

普通高等教育“十一五”国家级规划教材
教育部推荐使用大学外语类教材

全新版大学英语（第二版）

New College English (Second Edition)

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综合教程

2

学生用书

Integrated Course

Book Two

Student's Book

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前 言

《全新版大学英语》系列教材酝酿于上世纪末，诞生于新世纪初。

《全新版大学英语》系列教材遵循现代外语教学理念，运用多媒体、网络等现代教育技术，立足本国，博采众长，完全自主编写而成，是一套集纸质教材(学生用书、教师手册、教学辅助用书等)、多媒体课件(助学光盘、电子教案、题库等)和网络学习系统之大成的立体化教材。

教材的编写宗旨是：符合外语教学的客观规律，满足我国当代大学生学习的实际需求，既适用于课堂教学又便于学生上机上网自主学习，既有利于巩固语言基础又能更好地培养学生较强的英语综合应用能力，尤其是听说能力，使他们在今后学习、工作和社会交往中能用英语有效地进行口头和书面的信息交流。

教材依据《大学英语课程教学要求》编写，供大学英语课程的一般要求和较高要求层次的教学使用。

教材编写的指导方针是：充分汲取我国在外语教学中长期积累起来的行之有效的经验和方法，详尽分析、研究中国学生在英语学习过程中以及在跨文化交际中经常产生的问题，学习、借鉴国外的教学理论和方法并根据我国的教学需要和现有条件加以消化、改造、吸收，自行规划、设计，自行选材、编写。为此，本教材采用了集中外多种教学法之长的折中主义(eclecticism)教学理念。

教材的编写原则是：

1. 倡导基于课堂教学+计算机/网络的新型教学模式。教学中多媒体和网络技术的引进，既可改善语言教学环境和教学手段，又便于学生个性化学习和语言操练，有助于师生之间的沟通。但这一模式不应一成不变，它应随着各校、各班级的具体情况而有所不同。此外，在利用现代信息技术的同时，应充分发挥传统课堂教学的优势，使之相辅相成。

2. 提倡学生自主学习，同时主张充分发挥教师的主导作用。教师能否组织好教学——包括课堂教学和计算机辅助学习——是教学成败的关键。除了课堂教学，教师更应加强课外辅导，应指导学生掌握正确的学习方法和学习策略。

3. 在加强听、说的同时，充分兼顾对学生读、写、译等应用能力的培养。使学生能较好地掌握英语的书面语，这不仅是大学英语课程本身的性质所使然，更是我国多数大学生今后学习、工作的需要。而学生的外语学习，特别是说、写方面的实践活动，必须以读、听一定量的语言素材输入为前提。因此，必须通过课堂内外、网上网下、大班小班、自学面授等一系列互动互补的教学环节，才能全面提高学生的听、说、读、写、译的应用能力。

4. 选用当代英语的常见语体或文体的典型样本作为素材。选文语言规范、富有文采、引人入胜、给人以启迪；题材广泛，以反映现实生活为主，科普内容亦占有一定比重；体裁多样；语体兼顾书面语和口语。

5. 充分考虑对学生的文化素质培养和国际文化知识的传授。大学英语课程不仅是一门语言基础课程,也是拓宽知识、了解世界文化的素质教育课程,兼有工具性和人文性。因此,教材在文化背景介绍和知识拓展方面也有相应的板块设计。

6. 主干教程——《综合教程》——采用每一单元设一主题的形式。主题选自当代生活中的重大题材,以便将语言学习贯穿在了解、思考、探讨现实生活中的各种问题的过程中,充分体现交际法的教学原则。其他教程的相应单元与该主题亦有一定的呼应。

7. 练习设计从有利于提高学生语言应用能力出发,针对我国学生的薄弱环节和实际需要,做到有的放矢;形式尽可能采用交互方式,如 pair work、group discussion、debate 等,或采用“任务”方式(task-based approach)。

8. 考虑到学生参加大学英语四、六级考试的实际需要,除了在各教程中均设有有一定数量的类似四、六级考题形式的练习外,还特地在《综合教程》中参照四、六级考卷设计了 Test Yourself,以帮助学生熟悉考试题型。

教材框架如下:

《全新版大学英语》系列教材由纸质教材(含多媒体教学课件)和网络学习系统(即新理念大学英语网络教学系统)两部分组成。网络学习系统又包括网络课件、教辅资源、网上测试和管理平台四大部分。

纸质教材由以下教程组成:

综合教程(1—6册)(每册由8个单元组成)

听说教程(1—6册)(每册由14个单元组成)

阅读教程(高级本)(1—6册)(每册由8个单元组成)

阅读教程(通用本)(1—6册)(每册由8个单元组成)

快速阅读(1—6册)(每册由8个单元组成)

上述各教程中,1—4册供修读一般要求的学生使用,5—6册供修读较高要求的学生使用。前三种教程编有供预备级使用的教材各一册。另编有语法手册一本,供学生课外参考使用。

综合、听说教程配有相应的 Mp3 录音光盘和网络课件。快速阅读各册也配有助学光盘。除快速阅读外,各教程均配有教师手册(综合和听说教程各册还配有电子教案)。

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《全新版大学英语》系列教材问世十年以来,受到了全国高校师生的普遍欢迎,先后被列为教育部推荐使用大学外语类教材、普通高等教育“十五”国家级规划教材和普通高等教育“十一五”国家级规划教材,并获得2003年度上海市优秀教材一等奖。2012年,这套教材再次列选教育部“十二五”普通高等教育本科国家级规划教材。

然而,时代在进步,社会需求和人才培养在这十年间也发生了巨大的变化。我国的经济、政治、文化等各项建设事业,正在新的历史起点上全面向前推进;教育改革也在向纵深发展,作为大学基础课程的大学英语教学改革在过去的十年间亦在不断地深入。教育部此前特制订了《大学英语课程教学要求》,作为各高等学校组织非英语专业本科生英语教学的主要依据;目前又颁布了《国家中长期教育改革和发展规划纲要(2010—2020年)》。鉴于当前新形势,我们对《全新版大学英语》系列教材进行了一次认真、彻底、全面的修订,使之更好地满足我国大学英语教学和改革的进一步需要。

本次修订的总体目标是：根据《大学英语课程教学要求》，在坚持并发扬第一版原有特色的基础上，通过全面修订，使新版教材更贴近教学的实际需要、更贴近广大使用者。

本次修订的重点是：梳理全书，改正讹错；适当降低原书难度；坚决删改掉教学效果差或不太符合当前教学实际的课文和练习；替换进一批更精彩的选文和更富有成效的新的练习形式；调整某些单元先后排序，使其更符合循序渐进原则；适当压缩、精简内容，做到便于教、便于学。

本次修订中，各教程编者本着认真、负责的态度，对教材进行了较大幅度的改动。《综合教程》1—4册共64篇课文，此次更新了21篇，更新量超过30%；编者还根据调研中同学们喜欢英语诗歌的反馈，尽可能多地选用了英诗中最脍炙人口的部分增补到各册中去。《听说教程》花大力气将听力材料的长度从原来的500字左右普遍缩短到250—380字，调整了材料的难易度，同时从第一册开始就帮助学生逐渐熟悉四、六级考试题型，口语部分的设计也大大方便了操作。《阅读教程》(高级本)60%以上的文章是重新选用的。《阅读教程》(通用本)也换上了许多更为精彩的文章。《快速阅读》教程考虑到学生参加大学英语四、六级考试的需要，适当增加了部分文章的长度，此外还新增了 information transfer 和 gap filling 等考核学生快速阅读能力的练习形式。《语法手册》删繁就简，提高质量，方便参考、使用。如今修订工作已接近完成，各教程第二版将陆续面世。我们希望通过我们的努力和辛勤劳动，给支持我们的广大使用者献上一套高质量的精品教材。

《全新版大学英语》(第二版)系列教材仍由复旦大学、北京大学、华东师范大学、中国科学技术大学、华南理工大学、南京大学、武汉大学、南开大学、中国人民大学、中山大学、西安交通大学、东南大学、华中科技大学和苏州大学的数十位长期从事大学英语教学的资深教授、英语教学专家分工协作、集体编写而成，董亚芬、杨惠中、杨治中三位教授任顾问。

第二版启动前，上海外语教育出版社曾在全国开展了大规模问卷调查和召开座谈会，收集到大量宝贵的意见和建议，为我们的修订、编写提供了可靠的依据。在此谨向各位参与问卷调查或座谈会的全国各地的读者，向历年通过邮件或口头形式对教材提出批评、建议的读者，向所有使用和关心教材的老师和同学，表示深深的敬意和感谢，欢迎你们今后一如既往地不吝指教。上海外语教育出版社庄智象社长、张宏副社长、严凯和孙玉副总编、高等教育事业部谢宇主任和责任编辑梁泉胜女士等，多年来为教材的策划、编写、出版、营销做了大量工作，英国专家、也是本人与之合作共事长达20多年的友人 Anthony J. Ward 博士更是在教材的编审过程中倾注了大量的心血，借此机会也一并向他们表示深切的谢忱。

总主编 李荫华

编者的话



《综合教程》是整个系列教材的主干教程，旨在指导学生在深入学习课文的基础上，从词、句、语篇等角度进行听、说、读、写、译多方面的语言操练，着重培养学生的英语语言能力和综合应用能力。

本书采用折中主义(eclecticism)的教学法，具体做法上，用的是基于主题从输入(听/读)到输出(说/写)综合训练的教学路子(A theme-based and comprehensive from-input-to-output training approach)。

本次编写旨在：在保持原有特色的前提下，使本教程更符合当前教学的实际需要、更便于使用，在质量上真正地更上一层楼。

综合各方面意见和建议，编写、修订的重点是：1. 总体上适当降低难度；2. 调整个别单元主题；3. 调整部分课文；4. 调整某些单元先后排序，使其更符合循序渐进原则；5. 适当压缩、精简练习内容并降低难度，增加中译英单句翻译，并增加应用文写作内容。

据此，全书框架总体不变，适当调整后情况如下：

《综合教程》共6册，1—4册供修读一般要求的学生使用，5—6册供修读较高要求的学生使用。每册配有相应的教师手册。

每册分8个单元。

每单元设一主题(theme)，含同一主题的课文两篇(正副各一篇)。单元主题下方新增Overview一项，帮助学生更好地了解主题的含义。

每单元由改进后的4部分组成：

Part I 课前自学：与主题相关的听能活动(Listening Task)

Part II 课堂学习：正课文(Text A)(Reading Task)

Part III 课外阅读：副课文(Text B)(Home Reading Task)

Part IV 课堂实践：与主题相关的综合性语言操练(Comprehensive Language Practice)

主要含：1. 会话：小组讨论、模拟辩论等；

2. 写作：应用文、说明文、论述文写作等

每个单元的四个部分组成一个有机的整体。**Part I**和**Part III**供学生课外自学(另有网络课件和配套录音光盘可供学生课外自主学习使用)，老师只需做适当检查；教师堂上主要讲授、操练**Part II**和**Part IV**。

建议每5课时处理一个单元。但使用时，各校可根据具体情况灵活掌握。



本书为《综合教程》(第二版)的第二册。本次修订更换了5篇课文(正课文3篇；副课文2篇)，并梳理了全部的练习。现将经过修订的书内各单元的四部分别简介如下：

Part I为每单元提供了一段与该单元主题紧密相关的录音，更多地选用小故事、人物或背景介绍等替换掉原先部分太难或学生不感兴趣的歌曲。要求学生上课前预习时听并完成相

应的 After Listening 练习。该录音的文字稿和练习答案均附于书后供参考。这一活动旨在激发学习兴趣、引导学生进入主题并为学习课文做好准备的同时，增进学生听的能力。

Part II 由正课文、词表和练习三部分组成。课文注释集中放于课文后。生词和短语改用边注方式。练习部分主要包括下列几方面：

课文理解 (Comprehension)

含课文内容提问(Content Questions)和课文结构 (Text Organization)

语感培养 (Language Sense Enhancement)

含课文背诵、诗、格言集锦、幽默故事等。背诵练习部分，增加填充练习。

语言操练 (Language Focus)

每单元挑选出 30 多个常用词(绝大多数为四级词)和短语(Words and Phrases to Drill)作为重点操练的复用词，这一部分练习主要围绕它们来进行。下分词汇 (Vocabulary)和综合性语篇练习(Comprehensive Exercises)两部分。删去了 Structure 部分。

词汇项下，除对重点词语操练的常设项目外，还视各课的具体情况分别设有 Collocation、Usage、Synonyms、Confusable Words、Word Family、Word Formation 等分项。词汇项下的第 1 项填充练习，为降低难度，增设了若干词供选填。

综合性的语篇练习项下又分 Cloze 和 Translation 两部分。Cloze 由 Text-Related Cloze (根据课文内容写成)和 Theme-Related Cloze (与主题相关的短文)组成，Theme-Related Cloze 下方亦增设了若干词供选用，降低了难度；Translation 由新增的单句翻译和原有的成段翻译(中译英)两部分组成。

Part III 由副课文、词表和练习三部分组成。注释同样集中放在课文后，为便于自学，较前略有增加。主要生词和短语置于相关页的右下方，以方便阅读。其余的生词和短语可查找书后的词汇表(Glossary)。每课选出 20 个重点词和短语(Words and Phrases to Learn)作为复用词供操练。练习包括有关课文内容的多项选择题、课文句子翻译(英译中)和词语填充等。练习答案亦附于书后。

Part IV 是一项进一步深化的综合性口、笔实践活动。它是在学生经过了课前听力练习、正、副课文的学习和一系列的语言操练后，对相关主题的内容、词语和语言表述已有所掌握的前提下进行的。主要由小组讨论和课堂写作两部分构成。后者以前者为基础。第二版较多地增加 Practical Writing (应用文)写作的内容，适当压缩了原有 Essay Writing (说明文、论说文等)的内容。书后练习答案附录中，有一篇写好的作文供学生参考。

这一部分对于培养学生的综合能力至关重要，建议安排 1 课时。

书内按四单元为一组设计了两份试卷，供学生阶段性复习用。试卷按照大学英语四、六级考试最新题型设计，以便让学生逐步熟悉其形式，为今后参加大学英语四、六级考试做好准备。

书末附有三个附录供参考。

《综合教程》(第二版)第二册由李荫华、夏国佐担任主编，王德明、赵建、吴晓真、范烨参与编写。英国专家 Anthony J. Ward 协助编写和审阅。

编者
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外教社

Unit 1

Ways of Learning

Text A Learning, Chinese-Style

Text B Children and Money

Overview

Which is your favorite way of learning? Would you rather be left to discover things for yourself or have others guide you? In this unit we look at some very different types of learning, giving you the chance to consider which you prefer. We start with the contrast some draw between a Western emphasis on discovery learning to encourage creativity and the traditional Chinese preference for a more guided approach to developing skills. We finish by looking at how children can be taught the value of money by putting more control over it into their own hands, leaving them to learn from experience rather than through persuasion, through practice rather than preaching.

Part I Listening Task



LISTENING PRACTICE

Here is a story told by an American mother about her son's way of learning. Let's listen to what she has to say.

The following words in the recording may be new to you:

tricycle <i>n.</i> 三轮脚踏车	
ham radio 业余无线电台	plea <i>n.</i> 请求
differential equations 微分方程	fellowship <i>n.</i> 奖学金
jet <i>n.</i> 喷气式飞机	rocket <i>n.</i> 火箭
impose ... on 将...强加于	ample <i>a.</i> 充足的

After Listening

Complete the following statements according to what you have heard.

1. The Chinese child was _____ than her son.
2. The mother tried to _____ to her son, but quickly _____.
3. She compares her son's love for subjects like differential equations and physics to the way _____.
4. Her son is not good at _____, but good at _____.
5. In conclusion she advises that we should give our children _____.



Part II Reading Task

Text A

Howard Gardner, a professor of education at Harvard University, reflects on a visit to China and gives his thoughts on different approaches to learning in China and the West.

New Words and Expressions

(黑正体表示“一般要求”(四级)的词汇;黑正体后加★表示“较高要求”(六级)的词汇;黑正体后加▲表示“更高要求”的词汇;白斜体表示超纲词汇)

style /staɪl/ *n.* manner of doing things 行为方式, 风格

bustle▲ /ˈbʌsl/ *vi.* do things in a hurried and busy way 忙碌, 奔忙
bustling /ˈbʌslɪŋ/ *a.* full of busy activity 繁忙的, 熙攘的

elementary /ɪlɪˈmentəri/ *a.* basic 基本的, 初级的, 基础的

telling /ˈtelɪŋ/ *a.* impressive; effective 难忘的; 有力的

lobby /ˈlɒbi/ *n.* (旅馆的)大堂, (公共场所入口处的)大厅

attach /əˈtætʃ/ *vt.* fasten or join (one thing to another) 系, 贴, 连接

attendant★ /əˈtendənt/ *n.* 服务员; 侍者, 随从

slot★ /slɒt/ *n.* a narrow opening 狭缝, 狭槽

vigorously /ˈvɪɡərəsli/ *ad.* energetically 用力地; 精力充沛地

vigorous /ˈvɪɡərəs/ *a.*

tender /ˈtendə(r)/ *a.* young; gentle and loving 年幼的; 温柔的

Learning, Chinese-Style¹

Howard Gardner

1 For a month in the spring of 1987, my wife Ellen and I lived in the bustling eastern Chinese city of Nanjing with our 18-month-old son Benjamin while studying arts education in Chinese kindergartens and elementary schools. But one of the most telling lessons Ellen and I got in the difference between Chinese and American ideas of education came not in the classroom but in the lobby of the Jinling Hotel where we stayed in Nanjing.

2 The key to our room was attached to a large plastic block with the room number on it. When leaving the hotel, a guest was encouraged to turn in the key, either by handing it to an attendant or by dropping it through a slot into a box. Because the key slot was narrow, the key had to be positioned carefully to fit into it.

3 Benjamin loved to carry the key around, shaking it vigorously. He also liked to try to place it into the slot. Because of his tender age and incomplete understanding of the

need to position the key just so, he would usually fail. Benjamin was not bothered in the least. He probably got as much pleasure out of the sounds the key made as he did those few times when the key actually found its way into the slot.

4 Now both Ellen and I were perfectly happy to allow Benjamin to bang the key near the key slot. His exploratory behavior seemed harmless enough. But I soon observed an interesting phenomenon. Any Chinese staff member nearby would come over to watch Benjamin and, noting his lack of initial success, attempt to assist. He or she would hold onto Benjamin's hand and, gently but firmly, guide it directly toward the slot, reposition it as necessary, and help him to insert it. The "teacher" would then smile somewhat expectantly at Ellen or me, as if awaiting a thank you — and on occasion would frown slightly, as if considering us to be neglecting our parental duties.

5 I soon realized that this incident was directly relevant to our assigned tasks in China: to investigate the ways of early childhood education (especially in the arts), and to throw light on Chinese attitudes toward creativity. And so before long I began to introduce the key-slot anecdote into my discussions with Chinese educators.

Two Different Ways to Learn

6 With a few exceptions my Chinese colleagues displayed the same attitude as the staff at the Jinling Hotel. Since adults

not in the least not at all

find one's way reach a destination naturally; arrive at 到达; 进入, 流入

bang /bæŋ/ *v.* (cause to) make a sudden loud noise, esp. by hitting two things together 猛敲, 猛击

exploratory /ɪk'splɒrətəri/ *a.* 探索的

harmless /'hɑ:mli:s/ *a.* not likely to cause harm

phenomenon /fi'nɒmɪnən/ (*pl* phenomena /fi'nɒmɪnə/ or phenomenon) *n.* 现象

initial /ɪ'nɪʃəl/ *a.* of or at the beginning, first 开始的, 最初的

assist /ə'sɪst/ *v.* help 帮助

reposition /,ri:pe'zɪʃən/ *vt.* 改变...的位置

insert /ɪn'sɜ:t/ *vt.* put, fit, place (in, into, between) 插入, 嵌入

somewhat /'sʌmhwɒt/ *ad.* to some degree, a little 有点, 稍微

expectantly /ɪk'spektəntli/ *ad.* 期待地

await /ə'weɪt/ *vt.* (*fml*) wait for 等待, 等候

occasion /ə'keɪʒən/ *n.* a particular time when sth. happens 时刻, 场合

on occasion now and then 有时, 间或

frown /fraʊn/ *v., n.* 皱眉

neglect /nɪ'glekt/ *vt.* give too little attention or care to 忽视

parental * /pə'rentəl/ *a.* of a parent or parents 父的; 母的; 父母的

incident /ɪnsɪdənt/ *n.* an event, esp. one that is unusual, important or violent 事件

relevant /'reləvənt/ *a.* directly connected with the subject 有关的, 切题的

investigate /ɪn'vestɪgeɪt/ *v.* try to find out information about 调查; 探究

throw light on help people understand (sth.) by providing new information (提供新信息) 帮助理解

creativity /,kri:ei'tɪvɪti/ *n.* 创造力

anecdote ▲ /'æni:kɔ:t/ *n.* a short amusing story about a particular person or event 趣闻, 轶事

colleague /'kɒli:ɡ/ *n.* a person one works with 同事

desirable /dɪ'zʌərəbəl/ *a.* worth wanting 值得向往的; 称心的

accomplish /ə'kʌmplɪʃ/ *vt.* manage to do (sth.) 完成(某事)

accomplishment /ə'kʌmplɪʃmənt/ *n.* skill; successful completion; achievement 造诣, 才艺; 完成; 成就

in due course when it is the right time 到时候, 在适当的时候

sympathetically /sɪmpə'tetɪkəlɪ/ *ad.* 同情地

sympathetic /sɪmpə'tetɪk/ *a.*

critical /'krɪtɪkəl/ *a.* very important; very serious or dangerous 至关重要的; 危急的

effectively /ɪ'fektɪvli/ *ad.* 有效地

effective /ɪ'fektɪv/ *a.*

self-reliance /self'ri:ləns/ *n.* acting without asking for support from others 依靠自己, 自力更生

principal /'prɪnsəpəl/ *a.* (rather *fm*) main, chief 主要的, 首要的

rear /rɪə(r)/ *vt.* look after until fully grown up 养育, 抚养

make up for repay with sth. good, compensate for 补偿, 弥补

misdeed /mɪs'di:d/ *n.* a wrong or wicked act 不端行为

creative /kri:'eɪtɪv/ *a.* resulting from newness of thought 独创的

know how to place the key in the key slot, which is the ultimate purpose of approaching the slot, and since the child is neither old enough nor clever enough to realize the desired action on his own, what possible gain is achieved by having him struggle? He may well get frustrated and angry² — certainly not a desirable outcome. Why not show him what to do? He will be happy, he will learn how to accomplish the task sooner, and then he can proceed to more complex activities, like opening the door or asking for the key — both of which accomplishments can (and should) in due course be modeled for him as well.

Z We listened to such explanations sympathetically and explained that, first of all, we did not much care whether Benjamin succeeded in inserting the key into the slot. He was having a good time and was exploring, two activities that did matter to us. But the critical point was that, in the process, we were trying to teach Benjamin that one can solve a problem effectively by oneself. Such self-reliance is a principal value of child rearing in middle-class America³. So long as the child is shown exactly how to do something — whether it be placing a key in a key slot⁴, drawing a hen or making up for a misdeed — he is less likely to figure out himself how to accomplish such a task. And, more generally, he is less likely to view life — as Americans do — as a series of situations in which one has to learn to think for oneself, to solve problems on one's own and even to discover new problems for which creative solutions are wanted.

Teaching by Holding His Hand

8 In retrospect, it became clear to me that this incident was indeed key — and key in more than one sense. It pointed to important differences in the educational and artistic practices in our two countries.

9 When our well-intentioned Chinese observers came to Benjamin's rescue, they did not simply push his hand down clumsily or uncertainly, as I might have done. Instead, they guided him with extreme facility and gentleness in precisely the desired direction. I came to realize that these Chinese were not just molding and shaping Benjamin's performance in any old manner: In the best Chinese tradition, they were *ba zhe shou jiao* — “teaching by holding his hand” — so much so that⁵ he would happily come back for more.

10 The idea that learning should take place by continual careful shaping and molding applies equally to the arts. Watching children at work in a classroom setting, we were astonished by their facility. Children as young as 5 or 6 were painting flowers, fish and animals with the skill and confidence of an adult; calligraphers 9 and 10 years old were producing works that could have been displayed in a museum. In a visit to the homes of two of the young artists, we learned from their parents that they worked on perfecting their craft for several hours a day.

Creativity First?

11 In terms of attitudes to creativity there seems to be a reversal of priorities: young Westerners making their boldest

retrospect ^{*} /'retrəʊspekt/ *n.* review of a past course of events 回顾

in retrospect 回顾

artistic /ɑ:'tɪstɪk/ *a.* relating to art 艺术的

well-intentioned /,welɪn'tenʃənd/ *a.* having good intentions 好意的

intention /ɪn'tenʃən/ *n.* purpose 意图

observer /əb'zɜ:və(r)/ *n.* 观察者, 观察员

come to sb.'s rescue help sb. who is having problems or difficulties

clumsily /'klʌmzɪli/ *ad.* awkwardly and ungracefully 笨拙地

clumsy /'klʌmzi/ *a.*

facility /fə'sɪləti/ *n.* (*fml*) ability to do sth. easily and well; (*pl*) equipment, aids, etc. which make it easy to do things 熟练, 灵巧; 设备, 设施

gentleness /'dʒentlnɪs/ *n.* the quality of being gentle 轻柔; 优雅

mold /məʊld/ *vt.* make (sth.) into a particular shape or form 塑造

performance /pə'fɔ:məns/ *n.* the process of doing a job; the staging of a play, concert, etc. 行为, 表现; 表演, 演出

tradition /trə'dɪʃən/ *n.* a very old custom 传统

continual /kən'tɪnjuəl/ *a.* happening again and again, repeated 不断的, 一再重复的

apply /ə'plai/ *vi.* 适用; 申请

calligrapher /kə'lɪgrəfə(r)/ *n.* 书法家

work on / at try hard to produce or improve (sth.) 从事

craft /kra:ft/ *n.* skill, esp. with one's hand 手艺; 工艺

reversal /rɪ'vɜ:səl/ *n.* a complete change of order, direction, or position 颠倒

priority /praɪ'ɒrəti/ *n.* sth. that one must do before anything else; sth. that holds a high place among competing claims 优先考虑的事; 重点

bold /bəʊld/ *a.* brave and confident, daring 勇敢的, 大胆的

departure /dɪ'pɑ:tʃə(r)/ *n.* action different from (what is usual or expected); an act of leaving 背离; 出发, 离开

inseparable /ɪn'sepərəbl/ *a.* impossible to separate from sth. else 不可分离的

evolve /i'vɒlv/ *v.* (cause to) develop gradually (使) 逐步发展

summarize /'sʌməraɪz/ *vt.* make a short account of the main points of (sth.) 总结, 概述

originality /ə,rɪdʒɪ'nælɪti/ *n.* the quality of being new and different from anything existing 新颖; 独创性

independence /,ɪndɪ'pendəns/ *n.* the state of being free or not controlled by another person, country, etc. 独立; 自主

contrast /'kɒntrɑ:st/ *n.*

/kən'trɑ:st/ *v.* 差异, 对比

harbor /'hɑ:bə(r)/ *vt.* keep (sth.) secretly in one's mind 怀有

fearful /'fiəfʊl/ *a. (fml)* afraid 害怕的, 担心的

(on the one hand ...) on the other hand (一方面...,) 另一方面

comparable /'kɒmpərəbl/ *a.* fairly similar; equal to sth. in quality or importance 类似的; 可比的

promote /prə'məʊt/ *vt.* help to grow or develop 促进, 推进

emerge /i'mɜ:dʒ/ *vi.* come out 出现

pick up gain; learn 获得; 学会

overstate * /,əʊvə'steɪt/ *vt.* state too strongly 将...讲得过分, 夸大

enormous /i'nɔ:məs/ *a.* extremely large 巨大的; 极大的

technological /,tek'nɒ'lɒdʒɪkəl/ *a.* 技术的, 工艺的

innovation * /,ɪnə(u)'veɪʃən/ *n.* (an example of) the introduction of sth. new 革新; 新事物

exaggerate /ɪg'zædʒəreɪt/ *v.* make (sth.) seem larger, better, etc. than it really is 夸大, 夸张

breakthrough /'breɪkθru:/ *n.* an important event or discovery 突破

valid /'vælɪd/ *a.* based on truth or sound reasoning 有根据的

foster * /'fɒstə(r)/ *vt.* help the growth and development of 培养

worthwhile /,wɜ:θ'waɪl/ *a.* worth doing, worth the trouble taken 值得的

superior /sju:'piəriə(r)/ *a.* better than average or than others of the same type 优良的; 较好的

departures first and then gradually mastering the tradition; and young Chinese being almost inseparable from the tradition, but, over time, possibly evolving to a point equally original.

12 One way of summarizing the American position is to state that we value originality and independence more than the Chinese do. The contrast between our two cultures can also be seen in terms of the fears we both harbor. Chinese teachers are fearful that if skills are not acquired early, they may never be acquired; there is, on the other hand, no comparable hurry to promote creativity. American educators fear that unless creativity has been acquired early, it may never emerge; on the other hand, skills can be picked up later.

13 However, I do not want to overstate my case. There is enormous creativity to be found in Chinese scientific, technological and artistic innovations past and present. And there is a danger of exaggerating creative breakthroughs in the West. When any innovation is examined closely, its reliance on previous achievements is all too apparent (the “standing on the shoulders of giants” phenomenon⁶).

14 But assuming that the contrast I have developed is valid, and that the fostering of skills and creativity are both worthwhile goals, the important question becomes this: Can we gather, from the Chinese and American extremes, a superior way to approach education, perhaps striking a better balance between the poles of creativity and basic skills?

1176 words

Proper Names

Howard Gardner / 'hauəd 'gɑ:dnə/	霍华德·加德纳
Nanjing / 'næn'dʒɪŋ/	南京
Jinling / 'dʒɪn'lɪŋ/ Hotel	金陵饭店

Notes

1. This text is taken from *Barnet & Stubbs's Practical Guide to Writing with Readings*, 7th edition, 1995.
2. **He may well get frustrated and angry:** He is likely to get frustrated and angry. (You use “may well” when you are saying what you think is likely to happen, e.g. It may well rain tonight.)
3. **middle-class America:** In America, the middle class refers to the class of people between the very wealthy class and the class of unskilled laborers and unemployed people. It includes business people, professional people, office workers, and many skilled workers.
4. **whether it be placing a key in a key slot:** In formal English, the subjunctive mood is used occasionally in whether-clause.
5. **so much so that:** to such an extent that, e.g. He was very weak, so much so that he could not walk.
6. **the “standing on the shoulders of giants” phenomenon:** “Dwarfs standing on the shoulders of giants” is a Western metaphor meaning “one who develops future intellectual pursuits by understanding the research and works created by notable thinkers of the past”. First recorded in the 12th century, it was later famously used by the 17th-century scientist Isaac Newton who wrote it as: If I have seen a little further it is by standing on the shoulders of Giants.



Comprehension



CONTENT QUESTIONS

Pair Work

One of you asks the first six questions and the other answers. Starting from question 7, change roles. When you have finished, the teacher may want to put some of the questions to you to check your progress.

1. What were the author and his wife doing in Nanjing in the spring of 1987?
2. What was their son Benjamin fond of doing during their stay at the Jinling Hotel?
3. How would Chinese staff members of the hotel respond to Benjamin's attempt to place the key into the slot?
4. Why did the author decide to work the key-slot anecdote into his discussions with Chinese educators?
5. What did his Chinese colleagues think of the key-slot incident?
6. What did the author emphasize in presenting his views about the incident?

Now switch roles.

7. What does the author mean by saying this incident was key in more than one sense?
8. In what way does the author associate the key-slot incident with "teaching by holding his hand"?
9. What examples does the author give to illustrate childhood education in the arts in China?
10. How do Americans and Chinese differ in their attitudes to creativity?
11. What makes them take different positions on the question of creativity?
12. What suggestion does the author make about seeking a better approach to fostering skills and creativity?



TEXT ORGANIZATION

Working on Your Own

Do the exercises and then compare your answers with a partner.

1. Like most essays, the text is made up of a beginning, a middle, and an end. The following questions are meant to help you get a clear understanding of the organization of the text.

1) What does the text begin with?

2) In the middle (the body) of the text the author gives his thoughts on an incident he found interesting. What are his thoughts mainly about?

3) How does the author wind up the text?

2. The text is, in a way, developed by analysis using comparison and contrast. Simply put, a comparison brings out the similarities between two or more things of the same kind, while a contrast focuses on the differences between them. In a comparison and contrast essay, you spend more time either comparing or contrasting, depending on your purpose. In the case of this text, the emphasis is on contrast.

Now write down differences in approaches to learning between the Chinese and Americans:

Points for Comparison /
Contrast

Chinese

Americans

1) ways to learn to
accomplish a task

2) attitudes to creativity
and skills



Language Sense Enhancement

1. Read aloud paragraphs 12–14 until you have learned them by heart. Then try to complete the passage from memory.

One way of _____ (1) the American position is to state that we _____ (2) more than the Chinese do. The _____ (3) our two cultures can also be seen _____ (4) the fears we both _____ (5). Chinese teachers are _____ (6) that if skills are not acquired early, they may never be acquired; there is, on the other hand, no _____ (7) hurry to _____ (8). American educators fear that unless creativity has been acquired early, it may never _____ (9); on the other hand, skills can be _____ (10) later.

2. Read aloud the poem.

Working Class

Tanya Dlimm

What a mess said Miss Mawgan
 One cold and rainy day
 So I said we'd work together
 As we can't go out to play
 So I tidied up the bookshelf
 While Jack sorted out the pens
 Charmain's drawer was very messy
 But not as bad as Ben's
 Shaun tidied up the cardboard
 Sophie sorted out the paper
 Mr Goodhall put our pictures up
 Using his big stapler¹
 And when we all had finished
 And the class looked very clean
 We all were given merits
 For working as a team

劳动课

坦亚·狄林恩

好一片混乱莫根小姐说
 一个阴冷冷的下雨天
 于是我说咱们一起动手
 既然咱们没法出去玩
 于是我整理书架
 杰克把钢笔理好
 查米安的抽屉乱得够呛
 不过还没本的那么糟
 肖恩整理纸板
 苏菲把纸放齐
 古德豪尔先生挂起了我们的画
 用他那大大的订书机
 等我们全都收拾完
 教室里真是干净整齐
 我们人人受到表扬
 因为大伙儿齐心协力

1 stapler *n.* 订书机

3. Read the quotations.
Learn them by heart if
you can.

What one knows is, in youth, of little moment; they know enough
who know how to learn.

— Henry Adams

一个人年轻时学识多少无关紧要；懂得学习之道足矣。

— 亨利·亚当斯

Be curious always! For knowledge will not acquire you; you must
acquire it.

— Sudie Back

永远保持好奇心！因为知识不会来找你；你必须自己去寻
求。

— 苏狄·巴克

The universe is full of magical things patiently waiting for our wits
to grow sharper.

— Eden Phillpotts

大千世界充满了神奇之物，耐心地等待着我们的心智变
得愈益敏锐。

— 伊登·费尔珀茨

The whole art of teaching is only the art of awakening the natural
curiosity of young minds for the purpose of satisfying it afterwards.

— Anatole France

教育的全部艺术就是将幼小心灵中天生的好奇心唤醒以
便在日后使其满足的艺术。

— 阿奈托尔·法朗士

4. Read the humorous
story for fun. You
might need to look up
new words in a
dictionary.

While visiting my brother and sister-in-law, I was sur-
prised to find Lee, my young nephew, helping them bake
cupcakes. After they were done, my sister-in-law allowed him
to put the icing on. When he had finished,
he brought them to the table for our
approval. “The cupcakes look beautiful,
Lee,” my brother said. “How did you get
them iced so evenly?” My nephew replied,
“I licked them!”





Language Focus

The following are the key words and phrases selected from Text A. They are frequently used in daily communication. You need to study them carefully. We have a number of exercises to help you learn how to use them.

Words and Phrases to Drill

accomplish	apply	assist	attach
await	bold	continual	contrast
creative	critical	departure	desirable
emerge	enormous	evolve	exaggerate
initial	insert	investigate	neglect
occasion	performance	phenomenon	principal
priority	promote	relevant	somewhat
summarize	superior	valid	worthwhile
find one's way	in due course	in retrospect	
make up for	not in the least	on occasion	
on the other hand	pick up	throw light on	
work on			



VOCABULARY

I.

1. Fill in the gaps with words or phrases given in the box. Change the form where necessary.

promote	summarize	make up for	investigate
performance	not ... in the least	initial	on occasion
emerge	critical	phenomenon	insert
attach	in retrospect	await	in due course

- To use the machine, first _____ the correct coins, then select (挑选) the drink you want and press the button.
- Professor Smith translated not only from the French but also, _____, from the Polish.
- Food chemists will _____ the health food (保健食品) on sale to see if it really does give the benefits claimed.

- 4) _____, it was the wrong time to open a new data processing (数据处理) center in this city.
- 5) My _____ reaction to the news was relief, but as I thought more about it I began to feel angry.
- 6) A full understanding of mathematics is sufficient to explain a wide variety of natural _____.
- 7) Make sure the label (标签) is firmly _____ to the parcel (包裹) before you mail it.
- 8) My boyfriend bought me dinner to _____ being late the day before.
- 9) The committee _____ a decision from the head office before it takes any action.
- 10) The little girl did _____ seem to be _____ frightened of being left by herself in the house.
- 11) The WTO (= World Trade Organization 世界贸易组织) is intended to _____ trade among its member states.
- 12) When the moon _____ from behind the clouds I made out a figure moving in the distance.

2. Rewrite each sentence with the word or phrase in brackets, keeping the same meaning. The first part has been written for you.

- 1) The standard of living in the north of the country is strikingly different from that in the south. (contrast)
There is _____

- 2) It is said that synthetic fiber (合成纤维) is not as good as natural fiber. (superior)
Natural fiber _____

- 3) The city's growth in importance as a financial center has been slow. (evolve)
The city's importance _____

- 4) There is no connection between his nationality and whether he is a good lawyer. (relevant)
His nationality _____

- 5) Some English magazines have printed the poems by a little-known sixteenth-century Italian poet. (find one's way)
The poems _____

3. Complete the sentences, using the words or phrases in brackets. Make additions or changes where necessary.

Model:

American educators fear that unless creativity has been acquired early, it may _____; on the other hand, skills can _____ later. (pick up, emerge)

American educators fear that unless creativity has been acquired early, it may *never emerge*; on the other hand, skills can *be picked up* later.

1) Chinese isn't a subject that can _____ in a month. You _____ your goal of mastering the language unless you work at it for years. It sounds as if I _____ the difficulties, but the fact is I'm only telling the truth.

(accomplish, pick up, exaggerate)

2) The principal is _____ disappointed with _____ of the children. From what she has gathered, some of the teaching staff _____ their pupils. She has just announced that strict work regulations have been made and that _____ both Chinese and overseas teachers.

(apply, somewhat, neglect, performance)

3) The teacher-directed and the child-directed approaches to teaching art represent two extremes of opinion. Too many teacher-directed activities cannot be expected to effectively _____ children in learning because of the rigid structure. _____, too many child-directed activities may see a curriculum (课程) that is totally unstructured and out of control. There _____ reasons to believe a teacher-guided approach would be _____ way to guide children's development. This approach combines some form of structure with the child leading the direction.

(assist, superior, on the other hand, valid)

II. Confusable Words

The list of words that may cause confusion in use should be carefully studied.

1. **continual**: The word describes separate actions which are repeated over a period of time.

e.g. Learning should take place by **continual** careful shaping and molding.

continuous: The word indicates that an action carries on without stopping or interruption.

e.g. The ticking of the watch is **continuous**.

2. **principal**: The word can be used as both an adjective and a noun. The **principal** thing or person in a group is the most important one. The **principal** of a school or college is the person in charge of it.
 e.g. *Self-reliance is a **principal** value of child rearing in middle-class America.*
*The **principal** character in the play is a young artist.*
*Andrew Franks is the **principal** of Beloit High School.*

principle: The word is only used as a noun.

A **principle** is a basic rule that explains or controls how something works or a guiding rule for behaviour.

e.g. *These machines work on the same **principle**.*
*Mr. Ward is a man of high **principles**.*

Now put a proper word into each gap in the sentences.

1. continual continuous

- 1) I've had _____ problems with this computer ever since I borrowed it from a friend.
- 2) Gas central heating provides instant warmth and a _____ supply of hot water.
- 3) Your _____ interruptions are making it very difficult for me to concentrate.
- 4) The traffic was awful, a _____ line of vehicles extending as far as the eye could see.

2. principal principle

- 1) The _____ aim of the policy is to bring peace to the area.
- 2) His _____ interest in life was to become the most outstanding genetic engineer in Europe.
- 3) A bicycle or a motorcycle is built on the same _____, though the force that moves them is different.
- 4) He never allowed himself to be bullied (威吓) into doing anything that went against his _____.
- 5) Complaints from the students began arriving at the _____'s office.

III. Usage

Fill in each gap in the sentences with an appropriate word or phrase from the above list. In some cases, more than one choice is possible.

Subject or object emphasizees: *oneself, by oneself, on one's own*

You can use reflexive pronouns (反身代词) to emphasize subjects or objects.

e.g. The child **himself** figured out how to accomplish the task.

I don't like a heavy meal at lunchtime **myself**.

In his open letter to the staff of the school, John criticized the principal **herself**.

You can also emphasize that someone did something without any help by using reflexive pronouns, a reflexive pronoun after *by*, or the phrase *on one's own*.

e.g. One can solve a problem effectively **oneself / by oneself / on one's own**.

1. Doctors _____ are the first to admit that the treatment has side effects.
2. I saw the minister of education _____ in the VIP lounge (贵宾厅) at the airport.
3. Look, Dad, she drew this beautiful bird _____.
4. We've checked the wiring and the aerial (天线) so the problem may have to do with the television _____.
5. We've often made that mistake _____.
6. Did you fix the computer _____?



COMPREHENSIVE EXERCISES

I. Cloze

1. Text-related

Complete the passage with words chosen from the **Words and Phrases to Drill** box. Change the form where necessary.

Is there a _____ (1) between learning styles in China and the West? While we should be careful to avoid _____ (2) the differences, they do appear to exist. In China, for example, greater _____ (3) is given to developing skills at an early age. The Americans, _____ (4), place more emphasis on _____ (5) creativity in young children, leaving them to _____ (6) skills later. American parents tend to avoid rushing in to _____ (7) their children as they try to _____ (8) a task, thinking it better that children should learn to solve problems by themselves. Such an approach can, _____ (9), be mistaken for _____ (10) one's parental duties by those more used to "teaching by holding the hand." Both approaches have their disadvantages as well as advantages, and it may well be _____ (11) to search for a _____ (12) method that would combine the best of both worlds.

2. Theme-related

Read the passage carefully until you have got its main idea, and then select one appropriate word for each gap from the box following the passage.

The real challenge to us teachers is combining the best of both worlds into one. Creativity and basic skills need to be considered in terms of being means to an _____ (1), rather than simply as ends in themselves. Some Chinese students may not _____ (2) well in hypothetical (假设的) settings, but when it comes to _____ (3) real life challenges and issues, they are more than _____ (4) in resolving most of them, _____ (5) as they are with their strong skills. The U.S. system may be _____ (6) to aim more at producing top of the cream students, but that _____ (7) may do damage to the big bulk of the _____ (8) of the student body. The Chinese education system is _____ (9) not perfect, but it does produce a _____ (10) workforce. And I truly believe that solid basic knowledge/skill focus is the single biggest force driving the rise of China as a country.

postponing	perform	competent	definitely	solved
designed	fortunate	approach	facing	practically
quality	equipped	rest	purpose	end

II. Translation

1. Translate the sentences into English, using the words or phrases in brackets.

1) 背离传统需要极大的勇气。(departure, enormous)

2) 汤姆过去很腼腆,但这次却非常勇敢能在大庭广众面前上台表演了。(performance, bold)

3) 很多教育家认为从小培养孩子的创新精神是很可取的。(creative, desirable)

4) 假设(assume)那幅画确实是名作(masterpiece),你觉得值得购买吗?(worthwhile)

5) 如果这些数据统计上是站得住脚的,那它将会帮助我们认识正在调查的问题。(throw light on, investigate, valid)

2. Translate the passage into English, using the words and phrases given.

要提高我们的英语水平，关键是多读、多写、多听、多说。此外，尽可能多背熟一些好文章也十分重要。如果你脑子里没有储存大量好的英语文章，你就不能用英语自由地表达自己的思想。一边学一边总结经验也很有帮助，因为这样做，我们就能搞明白哪种学习方法是更有效的，能够产生最理想的效果。只要我们坚持努力学习，到时候我们就会完成掌握英语的任务。

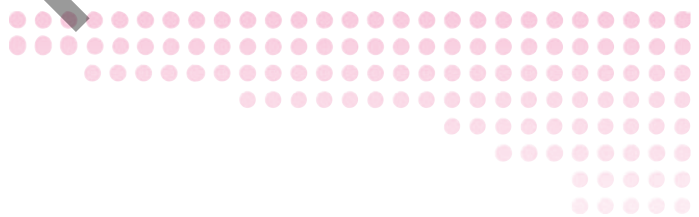
summarize
enormous

accomplish
critical

in due course
desirable

work on

Handwriting practice area with horizontal lines and a large watermark reading '外教社' (Foreign Teacher Society).



Part III Home Reading Task



Text B

Finding a way of teaching children to appreciate the value of money can be a problem. Yet the solution, David Owen suggests, is simple — just open a bank. Easier said than done? Well, it turns out to be not quite so difficult as it sounds, as you'll discover in reading about the First National Bank of Dave.

Children and Money¹

David Owen

¹ Parents who decide that the time has come to teach their children about money usually begin by opening savings accounts. The kids are attracted at first by the notion that a bank will pay them for doing nothing, but their enthusiasm disappears when they realize that the interest rate is tiny and, furthermore, their parents don't intend to give them access to their principal. To a kid, a savings account is just a black hole² that swallows birthday checks.

² Kid: "Grandma gave me twenty-five dollars!"

Parent: "How nice. We'll put that check straight into your savings account."

Kid: "But she gave it to me! I want it!"

Parent: "Oh, it will still be yours. You just have to keep it in the bank so that it can grow."

Kid (suspicious): "What do you mean by 'grow'?"

Parent: "Well, if you leave your

twenty-five dollars in the bank for just one year, the bank will pay you seventy-five cents. And if you leave all of that in the bank for just one more year, the bank will give you another seventy-five cents plus two and a half more cents besides. That's called compound interest³. It will help you go to college."

New Words and Expressions

account /ə'kaunt/ *n.* arrangement made with a bank to pay in or take out money; description 账, 账户; 描述, 记述

notion /nəʊʃən/ *n.* an idea 观念, 想法

furthermore /fɜːðə'mɔː(r)/ *ad.* in addition, moreover 此外, 而且

intend /ɪn'tend/ *vt.* have in mind as a purpose or plan 打算

swallow /'swɒləʊ/ *vt.* cause (food or drink) to go down one's throat 吞下, 吞没

compound /kəm'paund/ *a.* 复合的
vt. 使复合, 使合成

3 The main defect in such saving schemes is that there's nothing in them for the kids. College is a thousand years away, and they probably think they'd just as soon stay home anyway⁴. Indeed, the true purpose of such plans is usually not to promote saving but to prevent consumption. (1) Appalled by what their children spend on candy and video games (or, rather, appalled by the degree to which their children's overspending seems to mimic their own), parents devise ways to lock up their children's resources. Not surprisingly, kids quickly decide that large sums aren't real money and that all cash should either be spent immediately or hidden in a drawer.

4 To avoid this problem with my two children, I started my own bank. It's called the First National Bank of Dave. I set up an account for each child, using the same computer program I use to keep track of my checkbook. Because I wanted my kids' deposits to grow at a pace that would hold their attention, I offered an attractive interest rate — five per cent a month. (2) Compounded, that works out to an annual rate of more than 70 per cent. (No, I don't accept deposits from strangers.) Allowances are deposited automatically on the first day of each month. The kids can make other deposits, or withdrawals, whenever they like.

5 The Bank of Dave, which has been in operation four years, instantly turned both my children into keen savers. My son still comes to me with change he has found on the floor of the car, saying, "And credit this today." Both kids' accounts

grew so fast that after two years I had to roll back my monthly interest rate to three per cent. The kids protested when I announced the change, but they nodded solemnly when I explained that the law of supply and demand applies even to the supply of money. The kids help me calculate their interest — a useful lesson in averaging and percentages. (3) I give them unlimited access to their funds, no

defect /di:fekt/ *n.* shortcoming 缺陷, 缺点

scheme /skim/ *n.* a plan for achieving sth. 计划, 方案; 阴谋

consumption /kən'sʌmpʃən/ *n.* the act of consuming; the amount consumed 消费(量)

appall ▲ /ə'pɔ:l/ *vt.* shock deeply 使惊骇

video /'vidiəʊ/ *n., a.* 录像(的)

devise /di'vaiz/ *vt.* think out; invent 想出, 设计; 发明

lock up put (money) in a business so that you can not easily use it; fasten or secure with a lock 锁定; 锁住

resource /rɪ'sɔ:s/ *n. (usu. pl)* all the money, property, skills etc. that you have; land, minerals etc. that exist in a country 财力; 资源

keep track of follow the development of; keep in touch with 跟上...的发展; 与...保持联系

deposit /di'pɒzɪt/ *n.* a sum of money paid into a bank account 存款

v. put (money) into a bank account 储蓄

pace /peɪs/ *n.* speed or rate of development, movement, etc. 速度

annual /'ænjʊəl/ *a.* happening or done every year or once a year 每年的; 一年一次的

allowance /ə'laʊəns/ *n.* 零用钱; 津贴

withdrawal ▲ /wɪð'drɔ:əl/ *n.* 提款

operation /ɒpə'reɪʃən/ *n.* the work or activities of a business 运行, 运转

protest /prə'test/ *v.* express strong disagreement or disapproval about (sth.); say firmly that sth. is true, esp. when you have been accused of sth. 抗议, 反对

percentage /pə'sentɪdʒ/ *n.* 百分比, 百分率

fund /fʌnd/ *n. (usu. pl)* sum of money saved or for a particular purpose 存款; 基金; 专款

questions asked, and I provide printed statements on demand.

6 The high rate of interest is not the only attractive feature of the Bank of Dave. Equally important from the kids' point of view is that their accounts belong to them. When they save, they harvest the benefit; when they want to spend, they don't need permission. Children who have no control over their own funds have no incentive not to beg for money and then spend every dollar that comes into their hands.

7 The way to help children become rational consumers is to give them more control, not less. Before we go on vacation, I'll usually give my kids an extra twenty bucks or so, which I deposit in their accounts. I tell them that they can spend the extra money on a T-shirt, save it, spend it before we leave, or do anything else they want with it — but that while we are on vacation, they won't receive any additional pocket money from me (except in the form of communal purchases⁵ considered by custom to be vacation entitlements, such as candy, ice cream, movie tickets, and so on). Because any money they spend starts out as theirs, not mine, they think twice before throwing it away. In a souvenir store on Martha's Vineyard⁶ a couple of summers ago my son quietly studied the unpromising merchandise while a friend of his loudly cajoled his parents into paying five dollars for a toy gun, which fell apart almost before we got back to the car. My son ended up spending thirty-three cents for an unopened geode, which he later cracked open by hitting it with a hammer — a good value, it seemed to me. If he

had been spending my money instead of his, he undoubtedly would have wanted a toy gun instead.

8 Children are instinctive capitalists. If given enough leeway, they quickly become shrewd managers of their own finances. When parents fail in their efforts at financial education, it's usually because for reasons of their own they have managed to make saving seem painful and dull. Money is fun, and it's almost entirely self-explanatory. (4) The only way to teach kids to adopt a long-term perspective is to give them a short-term incentive for doing so.

918 words

on demand when asked for 一经要求, 承索

feature /'fi:tʃə(r)/ *n.* characteristic 特征

from sb.'s point of view according to sb.'s judgment or opinion 依照某人的观点

permission /pə'mɪʃən/ *n.* the right to do sth. that is given by sb. in authority 许可

incentive * /ɪn'sentɪv/ *n.* a thing that encourages one to do sth. 刺激; 鼓励

go on vacation go on holiday 休假

buck * /bʌk/ *n.* (AmE) US dollar (一) 美元

additional /ə'dɪʃənəl/ *a.* added; extra 附加的, 另外的

think twice consider carefully 仔细考虑, 三思
cajole /kə'dʒəʊl/ *vt.* 劝说

fall apart break, fall to pieces 破裂; 破碎

end up (doing sth.) find oneself in a situation that is not intended or expected 以...而告终

geode /dʒi:əʊd/ *n.* 空心晶体球

crack /kræk/ *v.* (使) 裂开, (使) 破裂

undoubtedly /ʌn'daʊtɪdli/ *ad.* certainly 无疑, 必定

shrewd * /ʃru:d/ *a.* having, showing sound judgment and common sense 精明的; 机灵的

adopt /ə'dɒpt/ *vt.* take and use as one's own 采纳, 采取

perspective /pə'spektɪv/ *n.* a particular way of thinking about sth. 视角, 观点

Notes

1. This text is taken from the *Atlantic Monthly* (April 1998).
2. **a black hole**: an area in outer space where gravity is so strong that nothing, not even light, can escape 黑洞. Here it is a figurative way of saying something into which money disappears.
3. **compound interest**: interest paid on both the original sum of money and the interest added to it 复利
4. **they'd just as soon stay home anyway**: "Would (just) as soon do something" is used to say that you would prefer to do something.
5. **communal purchases**: Here "communal purchases" mean things bought for all members of the family on vacation.
6. **Martha's Vineyard**: an island of Massachusetts (马萨诸塞州)



COMPREHENSION CHECK

Choose the best answer for each of the following.

1. The real reason many parents want their children to save is to _____.
 - a. help them pay their way through college
 - b. demonstrate the value of compound interest
 - c. stop them spending
 - d. enable them to pay for their own things
2. At the time this was written, banks were paying interest at _____.
 - a. 7.5%
 - b. 5%
 - c. 3%
 - d. 2.5%
3. Owen suggests others might find his bank attractive because it _____.
 - a. provides statements on demand
 - b. gives monthly allowances
 - c. allows withdrawals at any time
 - d. offers a good interest rate
4. We can infer from the essay _____.
 - a. that Owen has one daughter
 - b. that Owen has two daughters
 - c. that Owen has no daughters
 - d. none of the above
5. Owen felt that his son's purchase _____.
 - a. was a waste of money
 - b. meant he did not like guns
 - c. was money well spent
 - d. was too easily broken
6. The way to make children careful with their money is to _____.
 - a. explain its value to them
 - b. put them in charge of it

- c. give them less of it
- d. to keep them away from souvenir stores

TRANSLATION

Translate into Chinese the underlined sentences in the essay.

1. Appalled by what their children spend on candy and video games (or, rather, appalled by the degree to which their children's over-spending seems to mimic their own), parents devise ways to lock up their children's resources.

2. Compounded, that works out to an annual rate of more than 70 per cent.

3. I give them unlimited access to their funds, no questions asked, and I provide printed statements on demand.

4. The only way to teach kids to adopt a long-term perspective is to give them a short-term incentive for doing so.



LANGUAGE PRACTICE

The following are useful words and phrases selected from Text B. The exercises below will help you learn to use them properly.

Words and Phrases to Learn

- | | |
|--------------------------|------------|
| account | adopt |
| annual | deposit |
| devise | fund |
| furthermore | intend |
| pace | permission |
| perspective | protest |
| resource | swallow |
| undoubtedly | end up |
| fall apart | |
| from sb.'s point of view | |
| keep track of | on demand |

(Each word or phrase in the box is used only once in the exercises below.)

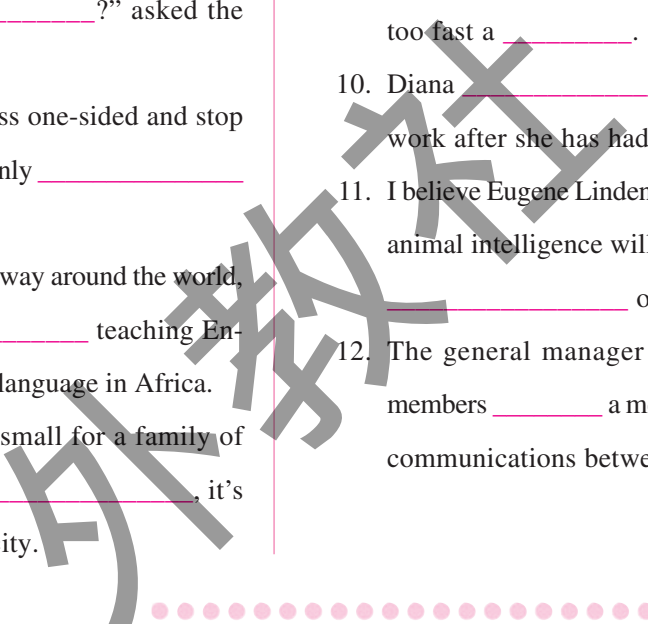
1. Match the definitions in Column B with the words or phrases in Column A.

- | A | B |
|--------------------|--|
| ___ 1) on demand | a. definitely, surely |
| ___ 2) protest | b. allow (food or drink) to go down one's throat |
| ___ 3) resource | c. break into pieces |
| ___ 4) fall apart | d. the act of permitting |
| ___ 5) deposit | e. supply of money, labor, equipment, land, etc. |
| ___ 6) undoubtedly | f. put (money) into a bank account |

- 7) swallow g. when asked for
- 8) permission h. speak strongly
 against (sth.)

2. Fill in the gaps with words or phrases chosen from the box. Change the form where necessary.

1. The new tax is meant to force companies to _____ energy-saving measures.
2. "Will you pay cash or shall I charge it to your _____?" asked the salesman.
3. You need to be less one-sided and stop looking at things only _____.
4. After working her way around the world, Helen _____ teaching English as a foreign language in Africa.
5. The house is too small for a family of seven, and _____, it's too far from the city.
6. There's a special _____ you can apply to, that pays for blind students to go to university.
7. Companies publish _____ reports to inform the public about the previous year's activities.
8. I've never been very good at _____ what I spend my money on.
9. Changes in the electronics industry (电子工业) seem to me to be happening at too fast a _____.
10. Diana _____ to go back to work after she has had her baby.
11. I believe Eugene Linden's writings about animal intelligence will give you a new _____ on the subject.
12. The general manager had some staff members _____ a method for quicker communications between offices.





Part IV Comprehensive Language Practice

SPEAKING PRACTICE

Group Discussion

Discuss the following in small groups:

1. Do you agree with Gardner that both Chinese and Americans take an extreme view of creativity? What do you think would be a more rational approach to fostering creativity and basic skills?
2. What do you know about different approaches to learning in China and the West? Are some approaches superior to others? Explain.
3. Suppose Professor Howard Gardner will be giving a lecture on your campus sometime next week. Brainstorm how to design a notice to inform teachers and students of the event.

PRACTICAL WRITING

Writing Notices

Drawing on your brainstorming, write a notice which includes the following information:

Howard Gardner, professor of education at Harvard University;
lecture on A Comparative Study of Child Education in China and America

There is a model notice for your reference. (see Appendix I)

Before putting pen to paper, read the advice on writing skills in the following box, as this may be of some help to you.

Writing Strategy

Tips for writing notices

When you want people to attend a lecture, a meeting, or other events, you may put up a notice in places where they can easily see it. A notice should contain the key details readers would want to know:

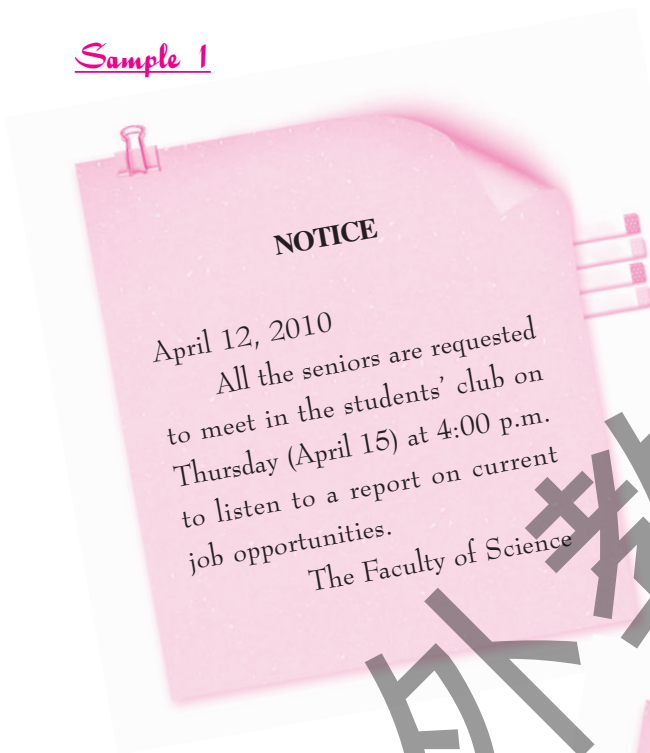
1. who (who is the speaker, who should/may come, etc.)
2. what (what is the subject, etc.)
3. when (day, date, time, etc.)

4. where (room, building, etc.)

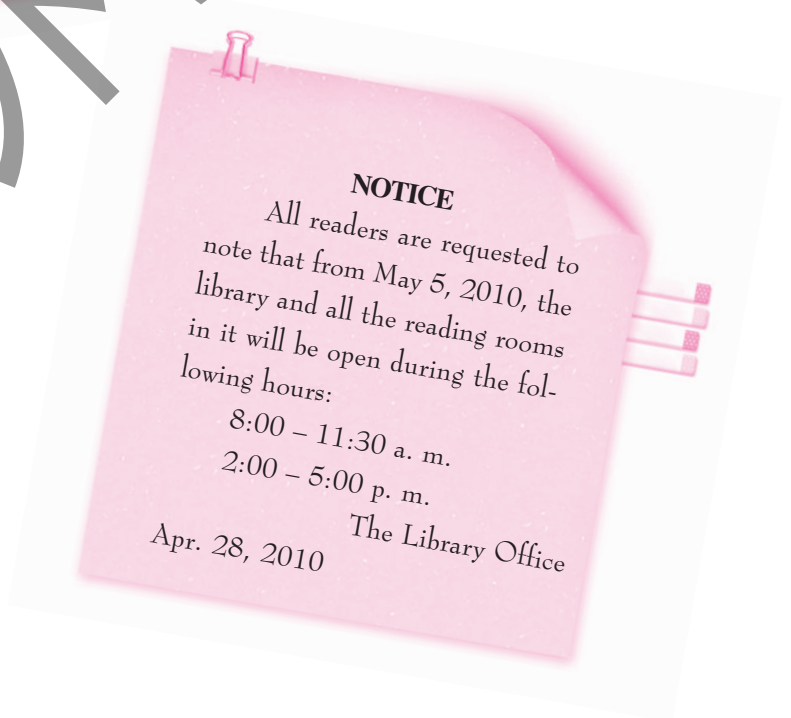
Generally speaking, whoever writes the notice appears at the lower right and the date for writing the notice appears either at the lower left or at the upper right. These two items are sometimes omitted.

Here are some sample notices for your reference:

Sample 1



Sample 2



Follow-Up Work

You can improve your writing by checking your own work. You will also find it helpful to have a classmate evaluate your work. So do the following after writing:

1. Go through your notice carefully and then answer the questions on the checklist below. Put down *yes* or *no*.
2. Exchange notices and checklists with a partner and check each other's work. Write *yes* or *no* answers on your partner's checklist.

Checklist

Questions	My Answers	Classmate's Answers
1. Does the notice include the key details readers want to know?	_____	_____
2. Does the notice describe the event clearly?	_____	_____
3. Is there any information irrelevant to the event?	_____	_____
4. Are there any mistakes in spelling?	_____	_____
5. Are there any mistakes in grammar?	_____	_____

Rewrite your notice with the help of the above answers. Then turn in your work to your teacher.

外教社

Unit 2

Values

Text A A Life Full of Riches

**Text B The Richest Man in America,
Down Home**

Overview

In our day and age it is not unusual to act as if owning all that is the very latest and most expensive is a sure way to happiness. Yet there are those who choose not to follow this trend, preferring instead different values. We meet two such people in this unit. In the first text we hear from a man who earns and owns little, but who does not care, as he finds fulfillment in creativity and helping others. In the second we get to know someone who, despite having become one of the richest men in the world, prefers to continue leading an ordinary life alongside his neighbors in a small town. Would you? What do you value most? We hope this unit will help you decide.

Part I Listening Task

LISTENING PRACTICE

You have heard about Abraham Lincoln, the 16th president of the United States, haven't you? Born in a log cabin (小木屋), he came from a poor family, but rose to become one of the most fondly remembered presidents in his country's history. There are many stories about him. Here you'll listen to one of them.

The following words may be new to you:

efficient	a. 效率高的	dismiss	vt. 忘掉; 不予考虑
accuracy	n. 精确	overcharge	n. 多收的钱
alter	vt. 改变		

After Listening

Complete the following statements according to what you have heard.

1. The young store-keeper added up the items once more, because he was not feeling quite sure as to _____.
2. It was found out that he overcharged his customer _____.
3. Having walked to the lady's home and paid over the overcharge, Abe returned and felt _____.
4. From the anecdote we can see young Abe valued _____ above all else.

Part II Reading Task

Text A

A question from a puzzled little boy set Karl Green thinking about how, despite his lack of expensive possessions, he is nonetheless rich in many other ways.

New Words and Expressions

(黑正体表示“一般要求”(四级)的词汇;黑正体后加★表示“较高要求”(六级)的词汇;黑正体后加▲表示“更高要求”的词汇;白斜体表示超纲词汇)

ringer /'rɪŋə/ *n.* one who rings hand bells or church bells 摇铃人; 敲钟人

confront /kən'frʌnt/ *vt.* (of a problem, difficulty, etc.) face (sb.) threateningly; (of a person) face and deal with (a problem, difficulty, etc.) 摆在...的面前; 正视, 应对

be confronted with 面临, 遭遇
doorway /'dɔ:weɪ/ *n.* an opening into a building or room 门道, 门洞

donation /dəu'neɪʃən/ *n.* money or goods given for a good cause 捐款, 捐赠物

donate /dəu'neɪt/ *vt.* 捐赠

kettle /'ketl/ *n.* a metal container for boiling water or cooking things 水壶; 锅

stand /stænd/ *n.* a piece of furniture used for holding or supporting sth. 架, 台, 座

confusion /kən'fju:ʒən/ *n.* a state of uncertainty about what sth. means, etc. 困惑

curiosity /,kjʊəri'bsɪtɪ/ *n.* a strong desire to know about sth. 好奇心

stammer ▲ /'stæmə(r)/ *v.* speak with a tendency to repeat rapidly the same sound or syllable 结结巴巴地说

no-no /'nəʊnəʊ/ *n.* a way of behaving that is not acceptable 禁忌的事

A Life Full of Riches¹

Karl R. Green

¹ It was early December 2003, my first season as a Salvation Army² bell ringer, when I was confronted with the question. I was standing just outside the doorway of a Walmart, offering a “thank you” and a smile to each person who dropped a donation into my red kettle. A neatly dressed woman and her young son walked up to the kettle stand. While she searched her purse for some cash, the boy looked up at me. I can still see the confusion and curiosity in his eyes as he asked, “Are you poor?”

² “Well,” I stammered, trying to think, “I have more than some people, but not as much as others.” His mother scolded him for the social no-no, and they hurried off to do their shopping. His question, however, did not leave me.

3 I've never thought of myself as "poor," but I can't deny certain facts. Every time I fill out my 1040 form³, I fall into one of the lowest income brackets. In the past 35 years, I've taken just one vacation trip. My TV is a black-and-white set that someone gave me eight years ago.

4 Yet I feel nothing more than a passing whim to attain the material things so many other people have. My 1999 car shows the wear and tear of 105,000 miles. But it is still dependable. My apartment is modest, but quiet and relaxing. My clothes are well suited to my work, which is primarily outdoors. My minimal computer needs can be met at the library.

5 In spite of what I don't have, I don't feel poor. Why? I've enjoyed exceptionally good health for 53 years. It's not just that I've been illness-free, it's that I feel vigorous and spirited. Exercising is actually fun for me. I look forward to long, energizing walks. And I love the "can do" attitude that follows.

6 I also cherish the gift of creativity. When I write a beautiful line of poetry, or fabricate a joke that tickles someone, I feel rich inside. I'm continually surprised at the insights that come through my writing process. And talking with so many interesting writer friends is one of my main sources of enjoyment.

deny /di'naɪ/ *vt.* say that (sth.) is not true; refuse to admit or accept 否定; 否认

fill out add information such as your name and address in (a form or document) 填写

fall into belong to (a particular group of things that have similar qualities) 属于

bracket * /'brækt/ *n.* one of the groups that people or things are divided into, according to a feature, such as income 等级, 档次

nothing more than only, just 仅仅, 不多于, 不强于

whim /hwɪm/ *n.* a sudden feeling that you must have or do sth. 冲动, 突然的念头

attain /ə'teɪn/ *vt.* succeed in achieving, esp. after a lot of effort 获得, 达到

wear and tear the damage to sth. resulting from normal use 磨损, 损耗

dependable /di'pendəbl/ *a.* that can be relied on to do what you want 可靠的

primarily /'praɪməri/ *ad.* mainly 主要地

minimal * /'mɪnɪmə/ *a.* very small in size or amount; as small as possible 极小的; 最低限度的

exceptionally /ɪk'sepʃənəli/ *ad.* 罕见地; 非凡地

exceptional * /ɪk'sepʃənəl/ *a.* very unusual; unusually good 罕见的; 非凡的

energize /'enədʒaɪz/ *vt.* make (sb.) feel full of energy or enthusiasm 使精力充沛

cherish * /tʃerɪʃ/ *vt.* love (sth./sb.) very much and protect them 关爱, 珍惜

poetry /'pəʊtri/ *n.* poems in general (总称) 诗, 诗歌

fabricate * /'fæbrɪkeɪt/ *vt.* make up (a story, a piece of information, etc.) in order to deceive people 虚构, 捏造

tickle * /'tɪkl/ *vt.* amuse and interest; move one's fingers on a sensitive part of another's body in a way that makes them laugh 逗乐; 搔痒逗笑

vital /'vaɪtl/ *a.* very important, necessary, or essential 极其重要的

well(-)off /,wel'ɒf/ *a.* rich, or having enough money to live well 富裕的, 有钱的

emotional /ɪ'məʊʃənəl/ *a.* connected with people's feelings 感情上的

pursuit* /pə'sju:t/ *n.* the act of looking for or trying to find 追求, 寻求

out of place feeling uncomfortable or not suitable in a particular situation 不自在, 格格不入

dated /'deɪtɪd/ *a.* no longer modern or fashionable 陈旧的, 过时的

shortly after soon after ...之后不久

go south (*AmE*) (*informal*) be on a path to failure; be failing, 走下坡路, 失败

seemingly /'si:mɪŋli/ *ad.* in a way that appears to be true but may in fact not be 表面上, 看上去

abrupt /ə'brʌpt/ *a.* sudden and unexpected, often in an unpleasant way 突然的, 意外的

jolt▲ /dʒɔʊlt/ *v.* give (sb.) a sudden shock or surprise; move suddenly and roughly 使震惊; (使)颠簸, (使)震动

memorable /'memərəbl/ *a.* worth remembering or easy to remember 值得纪念的, 难忘的

in contrast to 与...形成对比(对照)

consequence /'kɒnsɪkwəns/ *n.* a result of sth. that has happened 结果, 后果

item /'aɪtəm/ *n.* an individual thing, usu. one of several things in a group or on a list 一条, 一项, 一件

commercial /kə'mɜ:ʃəl/ *n.* an advertisement on TV or radio 商业广告
a. relating to business 商业的

high-end *a.* expensive and of high quality 高档的, 高端的

focus /'fəʊkəs/ *v.* concentrate (one's attention, etc.) on (sth.); concentrate (on sth.) 将(注意力等)集中于; 集中注意力于(某事物)
n. 重点; 焦点

7 But there is one vital area of my life where I am not so well off. In a society that spends so much emotional energy on the pursuit of possessions, I feel out of place.

8 When I was younger, there was an exceptionally interesting person I dated. What was most important to her, she told me, was “what’s on the inside.” I thought I had found someone special to share my life with. Then I took her to see my apartment. At the time, I lived in a basement efficiency⁴ with a few pieces of dated furniture. The only new, comfortable chair was the one at my desk. Shortly after her visit, our relationship went straight south.

9 The seemingly abrupt change in her priorities was jolting. It remains a most memorable turning point in my personal journey.

10 In contrast to relationships, stuff just doesn’t mean that much to me. I think most people feel the same way — except when there are social consequences to not having particular items. There is a commercial on the radio that begins, “Everybody wants a high-end TV ...” The pressure to purchase is real. It may be true that everybody wants a high-end TV. After all, nobody wants to be a nobody.

11 But I’m happy to live without one. In fact, not being focused on material goods feels quite natural to me. There are many people throughout the world who would consider

my lifestyle to be affluent.

12 Near the end of the year, when I put on the Salvation Army's red apron, something changes inside me. Instead of feeling out of place economically, I begin to feel a genuine sense of belonging. As I ring my bell, people stop to share their personal stories of how much it meant to be helped when they were going through a rough time. People helping people is something I feel deeply connected to. While I'm ringing the bell, complete strangers have brought me hot chocolate, leaving me with a lingering smile. Countless individuals have helped to keep me warm with the sentiments of the season: "Thank you for ringing on such a cold day." "Can I get you a cup of coffee?" "Bless you for your good work." December is the time of year I feel wealthiest.

13 Over the past four years, I've grown to understand more about myself because of a single question from a curious child. As I've examined what it means to be poor, it has become clear to me what I am most thankful for: both my tangible and my intangible good fortune.

affluent ▲ /'æfluənt/ *a.* rich enough to buy things for pleasure 富裕的
apron ▲ /'eɪprən/ *n.* sth. worn to protect the front of one's clothes while cooking 围裙

economically /,i:kə'nɒmɪkəlɪ/ *ad.* relating to the economy; in a way that uses money, time, etc. without wasting any 经济上; 节省地, 节约地

economical /,i:kə'nɒmɪkəl/ *a.* 节省的, 节约的 (试比较: **economic** *a.* 经济方面的, 经济学的)

genuine /'dʒenjʊm/ *a.* real, true 真正的

go through experience (sth. difficult or unpleasant) 经历, 度过

linger ★ /'lɪŋgə(r)/ *vi.* last or continue for a long time; take a long time to leave or disappear 长时间持续; 磨蹭, 拖延

countless /'kaʊntlɪs/ *a.* very many 不计其数的

individual /,ɪndɪ'vɪdʒʊəl/ *n.* person considered separately from their society 个人, 个体
a. 个人的, 私人的

sentiment ★ /'sentɪmənt/ *n.* a short sentence or phrase expressing a wish or feeling; a feeling or an opinion, esp. one based on emotions 祝愿, 祝辞; 情绪, 态度

bless ★ /bles/ *vt.* ask God to protect (sb. or sth.) 祈求上帝保佑

thankful /'θæŋkf(ʊ)l/ *a.* pleased about sth. good that has happened or sth. bad that has not happened 感激的; 庆幸的

tangible ▲ /'tændʒəbl/ *a.* that can be clearly seen to exist; that you can touch and feel 有形的, 可触摸的

793 words

Proper Names

Karl R. Green /'kɑ:l 'ɑ: 'gri:n/	卡尔·R·格林
Salvation /sæl'veɪʃən/ Army	救世军
Wal-Mart /'wɒl'mɑ:t/	沃尔玛(美国连锁超市)

Notes

1. This text is taken from the December 24, 2007 issue of *Newsweek*.
2. **Salvation Army**: A Christian charity and social services organization, organized like a military service. Among its stated objectives are the advancement of education, the relief of poverty, and other charitable objects.
3. **1040 Form**: U.S. individual income tax return (申报表). It is used by taxpayers to report annual financial information to the Internal Revenue Service (美国国内税务署, 简称 IRS) for calculating taxes owed to the government.
4. **basement efficiency**: a small furnished basement apartment, usually with a kitchenette and bathroom



Comprehension



CONTENT QUESTIONS

Pair Work

One of you asks the first six questions and the other answers. Starting from question 7, change roles. When you have finished, the teacher may want to put some of the questions to you for a check.

1. What is the Salvation Army? What does a Salvation Army bell ringer do?
2. What did the boy ask the writer? What do you think made him raise such a question?
3. How did the writer answer? What does the writer's answer to the boy's question mean?
4. Why did the boy's mother scold him?
5. Is the writer poor or not in terms of material possessions? Give facts to support your conclusion.
6. Does the writer feel poor? Why or why not?

Now switch roles.

7. In what situation does the writer feel out of place?
8. What did the girl tell him before her visit to his basement apartment? And what happened after?
9. How ought one to understand such "a seemingly abrupt change in her priorities"?
10. Can we infer from the essay what role commercials can play in society?
11. Why does the writer say "December is the time of year I feel wealthiest"?
12. How has the boy's question affected the writer?



TEXT ORGANIZATION

Working on Your Own

Do the exercises and then compare your answers with a partner.

1. As you learned in Book 1, essays can be divided into several types, including expository essays and narrative essays. Can you tell which type the text you are studying now is? Please tick your choice, give reasons, and then write down the central idea of the essay.

- 1) a. expository _____
 b. narrative _____
- 2) The choice was made because _____

- 3) The central idea of the essay is _____

2. The text can be roughly divided into three parts. Write down the main idea of each.

Parts	Paragraphs	Main Ideas
Part One	Paras. 1–2	_____ _____
Part Two	Paras. 3–12	_____ _____ _____ _____
Part Three	Para. 13	_____ _____ _____



Language Sense Enhancement

1. Read aloud paragraphs 4 to 6 until you have learned them by heart. Then try to complete the passage from memory.

Yet I feel nothing more than a passing whim to _____ (1) the material things so many other people have. My 1999 car shows the _____ (2) of 105,000 miles. But it is still _____ (3). My apartment is _____ (4), but quiet and relaxing. My clothes are well suited to my work, which is _____ (5) outdoors. My _____ (6) computer needs can be met at the library.

In spite of what I don't have, I don't feel poor. Why? I've enjoyed _____ (7) good health for 53 years. It's not just that I've been _____ (8), it's that I feel vigorous and _____ (9). Exercising is actually fun for me. I look forward to long, _____ (10) walks. And I love the "can do" attitude that follows.

2. Read aloud the poem written by the eminent American poet Emily Dickinson (1830 – 1886).

J'm nobody! Who are you?

Emily Dickinson

I'm nobody! Who are you?
Are you nobody, too?
Then there's a pair of us — don't tell!
They'd advertise — you know!
How dreary¹ to be somebody!
How public like a frog
To tell one's name the livelong day
To an admiring bog²!

我是无名之辈，你是谁？

埃米莉·狄金森

我是无名之辈，你是谁？
你，也是，无名之辈？
这就有了我们一对！可是别声张！
你知道，他们会大肆张扬！

做个显要人物，好不无聊！
像个青蛙，向仰慕的泥沼——
成天价地，把个人的姓名
聒噪——何等招摇！

(江枫译，编者稍作改动)

1 dreary *a.* 枯燥无味的
2 bog *n.* 泥塘，沼泽

3. Read the quotations.
Learn them by heart
if you can.

That man is richest whose pleasures are cheapest.

— Henry David Thoreau

能贫贱而乐的人是最富有的人。 — 亨利·大卫·梭罗

Happiness is not in the mere possession of money; it lies in the joy of achievement, in the thrill of creative effort.

— Franklin D. Roosevelt

幸福不在于仅仅拥有金钱，而在于取得成就时的喜悦和创造性劳动带来的兴奋、激动。

— 富兰克林·D·罗斯福

Happiness is the spiritual experience of living every minute with love, grace and gratitude.

— Denis Waitley

幸福就是时时刻刻都以仁爱、善良和感恩生活的精神体验。

— 丹尼斯·韦特利

The value of a man resides in what he gives and not in what he is capable of receiving.

— Albert Einstein

一个人的价值在于他付出多少，而不是他能得到多少。

— 艾伯特·爱因斯坦

4. Read the humorous
story for fun. You might
need to look up new
words in a dictionary.

A young businessman had just started his own firm. He rented a lavish office and had it furnished with antiques. Sitting there, he saw a man come in to the outer office. Wishing to appear a big shot, the businessman picked up the phone and pretended he had a big deal working. He threw huge figures around and made giant commitments. Finally he hung up and asked the visitor,

“Can I help you?”

The man said, “Yeah, I’m here to activate your phone lines.”





Language Focus

The following are the key words and phrases selected from Text A. They are frequently used in daily communication. You need to study them carefully. We have a number of exercises to help you learn how to use them.

Words and Phrases to Drill

abrupt	affluent	attain	bless	bracket
cherish	commercial	confront	confusion	consequence
curiosity	dated	deny	donation	emotional
fabricate	focus	genuine	individual	item
linger	minimal	primarily	pursuit	seemingly
sentiment	stammer	tangible	tickle	vital
well(-)off				
	be confronted with	fall into		fill out
	go through	in contrast to		nothing more than
	out of place	shortly after / before		wear and tear



VOCABULARY

I.

1. Fill in the gaps with words or phrases given in the box. Change the form where necessary.

bless	consequence	curiosity	sentiment
dated	emotional	genuine	primarily
seemingly	abrupt	nothing more than	wear and tear
confusion	deny	tickle	in contrast to

- Prof. Williams says that my composition is good except for the ending which seems too _____.
- Suffering from insomnia (失眠) for several days, Ann went to see her doctor and was told that the problem was more _____ than physical.
- The organizer of the charity concert said, "I ask all of you to join me in praying that God will _____ those who have given so gen-

erously for the poor and needy.”

- 4) The insurance policy does not cover damage to the goods caused by normal _____.
- 5) The old economic beliefs are widely regarded as too _____ to be useful in solving the problems now emerging in our economy.
- 6) You are free to say what you think, but as a responsible individual you should also be prepared to face the _____ of what you say.
- 7) Prices are going down. However this _____ welcome change may bring about other problems in the economy.
- 8) John’s view on the train crash stands _____ those of almost all of his colleagues.
- 9) _____ is the most powerful driving force in one’s pursuit of knowledge.
- 10) After teaching grade school for a year or so, she felt a _____ love for the pupils.
- 11) Donations from alumni (校友) are an important source of the university’s income. But research funds come _____ from the government.
- 12) Should judges consider popular _____ before deciding cases?

2. Rewrite each sentence with the word or phrase in brackets, keeping the same meaning. The first part has been written for you.

- 1) When you have to face more than one problem, try to solve the easiest one first. (confront)
When you are _____
- 2) All forms of life need water for existence. (vital)
Water is _____
- 3) Some students still don’t know what to do after class to follow up on the subject. (confusion)
There is still _____
- 4) As a person of simple living habits, he will be happy if he has a job and an apartment. (nothing more than)
As a person of simple living habits, he needs _____
- 5) He thought it amusing that she’d come to ask his advice. (tickle)
It _____

3. Complete the sentences, using the words or phrases in brackets. Make additions or changes where necessary.

Model:

While I'm ringing the bell, complete strangers have brought me hot chocolate, leaving me with _____ smile. Countless _____ have helped to keep me warm with _____ of the season. (sentiment, linger, individual)

While I'm ringing the bell, complete strangers have brought me hot chocolate, leaving me with *a lingering* smile. Countless *individuals* have helped to keep me warm with *the sentiments* of the season.

- 1) The candidate has made his early poverty _____ theme of his campaign speeches. This, of course, is a clever thing to do, especially in districts where voters are mostly blue-collar. But _____ stories to win votes is certainly going too far and may arouse negative _____ among voters.
(linger, sentiments, fabricate)
- 2) When you _____ the tax return, you should take care over _____ on the form and not leave out any _____ information. Otherwise, you may face serious _____.
(consequence, item, fill out, vital)
- 3) It cannot _____ that we have made _____ improvements in our work. We should _____ the current favorable conditions and work harder to _____ our set goals.
(tangible, deny, attain, cherish)

II. Words with Multiple Meanings

The verb take

Study the different meanings of the word *take* in the following:

1. **reach out and get (sth.), esp. with one's hand**, as in
Take as many apples as you like.
2. **carry (sth. / sb.) or accompany (sb.) from one place to another**, as in
... any discarded odds and ends around our place — a broken screen, a bit of hardware, boards from packing — Tony would gather and take home. (Text A, Unit 4, Book I)
Do you take work with you to bed, on weekends and/or on vacation? (Text B, Unit 5, Book I)
Then I took her to see my apartment. (Text A, Unit 2, Book II)
"I am so glad you could meet me; may I take you to dinner?" (Text A, Unit 6, Book I)

3. **do or have (sth.),** as in
*She hesitated for a moment, **took** a deep breath, and added, "I still love him. You know?"* (Unit 6, Text B, Book I)
*He handed it over to me. "**Take** a look."* (Text A, Unit 2, Book I)
4. **need (sth.),** as in
*All of this **takes** time — and patience.* (Text B, Unit 3, Book I)
*We know that all marriages **take** work,* (Text B, Unit 5, Book I)
5. **accept (sth.) that sb. offers you,** as in
*I am not yet ready to **take** the job.*
6. **gain possession of (sth.); capture or win (sb. / sth.),** as in
*Gladiator **took** the Oscar for best film.*
7. **use (a particular type of transport),** as in
*The three of us **took** the elevator down to the third floor.* (Text B, Unit 6, Book I)
8. **think about (sth. / sb.) in a particular way,** as in
*What do you **take** me for?*
***Taken** literally this means the government is trying to completely stop funding research.* (Text A, Unit 3, Book I)

Now rewrite the sentences with the word **take** in its proper form.

1. It is a long trip and we will need five hours to reach there by bus.

2. She arrived early and sat down in the front row.

3. Don't think I am a fool.

4. One needs a lot of imagination to fabricate such a story.

5. My uncle will let me go to the Arctic with him this summer.

6. He reached out and got the dinner plate I passed to him.

7. Kevin won second prize in the weight-lifting competition.

8. If you do not accept my advice, you will regret it.

III. Usage

Verbs that can be followed by either an -ing form or an infinitive but different in meaning

Verbs like *stop*, *remember*, *forget*, *regret*, etc. can be followed by either an -ing form or an infinitive; however there is a difference of meaning in these cases. e.g.

As I ring my bell, people stop to share their personal stories of how much it meant to be helped when they were going through a rough time. (stop in order to share) (Text A, Unit 2, Book II)

Even Mr. Fleagle stopped two or three times to hold back a small prim smile. (stopped in order to hold back ...) (Text A, Unit 1, Book I)

Americans have long since stopped demanding good education for their children. (not demand any more) (Text A, Unit 8, Book I)

I still remember meeting her in Shanghai for the first time. (refer back to things that one did in the past)

You must remember to go to the railway station to meet him tonight. (refer to things that one still has to do)

I started toward her, entirely forgetting to notice that she was not wearing a rose. (refer to things that one should have done but not yet)

I'll never forget hearing this piece of music for the first time. (refer back to things that one did in the past)

I regret to inform you that your application has not been successful. (refer to things that one is going to do)

None of the women I spoke to regretted making this change. (refer back to things that one did in the past)

Now complete each of the sentences, using the proper form of the verb in brackets.

1. Stop _____ around here. You are getting in the way of others. (hang)
2. He stopped in the middle of a sentence _____ me a smile when he saw me come in. (give)
3. What would he take me for if I forgot _____ on time the money I borrowed from him? (return)
4. Do you remember _____ by your teacher for the first time? (praise)
5. My letter arrived shortly after he passed away. I regret _____ earlier. (not, write)
6. Prof. McDonald said, "I regret _____ that this piece of writing is not well-focused." (say)

7. Do remember _____ the windows. I'm afraid the smell of fish still lingers in the kitchen. (open)
8. How come you could have forgotten _____ by them so generously? (help)



COMPREHENSIVE EXERCISES

I. Cloze

1. Text-related

*Complete the passage with words chosen from the **Words and Phrases to Drill** box. Change the form where necessary.*

If you visited Karl Green, you might not at first sight think he was _____ (1). Most of what he owns is rather _____ (2) and he will readily admit to _____ (3) the bottom income _____ (4). Yet he would _____ (5) that he is poor, for he feels that his life is full of less _____ (6) riches. Rather than devoting himself to the _____ (7) of money before all else, he _____ (8) the pleasures of friendship. His lack of interest in possessions does, however, sometimes make him feel _____ (9) in today's materialistic society and he still clearly feels hurt when he remembers the _____ (10) departure of a girlfriend who did not share his views. Yet there are many who admire him, particularly for his _____ (11) on helping the poor through collecting _____ (12) each Christmas.

2. Theme-related

Read the passage carefully until you have got its main idea, and then select one appropriate word for each gap from the box following the passage.

How does spending connect to happiness?

One explanation lies in “conspicuous consumption (炫耀式消费)”. The idea is that the rich don't accumulate wealth simply in order to _____ (1) it. Rather they accumulate wealth in order to display it, and their happiness is _____ (2) by their neighbors' envy. As a result, the country finds itself in the grips of a “luxury fever” — families with _____ (3) incomes of \$50,000 try to emulate (仿效) the consumption of those with \$70,000, who in turn try to emulate those with \$140,000, and so on.

It's just _____ (4) common sense. It's _____ (5) impossible for a piece of paper like money to make you happy. Instead, what makes people happy is the feeling of _____ (6) or power money brings.

A recent survey _____ (7) that those from the Forbes list of the 400 richest Americans and the Maasai of East Africa are almost _____ (8) satisfied. The Maasai are a _____ (9) herding people who have no electricity or running water and live in huts made of mud.

It _____ (10) that economic development and personal income cannot account for the happiness that they are so often linked to.

consume	security	innocent	equally	destination
traditional	physically	indicates	significance	plain
mostly	follows	annual	estimated	fueled

III. Translation

1. Translate the sentences into English, using the words or phrases in brackets.

1) 该公司否认其捐款有商业目的。(deny, commercial)

2) 每当他生气的时候,他说话就有一点结巴。(stammer)

3) 教育是我们家庭最看重的传统,这就是为什么我父母从不带我到昂贵的饭店吃饭,却送我到最好的私立学校上学。(cherish)

4) 手术康复后不久,他失业了,因此经历了人生的又一个困难阶段。(shortly after, go through)

5) 与我们的富裕邻居相比,我们的父母就相当穷了,但是他们总是努力满足我们最起码的需求。(affluent, minimal)

Part III Home Reading Task



Text B

Does being rich mean you live a completely different life from ordinary people? Not, it seems, if your name is Sam Walton.

The Richest Man in America, Down Home¹

Art Harris

¹ He put on a dinner jacket to serve as a waiter at the birthday party of The Richest Man in America. He imagined what surely awaited: a mansion, a “Rolls-Royce² for every day of the week,” dogs with diamond collars, servants everywhere.

² Then he was off to the house, wheeling past the sleepy town square in Bentonville, a remote Arkansas town of 9,920, where Sam Walton started with a little dime store that grew into a \$6 billion discount chain called Wal-Mart. He drove down a country road, turned at a mailbox marked “Sam and Helen Walton,” and jumped out at a house in the woods.

³ It was nice, but no palace. The furniture appeared a little worn. An old pickup truck sat in the garage and a muddy bird dog ran about the yard. He never spotted any servants.

⁴ “It was a real disappointment,” sighs waiter Jamie Beaulieu.

⁵ (1)Only in America can a billionaire carry on like plain folks and get away with

it. And the 67-year-old discount king Sam Moore Walton³ still travels these windy back roads in his 1979 Ford pickup, red and white, bird dogs by his side, and, come shooting season⁴, waits in line like everyone else to buy shells at the local Wal-Mart.

⁶ “He doesn’t want any special treatment,” says night manager Johnny Baker, who struggles to call the boss by

New Words and Expressions

mansion /ˈmænfən/ *n.* a large, imposing house 豪宅, 大厦

dime ▲ /dam/ *n.* (美国、加拿大的) 10分硬币

discount /disˈkaunt/ *n.* a reduction in price 折扣

billionaire * /ˌbɪljəˈneɪ/ *n.* 亿万富翁; 大富翁

folk /fɔːk/ *n.* (*usu. pl.*) people in general 人们

get away with do (sth. inappropriate or wrong) without experiencing any problems or being punished 做(不恰当的事或错事)却没有遇到麻烦或受到惩罚

local /ˈləʊkəl/ *a.* in the area you live in, or related to the particular area you are talking about 本地的, 当地的

his first name as a recent corporate memo commands. Few here think of his billions; they call him “Mr. Sam” and accept his folksy ways. “He’s the same man who opened his dime store on the square and worked 18 hours a day for his dream,” says Mayor Richard Hoback.

7 (2) By all accounts, he’s friendly, cheerful, a fine neighbor who does his best to blend in, never flashy, never throwing his weight around.

8 No matter how big a time he had on Saturday night⁵, you can find him in church on Sunday. Surely in a reserved seat, right? “We don’t have reserved seats,” says Gordon Garlington III, pastor of the local church.

9 So where does The Richest Man in America sit? Wherever he finds a seat. “Look, he’s just not that way. He doesn’t have a set place. At a church supper the other night, he and his wife were in back washing dishes.”

10 For 19 years, he’s used the same barber. John Mayhall finds him waiting when he opens up at 7 a.m. He chats about the national news, or reads in his chair, perhaps the Benton County Daily Democrat, another Walton property that keeps him off the front page. It buried the Forbes list at the bottom of page 2.

11 “He’s just not a front-page person,” a newspaper employee explains.

12 (3) But one recent morning, The Richest Man in America did something that would have made headlines anywhere in the world: He forgot his money. “I said, ‘Forget it, take care of it next time,’” says barber Mayhall. “But he said, ‘No, I’ll get

it,’ and he went home for his wallet.”

13 Wasn’t that, well, a little strange? “No sir,” says Mayhall, “the only thing strange about Sam Walton is that he isn’t strange.”

14 (4) But just how long Walton can hold firm to his folksy habits with celebrity hunters keeping following him wherever he goes is anyone’s guess. Ever since Forbes magazine pronounced him America’s richest man, with \$2.8 billion in Wal-Mart stock, he’s been a rich man on the run, steering clear of reporters, dreamers, and schemers.

15 “He may be the richest by Forbes rankings,” says corporate affairs director Jim Von Grep, “but he doesn’t know whether he is or not — and he doesn’t care. He doesn’t spend much. He owns stock,

corporate /kɔːpəɪt/ *a.* relating to large companies

(大)公司的

memo [▲] /ˈmeməʊ/ *n.* a note of sth. to be remembered 备忘录

mayor /meə(r)/ *n.* 市长

by all accounts according to what people say 根据各方面的说法

blend /blend/ *v.* mix together 混合

blend in mix harmoniously (with) (与…)打成一片

throw one’s weight around (*informal*) 盛气凌人

barber /ˈbɑːbə(r)/ *n.* 理发师

employee /ˌemplɔɪˈiː/ *n.* 雇员, 受雇者

hold to continue having (particular beliefs or standards, etc.) 坚持

celebrity ^{*} /sɪˈlebrɪti/ *n.* famous person 名人

on the run trying hard to hide or escape from sb. 在逃避, 在逃亡

steer clear of keep away from 避开, 避免

rank /ræŋk/ *v.* put (sb./sth.) into a position according to their size, importance, etc. 排列, 排名

but he's always left it in the company so it could grow. But the real story in his mind is the success achieved by the 100,000 people who make up the Wal-Mart team.”

16 He's usually back home for Friday sales meetings, or the executive pep rally Saturday morning at 7 a.m., when Walton, as he does at new store openings, is liable to jump up on a chair and lead everyone in the Wal-Mart cheer: “Give me a W! Give me an A! Give me an L! Louder!”

17 And louder they yell. No one admits to feeling the least bit silly. It's all part of the Wal-Mart way of life as laid down by Sam: loyalty, hard work, long hours; get ideas into the system from the bottom up, Japanese-style; treat your people right; cut prices and margins to the bone⁶ and sleep well at night. Employees with one year on board⁷ qualify for stock options, and are urged to buy all they can.

18 After the pep rally, there's bird hunting, or tennis on his backyard court. But his stores are always on his mind. (5) One tennis guest managed to put him off his game by asking why a can of balls cost more in one Wal-Mart than another. It turned out to be untrue, but the move worked. Walton lost four straight games.

19 Walton set up a college scholarship fund for employees' children, a disaster relief fund to rebuild employee homes damaged by fires, floods, tornadoes, and the like. He believed in cultivating ideas and rewarding success.

20 “He'd say, “That fellow worked hard, let's give him a little extra,” recalls retired president Ferold F. Arend, who was stunned

at such generosity after the stingy employer he left to join Wal-Mart. “I had to change my way of thinking when I came aboard.”

21 “The reason for our success,” says Walton, in a company handout, “is our people and the way they're treated and the way they feel about their company. They believe things are different here, but they deserve the credit.”

22 Adds company lawyer Jim Hendren: “I've never seen anyone yet who worked for him or was around him for any length of time who wasn't better off. And I don't mean just financially, although a lot of people are. It's just something about him — coming into contact with Sam Walton just makes you a better person.

1010 words

make up form, constitute 组成, 构成

rally /'ræli/ *n.* a large, usu. political public meeting
大会, 集会

liable /'laɪəbl/ *a.* likely to do 可能, 会

lay down establish (sth.) as a rule or principle 规定

loyalty /'lɔɪəlti/ *n.* the quality of being true and faithful 忠诚

system /'sɪstəm/ *n.* 系统, 设备

on board involved in a project, or working for an organization 加入, 是...一员

court /kɔ:t/ *n.* 球场

cultivate /'kʌltɪveɪt/ *vt.* make a special effort to establish and develop (a relationship, attitude, etc.)
培养

reward /rɪ'wɔ:d/ *vt.* give sth. to (sb.) in return for (work or service) 奖赏(某事/某人)

stun /stʌn/ *vt.* shock and surprise 使震惊

generosity /dʒenə'rɒsəti/ *n.* kindness, esp. in giving things to people 慷慨, 大方

employer /ɪm'plɔɪə(r)/ *n.* 雇佣者, 雇主

come into contact (with) communicate with; touch
与...接触

Notes

1. The text is adapted from *The Reader's Journal* (1992). The article first appeared in *The Washington Post* (1985).
down home: characterized by the simple, informal qualities typical of rural people esp. of the southern U.S.
2. **Rolls-Royce:** any of the large, expensive, comfortable cars made by the British company Rolls-Royce
3. Sam Walton died at the age of 74 in Little Rock, Arkansas, on April 5, 1992.
4. **come shooting season:** when the hunting season comes. "come" (*informal*) here means "when (a particular time) comes", e.g. Come Friday, they will be in New York.
5. **No matter how big a time he had on Saturday night:** No matter how late he had been up enjoying himself on Saturday night
6. **cut prices and margins to the bone:** reduce prices and margins considerably or drastically; **margin:** 赢利
7. **Employees with one year on board:** Employees who have worked for the company for one year



COMPREHENSION CHECK

Choose the best answer for each of the following.

1. Sam Walton _____.
 - a. lives like a king
 - b. hunts
 - c. has servants everywhere
 - d. drives a Rolls-Royce
2. The Mayor thinks Walton _____.
 - a. works too hard
 - b. has not changed
 - c. accepts his folksy ways
 - d. deserves special treatment
3. The barber told his customer _____.
 - a. that he should take better care of his wallet next time
 - b. that he should put off having his hair cut
 - c. that this time was free
 - d. to pay later
4. We can deduce that Walton _____.
 - a. is the sole owner of Wal-Mart
 - b. owns a majority of Wal-Mart stock
 - c. holds a minority share in Wal-Mart
 - d. does not know what he owns

5. Walton lost the tennis match because _____.
 - a. he wished to be bird hunting
 - b. he was annoyed to find his guest had lied to him
 - c. he was tired after the pep rally
 - d. he was worrying about business
6. The general tone of the article is _____.
 - a. critical
 - b. ironic
 - c. humorous
 - d. complimentary

his folksy habits with celebrity hunters keeping following him wherever he goes is anyone's guess.

5. One tennis guest managed to put him off his game by asking why a can of balls cost more in one Wal-Mart than another. It turned out to be untrue, but the move worked. Walton lost four straight games.
- _____
- _____
- _____
- _____

 **TRANSLATION**

Translate into Chinese the underlined sentences in the essay.

1. Only in America can a billionaire carry on like plain folks and get away with it.
- _____
- _____

2. By all accounts, he's friendly, cheerful, a fine neighbor who does his best to blend in, never flashy, never throwing his weight around.
- _____
- _____
- _____

3. But one recent morning, The Richest Man in America did something that would have made headlines anywhere in the world: He forgot his money.
- _____
- _____
- _____

4. But just how long Walton can hold firm to

 **LANGUAGE PRACTICE**

The following are useful words and phrases selected from Text B. The exercises below will help you learn to use them properly.

Words and Phrases to Learn

blend	corporate	cultivate
discount	folk	generosity
liable	local	loyalty
rally	rank	reward
stun		
by all accounts		
come into contact (with sb.)		
get away with	hold to	
lay down	make up	on the run

(Each word or phrase in the box is used only once in the exercises below.)

1. Match the definitions in Column B with the words and phrases in Column A.

A	B
___ 1) get away with	a. establish (sth.) as a rule or principle
___ 2) reward	b. the quality of being true and faithful
___ 3) local	c. give sth. in return for doing sth. good
___ 4) rally	d. develop (a relationship, attitude, etc.)
___ 5) loyalty	e. a large public meeting
___ 6) lay down	f. manage to do (sth.) without being punished for it
___ 7) corporate	g. belonging or relating to a particular place
___ 8) cultivate	h. of or relating to a company

2. Fill in the gaps with words or phrases chosen from the box. Change the form where necessary.

1) The 9/11 terrorist attack _____ the whole world.

- 2) I still _____ the belief that God helps those who help themselves.
- 3) This is the restaurant for simple _____ like me. They offer everyday food at reasonable prices.
- 4) Real _____ is doing something nice for someone who will never find out.
- 5) These shirts are too expensive. I won't buy them unless they offer a _____.
- 6) The college is _____ to stop her need-based scholarship once her family's economic conditions have improved.
- 7) Thanks to the growth of its IT business, San Jose today _____ among the top ten cities in the US.
- 8) Ever since the new movie came out, the leading actor has been _____ to steer clear of celebrity hunters and fans.
- 9) Steel workers _____ a large part of the city's labor force.
- 10) Our newly painted house _____ perfectly with those of our neighbors.
- 11) Shanghai should be a city of your first choice _____.
- 12) He makes friends with everyone he _____.



Part IV Comprehensive Language Practice

SPEAKING PRACTICE

Group Discussion

In small groups, discuss the following:

1. If you should become a millionaire one day, would you still live a simple life? Give your reasons.
2. What do you think is the most important thing in life? Health, wealth, or whatever? Explain.
3. It was reported that Bill Gates, one of the world's richest men, announced not long ago that he would donate almost all his money to charity and leave only a tiny fraction of his fortune to his children. How does the news strike you? Discuss.

ESSAY WRITING

Bill Gates as a Great Philanthropist

Based on your discussion, write an essay about your reflections on the news concerning Bill Gates' decision to donate nearly all his wealth to charity. Your essay should cover the following points:

1. what the news was;
2. what the news set you pondering on;
3. what you think of Bill Gates and his decision

There is a model paper for your reference. (see Appendix I)

Before putting pen to paper, read the advice on writing skills in the following box, as this may be of some help to you.

Writing Strategy

Starting an essay with an anecdote or a piece of news, etc.

Well begun is half done, as the saying goes. Definitely it is worthwhile to give due thought to how you begin an essay.

There are various ways to start an essay. One possible approach is to share with your reader something engaging, such as an anecdote or a piece of news. A case in point is the initial part of the essay *A Life Full of Riches*. In the beginning the author relates an anecdote about how a curious child asks him a question and how the question sets him thinking. An introduction thus written leads naturally to the topic of the essay and creates interest on the part of the reader.

To do so, the anecdote or anything whatsoever ought to be meaningful and well related to what you are going to write about, serving to sharpen the appetite for what is to follow.

Follow-Up Work

You can improve your writing by checking your own work. You will also find it helpful to have a classmate evaluate your work. So do the following after writing:

1. Go through your essay carefully and then answer the questions on the checklist below. Put down *yes* or *no*.
2. Exchange essays and checklists with a partner and check each other's work. Write *yes* or *no* answers on your partner's checklist.

Checklist

Questions	My Answers	Classmate's Answers
1. Does the beginning of the essay lead naturally to what you are going to say?	_____	_____
2. Is the piece of news thought-provoking?	_____	_____
3. Is the ending relevant to the topic of the essay?	_____	_____
4. Are there any mistakes in spelling?	_____	_____
5. Are there any mistakes in grammar?	_____	_____

Rewrite your essay with the help of the above answers. Then turn in your work to your teacher.

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The Generation Gap

Text A Father Knows Better

Text B Text Generation Gap: U R 2 Old

Overview

Complaints by the older generation about the different habits of the young and the life they lead can be found at least as far back as two-and-a-half thousand years ago in ancient Greece. Something so old and so familiar has naturally become the target for humour, and our first text presents an amusing portrait of the misunderstandings that can arise between the generations. While recognizing that the generation gap is nothing new, it can nevertheless be argued that the increasing pace of change in recent years has widened it more than ever. Our second text takes up this theme, looking at the impact of new means of communication on relations between parents and children.

Part I Listening Task



LISTENING PRACTICE

Listen to a speech entitled "The Generation Gap".

The following words in the recording may be new to you:

Boomer *n.* (美国二战后)生育高峰期出生的人

the Great Depression (美国20世纪30年代的)大萧条时期

draft card 征兵通知书

straight-laced *a.* (道德、行为)极其严谨的, 古板的

hippie *n.* 嬉皮士

constitute *vt.* 构成; 形成

After Listening

Complete the following statements according to what you have heard.

1. According to the speaker, one of the greatest generation gaps in history was the one between _____ and their _____ and _____.
2. People refusing to go to war in 1942 were considered _____; whereas many Boomers protested the war in Vietnam because they _____ its morality.
3. The speaker's father, having grown up in _____ times, doesn't care much for _____ and _____.



Part II Reading Task

Text A

This comedy centers around a proud father's attempts to help his children, attempts which somehow or other always end up embarrassing them. For the sake of fun it carries things to extremes, but nearly everyone can recognize something of themselves and their parents in it.

New Words and Expressions

(黑正体表示“一般要求”(四级)的词汇;黑正体后加★表示“较高要求”(六级)的词汇;黑正体后加▲表示“更高要求”的词汇;白斜体表示超纲词汇)

location /lə(ʊ)'keɪʃən/ *n.* a place or position 场所;位置
fast-food /'fɑ:stfud/ *a.* 供应快餐的

guitar /gɪ'tɑ:(r)/ *n.* 吉他

Father Knows Better¹

Marsh Cassidy

CHARACTERS: FATHER; MOTHER; HEIDI, 14; DIANE, 17; SEAN, 16; RESTAURANT MANAGER, 20s; MRS. HIGGINS.

SETTING: Various locations including a fast-food restaurant, the Thompson family dining room, and an office at a high school. 5

AT RISE: As the lights come up, HEIDI enters and crosses Down Right to the edge of the stage. SEAN and DIANE enter and cross Down Left to the edge of the stage. They listen as HEIDI addresses the audience. 10

HEIDI: My dad's a nice man. Nobody could possibly believe that he isn't. Yet he's ... well, he's always doing these stupid things that end up really embarrassing one or more of us kids. One time, see, my brother wanted to buy this guitar. Been saving money for it for a long time. Then he got a job at this fast-food place, OK? Waiting tables.² It was Sean's first actual job, and he was real happy about it. He figured in two or three months he'd have enough money to buy exactly the kind of guitar he wanted. Mom and Dad were proud of him, and well, OK, he's my big brother, and he's always pulling 15 20

these dumb things on me³. But, well, I was proud of him too. You know what happened? I hate to tell you because:

SEAN, DIANE and HEIDI: (*In unison*) Father knows better!

²⁵ (*The lights come Up Left on the fast-food restaurant where SEAN works. It consists of a counter and a couple of small tables. The MANAGER stands behind the counter. SEAN is busily cleaning the tables when FATHER walks in.*)

MANAGER: Good evening, sir. May I help you?

³⁰ **FATHER:** Good evening.

SEAN: (*To himself*) Oh, no!

(*He squats behind one of the tables trying to hide from FATHER.*)

FATHER: I'm looking for the manager.

MANAGER: That would be me, sir.

³⁵ **FATHER:** I'm Sam Thompson. My son works here.

MANAGER: Oh, you're Sean's father.

FATHER: Yes. It's his first job, you know. I just wanted to check that he's doing OK.

MANAGER: Oh, fine. No problem.

⁴⁰ **SEAN:** (*Spreading his hands, palms up, speaking to himself*) What did I do to deserve this? Tell me what?⁴

FATHER: Hiring him was a good thing then?

MANAGER: Well, yeah, I suppose so.

SEAN: (*Still to himself*) Go home, Dad. Go home. Go home.

⁴⁵ **FATHER:** I'm sure he's a good worker but a typical teenager, if you know what I mean.

MANAGER: (*Losing interest*) I wouldn't know.⁵

FATHER: He's a good boy. And I assure you that if there are any subjects that need to be addressed, Sean and I will have a man-to-man talk.

MANAGER: I don't think that will be necessary...

FATHER: Oh, no problem. I'm proud of my son. Very, very proud. And I just wanted you to know that I'll do anything I can to help him through life's dangerous sea.

⁵⁵ **SEAN:** (*Standing up and screaming*) Aaaargh! Aaaargh! Aaaaaaargh!

FATHER: Son, I didn't know you were here.

SEAN: It's where I work, Dad.

dumb /dʌm/ *a.* foolish; unable to speak 愚蠢的; 哑的

unison /'juːnɪzn/ *n.* 一致; 齐唱; 齐奏

in unison acting in the same way at the same time 一致地; 一起

consist /kən'sɪst/ *vi.* 组成, 构成
consist of be made up of 由...组成

squat ▲ /skwɒt/ *vi.* 蹲

palm /pɑ:m/ *n.* 手掌

yeah /jeə/ *ad.* (*informal*) yes

typical /'tɪpɪkəl/ *a.* having the usual features or qualities of a particular group or thing 有代表性的; 典型的

assure /ə'sʊə(r)/ *vt.* promise, guarantee 向(某人)保证, 使确信

fade /feɪd/ *vi.* lose color or brightness; disappear slowly 褪色, 变黯淡; 逐渐消失

suspense ▲ /sə'spens/ *n.* 悬念
keep (sb.) in suspense delay telling (sb.) what they are eager to know 使产生悬念, 故意迟迟不告诉

bet /bet/ (bet or betted) *vt.* be sure 敢肯定, 确信

sweetheart /'swi:thɑ:t/ *n.* (used as an affectionate form of address) darling; boyfriend or girlfriend 亲爱的; 男(女)朋友

simultaneously /,sɪməl'teɪnɪəsli/ *ad.* at exactly the same time 同时地
simultaneous * /,sɪməl'teɪnjəs/ *a.*

FATHER: Of course. I mean, I didn't see you.

SEAN: I can't imagine why.⁶

FATHER: Your manager and I were just having a nice chat. 60

(DIANE enters Down Left just as HEIDI enters Down Right. They look at SEAN and FATHER.)

SEAN, DIANE, HEIDI: *(In unison)* Father, you know better than that.

(The lights quickly fade to black and then come up a second or two later. SEAN stands alone at the Down Right edge of the stage. HEIDI and DIANE cross to Down Left edge of the stage.) 65

SEAN: If that sort of thing happened only once in a while, it wouldn't be so bad. Overall, I wouldn't want to trade my dad for anyone else's. He loves us kids and Mom too. But I think that's sometimes the problem. He wants to do things for us, things he thinks are good. But he needs to give them more thought because: 70

SEAN, HEIDI and DIANE: *(In unison)* Father knows better!

(The lights fade to black and come up on the Center Stage area where FATHER and the three children are seated around the dining room table. MOTHER enters carrying a dish, which she sets on the table. FATHER quickly rises and pulls out her chair. She sits. The family starts eating dinner.) 75

FATHER: I have a surprise for you, Diane. 80

DIANE: *(Knows it can't be good)* You have ... a surprise?

MOTHER: Well, whatever it is, dear, don't keep us in suspense.

FATHER: Well, you know, Dan Lucas and I work together?

DIANE: Kyle's father?

MOTHER: Don't interrupt, dear, your father is trying to tell you something. 85

HEIDI: *(Stage whisper to SEAN)* Something Diane won't want to know, I'll bet.

SEAN: *(Whispering to HEIDI)* Whatever would make you think that? 90

MOTHER: Sean, dear. Heidi, sweetheart, don't distract your father.

SEAN and HEIDI: *(Simultaneously)* Sorry, Mom.

- FATHER:** Now then. As I was saying, I know how much you
 95 like young Kyle.
- DIANE:** Father!
- FATHER:** It's true, isn't it? Didn't I hear you tell your mother
 that you wish Kyle would ask you to the senior prom⁷?
- SEAN:** Uh-oh!
- 100 **HEIDI:** Oops!
- MOTHER:** Please, children, please. Your father is trying to
 speak.
- DIANE:** (*Through clenched teeth, the words are in a monotone and
 evenly spaced.*) Yes-I-said-that-why-are-you-asking?
- 105 **FATHER:** Well then.
- DIANE:** (*Becoming hysterical*) "Well then" what?!
- FATHER:** What did I say? Did I say something wrong?
- HEIDI:** (*To SEAN*) Not yet, he didn't.
- SEAN:** (*To HEIDI*) But you know it's coming.
- 110 **MOTHER:** Children, please. Do give your father the re-
 spect he deserves.
- HEIDI and SEAN:** (*Rolling their eyes*) Yes, Mother.
- FATHER:** Well, today I saw Dan and asked if he'd like to go
 to lunch at that French restaurant on Third Street. You
 115 know the one, Mother.
- MOTHER:** Well, yes, I believe I do.
- FATHER:** My treat, I told him. And, of course, he was glad
 to accept.
- MOTHER:** Why wouldn't he be?
- 120 **FATHER:** (*Somewhat surprised*) Well, yes.
- DIANE:** What-has-this-to-do-with me?!
- MOTHER:** Diane, sometimes I just don't understand your
 behavior. I try my best.
- DIANE:** (*Very short with her*) I'm sorry.
- 125 **MOTHER:** Thank you, Diane. (*To FATHER*) Please do go
 on, dear.
- FATHER:** As I said —
- HEIDI:** We know what you said, Daddy.
- FATHER:** Er ... uh, what's that?
- 130 **SEAN:** She said, "We know what you said, Daddy."

prom /prɒm/ *n.* (AmE) (高中或大学等的) 班级舞会

oops /ʊps/ *int.* (informal) 哎哟

clench ▲ /klentʃ/ *vt.* hold (one's teeth, hands, etc.) together tightly
 咬紧; 握紧

monotone /'mɒnətəʊn/ *n.* (语调、色彩等的) 单调

hysterical ★ /hɪ'sterɪkəl/ *a.* 歇斯底里的

er /ɜː,ə/ *int.* (用于表示迟疑、沉吟)
 哦, 呃

uh /ʌn,ən/ *int.* 嗯, 唔

glorious /'glɔ:riəs/ *a.* wonderful; splendid; having or deserving great fame and honor 极好的; 辉煌的; 光荣的

dessert /di'zɜ:t/ *n.* (餐后) 甜点

recipe * /'resɪpi/ *n.* 烹饪法; 秘诀

hand down give or leave to people who are younger or come later 把...传下去

at any rate whatever may happen, in any case 无论如何, 不管怎样

community /kə'mju:nɪti/ *n.* the people living in one place, district, or country, considered as a whole 社区; 社会

welfare /'welfeə(r)/ *n.* 福利; 幸福

mumble▲ /'mʌmbl/ *v.* speak or say sth. unclearly 咕哝; 含糊地说

narrow down reduce the number or possibilities or choices of 缩小...的范围

exhaust /ɪg'zɔ:st/ *vt.* tire out; use up completely 使筋疲力尽; 用完, 耗尽

repeatedly /rɪ'pi:tɪdli/ *ad.* again and again 反复地

come over (of a strong feeling) take hold of (sb.) suddenly (某种感觉) 突然影响(某人)

scheme /ski:m/ *n.* a clever plan, esp. to do sth. bad or illegal; a systematic plan for a course of action 阴谋, 诡计; 计划

FATHER: Yes, yes, of course.

MOTHER: Do get on with it, dear. I've made the most glorious dessert. An old recipe handed down to me by my great Aunt Hilda —

DIANE: Mother, please! 135

MOTHER: Yes, dear?

(DIANE shakes her head and lets her body fall against the back of the chair.)

FATHER: At any rate, Dan's a nice guy. Never knew him well. Found we have a lot of the same interests. Our families, our community, global peace, human welfare. 140

HEIDI: (Mumbling to herself) That narrows it down⁸, all right.

SEAN: Father?

FATHER: Yes, son?

SEAN: I do believe Diane would like to know the surprise. 145

DIANE: (Breathing hard as if exhausted, she turns to SEAN, nodding her head up and down repeatedly.) Thank you, Sean. I owe you one.⁹

FATHER: Well, yes. Here it is then. I told Dan of your interest in his son. 150

DIANE: You what?

MOTHER: Diane, what has come over you? I just don't understand the younger generation. Why back in my day —

DIANE: Mother, please!

MOTHER: What, what? What? 155

HEIDI: Mother, I believe she wants Father to continue.

SEAN: (To himself) Get this over with, more likely.

DIANE: Daddy, please, tell me. Now. Right away. What did you say, Daddy? Please. Tell me, what did you tell Mr. Lucas? Tell me, please. Please, tell me. 160

FATHER: Well, now, isn't this nice. It looks like my little scheme is a success. You're so eager to find out ... makes a man feel as if it's all worthwhile.

HEIDI: (To SEAN) Can you believe this?

SEAN: (To HEIDI) Oh, sure. Can't you? 165

FATHER: Yes, well, I told him how much you liked young Kyle, and how you'd been wishing he'd ask you to the

prom.

DIANE: You didn't! Tell me you didn't!

170 **FATHER:** Oh, yes. Anything for my children.

DIANE: (*Swallowing hard*) And ... and —

MOTHER: Diane, are you all right?

DIANE: (*She juts out her chin at MOTHER and quickly jerks her head around to face FATHER.*) Well ... what did he say?!

175 **FATHER:** Well, of course, being the sort of man he is — frank, understanding, he said he'd speak to the young man, insist he give you a call.

DIANE: (*Angry scream!*) Whaaaaaat!

180 **SEAN and HEIDI:** (*Together*) Father, you know better than that.

FATHER: I do? Yes, yes, I guess I do. I've ... done it again¹⁰, haven't I?

(*The lights quickly fade to black and then come up a second or two later. DIANE stands alone at the Down Right edge of the stage. HEIDI and SEAN enter Down Left and cross to the edge of the stage.*)

185 **DIANE:** Can you imagine how humiliated I was? An honor student, class president. And Father was out asking people to have their sons call and ask me to the prom! But that's dear old dad. Actually, he is a dear. He just doesn't stop to think. And it's not just one of us who've felt the heavy hand of interference. Oh, no, all three of us live in constant dread knowing that at any time disaster can strike because:

190 **DIANE, HEIDI and SEAN:** (*Shouting in unison*) Father knows better.

195 (*The lights fade to black and quickly come up again Stage Left where there is an executive-type desk and chair and two other chairs. Behind the desk sits MRS. HIGGINS, in charge of admitting new students to Benjamin Harrison High School. HEIDI and FATHER sit in the other chairs.*)

MRS. HIGGINS: So this is our new student, is it?

200 **FATHER:** That's right.

MRS. HIGGINS: What's your name, young lady?

HEIDI: Heidi Thompson.

MRS. HIGGINS: I'm sure you'll find the students friendly.

jut /dʒʌt/ v. (使)突出, 伸出

jut out (使)突出, 伸出

jerk * /dʒɜ:k/ vt. pull suddenly and quickly 猛地一扭(或一拉等)

frank /fræŋk/ a. showing one's thoughts and feelings openly 坦白的, 直率的

know better than (that / to do sth.)

be wise or well-trained enough not to do (sth.) 明事理而不至于(做某事)

humiliate ▲ /hju:'miliət/ vt. make (sb.) feel ashamed or seem silly, esp. in public 羞辱, 使丢脸

interference /,ɪntə'fɪərəns/ n. 干涉; 干扰

constant /'kɒnstənt/ a. without stopping; unchanging 持续的; 不变的

dread * /dred/ n. great fear 畏惧, 恐怖

patience /'peɪʃəns/ *n.* 耐心, 忍耐

proof /pru:f/ *n.* 证据, 证明

vaccination /væksɪ'neɪʃən/ *n.* 疫苗接种

vaccinate * /'væksɪneɪt/ *vt.* protect (sb.) (against a disease) by giving them a vaccine 为(某人)接种疫苗

talented /'tæləntɪd/ *a.* gifted 有才能的; 天才的

talent /'tælənt/ *n.* 才能, 天才

twist /twɪst/ *v.* turn (sth.) so that it moves in a circle; bend and change direction often; injure one's ankle, wrist, etc. by bending in the wrong direction 转动; 扭曲; 扭伤

over and over repeatedly; many times 一再地; 多次

junior /'dʒu:nɪə/ *a.* younger, lower in rank than another 较年幼的; 地位较低的

angel * /'eɪn(d)ʒəl/ *n.* 天使

And the teachers more than willing to answer questions.

FATHER: She is an exceptional young woman, you know. 205

HEIDI: Daddy!

FATHER: Very, very bright.

MRS. HIGGINS: Yes, now if we can get you to fill out —

FATHER: Don't know where she got her brains. Her mother, I suppose. Oh, I was bright enough. But nothing like Heidi. All her teachers have told Mrs. Thompson — that's her mother — and me that she was just about the brightest — 210

MRS. HIGGINS: (*Interrupts as she loses her patience, though trying to be pleasant*) As I said, if you have proof of vaccinations — 215

FATHER: (*Interrupts, carrying on with his line of thought*) Besides being bright, she's very, very talented.

HEIDI: (*Twists her hands over and over in front of her chest*) Please, Daddy, don't do this. 220

FATHER: Well, of course I will, darling. I'm proud of you. Your mother and I are proud of you. (*Turns back to MRS. HIGGINS.*) Why just last year, in her last year of junior high school, before we moved, Heidi placed first in the county in the annual spelling bee¹¹! Isn't that wonderful? 225

And she plays the piano like an angel. An absolute angel.

HEIDI: Daddy, please. Please, please. Daddy, I have to go to class. I want to go to class. Please let me go to class.

FATHER: See what I mean? Such an eager learner. I can't imagine anyone's being more eager for knowledge than my Heidi. My little girl. 230

MRS. HIGGINS: Yes, well, be that as it may —¹²

HEIDI: Aaargh! Aaaaargh! Aaaaargh!

(*DIANE and SEAN enter Down Right. They look at HEIDI, FATHER, and MRS. HIGGINS.*) 235

HEIDI, DIANE and SEAN: (*Shouting in unison*) Daddy, you know better than that!

FATHER: Er, uh, I do?

(Curtain)

1934 words

Proper Names

Marsh Cassidy /'mɑ:ʃ kə'sɑ:di/	马什·卡萨迪
Heidi /'haɪdi/	海蒂(女子名, Adalheid 的昵称)
Diane /daɪ'æn/	黛安(女子名, Diana 的异体)
Sean /ʃə:n/	肖恩(男子名)
Higgins /'hɪɡɪnz/	希金斯(姓氏)
Thompson /'tɒmpsn/	汤普森(姓氏)
Dan Lucas /'dæn 'lu:kəs/	丹·卢卡斯(Luke 的异体)
Kyle /kɑɪl/	凯尔(男子名)
Hilda /'hɪldə/	希尔达(女子名)
Benjamin Harrison /'bendʒəmɪn 'hærɪsn/ High School	本杰明·哈里森高级中学

Notes

1. This text is taken from *Funny Business* (1997) by Marsh Cassidy, an American novelist and playwright, published by Meriwether Publishing Ltd.
2. **Waiting tables.:** Working in a restaurant serving food and drink to people at their tables.
3. **he's always pulling these dumb things on me:** he's always playing stupid tricks on me
4. **Tell me what?:** Tell me what I did to deserve this?
5. **I wouldn't know.:** I do not know, and I am not the person you should ask.
6. **I can't imagine why.:** I can't imagine why you couldn't see me (although he knows very well that it was because he had been hiding).
7. **ask you to the senior prom:** ask you to be his partner in the formal dance party for senior high school students
8. **That narrows it down:** That limits the possibilities of what they might have discussed
9. **I owe you one.:** I should do something for you because you have done something for me.
10. **I've ... done it again:** I've ... done the wrong thing again
11. **spelling bee:** a spelling contest
12. **be that as it may —:** that may be true, but ...



Comprehension



CONTENT QUESTIONS

Pair Work

One of you asks the first six questions and the other answers. Starting from Question 7, change roles. When you have finished, the teacher may want to put some of the questions to you for a check.

1. How many characters are there in this play? Who are they?
 2. Are the children grateful for what their father does for them? Why or why not?
 3. What did Sean plan to do with the money he earned from his first job?
 4. Why did Father make a point of (特地) coming to the restaurant?
 5. Why did Sean try to hide himself when he saw his father in the restaurant?
 6. What did Sean think of his father's unexpected visit?
- Now switch roles.
7. Why did Father invite Dan Lucas to lunch?
 8. What did Dan Lucas promise to do?
 9. How did Diane react to the surprise Father had for her?
 10. Why did Heidi change school?
 11. What did Father try to impress on Mrs. Higgins?
 12. Why was Heidi so eager to go to class?



TEXT ORGANIZATION

Working on Your Own

Do the exercises and then compare your answers with a partner.

1. This play comprises three settings. Can you write them down? The first one has been done for you.

No.	Settings
1	A fast-food restaurant
2	_____
3	_____

2. The play can be divided into three scenes according to the changes in setting as made clear in the above exercise. Now put down the main idea of each scene.

Scenes	Main Ideas
Scene One	_____
Scene Two	_____
Scene Three	_____



Language Sense Enhancement

1. Read aloud the comments on Father made by Sean (Lines 68–73) and Diane (Lines 186–192) until you have learned them by heart. Then try to complete the passage from memory.

If that sort of thing happened only _____
 _____ (1), it wouldn't be so bad. Overall, I wouldn't want to _____
 my dad _____ (2) anyone else's. He loves us kids and Mom too. But I
 think that's sometimes _____ (3). He wants to do things
 for us, things _____ (4) are good. But he needs to give them
 more thought ...

* * * * *

Can you imagine how _____ (5) I was? An honor student, _____ (6). And Father was out asking people to _____ (7) their sons call and ask me to the prom! But that's dear old dad. _____ (8), he is a dear. He just doesn't _____ (9). And it's not just one of us who've felt the heavy hand of _____ (10). Oh, no, all three of us live in constant dread knowing that at any time disaster can strike ...

2. Read aloud the poem written by David Anthony, a contemporary English poet.

Perspectives

David Anthony

视角

大卫·安东尼

I, when young,
meant to change the world.
Now I see
that the world has changed
from my point of view.

我年轻气盛之时
一心要将世界变个样。
而如今在我看来
这世界并非我从前认为的
那模样。

3. Read the quotations.
Learn them by heart if
you can.

Each generation imagines itself to be more intelligent than the one that went before it, and wiser than the one that comes after it.

— George Orwell

每一代人都自以为比前人更聪慧，比后人更英明。

——乔治·奥威尔

If youth is the season of hope, it is often so only in the sense that our elders are hopeful about us.

— George Eliot

若说青春是充满希望的时期，那常常只是意味着我们的长辈对我们充满希望。

——乔治·艾略特

It is one of the capital tragedies of youth — and youth is the time of tragedy — that the young are thrown mainly with adults they do not quite respect.

— *H. L. Mencken*

这是青春时期最大的一出悲剧——而青春时期正是人生的悲剧之季——年轻人大多被抛入他们并不怎么敬重的成人之中。

—— H·L·门肯

Youth is a blunder; manhood a struggle; old age a regret.

— *Benjamin Disraeli*

青年冒冒失失，壮年全力打拼，老年充满遗憾。

—— 本杰明·狄斯雷利

4. Read the humorous story for fun. You might need to look up new words in a dictionary.

During one “generation gap” quarrel with his parents young Michael cried, “I want excitement, adventure, money, and beautiful women. I’ll never find it here at home, so I’m leaving. Don’t try and stop me!”

With that he headed toward the door. His father rose and followed close behind.

“Didn’t you hear what I said? I don’t want you to try and stop me.”

“Who’s trying to stop you?” replied his father. “If you wait a minute, I’ll go with you.”





Language Focus

The following are the key words and phrases selected from Text A. They are frequently used in daily communication. You need to study them carefully. We have a number of exercises to help you learn how to use them.

Words and Phrases to Drill

assure	bet	community	consist	constant
dread	dumb	exhaust	fade	frank
glorious	humiliate	hysterical	interference	junior
location	patience	proof	repeatedly	scheme
talent	twist	typical	welfare	
at any rate	come over	consist of		
hand down	in unison	keep (sb.) in suspense		
know better than (that / to do sth.)		narrow down		
over and over				



VOCABULARY

I.

1. Fill in the gaps with words or phrases given in the box. Change the form where necessary.

dumb	come over	junior	at any rate
scheme	constant	typical	hand down
frank	narrow down	fade	dread
welfare	glorious	interference	community

- The view that you should never spend more than you earn is fairly _____ of people of their generation.
- The artists stood before the paintings almost _____ with astonishment at their beauty.
- In 1963, after his _____ year in high school, Clinton was elected into a government study program for young people in Washington, D. C.

- 4) William Byrd composed many pieces of music, but his Latin church music is considered his most _____ work.
- 5) Governments establish _____ systems to provide a safety net to prevent people from suffering the effects of poverty.
- 6) You quit that respectable, well-paid job for this unpromising one? What _____ you?
- 7) Many animals face extinction (灭绝) as the result of human _____.
- 8) Her hope of her husband's return is _____ as years go by.
- 9) Having worked for three years, Roger decided to enrol on an MBA program and _____ his choice to three famous universities on the East Coast.
- 10) A _____ reply is much more appreciated than beating about the bush (转弯抹角).
- 11) Harold is always coming up with these dumb _____ for making money that just get us into trouble.
- 12) Call me, write to me, email me; _____, let's keep in touch.

2. Rewrite each sentence with the word or phrase in brackets, keeping the same meaning. The first part has been written for you.

- 1) Five generals and four police officers make up the security council. (consist)
The security council _____
- 2) The plan is to locate the hotel somewhere overlooking the lake. (location)
The new hotel _____
- 3) Her comments about my family background in front of so many people injured my pride. (humiliate)
I _____
- 4) Can you prove that it was Henry who stole the computer? (proof)
Do you _____
- 5) The long cycle ride tired the boy out. (exhaust)
The boy _____

3. Complete the sentences, using the words or phrases in brackets. Make additions or changes where necessary.

Model:

I have made the most _____ dessert. An old recipe _____ me by my great Aunt Hilda. (hand down, glorious)

I have made the most *glorious* dessert. An old recipe *handed down to* me by my great Aunt Hilda.

- 1) Father grew almost _____, "That stamp _____ your grandfather, and is worth a fortune at the moment. You _____ to trade it for a few drinks!" (hysterical, know better than, hand down)
- 2) Shocked by what she saw, the mother of the murdered youth _____ her hands, saying _____ that her _____ couldn't be dead. (over and over, talent, twist)
- 3) John was not a man of _____ and he begged the doctor _____ and tell him frankly how serious his illness was, but the doctor _____ him that he was not seriously ill and the best cure was a couple of weeks' relaxation completely away from his work. (patience, keep sb. in suspense, assure, repeatedly)

II. Collocation

Adjective + to do

Some adjectives can be followed by infinitives, as in the following examples taken from the text:

You're so *eager to find out*...

And the teachers *more than willing to answer* questions.

Now complete the sentences by translating the Chinese into English.

1. His wages are _____ (足够) to support his family.
2. Joan is _____ (急于) to meet Mr. Keller and his family.
3. After all his hard work, he is _____ (肯定会) to pass the exam.
4. Many scholars are _____ (满足于) to live a simple life.
5. Emma is _____ (有点神经不正常) to go out in such stormy weather.
6. Do remind me because I'm _____ (可能会) to forget.
7. You're very _____ (幸运) to have a good teacher.
8. She's out of hospital and _____ (热切地想) to go back to work.

III. Usage

Now fill in the gaps with appropriate forms of the verbs in brackets.

There are quite a number of forms of the subjunctive mood in English. In the text you can find:

*He'd insist he **give** you a call.* (the use of the base form of a verb)

***Be** that as it may —* (“be” used in a fixed phrase)

- The doctor insisted that the patient _____ (admit) to hospital immediately.
- During the National Day celebrations, people shouted repeatedly: “Long _____ (live) the People’s Republic of China!”
- Some of the students requested that the trip _____ (postpone).
- The English teacher strongly advises that every student _____ (buy) an all-English dictionary.
- A great many scientists proposed that human cloning (克隆) _____ (ban).
- I’ll come as promised, _____ (be) it rain or shine.



COMPREHENSIVE EXERCISES

I. Cloze

1. Text-related

Complete the passage with words chosen from the **Words and Phrases to Drill** box. Change the form where necessary.

Our dad is _____ (1) of the older generation. You can certainly say he gives our _____ (2) his _____ (3) attention. Sometimes, however, we wish he wouldn’t try quite so hard. To be _____ (4), he seems to have a _____ (5) for embarrassing us by making _____ (6) remarks. He should _____ (7), but he never seems to learn and just goes on making the same old mistakes _____ (8). The result is that we live in constant _____ (9) of his well-intentioned _____ (10) in our affairs. Mom is no help, as you can _____ (11) she will always see things from his point of view rather than from ours. Overall, though, he’s a wonderful dad and I _____ (12) you I wouldn’t trade him for anyone in the world.

2. Theme-related

Read the passage carefully until you have got its main idea, and then select one appropriate word for each gap from the box following the passage.

A new research study has found that, _____ (1) what parents might believe, there is an enormous gap between what they think their children are doing online and what is _____ (2) happening.

In one part of the study, over 500 children from a variety of ages and backgrounds were asked if they gave out personal information

online. 73% said that they did. The parents of the _____ (3) children believed that only 4% of their children did so.

The children were also asked if they had made face-to-face _____ (4) with strangers that they had met online. 36% from the high school group admitted to meeting with a stranger they had met online. Nearly 40% of these children _____ (5) to speaking with strangers regularly. Fewer than 9% of the parents knew that their children had been meeting with strangers.

Another part of the study found that 30% of children between the ages of 9 and 18 delete (删除) the search history from their browsers (浏览器) in an _____ (6) to protect their privacy from their parents. Common filtering software (过滤软件) may _____ (7) be effective, since children will access what they are looking for elsewhere — at a friend’s house, an Internet caf , or school. One problem lies in the fact that parents don’t know much about using popular online software and chat programs, and _____ (8) to have no clue about what is really happening online. This lack of knowledge on the parents’ part may be no _____ (9) from the situation before the arrival of the Web. Parents don’t know what their children are doing on the Net, in the same _____ (10) that they don’t know what goes on at class, parties, or clubs.

admitted	same	despite	really	attempt
not	manner	equal	regardless	certainly
tend	contact	different	given	obviously

II. Translation

1. Translate the sentences into English, using the words or phrases in brackets.

1) 科学家们找到火星上有水的证据了吗? (proof)

2) 计划委员会已经将建核电厂的可能地点缩小到了两个沿海城镇。
(location, narrow down)

3) 山姆不仅失去了工作，而且还失去了双腿，他只好靠社会救济度过余生。(welfare)

4) 由十二人组成的陪审团 (jury) 一致表决认为玛丽有罪 (guilty)。

(consist of, in unison)

5) 听到有人质疑他的才能, 肖恩觉得受了奇耻大辱。(talent, humiliate)

2. Translate the passage into English, using the words and phrases given.

约翰逊先生的儿子乔治爱在晚上听重金属 (heavy metal) 音乐, 这使社区其他居民无法入眠。疲惫不堪的邻居们终于失去了耐心, 决定直接干预。他们打电话给约翰逊先生, 坦率地把想法告诉了他。约翰逊先生向邻居保证他一定会解决这个问题。放下电话他便去训斥儿子: “你这是怎么了? 你该懂得不能为了你自己的娱乐而妨碍 (disturb) 别人。” 结果乔治拿 CD 跟同学换了电脑游戏软件。

community

exhaust

interference

frank

come over

know better than

assure

patience



Part III Home Reading Task

Text B

Sending text messages is becoming ever more popular, especially with young people. Does texting broaden the gap between the generations or does it help parents and children keep more in touch? Laura Holson investigates.

Text Generation Gap: U R 2 Old¹

Laura M. Holson

1 As president of the Walt Disney Company's children's book and magazine publishing unit, Russell Hampton knows a thing or two about teenagers. Or he thought as much until he was driving his 14-year-old daughter, Katie, and two friends to a play last year in Los Angeles.

2 "Katie and her friends were sitting in the back seat talking to each other about some movie star; I think it was Orlando Bloom," recalls Mr. Hampton. (1) "I made some comment about him, but I got the typical teenager guttural sigh and Katie rolled her eyes at me as if to say, 'Oh Dad, you are so out of it'".

3 After that, the back-seat chattering stopped. When Mr. Hampton looked into his rearview mirror he saw his daughter sending a text message on her cellphone. "Katie, you shouldn't be texting all the time," Mr. Hampton recalls telling her. "Your friends are there. It's rude."

4 "But, Dad, we're texting each other," she replied. "I don't want you to hear what I'm saying."

5 It's a common scene these days, one playing out in cars, kitchens and bedrooms across the country.

6 Children increasingly rely on personal technological devices like cellphones to define themselves and create social circles apart from their families, changing the way they communicate with their parents.

7 Innovation, of course, has always spurred broad societal changes. (2) As

New Words and Expressions

gap /gæp/ *n.* a large difference between things or people; an opening in the middle of sth. 差异; 缺口

comment /'kɒment/ *n.* a written or spoken remark giving an opinion 评论, 述评
v. make a comment

chatter▲ /'tʃætə(r)/ *vi.* talk continuously in a fast informal way 唠叨; 喋喋不休

rely on depend upon, look to for help 依赖, 依靠
define /drɪ'fam/ *vt.* give the distinguishing characteristics of; state precisely the meaning of 表明; 给...下定义

apart from in addition to; except for 除...之外(还有); 除...以外(别无)

spur /spɜ:(r)/ *vt.* cause (sth.) to happen; encourage (sb.) to do sth. 使发生; 促进, 激励

telephones became ubiquitous in the last century, users — adults and teenagers alike — found a form of privacy and easy communication unknown to Alexander Graham Bell or his daughters.

8 The automobile ultimately shuttled in an era when teenagers could go on dates far from watchful parents. And the computer, along with the Internet, has given even very young children virtual lives distinctly separate from those of their parents and siblings.

9 The popularity of the cellphone — along with the mobility and intimacy it affords — will further exploit and accelerate these trends. “For kids it has become an identity-shaping and psyche-changing object,” observes Sherry Turkle, a social psychologist at the Massachusetts Institute of Technology who has studied the social impact of mobile communications.

10 So far, parents’ ability to reach their children whenever they want affords families more pluses than minuses³. Mr. Hampton, who is divorced, says it is easy to reach Katie even though they live in different time zones. And college students who are pressed for time⁴, like Ben Blanton, a freshman at Vanderbilt University, can text their parents when it suits them, asking them to run errands or just saying hello.

11 “Texting is in between calling and sending an e-mail,” he explains. Now he won’t even consider writing a letter to his mother. “It’s too time consuming,” he says. “You have to go to the post office. Instead, I can sit and watch television and send a text, which is the same thing.”

12 But as with any cultural shift involv-

ing parents and children — the birth of rock’n’ roll or the sexual revolution of the 1960s, for example — various gulfs emerge. (3) Baby boomers who warned decades ago that their out-of-touch parents couldn’t be trusted now sometimes find themselves raising children who — thanks to the Internet and the cellphone — consider Mom and Dad to be clueless, too.

13 Cellphones, instant messaging, e-mail and the like have encouraged younger users to create their own inventive, quirky and very private written language. That has given them the opportunity to essentially hide in plain sight⁵.

- alike** /ə'laɪk/ *a., ad.* 同样的(地), 相似的(地)
automobile /'ɔ:təməbi:l/ *n.* (AmE) car 汽车
shuttle* /'ʃʌtl/ *v.* move or go frequently back and forth 穿梭, 往返运送
era /'iərə/ *n.* 时代, 纪元
virtual /'vɜ:tʃʊəl/ *a.* created by computers or appearing on the Internet 虚拟的
distinctly /dɪ'stɪŋktli/ *ad.* 清楚地; 清晰地
popularity /,pɒpjʊ'lærɪti/ *n.* the quality of being well liked or admired 普及, 流行
trend /trend/ *n.* a general direction in which a situation is changing or developing 趋势; 潮流
impact /'ɪmpækt/ *n.* strong effect or influence 强烈的影响
mobile /'məʊbaɪl/ *a.* able to move freely or be moved easily from place to place 活动的; 可移动的
minus /'mɪnəs/ *n.* disadvantage; minus sign 缺点; 负号
zone /zəʊn/ *n.* an area that has an important or typical feature 地区; 地带
time zone 时区
run errands do or get sth. (for sb.), usually by making a short trip 办事; 跑腿
consume /kən'sju:m/ *vt.* use (time, energy, fuel, etc.) 消耗, 花费
gulf /gʌlf/ *n.* 隔阂, 鸿沟; 海湾
clueless *a.* 不了解的, 不知情的
and the like and so on 诸如此类, 等等
opportunity /,ɒpə'tju:nɪti/ *n.* a chance to do something 机会; 时机

14 In some cases, they may even become more alienated from those closest to them, says Anita Gurian, a clinical psychologist.

15 “Cellphones demand parental involvement of a different kind,” she notes. “Kids can do a lot of things in front of their parents without them knowing.”

16 To be sure, parents have always been concerned about their children’s well-being — and the rise of the cellphone offers just the latest twist in that dynamic. However it all unfolds, it has helped prompt communications companies to educate parents about how better to be in touch with their children.

17 In a survey released 18 months ago, AT&T found that among 1,175 parents interviewed, nearly half learned how to text-message their children. More than 60 percent of parents agreed that it helped them communicate. When asked if their children wanted a call or a text message requesting that they be home by curfew, for instance, 58 percent of parents said their children preferred a text.

18 Text messaging has perhaps become this generation’s version of pig Latin⁶. For dumbfounded parents, AT&T now offers a tutorial that decodes acronyms meant to keep parents at bay. “Teens may use text language to keep parents in the dark about their conversations,” the tutorial states. Some acronyms meant to alert children to prying eyes are POS (“parent over shoulder”), PRW (“parents are watching”) and KPC (“keeping parents clueless”).

19 Savannah Pence, 15, says she wants to be in touch with her parents — but also

wants to keep them at arm’s length⁷. “I don’t text that much in front of my parents because they read them,” she says.

20 At first, Savannah’s father, John Pence, who owns a restaurant in Portland, Ore., was unsure about how to relate to his daughter. “I didn’t know how to communicate with her,” Mr. Pence says. So he took a crash course⁸ in text messaging — from Savannah. But so far he knows how to quickly type only a few words or phrases: Where are you? Why haven’t you called me? When are you coming home?

21 Savannah says she sends a text message to her father at least two or three times a day. “I can’t ask him questions because he is too slow,” she adds.

22 Mr. Pence is well aware of how destabilizing cellphones, iPods and hand-held

alienate* /'eɪljəneɪt/ *vt.* cause (sb.) to feel different from others and not part of a group 使疏远

dynamic /daɪ'næmɪk/ *n.* 动态, 动力

unfold* /ʌn'fəʊld/ *vi.* happen or develop 展开, 发展

prompt /prɒmpt/ *vt.* make (sb.) decide to do sth. 促使(某人做某事)

interview /'ɪntəvju:/ *vt.* (of a reporter, etc.) have a meeting with (sb.) for questions, opinions, etc. 面谈; 采访; 面试
n.

version /'vɜːʃən/ *n.* 版本; 改编形式

decode▲ /di:'kəʊd/ *vt.* find the meaning of (sth. esp. sth.) written in code 解…的密码

keep ... at bay prevent (sb.) from coming close or prevent (sth. bad) from affecting you 不让…接近; 防范

keep ... in the dark not tell (sb.) sth. that you want to keep secret 将…蒙在鼓里; 不让…知道(某事)

alert /ə'leɪt/ *vt.* warn (sb.) of danger or trouble so that they may get ready to act 使警觉; 使警惕

relate /rɪ'leɪt/ *vi.* be able to understand the way sb. feels 理解, 认同

be aware of having knowledge or realization of 知道; 明白

video game players can be to family relations. “I see kids text under the table at the restaurant,” he says. “They don’t teach them etiquette anymore.” Some children, he says, watch videos in restaurants.

23 “They don’t know that’s the time to carry on a conversation,” he remarks. “I would like to walk up to some tables and say, ‘Kids, put your iPods and your cellphones away and talk to your parents.’”

24 But even he has found that enforcing rules is harder than might be expected. He now permits Savannah to send text messages while watching TV, after he noticed her using a blanket over her lap to

hide that she was sending messages to friends. (4) “I could have them in the same room texting, or I wouldn’t let them text and they would leave,” says Mr. Pence of his children. “They are good kids, but you want to know what they are up to.”

1095 words

etiquette [▲] /'etɪket/ *n.* 礼仪

remark /rɪ'mɑ:k/ *v.* make a comment or express an opinion 评论; 发表意见

enforce /ɪn'fɔ:s/ *v.* make sure a law or rule is obeyed 强制执行

be up to be occupied or busy with 忙于; 正在做

Notes

1. The text is retrieved from www.nytimes.com/2008/03/09/business/09cell.html. U R 2 Old: You Are Too Old (to do/learn text messaging), text language, used here to give a touch of humor.
2. **out of it**: too old-fashioned to know what’s going on in the world; out of touch
3. **affords families more pluses than minuses**: brings more advantages than disadvantages to families
4. **who are pressed for time**: who don’t have enough time
5. **hide in plain sight**: to keep secret what they are doing in the presence of their parents
6. **pig Latin**: an English language game where the initial consonant sound of an English word is placed at the end and an *ay* is affixed (e.g.: “banana” would therefore translate to anana-bay). It is usually used by children for amusement or to carry on a conversation in privacy from adults or other children.
7. **keep them at arm’s length**: avoid becoming too close with them
8. **a crash course**: a short course to learn the most important things one need to know about sth.



COMPREHENSION CHECK

Choose the best answer for each of the following.

1. Katie and her friends stopped talking because _____.
 - a. her father told her off
 - b. she didn't want her father to overhear
 - c. they were interested in what her father had to say
 - d. they thought it polite
2. The author thinks that in relating to their children parents find the cellphone _____.
 - a. has on balance been an advantage
 - b. more of a curse than a blessing
 - c. balances out in terms of pluses and minuses
 - d. has not made much difference
3. The author implies the way children of baby boomers regard their parents is _____.
 - a. clueless
 - b. ironic
 - c. sensible
 - d. original
4. PRW is _____.
 - a. pig Latin
 - b. a telephone company
 - c. a warning
 - d. a decoding tutorial
5. John Pence's daughter _____.
 - a. uses text messages to find out where he is
 - b. talks to him by phone two or three times a day
 - c. can't find the words to ask him questions
 - d. taught him how to text
6. Savannah's father _____.
 - a. thinks standards of politeness are slipping

- b. refuses to let her text in his presence
- c. thinks children should be seen and not heard
- d. has a blanket ban on text messaging



TRANSLATION

Translate into Chinese the underlined sentences in the essay.

1. "I made some comment about him, but I got the typical teenager guttural sigh and Katie rolled her eyes at me as if to say, 'Oh Dad, you are so out of it.'"

2. As telephones became ubiquitous in the last century, users — adults and teenagers alike — found a form of privacy and easy communication unknown to Alexander Graham Bell or his daughters.

3. Baby boomers who warned decades ago that their out-of-touch parents couldn't be trusted now sometimes find themselves raising children who — thanks to the Internet and the cellphone — consider Mom and Dad to be clueless, too.

4. "I could have them in the same room texting, or I wouldn't let them text and they would leave," says Mr. Pence of his children. "They are good kids, but you want to know what they are up to."



LANGUAGE PRACTICE

The following are useful words and phrases selected from Text B. The exercises below will help you learn to use them properly.

Words and Phrases to Learn

- | | |
|-----------------|----------------------|
| alike | comment |
| consume | define |
| enforce | impact |
| interview | mobile |
| opportunity | popularity |
| prompt | |
| relate | trend |
| and the like | apart from |
| be aware of | be up to |
| keep ... at bay | keep ... in the dark |
| rely on | |

(Each word or phrase in the box is used only once in the exercises below.)

1. Match the definitions in Column B with the words or phrases in Column A.

A	B
___ 1) consume	a. depend upon
___ 2) prompt	b. equally; in the same way
___ 3) keep ... at bay	c. strong influence or effect
___ 4) enforce	d. use (time, energy, fuel, etc.)
___ 5) rely on	e. make (sb.) decide to do sth.
___ 6) alike	f. prevent (sb.) from coming close
___ 7) apart from	g. make sure (a law or rule) is obeyed
___ 8) impact	h. in addition to

2. Fill in the gaps with words or phrases chosen from the box. Change the form where necessary.

- I'm very fond of apples, pears, _____.
- The _____ of Facebook, a social networking website, has attracted the attention of advertisers (广告商).
- Labor unions complained that they _____ about the company's decision to close down the plant.
- "Fundamental values" is a concept easier to _____ in theory than in practice.
- He _____ not _____ her presence till she spoke to him.

- 6) It is obvious that our new Human Resources Manager can _____ to young employees born after 1980 very well.
- 7) The boys had been quiet in the living room for so long that we wondered what they _____ there.
- 8) The new _____ is to buy green products even though they are a bit more expensive.
- 9) Because of the flat tire we missed the _____ to watch the fi-
nal race.
- 10) By 2007 over 798 million people around the world accessed the internet or equivalent mobile internet services such as WAP and i-Mode at least occasionally using a _____ phone rather than a personal computer.
- 11) The scholar made some _____ about the recent trends in literary research.
- 12) What are the important questions to ask when getting _____ for a job at Google?

外研社



Part IV Comprehensive Language Practice

SPEAKING PRACTICE

Acting out the Play

Have you ever tried acting out a play in English? Why not try Text A in this unit? There are seven characters in the play: Father, Mother, Heidi, Diane, Sean, the restaurant manager and Mrs. Higgins. Now, form groups of seven so that each student can take a role. If the total number of students in the class can not be divided by seven, some students in the last group will take more than one role.

Now act out the play in groups. Later the teacher might ask some groups to perform parts of the play for the whole class.

PRACTICAL WRITING

Writing Posters

To advertise a concert, a movie, or some other event, you will paint a poster (海报) to be put up where lots of people will see it. Now create a poster for a one-act play *Father Knows Better* to be presented at your college and another poster for a concert to be given on your campus.

There is a model poster for your reference. (see Appendix I)

Before putting pen to paper, read the advice on writing skills in the following box, as this may be of some help to you.

Writing Strategy

Tips for writing posters

1. Give the readers all the information they need to know about the event: time, place, admission charge, etc.
2. Use simple and clear language.
3. A good poster should be so designed as to engage the readers' attention and interest. Graphics are of great help in this regard.

Here are some sample posters for your reference:

Sample 1



THIS WEEK'S FILM
Name: The Constant Gardener
Time: 7:00 p.m. Saturday, May 20
Place: College Auditorium
Admission Charge: 10 yuan
Ticket Office: Room 108, Building 3
TO AVOID DISAPPOINTMENT, GET YOUR
TICKET NOW!

The Cultural Recreation Department
of The Students' Union

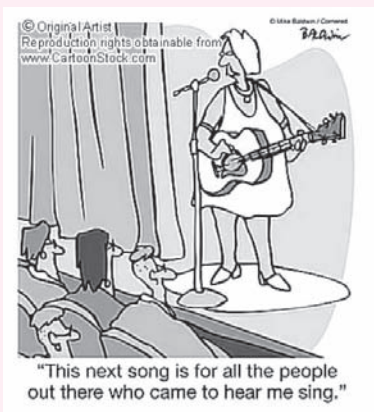
Sample 2

POP
MUSIC
CONCERT

7:15 p.m. Friday September 24 at the Students' Club
Featuring locally known young musicians
Free for students with student ID's
Tickets at 15 yuan for all others

The Students' Government

Sept. 19, 2010



Follow-Up Work

You can improve your writing by checking your own work. You will also find it helpful to have a classmate evaluate your work. So do the following after writing:

1. Go through your writing carefully and then answer the questions on the checklist below. Put down *yes* or *no*.
2. Exchange posters and checklists with your partner and check each other's work. Write *yes* or *no* answers on your partner's checklist.

Checklist

Questions	My Answers	Classmate's Answers
1. Do the posters provide the information the readers need to know?	_____	_____
2. Is the language simple and clear?	_____	_____
3. Can the posters arouse the readers' interest?	_____	_____
4. Are there any mistakes in spelling?	_____	_____
5. Are there any mistakes in grammar?	_____	_____

Rewrite your posters with the help of the above answers. Then turn in your work to your teacher.