍的

e.g. I) Foxes are common in Britain.

II) Jackson is a common English name.

2 of no special quality or rank, or the ordinary type 平凡的, 一般的

e.g. I) How will these changes affect the common man?

II) In most people's eyes, she was nothing more than a common criminal.

3 belonging to or shared by two or more people 共同的, 共有的

e.g. I) We are working together for a common purpose.

II) This useful feature is common to both these computers.

The word “common” can also be used as a noun. There is a useful phrase “in common”, which means “shared with sb. else”.

e.g. I) I have nothing in common with Jane.

II) My brother and I have a lot in common.

参考译文

一个真实的爱情故事

1 伊丽莎白·巴雷特·勃朗宁和罗伯特·勃朗宁都是英国诗人。有关他们如何相遇、相爱、结婚的故事是历史上有名的爱情故事之一。这个爱情故事之所以出名,是由于它的纯洁、富有诗意和激情。但这个故事的出名,最主要的原因还在于,他们的恋曲基本上是通过鸿雁传书的方式来谱写的。在结婚前的两年里,他们几乎每天都给对方写信。

2 伊丽莎白·巴雷特在她父亲家里过着平静的生活。她患有肺病,身体非常虚弱,因此她几乎很少出门。从童年起,她的时间都用来读书,学习希腊文和写诗。她的诗在英国和美国发表并且深受欢迎。伊丽莎白的父亲巴雷特先生支持女儿写作。然而他却是一个非常严厉而又古怪的人——他不许他的3个女儿中的任何一个结婚。他要她们都留在他的身边。伊丽莎白37岁时,还和她的父亲及两个没有结婚的妹妹生活在一起。她没有结婚,甚至还没谈过恋爱,生活在一个梦想的世界里。对于罗伯特·勃朗宁她只闻其名,但她读过他的诗并且赞赏不已。她甚至把他的名字写进她的一首诗里。

3 罗伯特·勃朗宁的童年和伊丽莎白很相似。他也学过希腊文，读过大量的书，并且很小的时候就开始写诗。成年后，他继续阅读和写作，并为作品的发表而不懈努力。直到30岁，他还没有结婚。

4 一天，罗伯特正在阅读伊丽莎白的一些诗篇。他非常赞赏她的诗。突然在她的一首诗里他看到了自己的名字。他惊喜万分，于是决定给她写一封信。那是1844年。

5 从这封信开始，伊丽莎白·巴雷特和罗伯特·勃朗宁开始了他们的秘密信件往来。他们几乎每天都给对方写信。最初，他们的信件是礼节性的，不涉及个人生活。他们讨论诗歌和文学。慢慢地，信件越来越涉及到个人的事了。他们不断发现彼此共有的兴趣和观点，他们的友谊也随之不断发展。他们阅读并评论对方写的诗，同时也开始谈论他们之间的友谊。他们才情并茂，精神融洽。一年后，罗伯特写信给伊丽莎白表达了他的爱意。这时他们依然没有见过对方。

6 最后，伊丽莎白和罗伯特商定在伊丽莎白的父亲外出时见面。终于可以面对面地见到对方了，为此他们都感到紧张甚至焦虑不安。在以后的一年里他们继续秘密约会谈心，每周一两次。他们仍然坚持每天给对方写信。伊丽莎白写道：“……你无法猜测你对我意味着什么——你猜不到的——那是不可能猜到的……对我而言，你我之间的爱如梦如幻，像奇迹一般。”罗伯特回信说他以前从不记日记，但现在开始记了。在日记里，他记下与她的每一次约会以及见面持续的时间。他甚至记下了他们（每次）在一起的分钟数，并且说这些时间加在一起有整整两天长了。

7 1846年9月，（他们）举行了婚礼，仪式是秘密进行的，伊丽莎白·巴雷特变成了伊丽莎白·巴雷特·勃朗宁。一周后，这对幸福的夫妻在没有告诉伊丽莎白父亲的情况下，私奔到了意大利。这对巴雷特先生来说是一个沉重的打击，但他的愤怒并不能影响他们的幸福。1849年，他们成功地生育了一个儿子。他们在意大利非常幸福地生活了15年，直到伊丽莎白于1861年去世。

Exercises

Post-Reading

Reading Comprehension

1 Paragraphs

Para. 1

Paras. 2-3

Paras. 4-6

Para. 7

Topic

One of the most famous love stories in history.

Their lives before they knew each other.

How they met and fell in love with each other.

Their life together.

2 1 T 2 F 3 F 4 T 5 F 6 T 7 T 8 F

3 Sample

- 1 • Getting married secretly was what they had to do at that time. They were right not to tell Mr. Barrett about their love and marriage. As we can see from the passage, Mr. Barrett wouldn't allow them to get married. If he had not been such an eccentric person, I think they would have told him. Anyway, parents may give advice, but they should never decide about marriage for their children.

- In my opinion, they were wrong. For me, parents are the most important persons in the world. I tell my parents everything. Even though Mr. Barrett was eccentric and didn't allow his daughters to get married, they should have told him about their decision and tried to persuade him to change his mind. He might have changed his mind if he had known the truth. Why didn't they try? They were selfish not to tell him about their marriage.
- 2 • I guess he was a very selfish man and was afraid his daughters would leave him after they got married. Then he would be very lonely and nobody would be around to take care of him in his old age.
- Probably the father didn't trust his daughters' judgment about what kind of people they should marry. A wrong judgment in this respect could lead to an unhappy marriage and then a miserable life.
- The father must be a very rich man to be able to raise 12 children at that time. Perhaps he thought all his daughters should marry people who were as rich as he was. However, it might be very difficult to find such rich men.

Vocabulary

1 Section A

- | | | | |
|----------------------|------------------|--------------------------|-------------------------------|
| 1 adds / added up to | 2 criticize | 3 fell in love | 4 occur / happen / take place |
| 5 miracle | 6 arranged | 7 only by name | 8 primarily |
| 9 face to face | 10 By the age of | 11 A great deal / amount | 12 ceremony |

Section B

Sample

- 1 I fell in love with Liu Chang, the leader of our school's basketball team. He is such an excellent player that he has become the focus of attention. In contrast, I'm such an ordinary girl and he knows me only by name.
- 2 I have a great deal of love for him, but I have no chance to talk face to face with him. So I primarily write my diary to express my love to him.
- 3 I believe in miracles. By the age of 22, we'll have married each other. The wedding ceremony will be well arranged and the number of guests from both sides will add up to 1,000.
- 4 I know this can take place only in my dreams, but who'll take the trouble to criticize a daydreamer? I would like to keep my sweet dream in my diary at the age of 16.

2 Section A

- | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| 1 A | 2 I | 3 J | 4 F | 5 D | 6 H | 7 B | 8 C | 9 G | 10 E |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|

Section B

- | | | | |
|--------------|-------------|--------------|------------------|
| 1 common | 2 purity | 3 compatible | 4 correspondence |
| 5 diminished | 6 eccentric | 7 miracle | 8 impersonal |
| 9 passion | 10 popular | | |

Translation

- 1 Lengthy negotiations must take place before any agreement can be reached.
- 2 A computer can store a great deal of information.
- 3 By the age of 24, the young man had made himself CEO of a large company.
- 4 The teacher knows all his students by name.
- 5 The police have finally succeeded in solving the mystery.
- 6 He likes all kinds of sports, but most of all, basketball.
- 7 He is eager to meet his favorite pop star face to face.
- 8 They fell in love with each other because they had common interests.

After-Class Reading

参考译文

迂回的罗曼史

1 置身于联合车站的行李寄存处，我可以看到所有走上楼梯的人。我认为如果在联合车站这样的大火车站呆上足够的时间，你可以看到所有的旅行者。我曾将这一理论告诉了很多，但除了哈里之外，从未有人在这方面有所作为。哈里大约三年多之前来这里，在楼梯口等待从9点零5分的火车上下来的乘客。

2 我还记得那天晚上第一次见到哈里的情景。他穿着礼服，我知道他在接他的女友，并且在她到达20分钟后，他们就要结婚。直到大约9点18分，我又朝楼梯上看了看，惊奇地发现那个年轻人还在那里。当10点零2分的火车上的乘客到达并离去后，哈里看上去绝望了。不一会儿，他走近我的窗口，我叫住了他，问他女友长什么样。

3 “她身材娇小，皮肤较黑，”他说，“她19岁，走路姿态优美，脸上充满活力，还有她的两簇眉毛在眉心处稍稍相连。”

4 我不记得见过这么个人。

5 他给我看他收到的电报：“周四到达。到车站接我。爱你，爱你，爱你，爱你。——梅”

6 “那么，”我最后说，“为什么不往家里打个电话呢？如果她比你早到，可能已经往那儿打过电话了呢。”

7 他懊丧地看了我一眼，“我来到镇上才两天。我们本来打算在这里汇合，然后开车到南方去，那里人家答应给我一份工作。她，她没有我的任何地址。”他摸了摸电报说：“这是我从邮局的邮件存局候领处拿到的。”说完，他走到楼梯口上看下面那些乘11点22分的火车到站的人们。

8 于是，接下来的三四天，哈里每天都来接所有的火车。当然，铁道公司查询过了，警方也调查了这件事。但没人能真正帮上忙。我看得出，他们都认为梅只是在捉弄哈里。但我从不这样想。

9 大约两个星期后的一天，我同哈里说起我的理论。我说：“如果你等待足够长的时间，总有一天你会看到她走上这段楼梯的。”

10 第二天，当我来上班的时候，我发现在我的行李存放处隔壁的杂志销售处，哈里在站柜台。他不好意思地看着我说：“我总得在哪儿有个工作，不是吗？”

11 我们从此谁都没有再提起过梅，也都再没有提到过我的理论。但我注意到哈里总是在看每个走上楼

梯的人。

12 然后就在昨天，我听到哈里大喊一声。他冲了过去，拽住了一个离我的窗口不到十英尺远的女孩。她身材娇小，皮肤较黑，两簇眉毛在眉心处稍稍相连。

13 好一会儿，他们就站在那里，又是哭又是笑，说些毫无意义的话。三年前发生的事是这样的：梅是乘汽车来的，而不是火车，在电报中她指的是“汽车站”而不是“火车站”。她在汽车站等了好几天，为找哈里花光了所有的钱。最后找了份打字的工作。

14 “什么？”哈里说。“你就在这个镇上工作？一直就在这儿？”

15 她点点头。

16 “那么，你就从来没有到这个火车站来过？”他指向他的杂志销售处。“我一直就在那儿。我一直在看每个走上楼梯的人。”

17 她脸色开始变得有些苍白。很快她朝楼梯看去，用微弱的声音说：“我，我以前从来没有上来过。三年来，我一直就在下面——就在这个车站里干活，在站长办公室里打字。”

PART 3 Further Development

1 Grammar Review

- 1 Right in front of our house was a wide river.
- 2 From the room came the sound of children singing.
- 3 Beneath the streets of a modern city exists a network of pipes.
- 4 Amused by the joke (as he was), he couldn't help laughing loudly.
- 5 Interested in music (as she is), she spends all her pocket money on records.
- 6 Absorbed in his experiment (as he was), he didn't notice my entering the laboratory.

2 Vocabulary Review

- 1 A point out faults
B evaluate (art, music, theatre, literature, etc.)
- 2 A easily hurt or damaged
B made in a fine manner
- 3 A well fixed in place; stable
B certain or fixed in a belief, opinion, etc.
- 4 A a speech
B the specific location of a person, business, etc.
- 5 A *n.* a short piece of writing
B *v.* take notice of; give attention to
- 6 A *adv.* to a great degree; extremely
B *adj.* exact or particular (used to add emphasis to a noun)
- 7 A the shape of sb.'s body, especially a woman's body
B a number, sum

- 8 A *v.* have, take or keep an upright position
 B *n.* a small shop or an area where products can be shown and sold
- 9 A *adj.* very pale because of shock
 B *v.* (of one's hair) become gray
- 10 A clear, obvious, and easy to understand
 B not beautiful

3 Tips to Troubled Lovers

Sample

Visitor 1

- Hold hands and watch the sunset together. Tell her how wonderful you feel just to be with her.
- Write poetry for each other or just cute little "I love you" notes.
- Send her random gifts like flowers, chocolates, cards and so on.
- Dedicate songs to her on the radio or even sing a love song to her over the phone.
- Always tell her how pretty she looks. Brush the hair from her face on a windy day.
- Take her to dinner and share a single dish or the dessert. Or you may cook for her yourself.
- Never forget the following four special days: the day you met her, the day you became lovers or couples, her birthday and Valentine's Day.
- Go out for a romantic movie and remember the parts she likes.

Visitor 2

- Send her greeting cards with a poem or sweet quote inside, then put some petals of pink roses inside the envelope.
- Send your lover a compass and tell her to always find her way to your heart.
- Save all of your email correspondence and give it to your lover as a gift.
- Send her flowers often.
- Keep a journal for the time that you are apart. Put in it how you missed her and what made you think of her during the day, your dreams and so on. When you meet your lover give it to her and let her read what you wrote.
- Leave a surprise, romantic message on her phone.
- Make a mixed tape of all the songs that remind you of your sweetheart, then mail them to her, so she can feel the way you do.
- Meet her in the chat room every day before you go to bed.

4 A Service of Love

STEP ONE

Sample

- 1 Some ingredients: trust, honesty, understanding, mutual support, common interests, physical attraction, personality, education background, etc.
- 2 • Even though honesty is essential to a relationship, it is sometimes necessary to lie when you don't want to hurt the person you love. For example, if your wife or husband is very ugly, you can't tell them the truth. Or when the one you love has some incurable disease and can

only live for two or three more months, you don't want to let them know the truth. Instead you try to be nice to them hoping that they can live the rest of their life happily. These are called white lies.

- We believe honesty is the most important ingredient to love. Why should we lie to people we love even though the truth is hard for them to accept? When we love each other, we should face and deal with difficulties or hardships together. If we lie to the person we love, how can we trust each other? As we know, trust is another important ingredient to love. Then without honesty or trust how can we expect our relationship to last long? So in my opinion, we should never lie to people we love.

STEP TWO

Sample

- I don't think they were doing anything wrong. I would do exactly the same thing if I were one of them. If you love someone, you have to think more about them. It is not very likely they will find out what you have been doing for them. Even if they do, they will appreciate it and love you more.
- I think Joe and Delia should have told each other the truth. I would do so if I were one of them. They could have worked in turn to support the other's education. It is easier for two people to deal with difficulty together because you know there is always one person who is there to help you.

5 Sayings About Love

1 F 2 A 3 G 4 B 5 H 6 C 7 I 8 D 9 J 10 E

Explanations

- 1 Cold hands, warm heart.
 - It means that a reserved, cool exterior may disguise a kind heart.
 - It means those who are in love always feel warm inside regardless of the cold weather outside.
- 2 It's better to have loved and lost than never to have loved at all. (*It's better if you have loved someone—even for a short time.*)
 - It's said that love is a sweet torment. If you have loved before, the sweetness and sadness of love will become a nice memory in your life. So it's better than living an empty life of no love.
 - Love experience makes you grow up. Though the experience of losing your love may hurt you, it helps you to know what love is.
- 3 Love me, love my dog. (*The proverb means that if you love someone, you must accept everything about them, even their faults or weaknesses.*)
 - There is a similar Chinese saying, “爱屋及乌”. It means if you love someone, you should also accept their weaknesses.
 - In my opinion, it tells us that love is unconditional. Once you love someone, you should love everything related to them.

- 4 Love will find a way.
 - Imagine how powerful a gentle look, a tender greeting or a warm hand is! Love can conquer any difficulties in your life.
 - If you have true love, there's no difficulty in the world that you can't overcome.
- 5 One cannot love and be wise.
 - It means one in love can't judge things as sensibly as usual.
 - It means love can make one do silly things in the eyes of other people. For instance, he may ride a bike in heavy rain for two or three hours in order to give her a rose on Valentine's Day. In a word, one may be foolish in love, but it's sweet.
- 6 When poverty comes in at the window, love flies out of the door.
 - Love is based on money. Love without money may come to an end no matter how deep it is.
 - If one can't make a living, it's difficult for them to love or be loved.
- 7 All is fair in love and war. (*This proverb is frequently used when two people are contending for the love of a third.*)
 - It means that everyone has equal rights in love and in war. Everyone has the right to love and be loved.
 - It's a fair play. For instance, when you are in love, you have to fight against your rivals to win your lover. Otherwise, you'll lose.
- 8 The course of true love never did run smooth. (*Shakespeare*)
 - It tells us that one in love will meet a lot of difficulties and those who give up in the middle of the course won't have true love.
 - You may undergo some bitter experiences before you come to a happy ending. Only those who can get rid of all the difficulties in the course of love deserve true love.
- 9 Lucky at cards, unlucky in love.
 - This saying can be translated into “赌场得意，情场失意”. If you lose something, you'll get something else at the same time. Life is full of gains and losses.
 - As to us, it means one can't win all the time. One has to make his own choices.
- 10 Love is blind. (*Shakespeare*)
 - Love makes us blind. The magical love makes one too crazy to see any shortcomings of their lover.
 - Lovers fail to see the truth because they are in love. For example, those who are in love often think their lover is perfect. But actually, no one is perfect.

6 Expressing Love

STEP ONE

Sample

- I don't like to be proposed in public. Excessive show of love, like sending 999 roses to my dorm, or putting up a huge poster with my name on it annoys me. I think affection is something private and intimate. Why show it to the public? This is so naïve and shallow. If the relationship turns out to be a bad decision, the guy may prove himself silly when he looks back on what he did. If a guy insists on doing that, I would think he does not respect me. It would put me under

great pressure. If he really loves me, he should listen to me and know what I like. Real romance means knowing the one you love. Love is not a show, after all.

- I don't mind being proposed to in public. Of course if it is a large group of people, I would say no. But if it is at a party where everybody knows each other, it would be OK. It makes me feel good because I am the one! I think this is very romantic. I like guys who are expressive. It means that he really cares about me and wants our friends to know this. This is a way to test his loyalty to me.

STEP TWO

Sample

- For a romantic date, I prefer to go somewhere quiet and beautiful. We both love the experience of taking a walk in the trees or along a small creek, hearing the wind in the trees or the flow of water. It gives us a very peaceful feeling. We can talk to each other without being disturbed.
- I like to prepare a special gift for my girlfriend. It adds romance to our date. Then I will ask her if she likes that. Once we were out walking along a brook. We found a cute little stone and took it back. I thought it was a good reminder of our journey, so on it I carved a boy and a girl holding hands by a river. I colored it and wrote the date of our journey on it. When I gave it to my girlfriend on our next date, she was greatly moved. She still keeps it as a souvenir of our love.

Teaching tips

Romantic ideas

- 1 If your girlfriend is going away for a few days, say that you are worried about her and have arranged a bodyguard to accompany her. Then give her a cute doll or a toy dog.
- 2 If your partner is reading a book in English, find letters on a page that make up the sentence "I love you". Underline the letters. Tell her to link them together. Hopefully, you can also find letters which make up her name.
- 3 When you are walking along the beach, make a big love heart in the sand. Sit inside it with your girlfriend and listen to the tides.
- 4 If you are in a different city from your girlfriend, give her a surprise visit. When you are near where she is, make a call to know her exact place. Then tell her how much you miss her and how you wish you could be with her right now. Then knock on her door, or go directly to wherever she is.
- 5 Make an appointment with your boyfriend. Tell him that the meeting place is the 20th lamp post on the main street.
- 6 After you have been dating for some time, visit the place where you first met.

Additional activity

Love letter

STEP ONE

Read the love letters between Robert Browning and Elizabeth Barrett.

To Elizabeth Barrett Browning:

...would I, if I could, supplant (取代) one of any of the affections that I know to have taken root in you—that great and solemn (庄严的) one, for instance. I feel that if I could get myself remade, as if turned to gold, I WOULD not even then desire to become more than the mere setting to that diamond you must always wear.

The regard and esteem (尊敬) you now give me, in this letter, and which I press to my heart and bow my head upon, is all I can take and all too embarrassing, using all my gratitude.

Robert Browning

To Robert Browning:

And now listen to me in turn. You have touched me more profoundly (深深地) than I thought even you could have touched me—my heart was full when you came here today. Henceforward (从今以后) I am yours for everything.

Elizabeth Barrett Browning

STEP TWO

Work in groups to give a list of the words used most often in love letters.

Sample

fall in love, for ever, love, all my life, sweet heart, crazy, miss, kisses, stars, angel, lover, heart, darling, rose, memories, happy, dream

STEP THREE

Work in groups to write a love letter with no more than five sentences. Then vote for the most touching love letter.

Sample

Dear _____,

I used to have the truest love, but I didn't cherish it. Only after losing my true love do I feel regretful. There are no more painful things in the world than losing you. If God can give me another chance, I would like to say "I love you." If I have to add a deadline to my love to you, I hope it would be someday a thousand years later.

Your regretful lover

My Dear,

The only thing I want to tell you is that I miss you so deeply. I'm missing you everyday, every hour, every minute and every second. Without you, I can't feel the sunshine and night becomes so long. I love you more than I can describe. If you can be my sweetheart, I'll devote myself to your life-long happiness.

Love,

Jerry

PART 4 Translation and Writing

2 Translation Practice

Section A

- 1 这些天天气十分宜人。
- 2 站在山顶，我们看到一轮红日从风平浪静的海面冉冉升起。
- 3 我们看见远处有一栋玻璃外墙的大楼，在阳光照射下闪闪发光。
- 4 在最繁忙的季节，农活太多时，他们会雇两三个工人帮忙。
- 5 看到一位衣衫褴褛的老人住在一间破旧的房子里，我不禁伤心起来。

Section B

- 1 Even though you could write to each other and even send each other pictures, it's still very difficult to know a person very well.
- 2 Besides, writing letters takes a lot of time.
- 3 Meeting face to face is much more convenient.
- 4 By writing letters one can express one's feelings more deeply or thoroughly.
- 5 Letters are more romantic and poetic than face-to-face talk.

3 Writing

Sample

In "A True Love Story", Elizabeth and Robert spent very little time together before they married because it was very difficult for them to get together. It was not because they thought writing letters was a better way to know each other. Even though you could write to each other and even send each other pictures, it is still difficult to know a person very well. For example, you won't know exactly what the person looks like no matter how many pictures you have. Besides, writing letters takes a lot of time. Meeting face to face is much more convenient. What's more, you could see a person's facial expressions if you meet face to face. In most cases you could tell, according to his facial expressions, whether he is telling the truth or not. Of course, writing letters has its advantages. For example, by writing letters one can express one's feelings more deeply or thoroughly. Letters are more romantic and poetic than face-to-face talk.

Unit 9

Holidays and Special Days

Useful Information

Holidays are special times of respite from work and other routines. In some cases, they are legal holidays when stores, businesses and government offices are officially closed. In other cases, they are celebrated without taking time off from work. Holidays—derived from “holy days”—are often times for celebration, revelry, eating, drinking, travel, and family gatherings, but they may also be times of rest and reflection. The current trend is away from rest and reflection. Mardi Gras (大斋首日的前一天, 直译为“油腻的星期二”), for example, the day before the traditionally reflective period of Lent (大斋期), has turned into an entire week of parties, parades, and merry-making for those who make the annual pilgrimage to New Orleans and most large cities in Latin America.

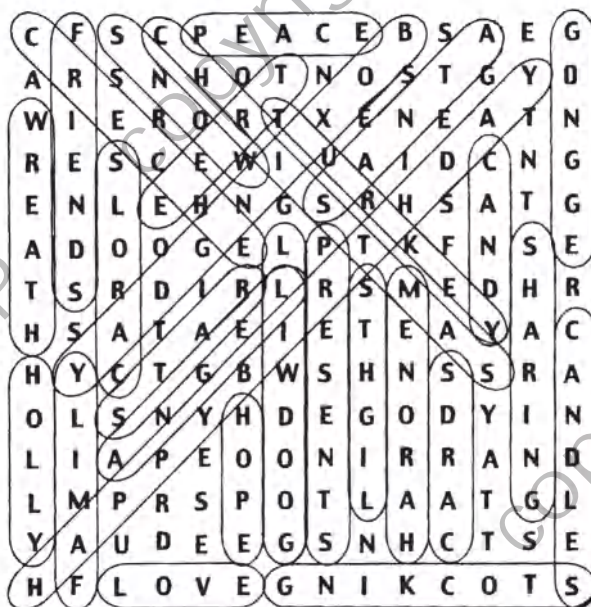
In most cultures the scheduling of holidays originally was related to the seasons, the lunar cycle, and religion. Christmas (December 25) celebrates the birth of Jesus, but it is not actually known when Jesus was born. The first Roman emperor to espouse Christianity decided to have Christmas when the days are shortest to bring a spirit of optimism to the long winter months. It also helped bring Christianity to the pagans (异教徒), who were accustomed to having festivals at the winter solstice (冬至), encouraging warmth and sunshine to return. Over the years Christmas has come to symbolize goodwill and generosity for both Christians and non-Christians through the personification of Santa Claus, originally a Christian saint, known as St. Nicholas. Nowadays Rudolph the red-nosed reindeer is almost as important a global symbol of Christmas as Jesus or Santa and the commercialization of Christmas for some people threatens to replace generosity with greed. Few people remember that the original Christmas gifts were given with generosity and humility by the Three Wise Men, all pagans, to Jesus, a Jewish child born in a manger (马槽). All people think of today are the gifts they will give or receive, and all the money they have spent.

One reason for the increasing popularity of Christmas is its proximity to New Year's Day, permitting a long holiday which includes both. In the U.S. the holiday has turned into an extended holiday season, lasting from Thanksgiving Day in late November until New Year's Day, with a seemingly endless array of parties, dinners, concerts, parades, and vacation trips. The schools and colleges are closed from mid-December through early January. Many people eat too much, drink too much, and watch too much American football on TV. During this time numerous gifts, cards, and annual letters are exchanged between friends, and the various festivities are not always very restful. Then the same people make New Year's Resolutions to eat less, drink less, spend less, and work harder in the coming year.

Christmas is by far the most important holiday in English-speaking countries. Other important holidays in addition to Thanksgiving and New Year's Day are Valentine's Day, St. Patrick's Day, April Fools' Day, and Easter. On Valentine's Day, celebrated on February 14, people give cards, chocolates, flowers, and kisses to their spouses and sweethearts. On St. Patrick's Day, March 17, people wear green to celebrate the luck of the Irish, and many eat corned beef and cabbage, and may drink green beer. During Easter Week in late March or early April, Christians remember the death and resurrection of Jesus while Jews celebrate Passover (逾越节), in memory of the escape of the Jews from ancient Egypt, where they had been slaves. Although it is not actually a holiday and has no religious connotation, April Fools' Day, celebrated on April 1, is a day when people play embarrassing tricks on their friends and colleagues and even on their teachers. Another holiday with some similarity to April Fools' Day is Halloween on October 31, when children wear funny or scary costumes and ask their neighbors for "tricks or treats". The name Halloween means "hallowed evening", the night before All Saints' Day when Christian saints are honored. On the following day, All Souls' Day, services and prayers are made for the dead. In many countries, it is a day when families visit cemeteries and place flowers on the tombs of their relatives. In Europe, Labor Day is celebrated on May 1, whereas in Canada and the United States, labor and laborers are honored by a legal holiday on the first Monday in September.

PART 1 Preparation

1 Holiday Words



The message is: Season's greetings to first year students.

2 Getting to Know About Western Holidays

1—D 2—A 3—H 4—B 5—C 6—G 7—E 8—F

More Information

The following are also important holidays in the United States.

Labor Day

It is celebrated on the first Monday in September, and it is an occasion for parades to honor workers. The story of Labor Day began in the 19th century with the dream of a carpenter named Peter J. McGuire, who grew up eventually to become the president of a national union of carpenters. McGuire was well-acquainted with both the satisfaction and the suffering that accompanies hard work. He wanted to establish a holiday “to honor the industrial spirit, the great vital force of this nation”. At his suggestion, the first Labor Day parade was held in New York City in 1882. In 1894, Labor Day became a federal holiday in the United States.

Because the holiday also marks the end of the summer vacation period for many people, it is often the time for an outing to the beach, a picnic in the park, or a barbecue in the backyard. Since this holiday provides a three-day weekend for most workers and students, many people use it to enjoy a few last summer days relaxing outdoors.

Halloween

Every year on October 31, Halloween is celebrated throughout the United States. American children love to dress up in costumes and go trick or treating. If an adult refuses to supply a treat—candy, cookies, fruit, or money—the children may play a trick. Typical Halloween pranks (恶作剧) are soaping windows, writing on doors with crayons, overturning garbage cans, sticking pins into doorbells to keep them ringing, and spraying shaving cream on cars and friends. Masquerading (化装), begging, and many other Halloween customs are mainly for the amusement of children.

The name Halloween is a short way of saying *All Hallow's Eve*, which means the night before the Roman Catholic holy day of *All Saints' Day*. Although Halloween got its name from a Christian festival, its customs are mostly of pagan origin. They come mainly from two different sources: an ancient Celtic festival in honor of the lord of death and a Roman festival in honor of the goddess of gardens and orchards. The Halloween colors, black and orange, suggest both ideas: death and harvest.

Thanksgiving Day

In the United States, the fourth Thursday in November is called Thanksgiving Day. On this day, Americans give thanks for the blessings they have enjoyed during the year. Thanksgiving is usually a family day, celebrated with big dinners and happy reunions. The first American Thanksgiving was held in Plymouth, Massachusetts in 1621. Many of the traditions of the modern American Thanksgiving come from that first Thanksgiving celebration. Today's Thanksgiving turkey is much like the ones that were hunted in the forest around Plymouth. Squash and corn, which were also harvested by the early Pilgrims, appear on the Thanksgiving table. Pumpkin pie is a traditional Thanksgiving dessert.

Mother's Day

Mother's Day is celebrated on the second Sunday in May. On this occasion, Mother usually receives greeting cards and gifts from her husband and children. The best gift for an American

Mom is a day of leisure. The modern employed homemaker enjoys the traditional Mother's Day custom of breakfast (or brunch) cooked by her family and served to her on a tray in bed. Later in the day, it's also traditional for the extended family group to get together for dinner, either in a restaurant or in one of their homes.

Flowers are an important part of Mother's Day. Mothers are often given a corsage or a plant for the occasion, particularly if they are elderly. If the Mother is no longer living, the children often place flowers on her grave.

Father's Day

Father's Day is celebrated throughout the United States and Canada on the third Sunday in June. The holiday customs are similar to Mother's Day. Dad also receives greeting cards and gifts from his family and enjoys a day of leisure.

Easter

Easter, one of the most important Christian holidays, got its name and many of its customs and symbols from a pagan festival. This ancient holiday honored Eostre, the goddess of springtime and sunrise. Her name came from the word "east", where the sun rises. Every spring, northern European people celebrated the festival of Eostre to honor the awakening of new life in nature. Later, Christians related the rising of the sun to the Resurrection of Christ and to their own spiritual rebirth. (According to the *New Testament*, on Easter Sunday, Jesus Christ, who had died on the cross and been placed in his tomb, came to life again.)

Many modern Easter symbols came from pagan times. The egg, for example, was exchanged by the ancient Persians, Greeks, and Chinese at their spring festivals. In Christian times, the egg took on a new meaning, symbolizing the tomb from which Christ rose. The ancient custom of dyeing eggs at Easter time is still very popular with children in Europe and North America.

The Easter bunny also came from pre-Christian times. The rabbit, a very fertile animal, was a natural symbol of new life. Today, children enjoy eating chocolate bunnies and listening to stories about the Easter bunny, who brings Easter eggs in a fancy basket. In some families, the parents hide candy eggs for the children to find.

Traditionally, the meats associated with Easter are lamb and ham. Both these meats have had symbolic meaning since ancient times. In the *Old Testament*, Abraham used the lamb as a sacrifice after God ordered him not to kill his son Isaac. For Christians, the lamb symbolizes the sacrifice of Christ. For thousands of years, the pig has been a symbol of good luck. On Easter Sunday, smoked or cooked ham is the traditional main course in both Europe and the United States.

Easter is a happy time. The continual rebirth of physical life on earth symbolizes the eternity of spiritual life. But the deeper meaning of Easter is a profound paradox. The story of Christ implies that for all Christians the beginning of eternal life is physical death.

American Holiday Guide

| Holiday | Date | Customs | Gift Suggestions | Cards |
|----------------|-------------|--|-------------------------|---------------------|
| New Year's Day | Jan. 1 | Watch parades, football games, dinner at home with family and friends, parties on New Year's Eve | None | send greeting cards |

(To be continued)

(Continued)

| Holiday | Date | Customs | Gift Suggestions | Cards |
|-------------------------------|---------------------------|---|---|---|
| Martin Luther King's Birthday | 3rd Monday in Jan. | Remember Civil Rights Movement | None | None |
| Valentine's Day | Feb. 14 | Send valentines to sweetheart, close friends, relatives, etc. | Chocolates, flowers | Send card to arrive by Feb.14 for close friends |
| Easter Sunday | late March or early April | Easter eggs hunt for the children, wear new clothes, dinner at home with family, friends | Easter lilies; chocolate eggs, bunnies and jelly beans for children | Optional |
| St. Patrick's Day | Mar. 17 | To honor the Irish culture, parades in big cities and wear green | None | People of Irish descent sometimes send cards. |
| Mother's Day | 2nd Sunday in May | A day to be especially kind and thoughtful to your mother—serving breakfast in bed, cooking for her, etc. | Flowers, chocolates to mothers | Send cards to mothers |
| Memorial Day | last Monday in May | Visit graves of family members and those who died in war; exhibitions at military bases | None | None |
| Father's Day | 3rd Sunday in June | A day to be kind to your father, to do special things for him | Ties, cigars, shavers | Send cards to fathers |
| Independence Day | July 4 | Family get-togethers, picnics, barbecues, parades, fireworks, special patriotic programs | None | None |
| Labor Day | first Monday in Sept. | Family get-togethers; picnics; outings | None | None |
| Columbus Day | 2nd Monday in Oct. | Children sometimes don't have school. | None | None |
| Halloween | Oct. 31 | Children go trick or treating in costumes, costume parties, decorate windows with the symbols of Halloween: pumpkins, ghosts, witches, bats; carve a pumpkin and place a candle inside. | Candy to children who come to your door | Optional |
| Thanksgiving | last Thursday in Nov. | Turkey dinner at home with friends and family, watch football games, watch Christmas parade | None | Optional |
| Christmas Eve | Dec. 24 | Wrap gifts, decorate Christmas trees, Christmas caroling, dinner at home with family and friends, parties, special services at Christian churches | Gifts to family and close friends | Send cards throughout December |
| Christmas Day | Dec. 25 | | | |
| New Year's Eve | Dec. 31 | Parties until after midnight, fireworks, confetti, horns, hats | None | Optional |

3 What Is This Special Day?

STEP ONE

Between midnight on / of 31 March and noon on / of 1 April each year, some peculiar things can happen. You may find your egg at / for breakfast is simply a shell; you may be told you have won a fortune by an unfamiliar voice on the telephone; or the neighbor kids might knock on / at the door and say there's an elephant in your backyard.

STEP TWO

- 1 It's April Fools' Day.
- 2 People play tricks on each other. The common tricks are: Tell someone there is a letter for him while there is none. Call someone at midnight. When someone is tricked, people say "April Fool".

PART 2 Reading-Centered Activities

In-Class Reading

Pre-Reading

Sample

- 1 Christmas is a holiday when people celebrate the birth of Jesus Christ. Jesus was born in Bethlehem in ancient Judea (古巴勒斯坦的南部地区). No one knows exactly when Jesus was born. The year 1 A.D., from which most modern calendars are dated, is supposed to be the year of his birth, but historians now know that he was actually born several years before that time. No one knows the exact date of his birth either, but Christians have celebrated it on December 25 since the fourth century. Christianity, the major religious faith in the United States, much of Europe and North and South America, is based on the teachings and life of Jesus Christ. There are about one billion Christians worldwide. They believe in Jesus' ideas of equality, care for the weak, forgiveness, and love and kindness to all. The spirit of Christmas is the spirit of caring for and sharing with others.

- 2 Christmas celebrations are characterized by decorating the house and Christmas tree, feasting, buying and sending gifts and cards, family reunion, etc.

The most popular Christmas customs are:

- Exchanging gifts;
- Receiving toys from Santa Claus;
- Hanging a stocking near the chimney;
- Decorating the home with evergreens;
- Singing Christmas carols;
- Sending Christmas cards;

- Christmas performances like *The Nutcracker* (《胡桃夹子》, 芭蕾舞剧, 由俄国作曲家柴可夫斯基创作) and *Christmas Carol* (《圣诞颂歌》英国作家查尔斯·狄更斯创作的小说).

Passage Reading

Words, Phrases and Grammatical Points

1 sip away (Line 12, Para. 1)

The word “away” is used to emphasize a continuous or repeated action.

e.g. I) Sue is singing away to herself in the bath.

II) He would often be working away on his computer late into the night.

2 come to (Line 12, Para. 2)

The phrase means “begin to do sth., especially to have a particular feeling or opinion about sb. or sth. as a result of time or experience”.

e.g. I) You’ve come to mean a lot to me.

II) In time you may come to like it here.

III) That’s the kind of behavior we’ve come to expect from him.

3 suppose (Line 1, Para. 3)

The word “suppose” has several meanings:

1 have a duty or responsibility to do sth. (常用被动语态) 期望, 认为应该

e.g. I) We’re supposed to check out of the hotel by 11 o’clock.

II) You’re not supposed to drive on the left side of the road.

2 consider sth. to be likely 料想, 猜想, 以为

e.g. I) I had always supposed that he was honest.

II) He found it a lot more difficult to get a job than he supposed it would be.

3 used when talking about a possible condition or situation, and then imagining the result 假定, 假设

e.g. I) Look, suppose you lost your job tomorrow, what would you do?

II) Suppose your husband gave you a check of \$15,000, wouldn’t that be worth a hug?

4 ...a time when... (Line 3, Para. 3)

when 在此处是关系副词, 用在表示时间的先行词如 time, day, year 之后。

e.g. I) There had been a time when she thought they were trustworthy.

II) People are still talking about the historic events of several years ago, when man took his first walk in space.

5 ...whatever (Line 1, Para. 9)

这里相当于 no matter what. whatever 为书面语, no matter what 多用于口语。

e.g. I) No matter what you may do, you must do it well.

II) Whatever difficulties you meet, you have to go on.

快乐的圣诞节 还吃吗？

帕特里克·布伦顿

1 你可能知道 merry 有两层意思：快乐和醉酒。如果你像许多英国人那样，那么你的圣诞节将会是一个喝酒的而不是宗教的节日。从12月初直到1月份的第一周结束，整个圣诞节期间，你会花很长时间与朋友、亲戚和同事喝酒。无论身处酒馆喧闹友好的气氛中，还是置身于他人安宁舒适的家里，你都会一小口一小口地喝个不停。

2 如果圣诞节前夕在皮卡迪利或牛津大街上行走，你就会看到大把大把的钱花在电子游戏、瓶装烈性酒、昂贵的服装、激光唱片、磁带、照相机以及大量的奢侈品上。如果圣诞节前夕，到伦敦东区几个镇的主要街道上走一走，你就看不到（有人）大把大把地花钱买礼品。假如你有钱或者你不怕负债，你就会加入到圣诞节所体现的炫耀性消费的行列中去。如果你没钱，你会感到伤心失望，因为不能给心爱的人你想给的礼物。

3 圣诞节应该是对他人表示爱心和良好祝愿的时候。它应该是为那些没有我们那么幸运的人做善事的时候。然而，当我们坐下来吃圣诞大餐的时候我们想到过别人吗？当然没有。我们只顾忙于品尝圣诞节的美味佳肴。我们只顾忙着想知道我们送给别人的礼物是同别人送给我们的一样好，还是比他们送的更好。我们忘了顾及那些生病的和无家可归的人。整个圣诞节基本上丧失了基督精神这一概念——我相信如果基督看到在以他的名义进行这样的庆祝活动，他一定会很痛苦。

4 因此，我反对过圣诞节——我同意斯克鲁奇的看法：“这全是挂羊头卖狗肉。”如果我们还要继续以这种铺张浪费、愚昧无知的方式庆祝的话，那么让我们诚实一点，就把它叫做“吃喝周”——让我们剥掉伪装，别去说什么圣诞节是“表达良好祝愿的时节”。让我们正视它吧，圣诞节是一个失去了原来意义的节日。

不仅仅为小孩？

林恩·奈特

5 最近，一位涉世颇深的妇女羞怯地告诉我，她把所有的礼物一直存到圣诞节的早上，然后坐在床上打开礼物，就像个孩子一样。她原以为我会笑话她，说她傻。但事实上，我非常高兴能碰见一个与我一样对待圣诞节的人。

6 如今许多人对待圣诞节的态度不同了。他们认为这只是店主们赚大钱的时候，也是人们到处奔波，买他们不愿意送的礼物和不想吃的食物的时候。难道他们已经与自己的童年如此疏远，以至于忘了那些所有美好的事情？

7 首先，圣诞节使你摆脱日常生活的轨道。对孩子们来说，在装饰品挂起来的前几周，乐趣已经开始了，随着12月25日的临近，激动的气氛越来越浓。

8 在圣诞节期间，对大家来说，人与人之间似乎都要比平时友好得多。当你在交通灯前停下来时，你会把头伸出车窗外说：“圣诞快乐。”人们会微笑着给予回应。在平时，大概你是很难想到会这样做的。这或许是因为大部分人在度假，或者因为每个人都知道他们正在分享同一种经历。如果你早就作准备，而且真的想好把适当的礼物送给适当的人，送礼也是一件非常令人心满意足的快事。

9 说实在的，不管店主从圣诞节中得到什么盈利，圣诞节还是一个“神圣的日子(holy day)”。“节日(holiday)”这个词就是从“神圣的日子”来的，它使人们有时间停下来，花一点儿工夫认真地想一想其非商业的价值。

Exercises

Post-Reading

Reading Comprehension

1

For

- 1 It is fun for children.
- 2 It gets you out of the usual routine.
- 3 People are friendlier.
- 4 Giving presents can be very satisfying.
- 5 One can concentrate on non-commercial values.
- 6 It is a time to pause and reflect.
- 7 The preparations, like decorating the house, are fun.
- 8 It is a time to be with friends.
- 9 There are all kinds of delicious foods.
- 10 It's a holy day.

Against

- 1 It is an unchristian, and purely alcoholic occasion.
- 2 It is a waste of money.
- 3 People don't think about others who are less fortunate.
- 4 It is a wasteful and thoughtless ceremony.
- 5 It's all "humbug" or hypocritical.
- 6 People eat too much or eat food they don't want.
- 7 It's disappointing for poor people who can't afford to spend a lot of money.
- 8 It is no longer a religious celebration, and it has lost its meaning.

2 1 C 2 C 3 A 4 B 5 C 6 C

3 Sample

- 1 The subtitle "More Stuffing" is a play on words. The verb "stuff" has several meanings, but there are two that come to mind at Christmas time. First, "to stuff" means to overeat (to eat too much); second, "to stuff a chicken or a turkey" means to put stuffing (a mixture of bread and seasonings) inside before it is cooked. So in this case, the subtitle "More Stuffing" means "Do you want to stuff more into your stomach?" and "Would you like some more stuffing?" The latter is a polite question one would ask at the dinner table.

The subtitle "Not Only for Children?" means that Christmas is not only a wonderful time for children but also for adults. It can also help adults get out of the ordinary routine of life.

- 2 • I agree with Patrick Brendan. I think Christmas is a waste of money. People spend a lot of money on food and presents. All these lead to a lot of waste. When people indulge themselves with good food and beautiful clothes, they rarely think of those who are poor and less fortunate. Every year they celebrate Christmas in the same way, spending, eating, and drinking. The real meaning of Christmas has nearly been lost in the commercialization. At the same time, Christmas causes sadness and depression for those who cannot afford to buy what they need, not to say luxury items.
- I agree with Lynne Knight. After working all the year, people do need a time for relaxation and family reunions. Christmas is just the time for these purposes. When all the family

members get together, eating the food they like and chatting with each other, presents are no longer important. It is love and friendship that people value most. It is also significant to have a holiday for people to express kindness and goodwill to others. If people are too busy to do something for others at other times, Christmas will be the best time to show love and kindness. In addition, holidays that make children happy will make adults happy too.

- 3 We can make Christmas more meaningful and less commercialized by practicing the following:
- Set aside some time well before Christmas to make arrangements for the holiday: gatherings of family members, relatives and friends to show love and kindness.
 - Give creative cards and gifts. We can make the Christmas cards ourselves. Put our pictures on a cardboard and write season's greetings on it. We can give handmade gifts to our family members, relatives and friends, or buy useful but inexpensive gifts, for example, give a book to a friend who loves reading.
 - Celebrate Christmas with what you have: your knowledge and imagination, combined with the resources at hand. For example, "sing" a Christmas song with sign language at parties or gatherings.
 - Write a letter to each of the people you'd like to remember and list five things you love about them.
 - Include in your celebration those who could not afford to celebrate the holiday. Share the joy of your Christmas with senior citizens living alone, international students who couldn't go back home for the holiday, etc.

Vocabulary

- 1 1 A childish (having a manner unsuitable for a grown-up 幼稚的, 傻气的)
 B child
 C childhood
 D childlike (of or typical of a child, especially having a natural lovable quality 孩子般的, 天真的)
- 2 A Commercially B commercial C commerce
 D commercials E non-commercial
- 3 A exciting B excites C excited
 D excited E excitements
- 4 A satisfied B satisfy C satisfaction
 D satisfying E satisfactorily
- 2 1 B
 A the way sb. feels at a particular time, for example if they are cheerful or sad 精神状态
 B (*especially BrE*) a strong alcoholic drink such as whisky or brandy 烈酒
- 2 B
 A *adj.* at an event, or in a place 在场的, 出席的
 B *n.* sth. given or received as a gift 礼物

3 B

A spend time with sb., especially sb. that other people disapprove of 结交, 交往

B connect (people, things or ideas) together 把……联系在一起

4 A

A having a lot of experience in life and good judgment about things such as art, fashion, etc.
有经验的, 老练的

B (of a machine, system, method, etc.) that is very cleverly designed and very advanced and often working in a complicated way 复杂的, 精密的

5 A

A *n.* the usual and normal way in which you do things 常规

B *adj.* usual; ordinary 常规的

6 A

A *vi.* come near

B *n.* a way of dealing with a person or thing

7 B

A depend on

B move or bend your body in a particular direction

8 A

A no matter what

B any other(s) of a similar type

3 1 fried 2 boiled 3 steamed 4 roasted 5 baked 6 toasted

fry: cook food in hot fat or oil 煎, 炸

boil: cook food in boiling water 在水中煮沸

steam: cook food in steam 蒸, 煮

roast: cook food over a fire or in a hot oven 烤, 烘

bake: cook food using dry heat, in an oven (在炉中) 烘, 烤, 焙

toast: make (bread, cheese, etc.) brown by holding it close to heat 烤 (面包等)

Translation

1 The topic of the speech was announced a week in advance, but the name of the speaker was not.

2 It seemed incredible that some students played football just before the exams.

3 Mr. Auden is a happy man, who derives pleasure from helping others.

4 Most people are aware of / have realized the need to reduce energy consumption.

5 First of all, you must have clear goals and then a practical plan.

6 I'm not accustomed to such luxury. It's a waste of money.

7 The results of the exam will be put up on Friday afternoon.

8 Some cruel experiments on animals are carried out in the name of science.

After-Class Reading

参考译文

我为什么喜欢感恩节

1 这些年来，我有机会把国内所有的州几乎都游了个遍，我一直惊叹我们国家丰富的人文景观。我可以走出地铁就进入纽约市，也可以漫步在密歇根州的某个蓝莓农场，或者在缅因州某个人迹罕至的海滩上挖蛤蚌。这些地方迥然不同，但都代表了我所热爱的祖国大地。

2 我发现我们美国人有一个最大的共同点，那就是对待节日的方式。我们都热爱节日。节日使我们有理由忘掉日常的惯例，去庆祝、去做值得回忆的事情。在所有节日中还有哪个能比感恩节更让我们有机会这么做的呢？对我们大多数人来说，感恩节这个周末是一年当中最长、最不受干扰的周末；是亲朋好友再相聚的最佳时节，也是所有节日当中最具美国特征的节日，因为它是庆祝350多年前早期移民来这儿定居的节日。

3 对我来说，感恩节让我想起了人生中最让我感动、让我充满感激之情的所有事情。有来自土地和收获季节的淳朴之美，有从耕作中获得的满足感，还有感恩节本身的传统习俗——回到马里兰州和弗吉尼亚州绿色山峦间的老家，品尝美味的食物，分享过节的仪式。

4 我记得，我的祖父母在马里兰州的弗里兰附近有一个农场。尽管我现在不常去那儿，但那里曾经一度是我生活的中心。第一次在那个农场过感恩节时，我才五岁。我还记得那顿饭：硕大的烤火鸡，鲜红的越桔酱，现做的美味土豆泥，还有我们家最喜欢的南瓜馅饼和苹果馅饼，散发着调料的香味。那天晚上，我们围坐在客厅里，尽情歌唱。我们称之为“为晚餐而唱”。直到今天，每逢感恩节，在我们斯科特家还为晚餐而歌唱。我们总喜欢唱那首“我们欢聚一堂”。

5 在我们斯科特家，感恩节的传统从未削弱过，只是稍稍有了些改变。尽管我现在住在纽约市，但我年年都在农场过感恩节。只不过不是在我祖父母的农场，而是在弗吉尼亚州我自己的农场。我妻子和我都喜欢烹调，我们尽量在节日里另外做一些特别的食物。除了我们传统的家庭美食，我们还增加了用模子制成的西红柿色拉，内容丰富的红薯沙锅，还有美味无比的椰子柑橘色拉。但是，不管我们的菜谱有多大的改变，不管我们现在是用烤鹅还是烤火鸡，还是用南方的山胡桃馅饼代替了苹果馅饼，我们那份感恩节的情愫依然不变。其实，感恩节的宗旨就是提升生活，增进友谊、亲密关系和增进家庭团结。每个和我们分享感恩节晚餐的人都成了我们的朋友，而每个朋友又都成了我们家的荣誉成员。

6 我真的相信自己能够清楚地记得（感恩节晚餐的）种种滋味，缕缕香气，我们快乐地歌唱时每一个稍稍走调的音符，记住所有这一切的一切，就是没必要记住所有那些感恩节都去了哪里。随着年龄的增长，感恩节的这些庆祝活动似乎都融进了我最美好的一组回忆。我将永远记得，感恩节是我们享受美食、唱老歌、与家人朋友分享爱的时刻。愿你们也拥有同样的快乐！

PART 3

Further Development

1 Grammar Review

4 everyone ends up laughing

6 everything froze

- 10 dogs and cats froze when they went outside, and birds fell out of the sky, frozen solid
 12 people's words froze whenever they tried to talk
 17 nobody could carry on a conversation
 18 everything became unfrozen all at the exact same minute
 19 everyone became deaf

2 Vocabulary Review

- 1 getting / falling / going / running into debt
- 2 acts of kindness
- 3 ordinary routine of life
- 4 just in time for
- 5 traditionally reserved for
- 6 In addition to traditional exercises
- 7 environmentally harmful
- 8 in the peaceful comfort of a home / in a peaceful and comfortable home

3 What Do You Know About the Traditional Chinese Festivals?

Sample

Apart from the Spring Festival, some of the traditional Chinese festivals are:

New Year's Day (January 1st, Solar Calendar)

Lantern Festival (January 15th, Lunar Calendar, 元宵节);

Pure Brightness Festival (Grave Sweeping Day) (April 5th, Solar Calendar, 清明节);

Dragon Boat Festival (May 5th, Lunar Calendar, 端午节);

Mid-autumn Festival (August 15th, Lunar Calendar, 中秋节);

Double Ninth Festival (September 9th, Lunar Calendar, 重阳节).

4 Christmas and Spring Festival

Sample

| Christmas | Spring Festival |
|---|--|
| <ul style="list-style-type: none"> — playing in the snow; — carol singing; — turkey roasting in the oven; — tree lights glittering; — opening presents at one o'clock in the morning; — watching a football game; — giving and receiving; — visiting friends; — spending time with the family. | <ul style="list-style-type: none"> — enjoying a complete rest after a whole year's hard work; — having a big family meal on New Year's Eve; — setting off firecrackers and fireworks; — watching dragon / lion dancing; — putting on one's best clothes; — receiving red envelopes with money from elders; — making snowmen; — making and eating dumplings; — watching CCTV New Year's Gala; — visiting relatives and friends. |

5 Should We Continue to Celebrate Spring Festival?

For

- The Spring Festival is an ancient tradition that should be respected and celebrated.
- It's a time for relaxation.
- It's a time to visit your family and get together with friends and relatives.
- It's a time to enjoy many delicious dishes.
- It's a time for giving gifts and showing respect and friendship.
- We get money from our parents and grandparents.
- We have new clothes to wear and lots of activities to take part in.
- We can set off firecrackers and fireworks, which adds to the excitement and festive atmosphere.

Against

- Just because something is old doesn't mean that it has to be maintained.
- It is the most exhausting time of the year and not at all relaxing. Traveling and rushing around is really stressful.
- Instead of the whole China traveling at the same time, why don't we break up and spread out the holidays so that people can visit their families at different times?
- People overeat and drink too much. It's unhealthy. People get sick.
- People waste too much money on gifts and food.
- Some parents and grandparents give too much money. As a result, children have large sums. It makes those less fortunate children embarrassed.
- It's silly wasting money on clothes. There are other more important things to pay for like education, etc.
- Fireworks and firecrackers are dangerous—they can hurt people (especially children) and cause fires. They also pollute the air and create garbage.

Additional activity

1 Bingo

Things for the teacher to do:

- 1 (*Before class*) Prepare a paper bag and small gifts enough for about 10 students.
- 2 (*Before class*) Choose about 32 English words from this unit (you may use the words given below) and write each of them on a small piece of paper, then put these pieces in the paper bag.
- 3 (*In class*) Write all the 32 words on the chalkboard.

Words You May Use for the Activity:

alcoholic, approach, attitude, celebration, ceremony, concentrate, consumption, decoration, electronic, incredible, religious, represent, routine, stretch, surround, appearance, blend, character, classic, create, promote, fashion, unity, cease, thankful, household, amaze, abandon, amuse, apology, genuine, pollute

Things for the students to do:

- 1 (*Before class*) Prepare a large piece of paper, draw a 25-cell table on it (Refer to Fig. 1) and get 20 small pieces of paper of the same size as the cell.

- 2 (In class) Choose 25 words from the blackboard and fill in each cell with one word randomly, so that each student will produce a different list in a different order.

When all these are ready, the teacher takes small pieces of paper one by one randomly from the paper bag and reads the word on it aloud to the class. The students try to locate the corresponding words on the paper as quickly as possible, and then cover each word they have found with a small piece of paper. This goes on until someone has five words (covered with paper) connected either horizontally, vertically, or diagonally. When one has five words connected in a row, he or she says “Merry Christmas” (or “Bingo” or whatever the teacher prefers) and the teacher gives him or her a small gift. This can go on till the teacher gives away all the gifts or till the students are quite familiar with the words.

Fig. 1

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

2 Holiday Shopping

STEP ONE

As the holiday season is approaching you're going to buy gifts for your family members, and you have 1200 *yuan* each to spend.

STEP TWO

Work in groups of 4–5 to decide on the gifts suitable for your family members. Make sure you spend within the budget.

STEP THREE

Complete the following work sheet, then give a brief introduction of each other's family and tell your group the gifts you choose for each family member and the reasons for your choices.

A Sample Work Sheet:

| Family Member | Brief Description | Choice of Gift | Reasons for the Choice | Cost |
|---------------|-------------------|----------------|------------------------|------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

PART 4 Translation and Writing

2 Translation Practice

- 1 get together for a family reunion
- 2 set off firecrackers
- 3 receive money in red envelopes as a lunar New Year gift
- 4 eat *niangao* and *zongzi*
- 5 put on your Sunday best / new clothes
- 6 watch CCTV New Year's Gala
- 7 sleep until late next morning
- 8 enjoy delicious food
- 9 play computer games all night
- 10 guess riddles written on lanterns

3 Writing

Sample 1

My favorite holiday is the Spring Festival, or the Chinese New Year. On the eve of the Spring Festival, the whole family gather together at the dinner table to enjoy food prepared for this special occasion and talk with each other. After dinner, the elders give their children money (put in red envelopes) as New Year's gift. During the Spring Festival, people visit their relatives and wish each other "Happy New Year". Throughout the Spring Festival, everyone is much friendlier and kinder than at any other time of the year, and you can feel the world is filled with love. Children love Spring Festival most because they can eat delicious food, wear new clothes, set off firecrackers and have a good time. And young people often go shopping or go to the parks together, or they stay at home and watch TV. There is a peaceful and happy atmosphere everywhere.

Sample 2

The Spring Festival is my favorite holiday. It is a time for family reunion. I go back home to join my family. I also love to travel with my classmates, friends or relatives during this time.

The Spring Festival is a time for dinner parties. People eat a lot and drink a lot. So it can also be called a stomach holiday. Chinese New Year food varies from place to place. It includes the well-known *jiaozi*, *zongzi*, *niangao*, *yuanxiao* and *tangyuan*, in addition to chicken, duck and meat. Each family must have fish, because having fish each year, in Chinese, means having more than what is needed or used in the family.

After the most important dinner on New Year's Eve, the great majority of the Chinese people will watch the New Year's Gala on CCTV. At this time people can enjoy performances by well known actors and actresses, comedians, singers and dancers. Young people also enjoy setting off firecrackers and fireworks in the open. People enjoy their beautiful colors and patterns, and probably the noise too. All these contribute to the excitement of this special holiday.

The Spring Festival is also a time for people to express their good wishes to each other. Everybody seems much friendlier than usual and people feel closer to their family and are kinder to their friends and neighbors. That's why I love the Spring Festival most.

Useful Information

Agriculture is so important to human societies that it is necessary to know how the techniques and technology of agriculture have changed over the years.

It is quite certain that the first agriculture was a natural extension of the hunting and gathering activities of man in different geographical areas. Most archeologists and agricultural historians agree that grain plants were the first plants to be cultivated. Possibly the first grain to be cultivated was a primitive type of wheat which had probably been gathered from the wild grasses of the Middle East in Europe. By about 12,000 years ago, people had begun living in the earliest cities, and wheat was harvested in the areas surrounding these cities. At about the same time, animals such as dogs, cattle, and goats were being domesticated by raising them in pens in these cities. Most specialists in the origins of agriculture believe that some waste wheat grains were thrown onto what we call garbage dumps (middens) along with other food and animal wastes. Wheat grains in this nitrogen-rich environment grew even better than in the wild grasslands. These caught the attention of some of the gatherers, and were harvested and used for food. Over time, the most vigorous plants were selected for use as crop food, and the first agricultural plant crops were established. We now know that the types of wheat selected respond positively to high-nitrogen levels—the usual conditions in middens—and our best wheat production still requires high levels of nitrogen fertilizers for maximum yield and quality.

Soon after this, rice became cultivated in South Asia and maize (corn) in North and South America.

The earliest tools for cultivation were crude sticks to loosen the earth and remove weeds from the grain plantings. Harvesting tools constructed with wood and sharp-edged stones were common within all agricultural centers by about 8,000 years ago. Also, by that time domesticated animals were being used as a source of milk as well as meat. The milk had to be used fresh, or it spoiled; but observant people found that fermentation could be controlled to produce dairy products similar to yogurt and cheeses. In areas where cool water and ice formed naturally, we know that meat and milk were cooled to maintain their quality and length of storage. Many types of tools and containers were found in early communities, but it was not until an early type of plow was pulled by cattle or horses that the agricultural revolution began its great progress.

Harvesting tools such as sickles, scythes, knives and wheeled carts were improved during the Bronze Age (6,000 to 7,000 years ago) and iron was used extensively by about 3,000 years ago to make plow points, knives, sickles, and so on.

Steady improvements in farming methods, technology and use of irrigation and fertilization, as well as careful selection of productive types of animals and plants, took place until about the 18th century when there was an explosive growth which utilized steel implements, more efficient plows, and larger tracts of cultivated land.

By the latter part of the 19th century, the development of gasoline-driven engines and of improved harvesting, cultivating, and planting implements was widespread in the West, and this technology was quickly adapted elsewhere. Innovations gave rise to tractors, combines, cultivation, irrigation and fertilizer-spreading implements. However, even more important was the possibility that a single family, or a group of neighbors, could own huge areas of land which could be prepared for the intensive agriculture now known around the world.

In the 20th century, applications of genetics and biology gave a solid scientific understanding of plant and animal breeding, enabling people to develop crops characterized by high yields, cold and heat resistance, etc. Agriculture entered a new era.

With these supports, some farmers owned and harvested crops from thousands of acres. It was possible to use six or more plows with a single tractor for preparing the soil, or more than ten self-propelled combines or “pickers” moving side by side over huge fields to harvest the wheat, corn, or rice.

Can you imagine the shock it would be if the earliest farmers could see our modern agricultural methods and technology? Do you think there will be more improvements in agriculture in the future? The answer seems almost certainly to be yes.

PART 1 Preparation

1 Being a Farmer

Sample

- I wish to grow fruit like apples, oranges, strawberries and grapes, not only because fruits are my favorite food, but also because I'd like to develop my leisure farm by providing fruit-picking activities. I also want to raise dogs. As we know, dogs are very loyal and friendly. They can protect us and even be trained to do things for us.
- I would like to raise cows on my farm. You don't have to provide special food to feed the cows. They feed on grass in the field. With the milk they produce, I could make dairy products like butter, yogurt and so on. I also would like to grow a variety of flowers to make my farm very beautiful. When I have more flowers than I need for the farm, I could sell the extra flowers.
- To me, growing vegetables is the best choice. I like squash, cucumbers, tomatoes and other leafy greens. I'll try organic farming. Currently prices for organic vegetables are rising constantly. What's more, we don't know whether the organic vegetables sold at stores are organic in its real sense. If we grow vegetables ourselves, we'll be 100 percent sure the vegetables are organic and healthy. I'll provide cheaper and healthier vegetables to people.

2 A Farm Story

STEP ONE

| | | | | |
|------------|------------|----------|----------|---------|
| 1 already | 2 filled | 3 corn | 4 down | 5 back |
| 6 wheat | 7 plow | 8 soil | 9 trying | 10 rest |
| 11 anymore | 12 tractor | 13 start | 14 fit | |

STEP TWO

Sample

Everest nudged the farmer gently over to the barn where the tractor was kept. The puzzled farmer picked up an old rope and hooked it to the front of the tractor. Then, Everest pulled the tractor out. Then he pulled the plow up behind the tractor.

"You mean you can pull both together?" said the farmer. Everest nodded his head up and down. The farmer was amazed! So he hooked the plow to the tractor. Then he hooked the tractor to the horse. And Everest pulled the tractor and the tractor pulled the plow.

Together they plowed the field in the fastest time ever. Everest was still the biggest and the strongest and now the happiest horse in the whole world.

3 A True or False Game

Teaching tips

This is a fun betting game. Make sure that your students know that they will gain the number of points they've bet if they guess correctly; and if their guess is wrong, they lose the number of points they've bet. So they must bet carefully depending on their confidence about each of the answers. Check answers orally after five minutes and find out who scores the highest.

1 T 2 F 3 T 4 F 5 F 6 F 7 F 8 F 9 F 10 T

Additional activity

Prepare a report about life on a farm. You may include the following:

- 1 Where was the farm?
- 2 What kinds of crops did the farmers grow?
- 3 What kinds of farm animals did they raise?
- 4 How long did they work in the field every day?
- 5 What kinds of tools did they use?
- 6 Did the children help with farm work?
- 7 At what age did the children start to work on the farm?
- 8 What is your general impression of their lives as farmers?

Sample

- I grew up in a village in the southeastern part of China. Villagers grew rice, corn and various kinds of vegetables. They raised sheep, pigs, chickens, and ducks. Every day, the villagers went to work in the fields at about 7 in the morning and they got home at about 6 in the evening. Most of the farm work was done by manual labor. I started to help work in the fields when I was 10 years old. Life on the farm was very tough.

- My grandparents lived in a small village in the north of China. People there used to grow rice, wheat, corn, peanuts and soybeans as well as some vegetables. They also raised pigs, chickens, ducks and geese. I still remember how surprised I was when I first saw a goose egg. It was so big. I remember that people there worked all day long, all year round. But most of them were still poor. They could depend only on what they got from the fields, which depended on the weather and their luck. Many children couldn't afford to go to school. They started to help with housework or farm work at a very early age. I haven't been back to that village for years. I hope their lives are better now.

PART 2 Reading-Centered Activities

In-Class Reading

Pre-Reading

Sample

- In my opinion, one of the major agricultural advances in the 20th century was mechanization. Machines like the combine and the tractor were used to replace animal and manual labor. That not only reduced labor requirements but also greatly increased the efficiency.
- I think the application of artificial fertilizers was one influential agricultural development in the last century. Although people are now more aware of the harm such fertilizers may have brought to the environment, it can't be denied that modern farming depends heavily on chemicals to increase the production and control weeds and harmful insects.

Passage Reading

Words, Phrases and Grammatical Points

- 1 **The invention of the spade and the hoe made it possible to cultivate the ground by loosening the soil and keeping down weeds. (Lines 5-8, Para. 3)**

本句中它为形式宾语，真正的宾语是to cultivate the ground by loosening the soil and keeping down weeds。相同的用法另见：

They were inefficient, but they made it possible to cultivate more land with less work than with hand tools. (Lines 5-7, Para. 4)

- 2 **variety (Line 6, Para. 5):**

Here the word "variety" is used as a countable noun, meaning "a type of thing, such as a type of plant or animal".

e.g. I) The lake has more than 20 varieties of fish.

II) The writer seems to have created a new variety of humor.

"Variety" can also be used as an uncountable noun, meaning "the differences within a group, set of

actions, etc. that make it interesting”.

e.g. I) We demanded more variety for our food.

II) Susan's idea of freedom was to have variety in her lifestyle.

The phrase “a variety of sth.” means “a lot of things of the same type that are different from each other in some way”.

e.g. I) The students come from a variety of different backgrounds.

II) The city has a variety of good shops and supermarkets.

参考译文

农业的发展史

1 没人确切地知道农业是何时何地开始的。但是目前科学家们认为，它始于8,000年以前或更早。那时，人们发现那些与其他垃圾一起被扔在垃圾堆里的野草籽长势良好，结出了更多的草籽。在现代人眼里，这似乎只是小事一桩，但是对于原始人而言，这确实是革命性的发现。在那以前，他们的生活全靠打猎、捕鱼、寻找可食用的野生植物时的运气。能够种植自己所需的一部分粮食，意味着挨饿的威胁不复存在。

2 随着早期的人们学会种植庄稼，他们渐渐地越来越依靠农业，而更少地依靠打猎为生。除了种植野草（现今的谷类作物就是由它们演化而来的），他们还学会了种植很多其他植物，也就是今天蔬菜的前身。

3 原始的耕种方法十分简单。用尖尖的木棍在地上戳出小洞，种子就种在这些小洞里。收割谷物用的是石刀或者有刃的石镰刀，有时候则将谷物连根拔起。锹和锄头的发明使耕作成为可能，依靠它们来松土和除草。起先，地里的的工作也许是由妇女来完成的，而男人们则防备动物的袭击，偶尔打打猎，并保护村庄使之不受敌人侵犯。

4 最初，饲养家畜是为了打猎（例如养狗）或者用来作为食物（例如养牛、羊和猪）。最终动物能够被用来驮运重物或者拉犁。这种所谓的犁不过是用来松土的分叉的棍子而已，它们效率不高，但比手持工具要省力，而且耕的地要多。

5 埃及人、美索不达米亚人、美洲印第安人和中国人几乎在同一时期形成了先进的农耕系统。他们知道施肥、灌溉和排水的重要性，并且通过精选良种，培育了动植物的改良品种。

6 18世纪的英国在农业方面取得了一些进步，发明了马拉的农业机械，形成了先进的庄稼轮作和施肥体系，还培育了优良的牛羊品种。

7 此时，欧洲人正在探索新大陆。他们带回了以前欧洲不曾有过的庄稼——土豆、白薯、玉米、南瓜和西红柿。人们发现，土豆这种植物非常适宜于潮湿阴冷的气候以及在贫瘠的土壤中生长。很快它就成为北欧的一种主要食物。

8 20世纪，农业主要在化学、育种和应用技术这三个领域得到了发展。现代农业十分依赖化学肥料和虫害的控制，还用其他一些化学品来控制植物疾病和杂草的生长。

9 新的小麦、水稻和其他主要作物品种的培育是农业上最重要的研究成果之一。各大洲的科学家们都采用了这些新的品种并在继续改良它们。

10 研究上的突破会很快导致农业的又一巨大变化或者“革命”。科学家们正通过改变基因来改变生物。通过“基因重组”，自然本身会很快被改变。食用作物会得到改良，以便更好地战胜虫害和杂草，还能少用毒性更小的杀虫剂。作物可以年年高产。改变基因也可以改良谷类和其他食用作物的营养价值。这些变化会使耕种更方便，作物更高产。

11 遗传学的新革命带来的最重要影响，也许是很多人都能从这场革命中获益，而不仅仅是发达国家的

人们。那些用不起拖拉机、肥料和其他现代农业所需的昂贵辅助设备的国家，能够在一个更为简单的可持续发展的农业体系中利用这些改良措施。

12 还有很多事情有待于人们去做。人们必须设法使用更少的毒性更小的化学制品来生产食物。前景光明的方法之一是找到一些天然的生物控制剂来替代现在的化学制品。这样的改良措施以前曾经出现过，目前也还在进一步开发中。它们已使得农业成为世界上最高效、最先进的产业之一。

Exercises

Post-Reading

Reading Comprehension

1 1 B 2 A 3 F 4 C 5 E 6 D 7 H 8 G 9 J 10 I

- 2 1 The discovery that the wild grass seeds they threw away grew well and produced many more seeds.
2 To cultivate the ground by loosening the soil and keeping down weeds.
3 Because they grew well in cold, damp climates and on poor soils.
4 In chemistry, breeding and technology.
5 To find natural biological controls to do the same things chemicals do at present.

3 Sample

- To me, the appearance of genetically-modified (GM) food is a major breakthrough in agriculture. As we know, the world population is continuously increasing and food supply for the growing population will be a major challenge in the years to come. GM food may arrive in time. Certain plants such as corn and soybeans have been modified to enhance their tolerance to drought or improve their nutritional content. Other plants are improved to be less vulnerable to insects and diseases, so fewer chemicals and pesticides are needed to grow them, leading to a sustainable agricultural system. So I'm quite positive toward this kind of revolution in agriculture.
- Since genetically-modified (GM) foods have not been tested for long periods of time, there'll be potential health risks. I think GM foods should have to pass rigorous tests before they are sold in the market. Governments should work together to establish a system to monitor and report any adverse effects. Although there has been no evidence to date that GM crops pose safety risks to either people or the environment, we should maintain our vigilance. So I'm a little suspicious of GM foods.

Vocabulary

- | | | | |
|---------------------------|-----------------|----------------|-------------|
| 1 1 loosen | 2 progressive | 3 eventually | 4 cultivate |
| 5 domestic / domesticated | 6 revolutionary | 7 occasionally | |
| 8 breakthrough | 9 primitive | 10 findings | |

- 2 1 A breed (n.): a type of animal that is kept as a pet or on a farm
B breed (v.): keep animals or plants in order to produce babies or new plants
- 2 A aid (v.): help sb. do sth.
B aid (n.): sth. that makes it very much easier to do sth. else
- 3 A load (n.): a large quantity of sth. that is carried by a vehicle, person etc.
B load (v.): put a large quantity of sth. into a vehicle or container
- 4 A plow (n.): a large farming tool with steel blades which dig the earth in fields so that seeds can be planted
B plow (v.): turn over the soil with a large farming tool with blades
- 5 A control (n.): "Bring sth. under control" means "stop sth. undesirable from getting worse or affecting more people".
B control (v.): make a machine, a process, or system work in a particular way
- 6 A waste (v.): use more of sth. than one should
B waste (n.): material which has been used, but is no longer wanted

- | | | | | | |
|-----------|-------------|-----------------|----------|----------|--------------|
| 3 1 tools | 2 grow | 3 fertilizer(s) | 4 moving | 5 search | 6 fed |
| 7 stayed | 8 efficient | 9 farm | 10 fewer | 11 less | 12 producing |

Translation

- 1 Up until the age of 25, he had never lived alone.
- 2 One of the main causes of starvation has been the lack of / inconvenient transportation.
- 3 The use of modern farming machines makes it possible for people to cultivate more land with less labour.
- 4 The pills to prevent sea-sickness are little more than placebos.
- 5 Our aim is to rely less on chemical fertilizers and achieve sustainable development in agriculture.
- 6 In doing translation, one should not alter the meaning of the original to suit one's own taste / preferences.

Teaching tips

Teachers may guide students to notice and learn a few verb-object collocations in the reading passages.

In-Class Reading

raise crops

make advances

produce food

loosen soil

explore the New World

afford aids

cultivate land

alter genes

After-Class Reading

improve the soil

save water

make use of biogas generators

avoid deep plowing

reduce the need for firewood

treat soil better

bring about changes

After-Class Reading

参考译文

未来农业

1 现在面临贫困和饥饿的人一年比一年多，地球资源遭到的破坏也一年比一年严重。问题极为严重，不过许多专家认为情况还没有到绝望的地步。要解决这些问题就需要我们对农业、食品和整个地球的看法做出重大改变。

2 首先，世界各地的农民都必须研究开发对环境破坏性较小的耕作模式。重要的一步是把单一作物改为多种作物混合耕种。种植多种不同作物能改善土壤，有助于防止水土流失。通过植树来保护耕地不受风害也能防止水土流失。农民改善土壤的另一种办法是避免深耕。实际上，如果方法得当，只需浅耕即可。

3 只要土地耕作比较得当，农民就没有必要使用化肥，而可以使用天然的动植物肥料。多种作物混合耕种后，农民就能少用有毒的化学杀虫剂。他们还可以用生物手段控制病虫害。

4 农民还能帮助节约地球上珍贵的水资源和石油资源。为了节约用水，农民可以多种节水型作物以取代常规的小麦和玉米。农民还可以使用更为节水的灌溉系统。为了节约石油，他们可以利用生物气发电机。生物气发电机可以用农场上的蔬菜和动物的垃圾和粪便提供燃料。在欠发达的国家里，生物气发电机能减少对木柴的需求，从而也有助于保护森林。

5 在欠发达的国家里，小农场主们需要获取帮助。他们需要掌握更能适应当地条件的作物的有关知识。他们还需要掌握怎样控制水土流失和最充分利用自己的资源。给水道植草、种植树木或灌木防风林、改进作物基因等都有利于防止水土流失。不进行土地和经济改革，这些农场主永远不会成功；这些应该是各国政府和国际机构工作的重心。目前施行的工业和经济作物政策有时会把情况弄得更糟，这就有必要对制定政策的人进行适当的教育。

6 工业化国家可以用他们的经济资源和技术知识帮助促成这些变化。他们还可以对本国的政策做些改变。目前，这些国家浪费了很多食品。在欧洲和北美，每年都有成吨成吨的水果和奶制品被饭店、学校、家庭等扔掉。这些国家人们的饮食习惯也可做些改变。例如，人们常吃那些从遥远地方运来的食物，而不吃本地产的食物。进口食品的运输加重了全球的污染问题。工业化国家的人们还食用大量的肉类，尤其是牛肉。事实上，这些国家所生产的粮食有很大一部分都用来喂牛了。假如这些国家的人们少吃些肉，就会有更多的粮食提供给世界上正在挨饿的人们。

7 理想的农业体系应当是可持续性的，也就是说，其生产力水平应该能够长期保持下去，且对环境的破坏要小得多。这是一场必须打赢的战争，因为无论是对农民还是对农产品消费者而言，这场战争只有赢者。

PART 3 Further Development

1 Grammar Review

- | | | | | |
|-------------|-----------|----------|-----------|----------|
| 1 drink | 2 getting | 3 trying | 4 buying | 5 eating |
| 6 (to) make | 7 feed | 8 going | 9 farming | 10 miss |

2 Vocabulary Review

| | | | | |
|--------------|--------------|----------------|--------------|------------|
| 1 product | 2 Production | 3 productivity | 4 produces | 5 products |
| 6 production | 7 productive | 8 producer | 9 reproduced | 10 produce |

3 Fighting off Poverty and Hunger

Sample

- 1 According to our discussion, there are probably three major causes leading to poverty and hunger.

First of all, the environment may be a major contributing factor to poverty and hunger. Some places in the world are either too hot or too cold, too dry or too wet. In addition, most of the land in such areas is infertile or not under cultivation, so food production has been very low there.

Then, governments should be responsible for avoiding and eliminating poverty and hunger. For example, if there are continual wars, most of their money and resources will be misused on arms. People there suffer a great deal physically and emotionally and farmers will not be able to grow much food.

Finally, we think education is also one of the leading factors. On the same area of land, people in developed countries grow 10 times as much food as people in less-developed countries. The key is that people in developed countries are better educated and have modern science and technology.

- 2 The following might be what governments and international organizations can do to wipe out poverty and hunger.

The first thing governments and international agencies can do is to help stop wars in the world. Wars not only kill people but also prevent people from living normal lives. Very often they can't work on their land. Governments and international agencies should also encourage industrialized countries to donate food or money for people living in poverty.

Then, they should try to enforce effective population policies. The world population is growing too fast. The earth can't adequately support so many people. No doubt so many people are still living in poverty and hunger. A good solution to this problem is to control the world population.

Finally, they should educate people in poor countries or regions. Once these people are better educated, they will be able to learn advanced technology and methods to grow food and increase the productivity of their land. So governments and international agencies should spend more money on education and send more experts to help people living in poverty.

- 3
 - We can draw the attention of world leaders to the issue. We can contribute our own time and money to the cause of fighting off poverty and hunger.
 - We should stop being wasteful and save what we can for those in poverty and hunger. On the other hand, we can volunteer to work in any of these poor countries or regions. We should learn about the local conditions and introduce modern agriculture to these countries and regions. Hopefully their living conditions can be gradually improved.

- 4 • They should learn more about modern science and technology and try new methods of farming.
- They should be open to the outside world. Different political policies or different religious beliefs shouldn't prevent people from learning from each other and helping each other. China is a good example of improving people's living conditions though there're still people in hunger and poverty, especially in distant places of the western part of the country. The reform and opening-up policy in China has greatly advanced our economic development, and recently poverty and hunger have been greatly relieved for the major part of the population.

4 What to Put in the Time Capsule

Sample

Items to be locked in the time capsule:

- Seeds of various plants to show what people in the 21st century were able to grow;
- A book on how to grow some main crops and how to process food from such crops;
- A map marking distribution of crops and farm animals in different geographical areas to indicate the influence of climate, soil condition and living style on farming products;
- Some digital videos and pictures recording methods in farming, the life of farmers and agricultural tools / machines in the 21st century;
- Some reports on scientific breakthroughs and research findings in the field of agriculture to make known people's efforts in agricultural development.

PART 4 Translation and Writing

2 Translation Practice

Section A

锄禾

(唐) 李绅

锄禾日当午，
汗滴禾下土。
谁知盘中餐，
粒粒皆辛苦。

Section B

- | | |
|---|-------------------------------------|
| 1 thrown away | 2 polluting the environment |
| 3 Rules must be made | 4 Government agencies / departments |
| 5 food culture, a healthy and balanced diet | |

3 Writing

Sample

With the rapid economic development in recent years, starvation is no longer a threat to most Chinese people. However, a new problem has arisen: food wastefulness. Every day, tons of food are thrown away by restaurants, canteens, supermarkets, and households. We are not only wasting our precious resources, but also polluting the environment with waste.

It's time that we did something to stop wasting food. First, rules should be made so that everyone pays for his or her own meals. Government agencies and businesses should no longer allow their employees to have expensive meals at restaurants at public expense. Second, prices for such food items as rice should be raised to discourage consumers from wasting them. Third, young people should be educated to respect the hard work of farmers. Finally, the general food culture should be changed so that all people will have a healthy and balanced diet.



Appendix

How to Access Writing

I

The ability to write effectively is becoming increasingly important in our global community, and instruction in writing is thus assuming an increasing role in both second- and foreign-language education. As advances in transportation and technology allow people from nations and cultures throughout the world to interact with each other, communication across languages becomes essential. As a result, the ability to speak and write a second language is becoming widely recognized as an important skill for educational, business, and personal reasons.

As one of the basic language skills, writing is required at almost every language-learning stage. But whatever the specific purposes or intended uses of a writing assignment or test, we should consider at least the following criteria in preparing the writing task:

1 Is the task realistic?

This criterion addresses two fundamental questions:

- Will the writing task actually require the students to compose their ideas or knowledge on a subject and to communicate them to someone?
- Will the task require them to perform a task similar to what students are normally required to do in the classroom or in the real world outside the classroom, where they must engage in written discourse to accomplish their goals?

These “naturalness criteria” require that the writing task faithfully mirror things that people normally do when using language in natural contexts.

2 Is the task appropriate?

In planning the writing task, we need to think about whether a particular topic will be appropriate to students in terms of their age, educational levels, academic fields of study or interests, cultural and socio-economic backgrounds, etc. Which topic will be most interesting or familiar to a particular group of students? About which topics will they be knowledgeable enough to write something? Which topics might be too hard or too easy?

3 Is the task understandable?

The topic should be stated as briefly and simply as possible, with a few definitions if necessary, so that students can spend most of the test time writing rather than thinking about or analyzing the assignment. Complicated questions require more time for composing and recording an answer. The topic should be worded carefully to ensure that all of the words or terms are likely to be understood.

4 Is the task personal?

The writing task should be personal in the sense that the students should know something about the topic and be interested enough to be able to give their own perception of it. How will the topic relate to them personally—to their particular personal or academic interests? Will students be motivated to communicate something about the topic to the intended reader? Will the topic motivate writers to turn in their best performance?

5 Is the task feasible?

The writing task must be workable for both the students who will write and the teacher who will read. Is the topic writable—can a piece of connected discourse actually be composed in response to the topic? Or, is the topic so complex or intricate that composing a coherent essay is practically impossible for either L1 or L2 writers? The same consideration applies from the teacher's point of view—is the writing task so complex that the teacher cannot determine what constitutes a good or poor composition? The feasibility criterion is also related to the level of difficulty and amount of time for the writing task—is the task such that it is not too difficult to compose within the time limits set for the task? All of these considerations will obviously affect both the validity and reliability of the assessment.

II

In composition evaluation two basic scoring scales are adopted: holistic scales and analytic scales.

Holistic Scoring

Many assessment programs rely on holistic scoring, or the assigning of a single score to a script based on the overall impression of the script. In a typical holistic scoring session, each script is read quickly and then judged against a rating scale, or scoring rubric, that outlines the scoring criteria.

A well-known example of a holistic scoring rubric in ESL is the scale used for the TOEFL Writing Test, formerly known as the Test of Written English (TWE).

TOEFL Writing Scoring Guide

6 points

An essay at this level

- effectively addresses the writing task
- is well organized and well developed
- uses clearly appropriate details to support a thesis or illustrate ideas
- displays consistent facility in use of language
- demonstrates syntactic variety and appropriate word choice though it may have occasional errors

5 points

An essay at this level

- may address some parts of the task more effectively than others
- is generally well organized and developed
- uses details to support a thesis or illustrate an idea

- displays facility in the use of language
- demonstrates some syntactic variety and range of vocabulary, though it will probably have occasional errors

4 points

An essay at this level

- addresses the writing topic adequately but may slight parts of the task
- is adequately organized and developed
- uses some details to support a thesis or illustrate an idea
- demonstrates adequate but possibly inconsistent facility with syntax and usage
- may contain some errors that occasionally obscure meaning

3 points

An essay at this level may reveal one or more of the following weaknesses:

- inadequate organization or development
- inappropriate or insufficient details to support or illustrate generalizations
- a noticeably inappropriate choice of words or word forms
- an accumulation of errors in sentence structure and / or usage

2 points

An essay at this level is seriously flawed by one or more of the following weaknesses:

- serious disorganization or underdevelopment
- little or no detail, or irrelevant specifics
- serious and frequent errors in sentence structure or usage
- serious problems with focus

1 point

An essay at this level

- may be incoherent
- may be undeveloped
- may contain severe and persistent writing errors

0 point

A paper is rated 0 if it contains no response, merely copies the topic, is off-topic, is written in a foreign language, or consists of only keystroke characters.

Another example of a holistic scoring rubric in ESL is the WRITING ASSESSMENT CRITERIA used for the CAMBRIDGE CERTIFICATE IN ADVANCED ENGLISH (CCIAE).

Writing Assessment Criteria for CCIAE

5 points

Totally positive effect on target reader. Minimal errors. Resourceful, controlled and natural use of language showing a good range of vocabulary and structure. Completion of task: well-organized, good use of cohesive devices, appropriate register, no relevant omissions.

4 points

Sufficiently natural, errors only when more complex language attempted. Some evidence of range of vocabulary and structure. A good attempt at achieving the task. Any omissions are only minor. Attention paid to organization and cohesion; register not always natural but positive effect on target reader achieved.

3 points

Use of English satisfactory, though lacking range and variety. Occasional serious errors should not impede communication although patience is required of reader. Task reasonably attempted with some organization and cohesion. No significant irrelevancies.

2 points

Errors sometimes obscure communication and / or language too elementary. Some attempt at task but notable omissions and / or lack of organization and cohesion would have a negative effect on reader.

1 point

Serious lack of control and / or frequent basic errors. Narrow range of language. Totally inadequate attempt at task.

0 point

Not sufficient comprehensible language for assessment.

As can be seen from these two examples, the scales contain descriptors of the syntactic and rhetorical qualities of six levels of writing proficiency. Holistic scoring has become widely used in writing assessment over the past 25 years and has a number of positive features. From a practical standpoint, it is faster (and therefore less expensive) to read a script once and assign a single score than to read it several times, each time focusing on a different aspect of the writing. Holistic scoring is intended to focus the reader's attention on the strengths of the writing, not on its deficiencies, so that writers are rewarded for what they do well. Holistic scoring rubrics can be designed to focus readers' attention on certain aspects of writing, depending on what is deemed most essential in the context, and thus can provide important information about those aspects in an efficient manner.

On the other hand, holistic scoring has several disadvantages, particularly in second-language contexts. One drawback is that a single score does not provide useful diagnostic information about a person's writing ability, as a single score does not allow raters to distinguish between various aspects of writing such as control of syntax, depth of vocabulary, organization, and so on. This is especially problematic for second-language writers, since different aspects of writing ability develop at different rates for different writers: some writers have excellent writing skills in terms of content and organization but may have much lower grammatical control, while others may have an excellent grasp of sentence structure but may not know how to organize their writing in a logical way.

Another disadvantage of holistic scoring is that holistic scores are not always easy to interpret, as raters do not necessarily use the same criteria to arrive at the same scores: for example, a certain script might be given a 4 on a holistic scale by one rater because of its rhetorical features (content, organization, development), while another rater might give the same script a 4 because of its linguistic

features (control of grammar and vocabulary). Holistic scores have also been shown to correlate with relatively superficial characteristics such as length and handwriting.

Analytic Scoring

In analytic scoring, scripts are rated on several aspects of writing or criteria rather than given a single score. Depending on the purpose of the assessment, scripts might be rated on such features as content, organization, cohesion, register, vocabulary, grammar, or mechanics. Analytic scoring schemes thus provide more detailed information about a test taker's performance in different aspects of writing and are for this reason preferred over holistic schemes by many writing specialists.

One of the best known and most widely used analytic scales in ESL was created by Jacobs et al. (1981). In the Jacobs et al. scale, scripts are rated on five aspects of writing: content, organization, vocabulary, language use, and mechanics. The five aspects are differentially weighted to emphasize first content (30 points) and next language use (25 points), with organization and vocabulary weighted equally (20 points) and mechanics receiving very little emphasis (5 points). This scale has been adopted by numerous college level writing programs, and is accompanied by training materials and sample compositions so that users can fairly quickly learn to apply the scale.

Jacobs' Scoring Profile

| ESL COMPOSITION PROFILE | | |
|-------------------------|----------|---|
| STUDENT | DATE | TOPIC |
| SCORE LEVEL | CRITERIA | |
| Content | 30-27 | EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic |
| | 26-22 | GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of topic |
| | 21-17 | FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic |
| | 16-13 | VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate |
| Organization | 20-18 | EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated / supported • succinct • well-organized • logical sequencing cohesive |
| | 17-14 | GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing |
| | 13-10 | FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development |
| | 9-7 | VERY POOR: does not communicate • no organization • OR not enough to evaluate |
| Vocabulary | 20-18 | EXCELLENT TO VERY GOOD: sophisticated range • effective word / idiom choice and usage • word form mastery • appropriate register |
| | 17-14 | GOOD TO AVERAGE: adequate range • occasional errors of word / idiom form, choice, usage but meaning not obscured |
| | 13-10 | FAIR TO POOR: limited range • frequent errors of word / idiom form, choice, usage • meaning confused or obscured |
| | 9-7 | VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate |
| Language Use | 25-22 | EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order / function, articles, pronouns, prepositions |
| | 21-18 | GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order / function, articles, pronouns, prepositions but meaning seldom obscured |
| | 17-11 | FAIR TO POOR: major problems in simple / complex constructions • frequent errors of negation, agreement, tense, number, word order / function, articles, pronouns, prepositions and / or fragments, run-ons, deletions • meaning confused or obscured |
| | 10-5 | VERY POOR: virtually no mastery of sentence construction rules • dominated by errors does not communicate • OR not enough to evaluate |

| ESL COMPOSITION PROFILE | | |
|-------------------------|----------|---|
| STUDENT | DATE | TOPIC |
| SCORE LEVEL | CRITERIA | |
| Mechanics | 5 | EXCELLENT TO VERY GOOD: demonstrating mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing |
| | 4 | GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing |
| | 3 | FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured |
| | 2 | VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate |

TOTAL SCORE:

READER COMMENTS:

A slightly different approach to analytic scoring for second-language writing assessment is a set of scales developed for the Test in English for Educational Purposes (TEEP) by Cyril Weir (1988). Instead of a single scale composed of a number of subscales, Weir's scheme consists of seven scales, each divided into four levels with score points ranging from 0 to 3. The first four scales are related to communicative effectiveness, while the others related to accuracy. Like the Jacobs et al. scale, the TEEP scale was extensively piloted and revised to make sure that it could be applied reliably by trained raters.

TEEP Attribute Writing Scales (Weir)

A. Relevance and adequacy of content

- 0 The answer bears almost no relation to the task set. Totally inadequate answer.
- 1 Answer of limited relevance to the task set. Possibly major gaps in treatment of topic and / or pointless repetition.
- 2 For the most part answers the tasks set, though there may be some gaps or redundant information.
- 3 Relevant and adequate answer to the task set.

B. Compositional organization

- 0 No apparent organization of content.
- 1 Very little organization of content. Underlying structure not sufficiently controlled.
- 2 Some organizational skills in evidence, but not adequately controlled.
- 3 Overall shape and internal pattern clear. Organizational skills adequately controlled.

C. Cohesion

- 0 Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible.
- 1 Unsatisfactory cohesion may cause difficulty in comprehension of most of the intended communication.

- 2 For the most part satisfactory cohesion although occasional deficiencies may mean that certain parts of the communication are not always effective.
- 3 Satisfactory use of cohesion resulting in effective communication.

D. Adequacy of vocabulary for purpose

- 0 Vocabulary inadequate even for the most basic parts of the intended communication.
- 1 Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical inappropriateness and / or repetition.
- 2 Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriateness and / or circumlocution.
- 3 Almost no inadequacies in vocabulary for the task. Only rare inappropriateness and / or circumlocution.

E. Grammar

- 0 Almost all grammatical patterns inaccurate.
- 1 Frequent grammatical inaccuracies.
- 2 Some grammatical inaccuracies.
- 3 Almost no grammatical inaccuracies.

F. Mechanical accuracy I (punctuation)

- 0 Ignorance of conventions of punctuation.
- 1 Low standard of accuracy in punctuation.
- 2 Some inaccuracies in punctuation.
- 3 Almost no inaccuracies in punctuation.

G. Mechanical accuracy II (spelling)

- 0 Almost all spelling inaccurate.
- 1 Low standard of accuracy in spelling.
- 2 Some inaccuracies in spelling.
- 3 Almost no inaccuracies in spelling.

The primary advantage of an analytic scoring scheme over a holistic scheme is that it provides more useful diagnostic information about students' writing abilities. However, analytic scoring has a number of other advantages over holistic scoring as well. First, analytic scoring is more useful in rater training, as inexperienced raters can more easily understand and apply the criteria in separate scales than in holistic scales. Analytic scoring is particularly useful for second-language learners, who are more likely to show a marked or uneven profile across different aspects of writing: for example, a script may be quite well developed but have numerous grammatical errors, or a script may demonstrate an admirable control of syntax but have little or no content. Finally, analytic scoring can

be more reliable than holistic scoring: just as reliability tends to increase when additional items are added to a discrete-point test, so a scoring scheme in which multiple scores are given to each script tends to improve reliability.

The major disadvantage of analytic scoring is that it takes longer than holistic scoring, since readers are required to make more than one decision for every script. An additional problem with some analytic scoring schemes is that, if scores on the different scales are combined to make a composite score, a good deal of the information provided by the analytic scale is lost. It may also be the case that raters who are experienced at using a particular analytic scoring system may actually rate more holistically than analytically if scores are combined into a single score: experienced raters may target their ratings towards what they expect the total score to come out to be, and revise their analytic scores accordingly.

References:

Jacobs, H. L. 1981. *Testing ESL Composition*. New York: Newbury House Publishers.

Weigle, S. C. 2002. *Assessing Writing*. Cambridge: Cambridge University Press.