

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

1

学生用书

Integrated Course

Book One

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，使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)的第一册。本次修订更换了1个单元的主题和4篇课文(正课文1篇；副课文3篇)，同时调整了某些单元先后排序，并梳理了全部的练习。现将经过修订的书内各单元的四个部分分别简介如下：

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 由新增的单词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、议论文等)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。

书末附有五个附录供参考。

《综合教程》(第二版)第一册由李荫华、王德明担任主编, 夏国佐、季佩英、陈进参与编写。英国专家 Anthony J. Ward 协助编写和审阅。

编者
2010年3月

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外教社

Unit 1

Growing Up

Text A Writing for Myself

Text B The Scholarship Jacket

Overview

Growing up is full of discoveries, not just about the world around us, but also about ourselves, about our hidden strengths and weaknesses. We see this in the opening story of this unit, where we find a student faced with what at first sight seems a dull, routine piece of coursework. However, much to his surprise it leads him to discover a hidden talent and what he wants to become in life. The second text continues our theme, once again within a school setting. It tells the story of a young girl discovering, not without some tears along the way, the importance of strength of character, of standing up for what is right.

Part I Listening Task



LISTENING PRACTICE

Listen to a song called Beautiful Boy. It is a lullaby (摇篮曲) the famous British pop singer, John Lennon, sings for his baby son. Enjoy yourself.

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

monster *n.* 怪物

prayer *n.* 祈祷

After Listening

Complete the following statements according to what you have heard.

1. In Lennon's view, growing up means having "_____"; life is not always what one has planned, but can be quite an adventure, full of _____.
2. "A hard row to hoe" is used in the song to describe growing up as a _____ process.
3. Sadly John Lennon _____ to see his son grow up; Lennon was killed by _____ when his son was still only _____.



Part II Reading Task

Text A

When we are writing we are often told to keep our readers in mind, to shape what we say to fit their tastes and interests. But there is one reader in particular who should not be forgotten. Can you guess who? Russell Baker surprised himself and everyone else when he discovered the answer.

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)

off and on from time to time; sometimes 断断续续地; 有时

take hold become established 生根, 确立

associate /ə'səʊʃieɪt/ vt. join or connect together; bring in the mind 使联系起来; 使联想

assignment /ə'saɪnmənt/ n. (分配的) 工作, 任务, 作业

turn out produce 编写; 制造

paragraph /'pærəgrɑ:f/ n. 段落

agony /'ægəni/ n. very great pain or suffering of mind or body (身心的) 极度痛苦

assign /ə'saɪn/ vt. give as a share or duty 分配, 分派

anticipate /æn'tɪsɪpeɪt/ vt. expect 预期, 期望

cheerless /'tʃɪəlis/ a. 阴郁的; 沉闷的

tedious /'ti:dʒəs/ a. boring and lasting for a long time 乏味的; 冗长的

reputation /,repju'teɪʃən/ n. 名声; 名誉

inability /,ɪnə'bɪlɪti/ n. 无能, 无力

inspire /ɪn'spaɪə(r)/ vt. fill (sb.) with confidence, eagerness, etc. 激励, 鼓舞

formal /'fɔ:ml/ a. 刻板的, 拘谨的; 正式的, 正规的

rigid /'rɪdʒɪd/ a. (often disapproving) fixed in behavior, views or methods; strict 一成不变的; 严格的

out of date old-fashioned 过时的

excessively /ɪk'sesɪvli/ ad. 过分地

excessive /ɪk'sesɪv/ a. greater than what is normal or necessary; extreme

prim /prɪm/ a. 古板的, 拘谨的; 循规蹈矩的; 整洁的

primly ad.

Writing for Myself

Russell Baker¹

1 The idea of becoming a writer had come to me off and on since my childhood in Belleville, but it wasn't until my third year in high school that the possibility took hold. Until then I'd been bored by everything associated with English courses. I found English grammar dull and difficult. I hated the assignments to turn out long, lifeless paragraphs that were agony for teachers to read and for me to write.

2 When our class was assigned to Mr. Fleagle for third-year English I anticipated another cheerless year in that most tedious of subjects. Mr. Fleagle had a reputation among students for dullness and inability to inspire. He was said to be very formal, rigid and hopelessly out of date. To me he looked to be sixty or seventy and excessively prim. He wore primly severe eyeglasses, his wavy hair was primly cut and primly combed. He wore prim suits with neckties set primly against the collar buttons of his white shirts. He had a primly pointed jaw, a primly straight nose, and a prim manner of speaking that was so correct, so gentlemanly, that he seemed a comic antique².

3 I prepared for an unfruitful year with Mr. Fleagle and for a long time was not disappointed³. Late in the year we tackled the informal essay. Mr. Fleagle distributed a homework sheet offering us a choice of topics. None was quite so simple-minded as “What I Did on My Summer Vacation,” but most seemed to be almost as dull. I took the list home and did nothing until the night before the essay was due. Lying on the sofa, I finally faced up to the unwelcome task, took the list out of my notebook, and scanned it. The topic on which my eye stopped was “The Art of Eating Spaghetti.”

4 This title produced an extraordinary sequence of mental images. Vivid memories came flooding back of a night in Belleville when all of us were seated around the supper table — Uncle Allen, my mother, Uncle Charlie, Doris, Uncle Hal — and Aunt Pat served spaghetti for supper⁴. Spaghetti was still a little known foreign dish in those days. Neither Doris nor I had ever eaten spaghetti, and none of the adults had enough experience to be good at it. All the good humor of Uncle Allen’s house reawoke in my mind as I recalled the laughing arguments we had that night about the socially respectable method for moving spaghetti from plate to mouth.

5 Suddenly I wanted to write about that, about the warmth and good feeling of it, but I wanted to put it down simply for my own joy, not for Mr. Fleagle. It was a moment I wanted to recapture and hold for myself. I wanted to relive the pleasure of that evening. To write it as I wanted, however, would violate all the rules of formal composition I’d learned in school, and Mr. Fleagle would surely give it a failing grade. Never mind. I would write something else for Mr. Fleagle after I had written this thing for myself.

severe /sɪ'viə(r)/ *a.* completely plain; causing very great pain, difficulty, worry, etc. 朴素的; 严重的, 剧烈的

wavy /'weɪvɪ/ *a.* 波状的; 波浪形的

necktie /'nektɪ/ *n.* 领带

pointed /'pɔɪntɪd/ *a.* 有尖的; 尖的

jaw /dʒɔ:/ *n.* 颌, 颚

comic /'kɒmɪk/ *a.* 滑稽的; 喜剧的
n. 连环漫画(册)

antique /æ'n'ti:k/ *n.* 古物, 古玩

tackle /'tækl/ *vt.* try to deal with 处理, 应付

informal /ɪn'fɔ:məl/ *a.* (of speech, writing) conversational in style; not formal (指讲话、文字) 口语体的; 非正式的

essay /'eseɪ/ *n.* 散文, 小品文; 论说文

distribute /dɪ'strɪbjʊt/ *vt.* divide and give out among people, places, etc. 分发, 分配, 分送

finally /'fainəli/ *ad.* at last 最终, 终于

face up to be brave enough to accept or deal with 勇敢地接受或对付

scan /skæn/ *v.* look through quickly 浏览, 粗略地看

spaghetti [▲] /spə'getti/ *n.* 意大利式细面条

title /'taɪtl/ *n.* a name given to a book, film, etc. 标题, 题目
vt. give a name to 给...加标题, 加题目于

extraordinary /ɪk'strɔ:dənəri/ *a.* very unusual or strange 不同寻常的; 奇特的

sequence /'si:kwəns/ *n.* 一连串相关的事物; 次序, 顺序

image /'ɪmɪdʒ/ *n.* a picture formed in the mind 形象; 印象; (图)像

vivid /'vɪvɪd/ *a.* producing strong, clear images in the mind 生动的, 逼真的

adult /ə'dʌlt/ *n.* a fully grown person or animal 成年人; 成年动物

recall /rɪ'kɔ:l/ *vt.* bring back to the mind; remember 回想起, 回忆起

socially /'səʊʃəl/ *ad.*

social /'səʊʃəl/ *a.* 社会的; 社交的; 交谊的

respectable ^{*} /rɪ'spektəbl/ *a.* (of behavior, appearance, etc.) socially acceptable 可敬的; 体面的; 文雅的

put down write down 写下

recapture /rɪ:'kæptʃə(r)/ *vt.* (lit) bring back into the mind; experience again 再现; 再次经历

relive /rɪ:'lɪv/ *vt.* 再体验, 重温

violate /'vaɪəleɪt/ *vt.* act against 违背, 违反

compose /kəm'pəuz/ *vt.* write or create (music, poetry, etc.) 创作
turn in hand in (work that one has done) 交(作业)

command /kə'mɑ:nd/ *n., v.* 命令, 指令

discipline /'dɪsɪplɪn/ *n.* punishment; order kept (among school-children, soldiers, etc.) 惩罚, 处分; 纪律

what's more in addition, more importantly 而且, 此外; 更有甚者

contempt* /kən'tempt/ *n.* 轻视, 轻蔑

ridicule /'rɪdɪkjʊ:l/ *n.* making or being made fun of 嘲笑, 嘲弄; 被戏弄

open-hearted /,əʊpən'hɑ:tɪd/ *a.* sincere, frank 诚挚的

enjoyment /ɪn'dʒɔɪmənt/ *n.* pleasure; satisfaction 愉快; 欢乐; 满意

hold back prevent the expression of (feelings, tears, etc.) 控制(感情、眼泪等)

avoid /ə'vɔɪd/ *vt.* keep or get away from 避免

demonstration /,demən'streɪʃən/ *n.* act of showing or proving sth. 表明; 证明

calling* /'kɔ:lɪŋ/ *n.* a profession or career; a feeling of duty to do a particular job 职业; 使命

career /kə'riə(r)/ *n.* 生涯, 事业; 职业

seal /si:l/ *n.* 印章; 图章

essence* /'esns/ *n.* that which makes a thing what it is; most important or indispensable quality of sth. 本质; 精髓

6 When I finished it the night was half gone and there was no time left to compose a proper, respectable essay for Mr. Fleagle. There was no choice next morning but to turn in my tale of the Belleville supper. Two days passed before Mr. Fleagle returned the graded papers, and he returned everyone's but mine. I was preparing myself for a command to report to Mr. Fleagle immediately after school for discipline when I saw him lift my paper from his desk and knock for the class's attention.

7 “Now, boys,” he said. “I want to read you an essay. This is titled, ‘The Art of Eating Spaghetti.’”

8 And he started to read. My words! He was reading my words out loud to the entire class. What's more, the entire class was listening. Listening attentively. Then somebody laughed, then the entire class was laughing, and not in contempt and ridicule, but with open-hearted enjoyment. Even Mr. Fleagle stopped two or three times to hold back a small prim smile.

9 I did my best to avoid showing pleasure, but what I was feeling was pure delight at this demonstration that my words had the power to make people laugh. In the eleventh grade, at the eleventh hour⁵ as it were⁶, I had discovered a calling. It was the happiest moment of my entire school career. When Mr. Fleagle finished he put the final seal on my happiness⁷ by saying, “Now that, boys, is an essay, don't you see. It's — don't you see — it's of the very essence of the essay, don't you see. Congratulations, Mr. Baker.”

788 words

Proper Names

Russell Baker /'rʌsəl 'beɪkə/	拉塞尔·贝克
Belleville /'bel,vɪl/	贝尔维尔(美国地名)
Fleagle /'fli:gl/	弗利格尔(姓氏)
Allen /'ælən/	艾伦(男子名)
Charlie /'tʃɑ:lɪ/	查理(男子名)
Doris /'dɔ:ris/	多丽丝(女子名)
Hal /hæl/	哈尔(男子名, Henry, Harold 的昵称)
Pat /pæt/	帕特(女子名, Patricia 的昵称)

Notes

- Russell Baker (1925–2019):** American journalist (新闻记者) and writer. The text is taken from his autobiography (自传) *Growing Up* (1982), which won him a Pulitzer prize.
- and a prim manner of speaking that was so correct, so gentlemanly, that he seemed a comic antique:** He spoke in a very formal and exact way. Indeed, his style of speaking was so proper and polite that he looked funny, like something rare from out of the past.
- I prepared for an unfruitful year with Mr. Fleagle and for a long time was not disappointed.:** I expected that things wouldn't improve with Mr. Fleagle as our English teacher, and for a long time I was right in my expectations. (Note the touch of irony here.)
- Vivid memories came flooding back of a night in Belleville when ... for supper.:** Vivid memories of a night in Belleville when ... for supper came flooding back. (The long prepositional phrase is placed at the end of the sentence for the sake of balance.)
- at the eleventh hour:** just before it is too late, at the last moment
- as it were:** so to speak, as one might say 可以说; 在某种程度上
- he put the final seal on my happiness:** he made my happiness complete (by adding his praise)



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 did Baker use to feel about English courses?
2. When did he begin to think it possible for him to become a writer?
3. What did Baker hear about Mr. Fleagle? What was his own impression (印象) of his new English teacher?
4. Why did he put off the writing assignment till the last minute?
5. What was the topic that held his attention?
6. Why did he want to write about that topic?

Now switch roles.

7. What did he think Mr. Fleagle would do if he were to write the essay the way he wanted? Why?
8. What was Baker prepared for when he found all the papers were given back but his?
9. What was Mr. Fleagle's announcement?
10. Whose essay was Mr. Fleagle reading to the class? How did the class respond (反应)?
11. Why did Baker feel so delighted?
12. What did Mr. Fleagle mean by saying "it's of the very essence of the essay"?



TEXT ORGANIZATION

Working on Your Own

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

1. The text is made up of nine paragraphs. Each paragraph could be given a heading. Now write down the headings of the paragraphs of the text. Some have been done for you.

Paragraphs	Headings
1	Baker's feelings about English courses
2	_____
3	A topic that attracts Baker's attention
4	_____
5	Baker's sudden desire to write about that topic
6	_____
7	Mr. Fleagle's announcement
8	_____
9	What Baker discovered

2. The text can be divided into three parts. The first part serves as an introduction; the second part describes a new experience the writer had; the third brings out what the experience meant to him. Now write down the main idea of each part. The first one has been done for you.

Parts	Paragraphs	Main Ideas
Part One	Paras. 1–2	Baker was bored by everything associated with English courses, including his new English teacher.
Part Two	Paras. 3–5	_____
Part Three	Paras. 6–9	_____



Language Sense Enhancement

1. Read aloud paragraphs 5 and 6 until you have learned them by heart. Then try to complete the passage from memory.

Suddenly I wanted to write about that, about the _____ (1) and good feeling of it, but I wanted to _____ (2) simply for my own joy, not for Mr. Fleagle. It was a moment I wanted to _____ (3) for myself. I wanted to _____ (4) the pleasure of that evening. To write it as I wanted, _____ (5), would _____ (6) all the rules of formal _____ (7) I'd learned in school, and Mr. Fleagle would surely give it _____ (8). Never _____ (9). I would write something else for Mr. Fleagle after I had written this thing _____ (10).

2. The enjoyment of reading poetry often leads to the enjoyment of the beauty of the language itself. For greater enjoyment, you will do well to begin by reading poetry aloud and try to get the feel of the language as a pattern of sound. Here is a poem for you to enjoy, which was written by Alfred Tennyson (1809–1892), a distinguished English poet often regarded as the chief representative of the Victorian age in poetry.

The Oak

Alfred Tennyson

橡树

阿尔弗雷德·丁尼生

Live thy¹ life,
Young and old,
Like yon² oak,
Bright in spring,
Living gold;

Summer-rich
Then; and then
Autumn-changed,
Soberer³ hued
Gold again.

All his leaves
Fall'n at length,
Look, he stands,
Trunk and bough,
Naked strength.

年轻人和老人，
你们的一生
要如那棵橡树，
春天它金灿灿——
一树活的金黄。

繁荣的夏季
来了又复去；
秋天换装时，
染一身肃穆——
重新换上金衣。

满树的叶子
终于落尽了，
看，它盎然屹立，
只剩树干树枝——
赤裸裸的力。

(飞白译)

1 thy pron. (古) = your

2 yon a., ad. (古) = over there

3 soberer a. solemn; (of color) not bright

3. Well-known quotations

(语录) are the crystallization (结晶) of human wisdom. Reading them is like a journey into the provocative (发人深思的) thoughts of many famous people of yesterday and today. Why not start our journey right away, then?

There is always one moment in childhood when the door opens and lets the future in.

— *Graham Greene*

童年总有那么一刻，门扉开启，引进未来。

— 格雷汉姆·格林

Everybody's youth is a dream, a form of chemical madness.

— *F. Scott Fitzgerald*

青春犹如梦幻，人人似癫若狂。

— F·斯科特·菲茨杰拉德

Youth is wholly experimental.

— *Robert Louis Stevenson*

青春整个儿就是探索的岁月。

— 罗伯特·路易斯·斯蒂文森

Almost everything that is great has been done by youth.

— *Benjamin Disraeli*

非凡之事大都在青年时期成就。

— 本杰明·迪斯拉里

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

It was graduation day and Mom was trying to take a picture of their son in a cap and gown, posed with his father.

"Let's try to make this look natural," she said. "Junior, put your arm around your dad's shoulder."

The father answered, "If you want it to look natural, why not have him put his hand in my pocket?"





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

agony	anticipate	assign	associate	avoid
career	command	compose	distribute	extraordinary
finally	formal	image	inspire	recall
reputation	respectable	rigid	scan	sequence
severe	tackle	tedious	violate	vivid
face up to	hold back	off and on	out of date	
put down	take hold	turn in	turn out	
what's more				



Vocabulary

I.

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

associate	tackle	agony	put down
vivid	respectable	sequence	distribute
off and on	finally	extraordinary	rigid
reputation	hold back	tedious	turn in

- 1) Alan was always in trouble with the police when he was young but he's now a _____ married man.
- 2) The people who had been hurt in the car accident lay screaming in _____.
- 3) Because his condition's not serious they've _____ his name _____ on the hospital waiting list.
- 4) The second part of the book describes the strange _____ of events that lead to the King's fall from power.
- 5) When I saw my little boy crying bitterly over the death of his pet

- dog, I could hardly _____ my tears.
- 6) They are going to _____ those clothes and blankets among the flood victims (受害者).
- 7) Linda managed to support herself by working _____ as a waitress.
- 8) Parts of my childhood are so _____ to me that they could be memories of yesterday.
- 9) People often _____ the old days with good times, and seem to forget the hardship they suffered.
- 10) Andrew _____ decided, after much thought, to leave his job.
- 11) Jane's worried she won't be able to _____ her paper on time.
- 12) The President came under attack from all sides for his inability to _____ the country's severe social problems.

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

- 1) They have sent George to the newspaper's Paris office. (assign)
George _____
- 2) What the man told us was well beyond what was usual, so I didn't know whether to believe him or not. (extraordinary)
The man's story _____
- 3) A clear picture was formed in her mind of how she would look in twenty years' time. (image)
She had _____
- 4) On an order from the officer the soldiers opened fire. (command)
When the officer _____
- 5) We'll keep producing bikes as long as they remain in demand. (turn out)
As long as people keep _____

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

Model:

Lying on the sofa, the boy finally _____ the unwelcome task, took the homework sheet out of his notebook, and _____. (scan, face up to)
Lying on the sofa, the boy finally *faced up to* the unwelcome task, took the home-work sheet out of his notebook, and *scanned it*.

- 1) Mr. Green has a _____ as a dull lecturer. He's _____ and old-fashioned, and doesn't seem to have the faintest idea of how _____. (inspire, reputation, rigid)

- 2) David's essays are long _____ to read. _____,
his arguments are often based on _____.
(out of date, what's more, tedious)
- 3) I was pleasantly surprised at my ability to _____ an essay
that the professor chose to read to the class. It was without doubt
one of the happiest moments in my school _____, but I did
my best to _____ pleasure. When the professor of-
fered me his congratulations, however, I could _____
a smile. (career, avoid, compose, hold back)

II. Synonyms in Context

In most cases, writers try to avoid repeating the same words or phrases, using, instead, words that are similar in meaning in that particular context. Here are some examples from the text:

1. I found English grammar *dull* and difficult.
... in that most *tedious* of subjects.
2. The *topic* on which my eyes stopped ...
This *title* produced ...
3. I would *write* something else for Mr. Fleagle ...
... no time left to *compose* a proper, respectable essay for Mr. Fleagle.

Now put into each gap a word from the text similar in meaning to the word(s) in italics.

1. Many people know who *wrote* the song, but it seems none has any idea of who _____ the music.
2. The first time she met the class, Miss White wore a _____ black dress and *plain* black shoes.
3. Our neighbor's seven-year-old son has got a *severe pain* in his chest. Last night we heard him crying off and on in _____.
4. My cousin first met his future wife Ruth in *very unusual* circumstances — they were both trying to get into the same taxi. I often think the whole thing was quite _____.
5. The policeman asked the old lady to try to _____ as much about the accident as possible, but all she could *remember* was seeing a car racing in her direction and her husband knocked down.
6. In the old days *orders* from the head of a family had to be obeyed. His wish was taken as a _____.
7. When my car was stopped by the police I was sure I had *broken*

some traffic rule or other without realizing it. Then I heard one of them say I _____ the law by not wearing a seat belt.

8. Jim did not _____ any trouble, but we considered everything carefully and *expected* the worst.

III. Collocation

You have learned quite a few English collocations, probably without realizing it. For example, you can say “He is *good at* math”, but NOT “He is good with math”; “I prefer *black tea* (红茶)”, but NOT “I prefer red tea”. Similarly, you can say “I was *bored with / by* his lectures”, but NOT “I was bored at his lectures”; you can say “The teacher *assigned* a lot of homework *to* the class” or “... *assigned* the class a lot of homework”, but NOT “... assigned a lot of homework for the class”; you can say “*Congratulations on* your success”, but NOT “Congratulations to / for your success”. Collocation is, therefore, the way in which some words are often used together, or a regular combination of words.

To improve your English, it is very important to have a good command of collocation. For it will help you use words in an appropriate and idiomatic way.

adjective + preposition

Now we are going to focus on adjective and preposition collocations. Many adjectives go with a particular preposition in a certain context, such as *afraid of*, *interested in*.

Can you put an appropriate preposition into each gap in the sentences?

1. My sister was angry _____ finding me asleep instead of doing my share of the housework.
2. Adam is so hungry _____ success that he'll spare no efforts to achieve it.
3. I'm tired _____ you telling me what to do all the time.
4. You'll have to be patient _____ my aunt — she's old and forgetful.
5. Virginia is famous _____ the birthplace of American presidents.
6. Are you all clear now _____ what you have to do?
7. Their views on the question are opposite _____ ours.
8. Fats and sugar are very rich _____ energy but poor _____ vitamins and minerals.
9. When I finally met him, I found he was completely different _____ his photograph.
10. How much you get paid is dependent _____ how much you produce.



COMPREHENSIVE EXERCISES

I. Cloze

1. Text-related

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

Dec. 1, 1943

Dear Aunt Pat,

Today my English teacher chose my essay to read to the class. I had tried to make it funny — and it worked! Everybody laughed. Even prim Mr. Fleagle had to struggle to _____ (1) a smile. Afterwards lots of people offered me their congratulations.

I was more surprised than anybody. As you know, I used to find our English exercises rather _____ (2), but this time when I _____ (3) the list of essay titles one caught my eye. It was “The Art of Eating Spaghetti.” Do you _____ (4) that night in Belleville when you made us all spaghetti? It remains _____ (5) to me. Especially all the good-humored arguments we had about the proper way to eat it. So that’s what I wrote about.

I’ve had the idea _____ (6) for some time now that one day I might take up writing. If I can _____ (7) more work like that perhaps I really will be able to make a _____ (8) of it.

Best wishes,
Russell

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.

About twenty of us schoolchildren had been fortunate enough to receive invitations to a film-studio (电影摄影棚) to take part in a crowd-scene. Although our “act” would only _____ (1) for three minutes, we were given the opportunity to see quite a number of interesting things.

Soon after we arrived, bright lights were turned on. Since it was very hot in the studio, it came as a _____ (2) to us to see one of the actors put on a heavy overcoat. He _____ (3) a hat down over his eyes, put his hands in his pockets, and started walking along a winding path. A big fan began _____ (4) small white feathers down on him, and soon the bare trees were covered in “snow”. Two more fans were turned on, and a “strong wind” whistled through

the trees. The first actor was dragging through the snow when the second, _____ (5) as a beggar, began walking towards him trembling with cold.

The next _____ (6) was a complete contrast (对照). The way it was filmed was quite _____ (7). Pictures taken on an island in the Indian Ocean were shown on a glass screen. An actor and an actress stood in front of the _____ (8) so that they looked as if they were at the water's edge on an island.

Since it was our _____ (9) next, we were left wondering what scene would be prepared for us. For a full three minutes in our lives we would be experiencing the _____ (10) of being film "stars"!

instructions	dressed	image	surprise	excitement
scene	shaking	pulled	blowing	sequence
turn	extraordinary	severe	last	anticipate

II. Translation

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

1) 那是个正规宴会,我照妈妈对我讲的那样穿着礼服去了。(formal)

2) 他的女友劝他趁抽烟的坏习惯尚未根深蒂固之前把它改掉。

(take hold)

3) 他们预料到几个月电的需求量很大,决定增加生产。(anticipate)

4) 据说比尔因一再违反公司的安全规章而被解雇。(violate)

5) 据报道地方政府已采取适当措施避免严重缺水(water shortage)的可能性。(avoid, severe)

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

苏珊(Susan)因车祸失去了双腿。有一段时间，她真不知如何面对自己再也不能行走的事实。

一天，苏珊在浏览杂志时，被一个真实故事吸引住了。那个故事生动地描写了一个残疾(disabled)姑娘是如何成为一位作家的。苏珊读后深受鼓舞，开始相信她最终也会成为一个有用的人生活下去。

inspire vivid scan face up to finally

外研社

Part III Home Reading Task



Text B

Marta had worked hard for a long time to win the scholarship jacket, but at the last moment something happened that threatened to rob her of the prize.

The Scholarship Jacket¹

Marta Salinas²

¹ The small Texas school that I attended carried out a tradition every year during the eighth grade graduation; a beautiful gold and green jacket was awarded to the class valedictorian, the student who had maintained the highest grades for eight years.

² I was fourteen and in the eighth grade. I had been a straight A student³ since the first grade, and the last year I had looked forward to owning the jacket. My father was a farm laborer who couldn't earn enough money to feed eight children, so when I was six I was given to my grandparents to raise. We couldn't participate in sports at school because there were registration fees, uniform costs, and trips out of town; so there would never be a sports school jacket for us. This one, the scholarship jacket, was our only chance.

³ One day in May, on the way from my history class to the gym, I remembered my P.E.⁴ shorts were still in the classroom. I had to walk back and get them. I was almost back at the door when I heard angry voices and arguing in my classroom. I recognized the voices: Mr.

Schmidt, my history teacher, and Mr. Boone, my math teacher. They seemed to be arguing about me. I couldn't believe it. I still remember the shock that rooted me flat against the wall⁵.

⁴ "I refuse to do it! I don't care who her father is, her grades don't even begin to compare to Martha's⁶. I won't lie or falsify records. Martha has a straight A plus average and you know it." That was Mr.

New Words and Expressions

tradition /trə'dɪʃən/ *n.* 传统

award /ə'wɔ:d/ *vt.* give or grant (by official decision)
授予; 给予

valedictorian /vælɪdɪk'tɔ:riən/ *n.* 致告别词的毕业生代表

maintain /meɪn'tem/ *vt.* keep up; continue 保持; 维持

look forward to think about (sth.) which will happen in the future (usu. with pleasure) 盼望

participate in become involved in 参加

registration /redʒɪ'streɪʃən/ *n.* 登记; 注册

fee /fi:/ *n.* 费 (如会费等)

gym /dʒɪm/ *n.* (short for) gymnasium 健身房; 体育馆

compare to 相比; 比得上

falsify /'fɔ:lɪfaɪ/ *vt.* 篡改; 歪曲

plus /plʌs/ *a.* (常置于被修饰词后面) 比...略好 (或略高) 一些的

prep. 加, 加上

Schmidt and he sounded very angry. Mr. Boone's voice sounded calm and quiet.

5 “Look, Joann's father is not only on the Board, he owns the only store in town; we could say it was a close tie and —”

6 (1) The pounding in my ears drowned out the rest of the words, only a word here and there filtered through. “... Martha is Mexican ... resign ... won't do it ...”

7 To this day I don't remember how I made it through the rest of the afternoon⁷. I went home very sad and cried into my pillow that night so Grandmother wouldn't hear me.

8 The next day when the principal called me into his office, I knew what it would be about. He looked uncomfortable and unhappy.

9 “Martha,” he said, “there's been a change in policy this year regarding the scholarship jacket. As you know, it has always been free.” He cleared his throat and continued. “This year the Board decided to charge fifteen dollars — which still won't cover the complete cost of the jacket.”

10 I stared at him in shock and a small sound of dismay escaped my throat. I hadn't expected this.

11 “So if you are unable to pay the fifteen dollars for the jacket, it will be given to the next one in line.”

12 Standing with all the dignity I could muster, I said, “I'll speak to my grandfather about it, sir, and let you know tomorrow.” I cried on the walk home from the bus stop.

13 “Where's Grandpa?” I asked Grandma.

14 “I think he's out back working in the bean field.”

15 I went outside and looked out at the

fields. There he was. I walked slowly out to him, trying to think how I could best ask him for the money. I wanted that jacket so much. It represented eight years of hard work and expectation. He saw me and looked up.

16 He waited for me to speak. I cleared my throat nervously and clasped my hands behind my back so he wouldn't see them shaking. “Grandpa, I have a big favor to ask you,” I said in Spanish, the only language he knew. He still waited silently. I tried again. “Grandpa, this year the principal said the scholarship jacket is not going to be free. It's going to cost fifteen dollars and I have to take the money in tomorrow, otherwise it'll be given to someone else.” The last words came out in an eager rush. I waited, desperately hoping he'd say I could have the money.

17 He turned to me and asked quietly, “What does a scholarship jacket mean?”

18 I answered quickly; maybe there was a chance. “It means you've earned it by

tie /taɪ/ *n.* equal score in a game or competition 平手, 不分胜负

drown out (of a sound) be louder than (another sound) and prevent it being heard (指声音)淹没

here and there 各处

filter /'fɪltə(r)/ *v.* 渗过, 渗透

resign /rɪ'zaɪn/ *v.* 顺从; 听任; 辞职

make it 办成, 做到; 赶上

principal /'prɪnsəpl/ *n.* 校长; 院长

policy /'pɒləsi/ *n.* 方针, 政策

regarding /rɪ'gɑ:dɪŋ/ *prep.* concerning 关于, 至于

dignity /'dɪɡnɪti/ *n.* 尊严

muster /'mʌstə(r)/ *v.* summon up; assemble 激起; 聚集

represent /,reprɪ'zent/ *vt.* be a sign or symbol of 代表, 象征

expectation /,ekspek'teɪʃən/ *n.* 期待; 预期

clasp * /klɑ:sp/ *vt.* grasp tightly with one's hand; hold firmly 紧抓; 紧握

having the highest grades for eight years and that's why they're giving it to you."

(2) Too late I realized the significance of my words. Grandpa knew that I understood it was not a matter of money. It wasn't that. He went back to hoeing the weeds that sprang up between the delicate little bean plants. Finally he spoke again.

19 "Then if you pay for it, Marta, it's not a scholarship jacket, is it? Tell your principal I will not pay the fifteen dollars."

20 I walked back to the house and locked myself in the bathroom for a long time. I was angry with Grandfather even though I knew he was right, and I was angry with the Board, whoever they were. Why did they have to change the rules just when it was my turn to win the jacket?

21 (3) It was a very sad and withdrawn girl who dragged into the principal's office the next day.

22 "What did your grandfather say?"

23 I sat very straight in my chair.

24 "He said to tell you he won't pay the fifteen dollars."

25 "Why?" he asked. "Your grandfather has the money. Doesn't he own a small bean farm?"

26 I looked at him, forcing my eyes to stay dry. "He said if I had to pay for it, then it wouldn't be a scholarship jacket," I said and stood up to leave. I was almost to the door when he stopped me.

27 "Martha — wait."

28 I turned and looked at him, waiting. He looked at me, biting his lip, as if thinking.

29 "Okay, damn it. We'll make an exception in your case. I'll tell the Board.

You'll get your jacket."

30 I could hardly believe it. I spoke in a trembling rush. "Oh, thank you, sir!" Suddenly I felt great. I wanted to yell, jump, run the mile⁸, do something. I ran out so I could cry in the hall where there was no one to see me. At the end of the day, Mr. Schmidt winked at me and said, "I hear you're getting a scholarship jacket this year."

31 (4) His face looked as happy and innocent as a baby's, but I knew better. Without answering I gave him a quick hug and ran to the bus. I cried on the walk home again, but this time because I was so happy. I couldn't wait to tell Grandpa and ran straight to the field.

32 "The principal said he's making an exception for me, Grandpa, and I'm getting the jacket after all. That's after I told him what you said."

33 Grandpa didn't say anything, he just gave me a pat on the shoulder and a smile.

1154 words

significance /sɪg'nɪfɪkəns/ *n.* meaning 意义; 意思
hoe ▲ /həʊ/ *vt.* 用锄除(草); 用锄整(地)

spring up grow, appear, etc. quickly 迅速生长或出现

delicate /'delɪkət/ *a.* fragile; soft 脆弱的; 柔软的
withdrawn /wɪð'drɔ:n/ *a.* uncommunicative or unsociable 沉默寡言的; 不善交际的

drag /dræg/ *vi.* 拖着脚步走

exception /ɪk'sepʃən/ *n.* person or thing that is left out 例外

tremble /'treɪbl/ *vi.* shiver 颤抖, 哆嗦

yell /jel/ *vi.* say, shout, or cry loudly 叫喊

innocent /'ɪnəsənt/ *a.* 天真无邪的; 清白的

hug * /hʌg/ *vt., n.* 拥抱

pat /pæt/ *n.* a light touch with the open hand 轻拍

Notes

1. The text is adapted from *Growing Up Chicano* (New York: Avon, 1993).
2. Marta Salinas has published stories in the *Los Angeles Herald* and in *California Living*. She is also an environmental activist.
3. **a straight A student**: a student consistently achieving the highest grades
全优生
4. P.E.: abbr. (缩写) for physical education 体育 (课)
5. **the shock that rooted me flat against the wall**: the shock that caused me to stand completely still against the wall
6. **Martha's**: Martha is an English name. Notice the teachers prefer to call her Martha instead of her Spanish name Marta.
7. **To this day ... the afternoon.**: I was so upset then that to this day I don't remember how I managed to pass the rest of the afternoon.
8. **run the mile**: have a race which is a mile in length



COMPREHENSION CHECK

Choose the best answer for each of the following.

1. Marta was living with her grandparents _____.
 - a. to be near her school
 - b. to help on the farm
 - c. as a result of poverty
 - d. because she was an orphan
2. We can infer that the math teacher was _____.
 - a. ready to falsify school records
 - b. persuaded by the other teacher's argument
 - c. quick tempered
 - d. a man of principle
3. The charge for the scholarship jacket was _____.
 - a. to cover its cost
 - b. as students had to spend as much to get a school sports jacket
 - c. as a means of awarding the jacket to Joann
 - d. because it was thought Marta's grandfather could afford it
4. It can be inferred that Mr. Schmidt was _____.
 - a. bad tempered
 - b. hard hearted
 - c. eager to please
 - d. a man of principle
5. The principal changed his mind because _____.
 - a. someone else had offered to pay for the jacket
 - b. he had never been completely happy with the decision to charge for the jacket

- c. he was afraid that the grandfather might complain
 - d. he had been persuaded to do so by the Board
6. The grandfather refused to pay for the jacket because _____.
- a. he thought the price too high
 - b. he found it difficult to understand its meaning
 - c. he could not afford it
 - d. he thought it was not right to charge for it

4. His face looked as happy and innocent as a baby's, but I knew better.



TRANSLATION

Translate into Chinese the underlined sentences in the essay.

1. The pounding in my ears drowned out the rest of the words, only a word here and there filtered through. "...Martha is Mexican ... resign ... won't do it ..."

2. Too late I realized the significance of my words. Grandpa knew that I understood it was not a matter of money. It wasn't that.

3. It was a very sad and withdrawn girl who dragged into the principal's office the next day.



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

award	delicate	drag
exception	expectation	innocent
maintain	pat	plus
regarding	represent	resign
significance	tremble	yell
compare to	here and there	look forward to
make it	participate in	

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

1. Match the definitions (定义) in Column (栏) B with the words or phrases in Column A.

A		B
___ 1) tremble		a. take part in
___ 2) pat		b. shake uncontrollably

- ___ 3) participate in c. be excited and pleased about what is going to happen
- ___ 4) here and there d. a gentle touch with the flat hand
- ___ 5) look forward to e. utter a loud cry or shout
- ___ 6) drag f. in various places
- ___ 7) regarding g. move slowly and with effort
- ___ 8) yell h. about

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

- 1) Bob _____ from the company in order to take a more challenging job.
- 2) Considering her grades, there is little _____ of her getting into medical college.
- 3) Air France is said to _____ a high level of service for many years.
- 4) The memorial (纪念碑) _____ the sacrifice of the men and women who gave their lives in the Anti-Japanese War.

- 5) Every type of plant, without _____, contains some kind of salt.
- 6) Robert's uncle _____ the Nobel Prize for his work in medical research.
- 7) I used to get a B for my essays, but this time I received a slightly higher mark: B _____.
- 8) Charlie is very ambitious (有雄心的), but I'm quite sure he'll never really _____ to the top.
- 9) I'm not going to let anyone else arrange those flowers, they are very _____.
- 10) The cheat had such a(n) _____ face that I found it hard to believe anything bad of her.
- 11) I'm afraid her latest novel can't _____ her first.
- 12) At first it seemed to me that her remark meant that she was angry, but now I'm quite sure it didn't have any _____.



Part IV Comprehensive Language Practice



SPEAKING PRACTICE

Group Discussion

In small groups, talk about the following:

1. Who played a major role in your development from a child into a well-educated young person? Your parents, your grandparents, your teachers, or other people?
2. Tell about some of the things they did or said that had a good influence on the shaping of your character, behavior or attitude.
3. Suppose you are Baker's classmates. Brainstorm (大家一起出主意) how to write him a letter of congratulations on his success in essay writing.

PRACTICAL WRITING

Writing a Letter of Congratulations

Based on your brainstorming, write a letter in 120 words or so to congratulate Baker for his exceptionally well-written essay. Your letter should cover the following:

1. How you were impressed by his essay;
2. What you learned from Mr. Fleagle's comments on his essay.

There is a model letter 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

The form of a letter

There are two types of letters: business letters and personal letters. In style, business letters are mostly formal whereas personal letters can be formal or informal depending on the occasion and the intimacy between the writer and the recipient.

A formal English letter often consists of six parts: *the heading* (信头), *the inside address* (封内地址), *the salutation* (客气称呼), *the body*, *the complimentary* (表敬意的) *close*, and *the signature* (签名). Informal letters need not cover all these parts. The heading and inside address are usually omitted.

Tips for writing a letter of congratulations

When you write a letter to congratulate others on their achievements or various happy occasions the following points are worth keeping in mind.

1. Choose the right form and tone for your letter, which may be either formal or informal depending on to whom you are writing and the situation.
2. It is best to stay focused on the theme of congratulation throughout the letter, rather than shifting to other topics.
3. Be personal and genuine.

Here are some sample letters of congratulations for your reference:

Formal

75 Brighton Road
Nashville, Tennessee
August 20, 2008

Vice President
Lanner and Company
New York, NY, 10083

Dear Ms. Louden,

Congratulations on your recent promotion to Vice President of Lanner and Company. Your dynamic style of leadership will be a major asset in that position.

I look forward to a great future for you and for the company.

Sincerely,
Peter Ness
Peter Ness

Informal

Dear Simon,

Your graduation from Beloit College gives me so much joy and pride. It's an outstanding achievement! Please accept my heartfelt congratulations, along with the enclosed book: one that made me think of you and that I hope you'll enjoy. With this gift goes my deep affection and admiration.

Love,
Rose

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 letter carefully and then answer the questions on the checklist below. Put down *yes* or *no*.
2. Exchange letters 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. Is the form and tone of the letter appropriate?	_____	_____
2. Does the writer focus on the theme of congratulations?	_____	_____
3. Does the letter sound sincere?	_____	_____
4. Are there any mistakes in spelling?	_____	_____
5. Are there any mistakes in grammar?	_____	_____

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

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Unit 2



Friendship

Text A All the Cabbie Had Was a Letter

Text B Never Let a Friend Down

Overview

Friendship is a topic close to all our hearts, for none of us would choose to live without friends, the source of so many of our happiest moments. That said, we can occasionally take our friendships too much for granted, failing to keep them in good repair. Our first text illustrates this through a tale of the lasting regret that can come from missing the moment to let friends know how much they mean to us. Our second story sees the power of friendship displayed more in actions than in words, unfolding a tale of courage and endurance as one friend fights to save the life of another. Both vividly reflect the power of friendship and provide food for thought when it comes to considering what our own friends mean to us.

Part I Listening Task



LISTENING PRACTICE

Here is a story about two friends. Listen carefully and see what it reveals.

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

slap vt. 掌击

oasis n. 绿洲

fright n. 惊吓

erase vt. 擦掉

engrave vt. 刻上

After Listening

Complete the following statements according to what you have heard.

1. After he got slapped in the face the man wrote in the sand: _____
_____.
2. After he was saved from drowning he wrote on a stone: _____.
3. By writing in the sand, he wanted to _____ his friend who had hurt him; by writing on a stone, he wanted to forever _____ the great favor his friend had done him.



Part II Reading Task

Text A

How do you feel when old friends are far away? Do you make an effort to keep in touch? Sometimes it is easy to put off writing a letter, thinking that there will be plenty of time tomorrow. But then sometimes, as this story shows, we leave it too late. Perhaps reading it will make you want to reach for your pen.

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)

cabbie /'kæbi/ *n.* (*informal*) a taxi driver

be lost in / lose oneself in be absorbed in, be fully occupied with 专心致志于

windshield /'wɪndʃi:ld/ *n.* (*AmE*) the glass window in the front of a car, truck, etc. (汽车的)挡风玻璃

cab /kæb/ *n.* a taxi 出租车

available /ə'veɪləbəl/ *a.* able to be used, had or reached 可用的;可得到的

apologetically /ə,pɒlə'dʒetɪkəlɪ/ *ad.*
apologetic /ə,pɒlə'dʒetɪk/ *a.* showing or saying that one is sorry for some fault or wrong 道歉的;带着歉意的

or something (*informal*)(used when you are not very sure about what you have just said) 诸如此类的事

go ahead continue; begin

know / learn by heart memorize, remember exactly 记住,能背出

on the road traveling 在旅途中

estimate /'estɪmeɪt/ *vt.* form a judgment about 估计

might / may (just) as well 不妨,(也)无妨

All the Cabbie Had Was a Letter¹

Foster Furcolo

1 He must have been completely lost in something he was reading because I had to tap on the windshield to get his attention.

2 “Is your cab available?” I asked when he finally looked up at me. He nodded, then said apologetically as I settled into the back seat, “I’m sorry, but I was reading a letter.” He sounded as if he had a cold or something.²

3 “I’m in no hurry,” I told him. “Go ahead and finish your letter.”

4 He shook his head. “I’ve read it several times already. I guess I almost know it by heart.”

5 “Letters from home always mean a lot,” I said. “At least they do with me because I’m on the road so much.” Then, estimating that he was 60 or 70 years old, I guessed: “From a child or maybe a grandchild?”

6 “This isn’t family,” he replied. “Although,” he went on, “come to think of it³, it might just as well have been family.

Old Ed was my oldest friend. In fact, we used to call each other ‘Old Friend’ — when we’d meet, that is. I’m not much of a hand at writing.”

7 “I don’t think any of us keep up our correspondence too well,” I said. “I know I don’t. But I take it he’s someone you’ve known quite a while?”

8 “All my life, practically. We were kids together, so we go way back. 4”

9 “Went to school together?”

10 “All the way through high school. We were in the same class, in fact, through both grade and high school.”

11 “There are not too many people who’ve had such a long friendship,” I said.

12 “Actually,” the driver went on, “I hadn’t seen him more than once or twice a year over the past 25 or 30 years because I moved away from the old neighborhood and you kind of lose touch even though you never forget. He was a great guy.”

13 “You said ‘was’. Does that mean —?”

14 He nodded. “Died a couple of weeks ago.”

15 “I’m sorry,” I said. “It’s no fun to lose any friend — and losing a real old one is even tougher.”

16 He didn’t reply to that, and we rode on in silence for a few minutes. But I realized that Old Ed was still on his mind when he spoke again, almost more to himself than to me: “I should have kept in touch. Yes,” he repeated, “I should have kept in touch.”

17 “Well,” I agreed, “we should all keep in touch with old friends more than we do. But things come up and we just don’t seem to find the time.”

18 He shrugged. “We used to find the time,” he said.

not much of a not a good 不太好的

keep up continue without stopping 保持

correspondence /kɒrɪˈspɒndəns/ *n.* the act of writing, receiving or sending letters; letters 通信(联系); 信件

practically /ˈpræktɪkəlɪ/ *ad.* almost **all the way** 自始至终, 一直

neighborhood /ˈneɪbəhʊd/ *n.* one of the parts of a town where people live 街坊; 四邻

kind / sort of (*informal*) a little bit, in some way or degree 有几分, 有点儿

lose touch (with sb.) meet and contact sb. less and less often, gradually stop writing, telephoning, or visiting them 失去联系

guy /ɡaɪ/ *n.* 家伙; 伙计

a couple of 几个; 一对, 一双

tough /tʌf/ *a.* (*informal*) unfortunate; difficult; strong 不幸的; 困难的; 坚固的; 坚强的

on one’s mind 记挂在心头

keep in touch (with) (与…)保持联系, 保持接触

come up happen, occur, esp. unexpectedly (尤指意想不到地)发生, 出现

shrug /ʃrʌɡ/ *v.* lift (the shoulders) slightly 耸(肩)

urge /ɜːdʒ/ *v.* try very hard to persuade 力劝, 催促

postpone /pəʊst'pəʊn/ *vt.* delay 推迟, 使延期

reference /'refərəns/ *n.* 提及, 谈到; 参考, 查阅

Halloween /,hæləu'i:m/ *n.* (基督教) 万圣节前夕

absolutely /'æbsəlu:tli/ *ad.* totally and completely 完全地, 极其

absolute /'æbsəlu:t/ *a.*

reunion /ri:'juːnjən/ *n.* (家人、朋友、同事等久别后的) 重聚

go by (of time) pass (时间) 逝去

hang out (*informal*) stay in or near a place, not doing very much 闲荡; 徘徊

“That’s even mentioned in the letter.” He handed it over to me. “Take a look.”

19 “Thanks,” I said, “but I don’t want to read your mail. That’s pretty personal.”

20 The driver shrugged. “Old Ed’s dead. There’s nothing personal now. Go ahead,” he urged me.

21 The letter was written in pencil. It began with the greeting “Old Friend,” and the first sentence reminded me of myself. *I’ve been meaning to write for some time, but I’ve always postponed it.* It then went on to say that he often thought about the good times they had had together when they both lived in the same neighborhood. It had references to things that⁵ probably meant something to the driver, such as *the time Tim Shea broke the window, the Halloween⁶ that we tied Old Mr. Parker’s gate, and when Mrs. Culver used to keep us after school.*

22 “You must have spent a lot of time together,” I said to him.

23 “Like it says there,” he answered, “about all we had to spend in those days was time.” He shook his head: “Time.”

24 I thought the next paragraph of the letter was a little sad: *I began the letter with “Old Friend” because that’s what we’ve become over the years — old friends. And there aren’t many of us left.*

25 “You know,” I said to him, “when it says here that there aren’t many of us left, that’s absolutely right. Every time I go to a class reunion, for example, there are fewer and fewer still around.”

26 “Time goes by,” the driver said.

27 “Did you two work at the same place?” I asked him.

28 “No, but we hung out on the same corner when we were single. And then, when we were married, we used to go

to each other's house every now and then. But for the last 20 or 30 years it's been mostly just Christmas cards. Of course there'd be always a note we'd each add to the cards — usually some news about our families, you know, what the kids were doing, who moved where, a new grandchild, things like that — but never a real letter or anything like that.”

29 “This is a good part here,” I said. “Where it says *Your friendship over the years has meant an awful lot to me, more than I can say because I'm not good at saying things like that.*” I found myself nodding in agreement. “That must have made you feel good, didn't it?”

30 The driver said something that I couldn't understand because he seemed to be all choked up, so I continued: “I know I'd like to receive a letter like that from my oldest friend.”

31 We were getting close to our destination so I skipped to the last paragraph. *So I thought you'd like to know that I was thinking of you.* And it was signed, *Your Old Friend, Tom.*

32 I handed back the letter as we stopped at my hotel. “Enjoyed talking with you,” I said as I took my suitcase out of the cab. Tom? The letter was signed Tom?

33 “I thought your friend's name was Ed,” I said. “Why did he sign it Tom?”

34 “The letter was not from Ed to me,” he explained. “I'm Tom. It's a letter I wrote to him before I knew he'd died. So I never mailed it.”

35 He looked sort of sorrowful, or as if he were trying to see something in the distance. “I guess I should have written it sooner.”

36 When I got to my hotel room I didn't unpack right away. First I had to write a letter — and mail it.

every now and then sometimes, at times

mostly /'məʊstli/ *ad.* almost all; generally 几乎全部; 多半, 大体

awful /'ɔ:fʊl/ *a. (informal)* (used to add force) very great; very bad or unpleasant 非常的, 极大的; 可怕的, 糟糕的

choke /tʃəʊk/ *v.* (使)窒息; 堵塞
choke up become too upset to speak (因激动等) 哽得说不出话; 堵塞

destination /,desti'neɪʃən/ *n.* 目的地

skip * /skɪp/ *v.* 略过, 跳过; 跳跃

sorrowful /'sɒrəʊf(ʊ)/ *a.* showing or causing sadness 伤心的, 悲伤的

sorrow /'sɒrəʊ/ *n.*

in the distance far away

unpack /ʌn'pæk/ *v.* take out (things) from (a suitcase, etc.) 打开

right away (*informal*) at once

1048 words

Proper Names

Foster Furcolo /'fɒstə 'fɜ:kələʊ/	福斯特·弗克洛
Ed /ed/	埃德(男子名)
Tim Shea /'tɪm'ʃeɪ/	蒂姆·谢
Parker /'pɑ:kə/	帕克(姓氏或男子名)
Culver /'kʌlvə/	卡尔弗(姓氏)
Tom /tɒm/	汤姆(男子名)

Notes

1. This text is taken from *Boston Magazine* (July 1985).
2. **He sounded as if he had a cold or something.:** This sentence implies that the taxi driver was in a sad state of mind.
3. **come to think of it:** (used when one wants to add something one has just thought of) when one begins to consider that, e.g. ... *and he sent me a lovely present. Come to think of it, I must write to thank him.*
4. **We were kids together, so we go way back.:** We were friends since childhood, so our friendship has existed for a very long time.
5. **It had references to things that ...:** The letter made mention of things that ...
6. Halloween /,hæləʊ'i:n/ is 31 October, when according to tradition you can expect to see ghosts and witches wandering about. It is a day on which children often play tricks on their neighbors.



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 was the cab driver doing when the author wanted to take the taxi?
2. Did the cab driver have a cold?
3. Whom did the driver talk about with the author?
4. How long had the driver and Ed been friends?
5. What did the driver and Ed use to do when they were kids?
6. How often did they see each other over the past 25 or 30 years? Why?

Now switch roles.

7. What had happened to Old Ed by the time the story took place?
8. Why did the driver repeat that he should have kept in touch?
9. What did the author mean by saying the first sentence in the letter reminded him of himself?
10. Why did the driver say he began the letter with “Old Friend”?
11. How did the driver feel about Old Ed’s friendship with him?
12. What did the author decide to do when he arrived at the hotel? Why?



TEXT ORGANIZATION

Working on Your Own

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

1. *The letter Tom wrote to his friend Ed plays a very important role in the development of the story. The story is, to a large extent, built around the letter. If you are aware of this, you will find it easier to understand the organization of the text. The questions are meant to help you get a better idea of this point. Now write down your answers.*

- 1) What does the story begin with?

- 2) What helped start a conversation between the cab driver and the passenger?

- 3) What was their conversation centered on?

- 4) How did the author get to learn more about the friendship between the driver and Ed?

2. *The text can be divided into three parts. Now write down the main idea of each part. The first one has been done for you.*

Parts	Paragraphs	Main Ideas
Part One	Paras. 1–20	From a conversation with the cab driver the author learned how much he regretted failing to keep up correspondence with his old friend Ed.
Part Two	Paras. 21–35	_____ _____ _____
Part Three	Para. 36	_____ _____



Language Sense Enhancement

1. Read aloud paragraphs 6 to 15 until you have learned them by heart. Then try to complete the passage from memory.

“This isn’t family,” he replied. “Although,” he went on, “_____ (1) it, it might just _____ (2) have been family. Old Ed was my oldest friend. In fact, we _____ (3) call each other ‘Old Friend’— when we’d meet, that is. I’m not _____ (4) hand at writing.”

“I don’t think any of us keep up our _____ (5) too well,” I said. “I know I don’t. But I _____ (6) he’s someone you’ve known _____ (7)?”

“All my life, practically. We were kids together, _____ (8) we go way back.”

“Went to school together?”

“_____ (9) through high school. We were in the same class, in fact, through both grade and high school.”

“There are not too many people who’ve had such a long _____ (10),” I said.

2. Read aloud the poem.

A Friend Like You

Author Unknown

There’s lots of things
With which I’m blessed,
Tho’¹ my life’s been both Sunny and Blue²,
But of all my blessings³,
This one’s the best:
To have a friend like you.

In times of trouble
Friends will say,
“Just ask ... I’ll help you through it.”
But you don’t wait for me to ask,
You just get up
And you do it!

And I can think
Of nothing in life
That I could more wisely do,
Than know a friend,
And be a friend,
And love a friend ... like you.

1 Tho’ = Though

2 Sunny and Blue: My days have been filled with sunshine and blue skies, i.e. my life has been happy.

3 blessing *n.* 幸事

朋友如你

佚名

许多事物，
我都有幸拥有，
我的人生充满丽日晴空，
而在所有的人生幸事之中，
最可珍贵的却是：
友朋如你这般。

困难时，
朋友会说，
“只要说一声……我会帮你渡过难关。”
而不等我开口，
你就站起身，
说帮就干！

我想不出，
此生还有什么
更明智之举
胜过认识一位朋友，
结交一位朋友，
挚爱一位朋友……如你这般。

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

A man dies often as he loses a friend. But we gain new life by new contacts, new friends.

— Francis Bacon

失去一位朋友即是死去一次。但我们通过新的交往、新的朋友获得新生。

— 弗朗西斯·培根

A faithful friend is the medicine of life.

— William Shakespeare

真诚的朋友犹如一帖人生良药。

— 威廉·莎士比亚

True friendship foresees the needs of others rather than proclaims its own.

— Andre Maurois

真正的友谊预见他人的需求，而非提出自己的需求。

— 安德列·莫洛亚

A friend is, as it were, a second self.

— Cicero

不妨说，朋友就是另一个自我。

— 西塞罗

4. Read the humorous dialog for fun.

- (Jake and Henry are friends.)
- Hello.
 - Hello.
 - That you, Jake!
 - Yeah, this is Jake.
 - It doesn't sound like Jake.
 - Well, this is Jake speaking all right.
 - Are you sure this is Jake?
 - Sure this is Jake.
 - Well, listen, Jake. This is Henry. Lend me fifty dollars.
 - All right, I'll tell him when he comes in.



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

absolutely	available	awful	choke
correspondence	destination	estimate	mostly
neighborhood	postpone	practically	reference
reunion	skip	tough	urge
a couple of	all the way	be lost in / lose oneself in	
choke up	come up	every now and then	
go ahead	go by	hang out	
keep in touch (with)	keep up	kind of / sort of	
know / learn by heart	lose touch	might / may (just) as well	
not much of a	on one's mind	or something	
right away			



VOCABULARY

I.

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

available	go ahead	keep in touch	absolutely
urge	estimate	reunion	hang out
destination	or something	go by	every now and then
mostly	know by heart	right away	reference

- 1) There was no wind and the oak tree behind the house was standing _____ still.
- 2) If you don't want to buy a kite, you can make your own using directions _____ in books at your local library.
- 3) The girl walked steadily north, pausing _____ to check her direction.
- 4) The trade unions _____ employers to invest more money in staff training.
- 5) As a sailing ship has a _____, so we must have a definite goal in our life.
- 6) Before people knew how to make and use metals, engineering constructions were _____ built of wood or stone.
- 7) You'll probably find Dave at the school disco — he often _____ there.
- 8) If your house has been broken into, don't touch anything. Call the police _____.
- 9) We had a family _____ where I saw relatives I hadn't seen for 20 years.
- 10) I guess Henry has been busy writing an article _____ recently. That's why he couldn't accept the invitation.
- 11) Scientists _____ that smoking reduces life expectancy by around 12 years on average.
- 12) Although it is unlikely that everyone will be able to come, they are still _____ with the plan to hold a class reunion.

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

- 1) He seemed to be still anxious about his failure in the examination. (on one's mind)
It seemed that his failure _____
- 2) The sight of his team losing in the final minutes of the game left him so upset that he was completely unable to say a word. (choke up)

He _____

- 3) Her study so fully occupied her that she forgot to have dinner.
(be lost in)

She _____

- 4) I am afraid I won't be able to accomplish the project on time because something has unexpectedly happened. (come up)
Something _____

- 5) They calculated that the cost of equipping the new hospital would probably be \$2 million. (estimate)
The cost _____

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

Model:

We should all _____ with old friends more than we do. But things _____ we just don't seem to find the time. (keep in touch, come up)

We should all *keep in touch* with old friends more than we do. But things *come up* and we just don't seem to find the time.

- 1) A couple of flights at Pudong airport _____ this morning because of _____ weather. It _____ that over one thousand passengers were held up. (awful, postpone, estimate)

- 2) My professor assigned me some _____ books on computer science to read.
Unfortunately they are _____ in our school library. I _____ worried about it. (available, kind of, reference)

- 3) Michael is _____. He often _____ from one subject to another so it is difficult for his students to follow him. Besides he just lets them _____ with exercises without making sure they have understood what they are expected to do.
(skip, go ahead, not much of a)

II. Collocation

noun + preposition

In this unit we are going to focus on noun and preposition collocations. Many nouns often have dependent prepositions which simply have to be learnt together, such as *a couple of*, *delight at*, *a reputation for*.

Can you put an appropriate preposition into each gap in the sentences?

1. I noticed she avoids making any reference _____ her first husband in her latest book.
2. The railway industry must keep pace with the growing demand _____ transportation.
3. Ann has a fine reputation for being an old hand _____ cooking Italian food.
4. Reading letters _____ childhood friends often reminds me of the days we spent together collecting sea-shells on the beach and gathering wild fruit in the woods.
5. Bill's lecture aroused our interest _____ IT, i.e. information technology.
6. Professor Smith's devotion _____ teaching has made a deep impression _____ all the students in her department.
7. My parents called me yesterday offering me their congratulations _____ my good record.
8. Having lived in this neighborhood for about ten years, the old man valued his friendship _____ his neighbor Peter.

III. Usage

Have you ever thought about questions like these? We can say *a table leg*, but why NOT "a man leg"? It is possible to say *little food left*, *no washing machine available at the store*, but why NOT "little left food", "no available washing machine at the store"? It is correct to say *All children love sweets*, *All of them enjoyed the party*, but why NOT "All of children love sweets", "All they enjoyed the party"?

Problems of this kind are, as a matter of fact, related to usage. Usage deals with the way particular words are used in a language. As English usage often causes difficulties for Chinese students, we must be careful with it.

Ways of making an opinion sound less definite

Now we are going to focus on ways of making an opinion sound less definite. When you are describing something in a vague or uncertain way you often use the following expressions:

something, or something, kind of / sort of, more or less

Can you put into each gap an appropriate expression from the above list to make the sentences sound less definite?

1. We're expecting 150 guests at the party, _____.
2. I've _____ heard of him, but I don't know who he is.
3. _____ has happened to worry him but we don't know what it is.

4. He wasn't sure why but he felt _____ sorry for her.
5. It will take _____ a whole day to paint the ceiling.
6. I thought I heard Mom say Martin saved a child from drowning _____.



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.

Poor old Ed. It made me all _____ (1) when I heard the news about his death. He meant an _____ (2) lot to me. We had known each other _____ (3) all our lives, ever since we grew up in the same _____ (4). I should have written to him before, but I'm not much good at _____ (5). All my _____ (6) time is taken up driving the cab. I'm on the go all day, driving from one _____ (7) to another. We used to get together, but it's been a long time since our last _____ (8). _____ (9) we just kept in touch with the occasional card. I'd been meaning to write a proper letter for a long time, but kept _____ (10) it. Then last week I finally got round to it, only to get the bad news just as I was on my way to the mail box. Whoever says you should never put off till tomorrow what you can do today is _____ (11) right.

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.

When he got the call that his son was ill in California and not expected to live for long, Bill didn't know _____ (1) he was going to get the money for his wife and himself to make the trip. Bill had worked as a truck driver his entire life, but he never managed to have any _____ (2).

So with _____ (3) Bill walked the mile to the filling station (加油站) and told the owner, "My son is really sick and I've got no cash. Can you trust (赊账给) me for the phone call to California?"

"Pick up the _____ (4) and talk as long as you need to," was the answer. As he started to dial (拨电话号码), he was _____ (5) by a stranger, jumping down from the

cab (驾驶室) of a truck and asking, "Aren't you Bill Beasley? Your son was one of my best friends when we were growing up together. When I went off to college, I lost _____ (6) with him. Heard you say he's sick?"

After the call Bill was told that that truck driver had paid for it and left him an _____ (7). He opened it and pulled out two pieces of paper. One read, "You were the first truck driver my dad trusted enough to let me go along with." The second one was a _____ (8) check with an attached _____ (9): "Fill out the amount _____ (10) for you and your wife to make the trip. Merry Christmas!"

message interrupted operate envelope embarrassment
 signed touch how communicated phone
 anxiety needed urged savings correspondence

II. Translation

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

1) 半个小时过去了，但末班车还没来。我们只好走回家。(go by)

2) 玛丽看上去对汉语考试很担心，因为她还没有背熟课文。(learn ... by heart)

3) 既然篮球赛已被推迟，我们不妨去参观博物馆。(postpone)

4) 整个二次世界大战期间他一直和父母住在澳大利亚。(all the way)

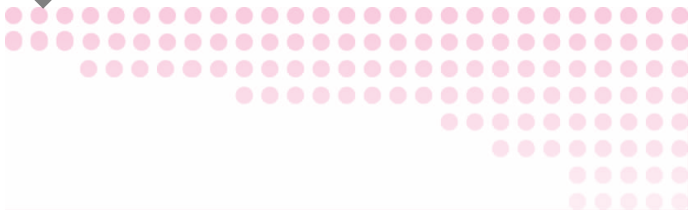
5) 自1985年从南京大学毕业至今，可以说我与我的大学同学失去了联系。(kind of, lose touch)

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

和远方的朋友保持联系不是一件容易的事。对我来说，情形就是这样。

离开旧街区和那里的朋友们已有几年了。我一直打算给他们写信，可是总有这样那样的事儿，似乎就是抽不出空。但是我一直记挂着他们，我想我今后一定会努力与他们保持通信联系的。

a couple of keep in touch with come up neighborhood
on one's mind keep up correspondence





Part III Home Reading Task

Text B

If I don't make it, my friend will die out there, Bill McIntosh, the old hunter, told himself over and over.

Never Let a Friend Down¹

Jim Hutchison

1 “Coming to the football match this afternoon?” Bill McIntosh asked 59-year-old Royce Wedding as they drank beer at the Eureka Hotel in the Australian town of Rainbow. Royce shook his head. “I promised Mom I’d burn off the weeds on one of our fields.”

2 Bill, who was thin but strong, looking far less than his 79 years, peered outside at the heat. A light breeze was blowing from the north, making conditions perfect for the burn. But Bill felt uneasy about Royce doing the job alone. The farmer had a bad leg and walked with great difficulty.

3 The pair had been best of friends for 30 years, ever since the days when they traveled together from farm to farm in search of work. Now, living alone 12 miles east of town, Bill scraped a living² hunting foxes and rabbits. Once a fortnight he went to town to buy supplies and catch up with³ Royce, who helped run the Wedding family’s farm. “I’ll give you a hand,”

Bill said.

4 The pair set off in Royce’s car. Soon they were bumping over a sandy track to the weed-choked 120-acre field. “Fire’s the only way to get rid of this stuff,” said Bill as they tied an old tire to the tow bar with a 50-foot chain. Soaking the tire with gasoline, Bill put a match to it and jumped in the car.

5 Driving slowly from the southern edge of the field, they worked their way upwind, leaving a line of burning weeds

New Words and Expressions

let down disappoint; fail to help 使失望; 不帮助

burn off 烧掉

peer /piə(r)/ *vi.* look closely or carefully 仔细看

uneasy /ʌn'i:zi/ *a.* feeling anxious or uncertain 不安的, 担心的

bump /bʌmp/ *vi.* 颠簸着前进

get rid of destroy; become free of 消灭; 除去

stuff /stʌf/ *n.* matter; material 东西; 原料

tow * /təʊ/ *n.* 拖, 拉, 牵引

soak /səʊk/ *v.* become or make completely wet (使)浸透

in their wake⁴. Half way up the field, and without warning, the car pitched violently forward, plowing into a hidden bank of sand.

6 The breeze suddenly swung around to their backs and began to gather strength. Fanned to white heat, the fire line suddenly burst into a wall of flame, heading directly toward them. "Let's get out of here!" Royce said.

7 Desperately he tried to back the car out of the sand bank. But the wheels only spun deeper in the soft sand.

8 Suddenly the fire was on them. Bill pushed open his door only to find himself flung through the air as, with a roar, the gasoline tank exploded and the car leapt three feet off the ground. When it crashed back down Royce found himself pinned against the steering wheel, unable to move. The car's seats and roof were now on fire.

9 Bill lay where he fell, all the breath knocked out of him⁵. The front of his shirt, shorts, bare arms and legs were soaked in burning gasoline. Then the sight of the car in flames brought him upright with a start. "Royce!" he cried, struggling to his feet and heading for the car.

10 Pulling open the door, he seized Royce's arms through the smoke. "I'm stuck," Royce said. "Get yourself away!"

11 (1) The fire bit at Bill's arms, face and legs, but he tightened his grip on Royce. "I'm not leaving you here," he said.

12 Now Bill dug his heels into the sand and pulled as hard as he could. Suddenly

he fell backward. Royce was free and out of the car. As soon as he had dragged him away he patted out the flames on Royce's body and on his own legs and arms with his bare hands.

13 Royce saw a second explosion rock the car, as it was eaten up by flames. *I'd be ashes now if Bill hadn't gotten me out*, he thought. Looking down, Royce was shocked by the extent of his injuries. His stomach and left hip were covered in deep burns. Worse still, his fingers were burned completely out of shape.

14 Lying on his back, Bill was in equally bad shape. Pieces of blackened flesh and skin hung from his forearms, hands and legs.

15 Bill looked across at his friend. Reading the despair clouding Royce's face, Bill

pitch /pɪtʃ/ *vi.* 颠簸

swing /swɪŋ/ (swung /swʌŋ/) *v.* (使)突然转向

burst into suddenly start (burning, crying, etc.) 突然(烧、哭等)起来

flame /fleɪm/ *n.* 火焰, 火舌

spin /spɪn/ (spun /spʌn/) *v.* (cause to) go round and round (使)旋转

fling /flɪŋ/ (flung /flʌŋ/) *vt.* throw quickly and with a lot of force 抛, 扔, 掷

roar /rɔ:(r)/ *n., vi.* 轰鸣(声); 吼叫(声)

crash /kræʃ/ *v.* violently hit (sth.else) in a car or plane accident 撞, 撞坏; 坠毁

steer /stiə(r)/ *v.* 驾驶

bare /beə(r)/ *a.* not covered by clothes 赤裸的

grip /grɪp/ *n.* a firm hold 紧握

explosion /ɪk'spləʊʒən/ *n.* 爆炸

extent /ɪk'stent/ *n.* 程度, 范围

injury /'ɪndʒəri/ *n.* 伤害, 损伤

worse still 更糟糕的是

in bad / good shape in bad / good physical condition 身体状况差(好)

despair /dɪ'speə(r)/ *n.* 绝望

said, “I’ll get help. You hang on.” Royce nodded, but as he watched Bill set off slowly across the blackened field, he wondered how his friend was going to walk almost two miles and get over three fences.

16 (2) A lifetime spent around the tough people who make their home in the Australian bush had permanently fixed into Bill’s soul two principles: never give up no matter how bad the odds and never let a friend down. Now, with every step sending pain piercing through every part of his body, he drew on those twin pillars of character. (3) If I don’t make it, Royce will die out there, he told himself over and over.

17 “What’s the matter with that dog?” said Vicky Wedding, Royce’s mom, peering out her window. Startled by a noise behind her, she turned to see Bill leaning against the door.

18 “Dear God, what happened?” she exclaimed, grabbing Bill as he slid down the doorframe.

19 “We got caught in the fire,” he whispered, barely able to speak. “Get help.” Vicky sat Bill down, covered him in wet towels to ease the pain of his burns, and then picked up the phone.

20 Throughout the bumpy, hour-and-a-half ride to the hospital in Horsham, neither of the two injured men spoke of their pain. “We should’ve gone to the football match,” Royce said, trying to keep

their spirits up. Bill grinned weakly.

21 Not long after Bill found himself at Government House being presented with the Bravery Medal for his courageous rescue. (4) But the real highlight for Bill came six months after the fire, when Royce, just out of hospital, walked into the Eureka Hotel and bought him a beer.

22 “We made it,” said Royce as they raised their glasses. “Here’s to the best friend a man could have⁶.”

937 words

hang on continue with effort 坚持

permanently /'pɜ:mənəntli/ *ad.* for ever 永久地, 固定地

principle /'prɪnsəpl/ *n.* 信条; 原则; 原理

draw on use ... as a resource 利用; 动用; 靠

character /'kærɪktə(r)/ *n.* 品德; 品质, 性格

lean /li:n/ *vi.* move or bend your body in a particular direction 倚, 靠

exclaim /ɪk'skleɪm/ *v.* 惊叫, 呼喊

grab /græb/ *vt.* take hold of (sth. / sb.) suddenly 一把抓住

slide /'slɑɪd/ (slid /slɪd/) *vi.* (使)滑动

ease /i:z/ *vt.* 减轻(痛苦、负担等)

grin * /grɪn/ *vi., n.* 咧嘴笑

medal /'medl/ *n.* 奖章, 奖牌, 勋章

courageous * /kə'reɪdʒəs/ *a.* brave; fearless 勇敢的, 无畏的

rescue /'reskjʊ:/ *n., vt.* 援救, 营救

highlight /'haɪlaɪt/ *n.* the best or most exciting or interesting part 最重要的事件; 最精彩的部分

Notes

1. The text is adapted from an Australian magazine (1997).
2. **scraped a living**: only earned enough money to provide himself with food, clothing and a place to live
3. **catch up with**: talk to someone who one has not seen for some time to find out what he / she has been doing
4. **leaving a line of burning weeds in their wake**: leaving behind them a line of burning weeds
5. **all the breath knocked out of him**: breathless and unable to move
6. **Here's to the best friend ...**: "Here's to (you / us, etc.)" is a toast (祝酒词) used to wish happiness or success.



COMPREHENSION CHECK

Choose the best answer for each of the following.

1. Bill and Royce started to travel together looking for work when _____.
 - a. Bill was in his thirties
 - b. Bill was in his sixties
 - c. Royce was a teenager
 - d. Royce was in his twenties
2. Bill _____.
 - a. helped with the family farm
 - b. made money killing foxes and other wild animals
 - c. was retired
 - d. took care of the Weddings
3. Danger came when the wind turned from _____.
 - a. north to south
 - b. south to north
 - c. east to west
 - d. west to east
4. The explosion of the gasoline tank _____.
 - a. threw Royce from the car
 - b. brought Bill to his senses
 - c. blew open the car doors
 - d. left Royce trapped
5. Bill learned to never give up and to never let a friend down from _____.
 - a. religion
 - b. Royce
 - c. bushmen
 - d. sports
6. The first thing Mrs. Wedding did when Bill arrived was to _____.
 - a. shout at the dog
 - b. take care of his wounds
 - c. telephone for help
 - d. ask what had happened
7. Bill's best reward came when he _____.
 - a. received a medal
 - b. bought his friend a drink
 - c. left hospital a well man
 - d. was praised by his friend

TRANSLATION

Translate into Chinese the underlined sentences in the essay.

1. The fire bit at Bill's arms, face and legs, but he tightened his grip on Royce. "I'm not leaving you here," he said.

2. A lifetime spent around the tough people who make their home in the Australian bush had permanently fixed into Bill's soul two principles: never give up no matter how bad the odds and never let a friend down.

3. If I don't make it, Royce will die out there, he told himself over and over.

4. But the real highlight for Bill came six months after the fire, when Royce, just out of hospital, walked into the Eureka Hotel and bought him a beer.

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

- | | | |
|-------------------|--------|------------|
| bare | crash | despair |
| extent | fling | grab |
| highlight | lean | peer |
| rescue | soak | stuff |
| swing | uneasy | burst into |
| draw on | | get rid of |
| in bad/good shape | | let down |
| worse still | | |

(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) highlight | a. cause to be disappointed |
| ___ 2) grab | b. troubled or anxious |
| ___ 3) bare | c. the best, the most important part |
| ___ 4) get rid of | d. without clothing |
| ___ 5) crash | e. seize suddenly |
| ___ 6) lean | f. strike violently and noisily as in a car accident |
| ___ 7) let down | g. free oneself from |
| ___ 8) uneasy | h. rest against sth. for support |

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

- 1) We have so much luggage. I don't know how we are going to get all this _____ into that tiny van.
- 2) Separation from someone you love can bring loneliness and _____.
- 3) The driver _____ into the distance trying to read the road sign.
- 4) When we woke up in the morning we found that the rain had come in through the bottom of the tent and completely _____ our clothes.
- 5) On hearing a sudden noise behind her, Jane _____ round and saw a broken flower pot on the ground.
- 6) It's important to check that your car is _____ before you start.
- 7) Jane's teacher was impressed by the _____ of her knowledge.
- 8) The explorers got lost in the deep forest, with no hope of _____.
- 9) Writing computer programmes was a challenge but luckily I had the expertise (专门知识或技能) to _____.
- 10) Fred may be late. _____, he may not come at all.
- 11) Smoke started pouring out from underneath, then the truck _____ flames.
- 12) "And you can take your ring back too!" she cried, _____ it down on the table.



Part IV Comprehensive Language Practice

SPEAKING PRACTICE

Group Discussion

In small groups, discuss the following:

1. How are you getting along with your friends? How important are they to you?
2. What do you think is real friendship?
3. As mentioned in Text Organization, Text A centers on the letter the taxi driver wrote to his friend Ed. However, only part of the letter is revealed in the story.
Now, you are required to
 - 1) find out and write down all the sentences from the letter;
 - 2) brainstorm in what way you can complete the letter.

PRACTICAL WRITING

Writing a Personal Letter

Based on your brainstorming, each group is to reconstruct the letter to Ed in the name of the taxi driver.

There is a model letter 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 a personal letter

1. The writer usually uses the first or whatever name he or she usually calls the recipient face to face, such as John, Mary, Old Friend.
2. An informal letter is often ended with: "Affectionately," "Fondly," "Yours with love," "With best wishes," "Love," "Yours," etc.
3. Sign the name the recipient uses to address the writer.
4. If after finishing the letter, the writer wants to add something, he / she should write a postscript after the signature and put P.S. or PS (=postscript 附言) in front of it.

Follow-Up Work

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

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

Checklist

Questions	Our Answers	Classmates' Answers
1. Does the letter cover all the parts necessary in a personal letter?	_____	_____
2. Are the details relevant to the main idea of the letter?	_____	_____
3. Is the salutation proper?	_____	_____
4. Is the complimentary close appropriate (得体)?	_____	_____
5. Are there any mistakes in spelling?	_____	_____
6. Are there any mistakes in grammar?	_____	_____

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

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Unit 3

Understanding Science

Text A Public Attitudes Toward Science

Text B How to Make Sense out of Science

Overview

With science playing such a large role in shaping the world we live in and the direction in which it is headed, there is a pressing need to improve our understanding the nature of its methods and discoveries. In this unit we look at how this can be done. We start with the views of one of the leading scientists of our age, Stephen Hawking, who reflects on how to improve the way science is taught in schools and dealt with by the media. Our second text sets out to correct some false impressions about how scientists work and shows how to make sense out of science as a way of understanding the world.

Part I Listening Task



LISTENING PRACTICE

Before you read Text A, we will tell you something about its author. Now listen to the recording.

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

universe *n.* 宇宙

muscle *n.* 肌肉

contrast *n.* 对照

engage *v.* 与...订婚

After Listening

Write down your answers to the following questions according to what you have heard.

1. Who is the passage about?

2. What questions interest him?

3. What makes his achievements so remarkable?



Part II Reading Task

Text A

Professor Hawking thinks it important to keep everybody in touch with what science is about. In this article he explains why.

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)

likely /'laɪkli/ *a.* probable 可能的
ad. probably 可能

privileged★ /'prɪvɪlɪdʒd/ *a.* having a special advantage 有特权的
privilege *n.* 特权

minority /maɪ'nɒrɪti/ *n.* 少数

do without 没有…而设法对付过去

highly /'haɪli/ *ad.* very 很, 非常
risky /'rɪski/ *a.* full of danger; full of the possibility of failure, loss, etc. 危险的; 有风险的

nasty /'nɑ:sti/ *a.* very unpleasant 令人难受的

brutish /'bru:tɪʃ/ *a.* 野兽般的, 野蛮的

anyway /'eniweɪ/ *ad.* (used to change the subject of a conversation or to support an idea or argument) anyhow 不管怎么说

put / turn the clock back 倒退, 开倒车

cut off stop providing (sth.); remove (sth.) by cutting 切断, 中断; 切下, 剪下

competition /,kɒmpɪ'tɪʃən/ *n.* 竞争; 比赛

bring about make (sth.) happen 引起, 导致

Public Attitudes Toward Science¹

Stephen Hawking

1 Whether we like it or not, the world we live in has changed a great deal in the last hundred years, and it is likely to change even more in the next hundred. Some people would like to stop these changes and go back to what they see as a purer and simpler age. But as history shows, the past was not that wonderful. It was not so bad for a privileged minority, though even they had to do without modern medicine, and childbirth was highly risky for women. But for the vast majority of the population, life was nasty, brutish, and short².

2 Anyway, even if one wanted to, one couldn't put the clock back to an earlier age. Knowledge and techniques can't just be forgotten. Nor can one prevent further advances in the future. Even if all government money for research were cut off (and the present government is doing its best³), the force of competition would still bring about advances in

technology. Moreover, one cannot stop inquiring minds from thinking about basic science, whether or not they are paid for it. The only way to prevent further developments would be a global state that suppressed anything new, and human initiative and inventiveness are such that even this wouldn't succeed. All it would do is slow down the rate of change.

3 If we accept that we cannot prevent science and technology from changing our world, we can at least try to ensure that the changes they make are in the right directions. In a democratic society, this means that the public needs to have a basic understanding of science, so that it can make informed decisions and not leave them in the hands of experts. At the moment, the public is in two minds about science. It has come to expect the steady increase in the standard of living that new developments in science and technology have brought to continue, but it also distrusts science because it doesn't understand it. This distrust is evident in the cartoon figure of the mad scientist working in his laboratory to produce a Frankenstein⁴. It is also an important element behind support for the Green Parties.⁵ But the public also has a great interest in science, particularly astronomy, as is shown by the large audiences for television series such as *The Sky at Night*⁶ and for science fiction.

4 What can be done to harness this interest and give the public the scientific background it needs to make informed decisions on subjects like acid rain, the greenhouse effect, nuclear weapons, and genetic engineering? Clearly, the basis

moreover /mɔːrəʊvə/ *ad.* 而且, 再者

inquiring /ɪnˈkwɪərɪŋ/ *a.* showing an interest in knowing about things 好问的, 爱探索的

inquire *v.* 询问

global /ˈɡləʊbəl/ *a.* worldwide, of the whole earth 世界的, 全球的

suppress * /səˈpres/ *vt.* keep from appearing 抑制; 压制

initiative /ɪˈnɪʃɪətɪv/ *n.* 首创精神; 主动

inventiveness /ɪnˈventɪvnɪs/ *n.* 发明才能, 创造力

slow down make slower 减慢

rate /reɪt/ *n.* 速度; 比率

ensure /ɪnˈʃʊə/ *vt.* make sure 保证, 确保

democratic /ˌdeməˈkrætɪk/ *a.* 民主的

informed /ɪnˈfɔːmd/ *a.* 有知识的, 了解情况的; 明智的

inform *vt.* 告诉, 通知

at the moment now 此刻, 目前

in two minds unable to decide whether or not you want sth. or want to do sth. 犹豫不决; 三心二意

steady /ˈstedɪ/ *a.* constant; firm 平稳的; 稳定的

evident /ˈeɪdɪənt/ *a.* clear, obvious 明显的

cartoon /kɑːtuːn/ *n.* 漫画; 动画片

element /ˈelɪmənt/ *n.* 成分; 元素

astronomy * /əsˈtrɒnəmi/ *n.* 天文学

series /ˈsɪəriːz/ *n.* 连续; 系列; 系列节目

fiction /ˈfɪkʃən/ *n.* 小说; 虚构

harness /ˈhɑːnɪs/ *vt.* control and make use of 驾驭; 利用

background /ˈbækgraʊnd/ *n.* 背景

acid /ˈæsɪd/ *a., n.* 酸(性的); 酸味的(物质)

greenhouse /ˈɡriːnhaʊs/ *n.* 温室

nuclear /ˈnjuːklɪə/ *a.* 原子核的; 核心的

weapon /'wepən/ *n.* 武器
genetic /dʒə'netɪk/ *a.* 基因的; 遗传(学)的
engineering /,endʒɪ'nɪərɪŋ/ *n.* 工程; 工程学
basis /'beɪsɪs/ *n.* 基础
lie in exist or be found in 在于
rote /rəʊt/ *n.* 死记硬背
 learn by rote 死记硬背地学习
relevance /'relɪvəns/ *n.* 相关, 关联
in terms of 从...方面(或角度)来说; 按照, 根据
equation /ɪ'kwɛɪʃən/ *n.* 等式, 方程式
brief /bri:f/ *a.* short; quick 简洁的; 短暂的
mathematical /,mæθɪ'mætɪkəl/ *a.* 数学的
halve /hɑ:v/ *vt.* 将...减半
tend /tend/ *vi.* be likely to happen or have a particular characteristic or effect 倾向, 趋向
in the form of having the shape of; existing in a particular form 呈...的形状; 以...形式
precise /prɪ'saɪs/ *a.* exact 精确的
qualitative * /'kwɒlɪtətɪv/ *a.* 定性的; 性质上的
grasp /grɑ:sp/ *n.* understanding 掌握, 了解
concept /'kɒnsept/ *n.* 概念
sufficient /sə'fɪʃənt/ *a.* as much as is needed, enough 充分的, 足够的
convey /kən'veɪ/ *vt.* make (ideas, feelings, etc.) known to another 传达; 表达
diagram /'daɪəgræm/ *n.* 图表; 图解
framework /'freɪmwɜ:k/ *n.* 框架; 结构
molecular /məʊ'lekjʊlə/ *a.* 分子的
transistor * /træn'sɪstə/ *n.* 晶体管; 晶体管收音机
put across cause to be understood 解释清楚, 使被理解
proportion /prə'pɔ:ʃən/ *n.* 比例; 部分
truly /'tru:li/ *ad.* 真正地; 确实地
magic /'mædʒɪk/ *n.* 魔术; 魔力
fit into be part of a situation, system, etc.; be part of a group of people or things 适合; 符合; 属于
producer /prə'dju:sə/ *n.* (电影、电视片等的) 制片人; 生产者, 制造者

must lie in what is taught in schools. But in schools science is often presented in a dry and uninteresting manner. Children learn it by rote to pass examinations, and they don't see its relevance to the world around them. Moreover, science is often taught in terms of equations. Although equations are a brief and accurate way of describing mathematical ideas, they frighten most people. When I wrote a popular book recently, I was advised that each equation I included would halve the sales. I included one equation, Einstein's famous equation, $E=mc^{27}$. Maybe I would have sold twice as many copies without it.

5 Scientists and engineers tend to express their ideas in the form of equations because they need to know the precise values of quantities. But for the rest of us, a qualitative grasp of scientific concepts is sufficient, and this can be conveyed by words and diagrams, without the use of equations.

6 The science people learn in school can provide the basic framework. But the rate of scientific progress is now so rapid that there are always new developments that have occurred since one was at school or university. I never learned about molecular biology or transistors at school, but genetic engineering and computers are two of the developments most likely to change the way we live in the future. Popular books and magazine articles about science can help to put across new developments, but even the most successful popular book is read by only a small proportion of the population. Only television can reach a truly mass audience. There are some very good science programmes on TV, but others present scientific

wonders simply as magic, without explaining them or showing how they fit into the framework of scientific ideas. Producers of television science programmes should realize that they have a responsibility to educate the public, not just entertain it.

Z The world today is filled with dangers, hence the sick joke that the reason we have not been contacted by an alien civilization is that civilizations tend to destroy themselves when they reach our stage. But I have sufficient faith in the good sense of the public to believe that we might prove this wrong.

responsibility /rɪˌspɒnsə'bɪlɪti/ *n.* 责任

educate /'edju(:)keɪt/ *vt.* teach or train 教育

entertain /entə'teɪn/ *vt.* give pleasure to; have as a guest 给...以欢乐; 招待

hence /hens/ *ad.* as a result, therefore; from this time 因此; 从此

contact /'kɒntækt/ *vt.* get in touch with 与...接触

alien * /'eɪljən/ *a.* foreign; strange 外国的; 陌生的

civilization /ˌsɪvɪlaɪ'zeɪʃən/ *n.* 文明

800 words

外教社

Proper Names

Stephen Hawking /'sti:fən 'hɔ:kɪŋ/

斯蒂芬·霍金

Einstein /'aɪnstam/

爱因斯坦 (1879–1955, 美籍
德国理论物理学家)

Notes

- 1 This text is taken from *Black Holes and Baby Universes and Other Essays* (1993) by Stephen Hawking. Originally it was a speech given by the author in Spain in 1989 when he received a prize award.
- 2 **nasty, brutish and short:** These are the well-known words of the English philosopher Thomas Hobbes (1588–1679) when describing the quality of life without the benefits of civilization.
- 3 **and the present government is doing its best:** Taken literally this means the government is trying to completely stop funding research. Here, though, it is simply intended as an ironic comment on government cuts.
- 4 **Frankenstein /'fræŋkənstaɪn/:** the main character in a novel of terror (1818) by Mary W. Shelley. He is a young medical student who creates a monster that destroys him.
- 5 **It is also an important element behind support for the Green Parties.:** The public's distrust of science is also an important factor leading to support for the Green Parties (political parties whose main concern is to protect the environment).
- 6 **The Sky at Night:** a popular British television programme on astronomy
- 7 **$E=mc^2$:** Einstein's famous equation for his special theory of relativity in which E represents energy, m mass and c the speed of light. It reads: E equals mc squared.



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 attitude of some people towards the changes brought about by science and technology?
2. What was life like before science and technology began to change our way of life?
3. What would happen if all government money for research were cut off?
4. Is it possible to prevent science and technology from further development? Why or why not?
5. What does the author think we should do about science and technology?
6. Why is it necessary for the public to have a basic understanding of science?
7. How does the public feel about science?
8. What does the author think of equations as a way of expressing scientific ideas?
9. How is science taught in schools?
10. What limited role can books and magazines play in popularizing scientific ideas?
11. What is the responsibility of TV science programme producers?
12. What does the author think of the future of human civilization?

Now switch roles.



TEXT ORGANIZATION

Working on Your Own

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

1. *The text can be divided into three parts. In the first part, the author presents a view; in the second, he raises and answers a relevant question; the third serves as the conclusion of the essay. Now write down the main idea of each part. The last one has been done for you.*

Parts	Paragraphs	Main Ideas
Part One	Paras. 1–3	_____

Part Two	Paras. 4–6	_____

Part Three	Para. 7	With an informed public, human civilization will survive.

2. *In answering the question he brings up in Part Two, the author emphasizes two points. They are:*

1) _____

2) _____



Language Sense Enhancement

1. Read aloud paragraphs 1 and 2 until you have learned them by heart. Then try to complete the passage from memory.

Anyway, even if one wanted to, one couldn't _____ (1) to an earlier age. Knowledge and _____ (2) can't just be forgotten. _____ (3) can one prevent further advances in the future. Even if all government money for research were _____ (4) (and the present government is doing its best), the force of _____ (5) would still bring about advances in technology. _____ (6), one cannot stop inquiring minds from thinking about basic science, whether or not they are paid for it. The only way to prevent further developments would be a _____ (7) state that suppressed anything new, and human _____ (8) and inventiveness are such that even this _____ (9) succeed. All it would do is _____ (10) the rate of change.

2. Read aloud the poem written by Louis Untermeyer (1885–1977), an American poet, anthologist and editor.

Questions at Night

Louis Untermeyer

Why
Is the sky?
What starts the thunder overhead?
Who makes the crashing noise?
Are the angels¹ falling out of bed?
Are they breaking all their toys?

Why does the sun go down so soon?
Why do the night-clouds crawl
Hungrily up to the new-laid moon
And swallow it, shell and all?

If there's Bear² among the stars
As all the people say,
Won't he jump over those Pasture-bars³
And drink up the Milky Way⁴?

Does every star that happens to fall
Turn into a fire-fly⁵?
Can't it ever get back to Heaven at all?
And why
Is the sky?

1 angel *n.* 天使
2 Bear = Great Bear 大熊座
3 Pasture-bars: 一星座名
4 the Milky Way 银河
5 fire-fly *n.* 萤火虫

夜问

路易斯·安特迈亚

为什么
有天空存在？

是什么惊醒了天上的雷霆？
是谁发出那轰隆的巨响？
莫不是天使们从床上跌落？
还是它们在把玩具砸烂？

太阳为什么匆匆离去？
夜晚的乌云为什么
贪婪地裹起初升的月儿？
还一口吞下，连晕带光？

群星中假如真有大熊
就像人们说的那样
它会不会跃过那些“牧草栏”
把那银河一饮而尽？

每一颗坠落的星星
是不是化作了萤火虫？
它究竟能不能返回天宇？
为什么
有天空存在？

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

The whole of science is nothing more than a refinement of everyday thinking.

— Albert Einstein

科学的全部不过是日常思考的再加工。

——艾伯特·爱因斯坦

True science teaches, above all, to doubt and to be ignorant.

—Miguel De Unamuno

真正的科学首先教人质疑，教人不知为不知。

——米格尔·德·乌纳穆诺

People must understand that science is inherently neither a potential for good nor for evil. It is a potential to be harnessed by man to do his bidding.

— Glenn T. Seaborg

人们必须认识到，本质上科学并不是什么善恶之力，而是一种能为人所用的力量。

——葛兰·T·西博格

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

The world's first fully computerized airliner was ready for its maiden flight without pilots or crew. The plane taxied to the loading area automatically, its doors opened automatically, the steps came out automatically. The passengers boarded the plane and took their seats.

The steps retreated automatically, the doors closed, and the airplane taxied toward the runway.

“Good afternoon, ladies and gentlemen,” a voice intoned. “Welcome to the debut of the world's first fully computerized airliner. Everything on this aircraft is run electronically. Just sit back and relax. Nothing can go wrong ... nothing can go wrong ... nothing can go wrong ...”



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

anyway	background	basis	brief
competition	concept	contact	convey
educate	ensure	entertain	evident
global	grasp	hence	highly
initiative	likely	moreover	precise
proportion	rate	responsibility	steady
sufficient	tend		
at the moment	bring about	cut off	
do without	fit into	in terms of	
in the form of	in two minds	lie in	
put across	put / turn the clock back	slow down	



VOCABULARY

I.

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

initiative	evident	precise	grasp
put across	anyway	in the form of	cut off
tend	convey	concept	in two minds
brief	proportion	in terms of	sufficient

- 1) It'll only be a _____ visit because we recently haven't much time.
- 2) The job is great _____ advancement but the starting salary is rather low.
- 3) We'd better pay that electricity bill before they _____ us _____.
- 4) As pace of life (生活节奏) quickens things _____ to change fast in the city.
- 5) Why don't we get rid of these old chairs, since we don't use them _____?
- 6) The earth's atmosphere makes _____ observation of distant stars difficult.
- 7) The lawn was laid out _____ the figure 8.
- 8) I shouldn't always have to tell you what to do, use your own _____.
- 9) Words cannot _____ how grateful we are for his timely help.
- 10) It seems to me that the board of directors is _____ over the opening of a branch office in South Africa.
- 11) I find it difficult to grasp the _____ of infinite space.
- 12) Philip presented a complex argument that was completely beyond my _____.

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

- 1) Since their team has won the match today, it will certainly have a place in the Cup Final. (ensure)
Winning the match today _____
- 2) Medical workers have a duty to heal the wounded and rescue the dying. (responsibility)
It is _____
- 3) The learner gets amusement as well as knowledge from these computer games. (entertain, educate)

These computer games _____

- 4) Air and water are vital to all living things. (do without)

No living thing _____

- 5) There is a strong possibility that the election will be held in June.

(likely)

The election _____

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

Model:

Popular books and magazine articles about science can help to _____ new developments, but even the most successful popular book is read by only a _____ of the population. (proportion, put across)

Popular books and magazine articles about science can help to *put across* new developments, but even the most successful popular book is read by only a *small proportion* of the population.

- 1) The film's appeal _____ not only the entertainment it provides to the audience but also the questions it raises about the possible _____ human beings and alien civilizations.

(contact, lie in)

- 2) The decision on the new project is made on the _____ scientific study. The project _____ to succeed despite the fact that we do not have _____ funds _____.

(at the moment, basis, sufficient, likely)

- 3) True it is hard to make accurate predictions (预言), but _____ growth of the information industry _____ that this line of products _____ profitable. (highly, steady, ensure)

II. Word Formation

English words are mainly formed by means of:

affixation (词缀法)

(including prefixation (前缀法) and suffixation (后缀法))

compounding (合成法)

conversion (词性转换法)

abbreviation (缩略法)

(including clipped words (截短词), blends (拼缀词), initialisms (缩略词) and acronyms (首字母缩略词))

Now study the formation of the words in the box and make a guess at their meaning. Then choose a suitable word to complete the sentences, changing the form where necessary.

Prefixation

A **prefix** is a letter or group of letters added to the beginning of a word to form a new one. Prefixes do not generally alter the part of speech (词性) of the word. Most prefixes normally have a light stress on their first or only syllable. For example, the adjective *honest* by the addition of the prefix *dis-*, is changed into a new adjective *dishonest*. (see Appendix III)

co-chairman	undersupply	foresight	disabled
undecided	mispronounce	overdo	mini-park
enrich	precondition	regain	multicultural

1. Grandma _____ her health after spending a month in the countryside.
2. Mary is _____ about whether to stay on in her present post or to find a new job.
3. This mountainous region is _____ with trained doctors and nurses.
4. Henry got injured in the car accident and was _____ for the rest of his life.
5. They have been demanding the release of three of their colleagues from prison as a _____ for further negotiation.
6. We have succeeded because we had the _____ to invest in new technology.
7. I had difficulty understanding him because he _____ a lot of words.
8. The development of the oil industry will _____ the nation.

III. Antonyms

Now try the following two exercises.

1. Complete the table by finding an antonym to each of the given words.

A word that is the opposite in meaning to another word is called its **antonym**. Knowing antonyms is another way to enrich our word power and helps enhance the expressiveness of our speech and writing.

good		modern	
rich		forget	
	wet		come
	differ		old
	defend	simple	
	colorless	like v., n.	
long			unlikely
early			distrust

2. Complete the sentences by filling in the gap with an antonym to the word in italics.

- 1) Only a *minority* of people support military action. The _____ are for a peaceful solution.
- 2) Applicants who meet our job requirements are _____; those who fall short are *rejected*.
- 3) With the improvement of the standard of living, the proportion of people's income spent on food has *decreased* while that spent on education has _____.
- 4) On balance, the *strengths* of her plan outweigh its _____.
- 5) As is shown by history, _____ clashes may lead to a *global* war.
- 6) Usually Bob is *early* for work, but on that foggy morning he was _____.
- 7) You have dialed the _____ number. The *correct* one is 376-0583.
- 8) Among the four choices, only one is *true*. The rest are all _____.



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.

Do we have the right attitude towards science? Hawking suggests that many people are _____ (1) distrustful of it. This might change if the public were better informed. But how can we _____ this _____ (2)? It is _____ (3) that schools are important, especially if science is taught in an interesting manner. But science is changing at such a fast _____ (4) that what we learn in school is no longer _____ (5) to last a lifetime. What can we use to _____ (6) news of the latest ideas and developments? Popular science books can help, but the _____ (7) of the population that read them is not very large. _____ (8) we need to rely on television, for only television can _____ (9) the message reaches a sufficiently large audience.

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.

Science is interesting and exciting. Why? Science helps you _____ (1) the world in which you live. For example, science explains how airplanes fly and how birds find their way when they _____ (2) long distances. Besides, people use science to make discoveries that have _____ (3) value. One of these discoveries is the _____ (4) of light to carry telephone messages

through a glass wire. _____ (5) is the lengthening of human life through the use of heart pacemakers (心脏起搏器) and other mechanical devices (器械).

In the future, there will _____ (6) be an endless number of new discoveries. These discoveries will _____ (7) your career and your daily life. Television, computers, and space shuttles (航天飞机) are part of today's world. Who can imagine what new, yet-to-be-discovered _____ (8) lie ahead? In the future, scientists may discover how to predict earthquakes and how to produce an endless _____ (9) of energy. _____ (10) you may live and work in a space station in orbit around the earth. Scientists will continue to make discoveries that will change the world in which you live.

developments	Anyway	supply	likely	urge
tackle	Another	practical	Someday	understand
severe	argument	use	affect	travel

II. Translation

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

- 正如科学家所预言的那样，全球污染成了人类面临的最严重的问题之一。(global)

- 谋求这些职位的竞争很激烈——今年的求职者 (applicant) 是去年的五倍。(competition)

- 正如事实表明的那样，教育大纲应当符合国家的经济发展计划。(fit into)

- 这辆汽车太费油 (burn too much gas)，而且价钱几乎是我想付的两倍。(moreover)

- 要了解一起重大的国际事件，我们首先需要考虑其历史与政治背景。(background)

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

很难想象我们的先辈们(forefathers)没有现代技术带来的这么多方便(conveniences), 那日子是怎么过的。那个时候只有一小部分人享受一些舒适条件(comforts)。大部分人连饭都吃不饱, 更不要说(not to speak of)接受教育的特权了。然而, 许多人责怪现代技术, 说它带来了很多问题。他们想减慢进步的速度。但是谁也不能阻止时代的前进。

bring about

do without

educate

proportion

put the clock back

rate

slow down

sufficient

Handwriting practice lines for the translation task.

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Part III Home Reading Task

Text B

When scientific discoveries hit the news they are rarely as simple as the headlines suggest. They usually do not mention the years of work that lie behind the discoveries. The reports also do little to help us realize that science seldom provides answers that are final and beyond challenge.

How to Make Sense out of Science¹

David H. Levy

¹ New Drugs Kill Cancer
Devastation by El Nino — a Warning
6:30 p.m. October 26, 2028: Could This Be the Deadline for the Apocalypse?²

² When these headlines appeared this year, their stories became the subjects of conversations around the world—talks spiced with optimism and confusion³. Imagine the hopes raised in the millions battling cancer. Did the news mean these people never had to worry about cancer again? Or that we all had to worry about a catastrophe from outer space or, more immediately, from El Nino?

³ Unfortunately, science doesn't work that way. It rarely arrives at final answers. People battling cancer or victims of El Nino may find this frustrating, but the truth is that Nature does not yield her

secrets easily. Science is done step by step. First an idea is formed. Then this is tested by an experiment. The outcome, one hopes, results in an increase in knowledge.

⁴ Science is not a set of unquestionable results but a way of understanding the world around us. Its real work is slow.

New Words and Expressions

deadline /'dedlam/ *n.* point in time by which sth. must be done 最后期限

headline /'hedlam/ *n.* (报纸上新闻报导等的) 标题

immediately /i'mi:djətli/ *ad.* directly or closely 直接地; 贴近地

victim /'viktɪm/ *n.* 受害者, 罹难者

frustrate /frʌ'streɪt/ *vt.* cause (sb.) to feel discouraged or disappointed 使沮丧, 使灰心

yield /ji:ld/ *vt.* reveal; produce 泄露; 产生

step by step gradually 逐步地; 稳步地

outcome /'aʊtkʌm/ *n.* result 结果

result in 导致, 结果是

(1) The scientific method, as many of us learned in school, is a gradual process that begins with a purpose or a problem or question to be answered. It includes a list of materials, a procedure to follow, a set of observations to make and, finally, conclusions to reach. In medicine, when a new drug is proposed that might cure or control a disease, it is first tested on a large random group of people, and their reactions are then compared with those of another random group not given the drug. All reactions in both groups are carefully recorded and compared, and the drug is evaluated. All of this takes time — and patience.

5 It's the *result* of course, that makes the best news — not the years of quiet work that characterize the bulk of scientific inquiry. After an experiment is concluded or an observation is made, the result continues to be examined critically. When it is submitted for publication, it goes to a group of the scientist's colleagues, who review the work. If the work is important enough, just before the report is published in a professional journal or read at a conference, a press release is issued and an announcement is made to the world.

6 The world may think that the announcement signifies the end of the process, but it doesn't. A publication is really a challenge: "Here is my result. Prove me wrong!" (2) Other researchers will try to repeat the experiment, and the

more often it works, the better the chances that the result is sound. Einstein was right when he said: "No amount of experimentation can ever prove me right; a single experiment can at any time prove me wrong."

7 In August 1996, NASA announced the discovery in Antarctica of a meteorite from Mars that might contain evidence of ancient life on another world. (3) As President Clinton said that day, the possibility that life existed on Mars billions of years ago was potentially one of the great discoveries of our time.

8 After the excitement wore down and initial papers were published, other

gradual /'grædʒuəl/ *a.* 逐渐的, 渐变的

process /'prəʊses/ *n.* 过程

conclusion /kən'klu:ʒən/ *n.* 结论

propose /prə'pəʊz/ *vt.* suggest 提出, 建议

random * /'rændəm/ *a.* 任意的, 随机的

compare with 与...比较

evaluate /i'veljueɪt/ *vt.* assess 评估, 评价

quiet work work unknown to the public

characterize /'kærɪktəraɪz/ *vt.* 成为...的特征

bulk /bʌlk/ *n.* 大部分; (巨大的) 体积

submit /səb'mɪt/ *vt.* offer for consideration 提交; 呈递

publish /'pʌblɪʃ/ *vt.* 发表; 出版

professional /prə'feʃənəl/ *a.* 专业的; 职业的

press release (通讯社或政府机构等发布的) 新闻稿

challenge /'tʃælɪndʒ/ *n., vt.* 挑战

amount /ə'maʊnt/ *n.* quantity; total sum 数量; 总数

wear down (cause to) become smaller, weaker, etc. (使) 变小, 变少, 变弱

researchers began looking at samples from the same meteorite. (4) Some concluded that the “evidence of life” was mostly contamination from Antarctic ice or that there was nothing organic at all in the rock.

2 Was this a failure of science, as some news reports trumpeted?

10 No! It was a good example of the scientific method working the way it is supposed to. Scientists spend years on research, announce their findings, and these findings are examined by other scientists. That’s how we learn. Like climbing a mountain, we struggle up three

feet and fall back two. It’s a process filled with disappointments and reverses, but somehow we keep moving ahead.

624 words

organic /ɔ:ˈgænik/ *a.* 有机(体)的; 只施用有机肥料的

trumpet /ˈtrʌmpɪt/ *vt.* (often disapproving) declare loudly and forcibly 大肆宣扬

reverse /rɪˈvɜ:s/ *n.* 挫折, 逆境

somehow /ˈsʌmhaʊ/ *ad.* in some way; by some means 以某种方式

Notes

1. The text is taken from *Parade* (September 20, 1998).
2. **6:30 p.m. ...the Apocalypse?:** The Apocalypse is the name given to the end of the world in the Bible. The headline refers to the end of life on earth as the result of its being hit by an asteroid (小行星) at the time predicted.
3. **talks spiced with optimism and confusion:** talks mixed up with optimism and confusion

**COMPREHENSION CHECK**

Choose the best answer for each of the following.

- The author's main purpose in using the newspaper headlines is to show _____.
 - science has made many wonderful discoveries
 - bad news makes good news
 - newspapers give people something to talk about
 - newspapers can give us a wrong idea about science
- Publication of a scientific finding signifies _____.
 - a challenge to fellow scientists to prove it wrong
 - the end of a process
 - the beginning of a new scientific inquiry
 - the soundness of the result
- NASA's announcement of the discovery of evidence of ancient life on Mars shows _____.
 - the fruitlessness of the search for life on another world
 - the failure of the scientific method
 - the way human beings learn about nature
 - the unreliability of many scientific findings
- Einstein's words are used to show he thought _____.
 - experiments had proved him right
 - scientists do not need so many experiments
 - scientific ideas are never free from challenge
 - $E=mc^2$
- It can be inferred from the passage that the media is interested in _____.
 - the results of scientific research
 - the process of scientific research
 - the scientists who do the research
 - the effects of scientific research on human life
- What characterizes scientific research?
 - Optimism and confusion.
 - Slow, patient work.
 - Disappointments and reverses.
 - Uncertain outcomes.

**TRANSLATION**

Translate into Chinese the underlined sentences in the essay.

- The scientific method, as many of us learned in school, is a gradual process that begins with a purpose or a problem or question to be answered.

- Other researchers will try to repeat the experiment, and the more often it works, the better the chances that the result is sound.

3. As President Clinton said that day, the possibility that life existed on Mars billions of years ago was potentially one of the great discoveries of our time.

4. Some concluded that the “evidence of life” was mostly contamination from Antarctic ice or that there was nothing organic at all in the rock.

 **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

- | | | |
|------------------------|--------------|--------------|
| amount | bulk | challenge |
| conclusion | deadline | evaluate |
| frustrate | organic | outcome |
| process | professional | propose |
| publish | somehow | submit |
| victim | yield | compare with |
| step by step wear down | | |

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

1. *Underline, in each of the following sentences, the new word or phrase listed in the box and see how they are used in context.*

- 1) I guess job opportunities at the top are improving for women, but it is such a slow process that it's frustrating.
- 2) I have tried to give some idea of how I feel about the issue — other people will no doubt draw their own conclusions.
- 3) No amount of encouragement would make him jump down from the rock even when all the others had landed safe and sound.
- 4) Banks have been advised to pay more attention to personal circumstances when evaluating loans to private customers.
- 5) Losing weight is a slow, gradual process. You can't expect to become slim overnight.
- 6) If you follow our instructions and do it step by step, you'll master the skill in no time.
- 7) Organic crops are kind to the soil and do not use harmful fertilizers.
- 8) I missed the Friday deadline, so they refused to consider my application.

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

- 1) It is still too early to predict the _____ of the presidential race.
- 2) Organic farmers in the United States _____ only 5%–15% less than the mainstream farmers.

- 3) My father was _____ by overwork.
- 4) You will need to seek _____ advice if you want to win this case.
- 5) A new law has been _____ to regulate the financial market.
- 6) _____ I knew he would tell me the truth.
- 7) My father gave the _____ of his collection of antiques to the city museum.
- 8) Finding a cure for AIDS (艾滋病) is one of the greatest _____ to medical scientists.
- 9) The young writer's latest novel was _____ a month ago, and has already sold over half a million copies.
- 10) It is reported that a new drug has been developed which is likely to help save the lives of heart-attack _____.
- 11) Companies are required to _____ monthly financial statements to the board.
- 12) If you _____ Joe _____ other children of his own age, he's not very tall.

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Part IV Comprehensive Language Practice

SPEAKING PRACTICE

Group Discussion

In small groups, discuss the following:

1. In what way has science changed the world we live in? Give examples.
2. In what way is science a good or bad thing? Give examples.

ESSAY WRITING

How Science Changes Our Lives

Based on your discussion, write an essay on “How Science Changes Our Lives”.

There is a model letter 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

How to write an expository essay (说明文)

An expository essay explains something, such as why a certain phenomenon happens and how a problem is solved.

A primary concern of exposition is clarity (清晰). To achieve this, you should bear in mind the following points:

Narrowing the Scope of Discussion

You have to limit your discussion to a manageable topic, for it is impossible to explain many things clearly in a short essay. For instance, you may find the topic “Attitudes Toward Science” too general to write about in a short essay. You can, then, narrow it to “Public Attitudes Toward Science”, as Stephen Hawking does.

Making Clear Your Attitude Toward the Subject

In a sense, exposition is the process of making a statement and then supporting it with evidence. When presenting a statement, you must make sure it expresses very clearly your attitude toward the subject. Supposing you write about “The Impact of Scientific Discoveries”, you could start your essay with such a statement as “Scientific discoveries benefit us in many ways.” If you sound uncertain of your own opinion about the subject, the reader will be left with only a vague idea of what you want to say.

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. Have you narrowed down your discussion to a manageable size?	_____	_____
2. Does your statement make clear your attitude toward the subject?	_____	_____
3. Does your evidence help support your statement?	_____	_____
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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