

本教材第二版曾获首届全国教材建设奖全国优秀教材二等奖



“十二五”普通高等教育本科国家级规划教材

2

精读

总主编：杨立民 顾问：徐克容

CONTEMPORARY
COLLEGE ENGLISH
现代大学英语

第三版

主编：邱 枫 陈崛斌

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

CONTEMPORARY
COLLEGE ENGLISH

精读 2

数字资源

本教材依托外研社“U 校园智慧教学云平台”全新开发数字课程，并通过“外研阅读（大学版）平台”提供拓展阅读服务。学生可扫描下方二维码了解相关资源的使用指南。数字课程验证码和外研阅读验证码请见封底。



U 校园使用指南



外研阅读（大学版）
使用指南

本教材第二版曾获首届全国教材建设奖全国优秀教材二等奖



“十二五”普通高等教育本科国家级规划教材

CONTEMPORARY COLLEGE ENGLISH 现代大学英语

第三版

总主编：杨立民

顾问：徐克容

主编：邱枫 陈崛斌

编者：李朝晖 叶如帆

2

精读

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS
北京 BEIJING

图书在版编目(CIP)数据

现代大学英语精读. 2 / 邱枫, 陈帼斌主编; 李朝晖, 叶如帆编. — 3版. — 北京: 外语教学与研究出版社, 2021.12 (2023.12 重印)

(现代大学英语 / 杨立民总主编)

ISBN 978-7-5213-3189-9

I. ①现… II. ①邱… ②陈… ③李… ④叶… III. ①英语—高等学校—教材
IV. ①H319.39

中国版本图书馆 CIP 数据核字 (2021) 第 246678 号

出版人 王 芳
项目策划 冯 涛
责任编辑 王 茜
责任校对 曹 妮
封面设计 孙莉明
版式设计 涂 俐
出版发行 外语教学与研究出版社
社 址 北京市西三环北路 19 号 (100089)
网 址 <https://www.fltrp.com>
印 刷 河北鹏盛贤印刷有限公司
开 本 787×1092 1/16
印 张 20.5
版 次 2022 年 1 月第 3 版 2023 年 12 月第 9 次印刷
书 号 ISBN 978-7-5213-3189-9
定 价 73.90 元

如有图书采购需求, 图书内容或印刷装订等问题, 侵权、盗版书籍等线索, 请拨打以下电话或关注官方服务号:

客服电话: 400 898 7008

官方服务号: 微信搜索并关注公众号“外研社官方服务号”

外研社购书网址: <https://fltrp.tmall.com>

物料号: 331890001



记载人类文明
沟通世界文化
www.fltrp.com

第三版 前言

《现代大学英语 精读》(第二版)自2010年陆续出版以来,得到了很多兄弟院校师生和其他很多使用者的厚爱,我们表示衷心感谢。转眼十余年过去了,又到了该修订教材的时候。经过艰苦努力,第三版一至四册终于开始陆续与大家见面。

这次修订,我们继续秉承前两版的基本编写原则,但希望能做得更好。其要点如下:

1. 本套英语精读教材是由中国教师为中国学生编写的,目的是为国家培养英语人才,编写方法上希望能尽量符合中国人学习英语的特点。我国人口众多,由于历史原因,英语有其特殊的重要性。长期以来,在英语教学与教材的编写上,我们有过不少试验,走过一些弯路,但也摸索到了一些经验。我们的教材应该继承和发扬好的传统,同时警惕不去重犯过去的错误。在教学法问题上,采取博采众长、兼容并蓄的方针,一切从实际出发,以实际经验为依据。

2. 作为外语专业教材,语言知识与技能、人文知识与修养、思辨能力及道德价值观念这四个方 面紧密相关,必须全面关注,一抓到底;要合理安排,循序渐进,不能忽略任何一个方面,犯方向性的错误。

3. 作为外语专业人才,各类知识当然愈多愈好,但精读教材篇幅有限,不能面面俱到,也无法对各科知识进行系统深入的研究。我们要坚持教材题材的多样化,但语言教材毕竟不是文化教材,它有自身的特点,我们在这方面希望达到的目标主要是培养学生对各类知识,尤其是对人文知识以及种种社会热点问题广泛的兴趣和关注,开阔他们的眼界,激发他们的求知欲望,并逐步使学生了解探索各类知识的基本方法。

4. 作为我国21世纪的外语人才,必须立足国内,放眼世界,具有跨文化交际的能力。但外国文化有精华也有糟粕,不能盲目崇拜,也不能盲目排斥。我们应该通过教材尽量帮助学生正确了解和对待外国文化,使其成为未来中外文化交流中称职的桥梁。

5. 文化是一个内涵十分丰富的概念,从广义来说,文化可以说是人类文明的同义词。凡是人所创造的一切,不论是物质的还是精神的,都可以看作是文化的范畴。改革开放以来,中外各个方面的文化交流十分活跃,也取得了很大的成就,大家面临越来越多的共同问题,共同语言也越来越多。但也无可否认,各国文化存在很多差别,这些差别可能造成误解,进一步引发矛盾和冲突。文化交流的难点很多,但最大的难点无疑是在价值观念上。任何文化现象,任何一种观念、思想、理论、信仰、政策、路线、制度等等,都有一个是非、真假、善恶、美丑的价值评价问题。所以,培养跨文化交际能力是一个艰巨的任务。

6. 在本次修订中,我们决定尽量把教材重点放在培养学生的思辨能力上,师生共同学习如何正确思考,如何根据事实理智地判断是非,如何克服看待问题的表面性和片面性,如何避免各种成见,如何学会多方面分析问题,进行必要的反思或换位思考,如何尊重逻辑,贯彻实践是检验真理的唯一标准的正确论断。我们希望学生有独立思考的习惯,分析批判的能力和追求真理的勇气。我们希望学生克服非此即彼的简单思维模式,防止随大流、赶时髦、瞎起哄;学会尊重不同的观点,学会理性、客观、全面地看待问题,掌握通过思辨寻找真理的本领。总之,我们要帮助学生养成思考的习惯,学会如何思考,掌握探索真理的方法和途径。教育的根本目的是培养人,使他们有道德,明是非。这是我们教材的重中之重。

7. 我们这套精读教材,把精读这门课当作训练英语人才基本功的主要平台。基本功这个概念是中国教师根据自己的教学实践得来的,它的定义并没有严格的界定。就编者所在的北京外国语大学而言,基本功实际上包括以下四个方面:一是英语语音、语法、词汇三个语言基本要素的基本功;二是英语听、说、读、写、译各项技能的基本功;三是文化和思辨能力方面的基本功;四是对外语专业重要性的认识,在学习的方法、态度、习惯、作风方面的基本功。我们总的目标是希望学生学完这门课以后基本掌握自学的能力。学习当然无止境,要成为高质量的外语人才需要毕生的努力。

在本套教材的编写中,我们尽最大努力贯彻和落实以上几条编写原则,对教材中的每篇课文、每个练习,甚至练习中的每句话都进行严格把关。教材编写绝非易事,因为教材是传播知识的重要载体,是老师教学、学生学习的重要工具,体现着一个国家的意志和一个民族的价值观念,关系到我们的未来。能够为此尽绵薄之力,我们深感荣幸,但也十分惶恐。我们在第三版精读教材的修订中遇到了种种困难,资料来源不足,时间精力不够,编者水平也有限,因此纰漏在所难免。我们前两版教材深得国内很多同行和外国专家的帮助,在此我们再次表示感谢。希望广大使用者也不吝指教,以便一旦发现问题,我们能及时纠正。

杨立民

2021年7月

编写说明

为适应新时期英语类专业教学改革与发展,“现代大学英语”精读教材在深入调研高校英语类专业课程教学现状、广泛收集使用院校师生反馈的基础上,于2019年启动第三版修订,对教材进行更新与完善。

一、编写理念

精读在“现代大学英语”系列教材中具有特别的地位,因为我们的知识很大程度上来自阅读,但我们并不是生来就会阅读,大多数人通常只凭各自的兴趣进行一般浏览,目的不同,效果也大不一样。要想从阅读中真正学到各种知识,了解并吸收人类文明的结晶,熟悉各种发人深省思想和理念,培养分析批判的能力,同时通过阅读进行各项语言技能的全面专业训练,就需要专门培养精读这种特殊的阅读方式,也就是必须读得深一些、细一些、全面一些。要真正读通、读懂,要真正明白作者想说什么,主要观点是什么,理由是什么,证据是什么,对还是不对,有没有片面的地方等等。

有些朋友对我们强调精读的重要性有所保留,他们指出学生进大学前一直在进行精读,进了大学还是精读,是否必要?会不会让学生产生厌烦?是不是应该让学生进行更具挑战性的训练?这些意见非常值得我们一起探讨。学生素质不同,条件不同,学校的培养目标也有所不同,精读的地位也不是永远不变。有些学生入学时水平较高,不再需要基本功的强化训练,也完全可能。这些都要实事求是,加以考虑。但是就大部分情况而言,我们觉得当前的主要问题还是忽视基本功,因此我们仍坚持通过精读,狠抓基本功的方针。

二、第三版修订的主要方面

1. 精选课文

由于我们给精读教材设定了多方面的重大任务,而且这些任务都需要围绕一篇篇课文来实现,这就要求我们尽最大努力物色合适的课文。

我们所选的课文必须长短合理,难易适中,语言地道实用,风趣幽默,而且语言现象丰富,足以作为范文,方便对各项语言技能进行训练。但更重要的是,这些选篇都应该具有丰富的文化内容,题材与体裁在条件允许的范围内尽量广泛,以便引导学生由近及远关注、思考、评论和批判各类重要问题。

经过反复考虑,我们删去了第二版一至四册56篇主课文(即Text A)中的16篇,增加

了8篇左右新课文。希望第三版的课文结构更符合使用者的情况,更有利于达到精读训练的目的。删去的课文多半是因为使用者反映欠佳,如内容过于简单,主题过于老旧或过于脱离现实等。我们知道,众口难调,学生的兴趣必须尊重,但是学习的目的也要坚持。编者既要从善如流,也不能跟风迁就。还有些同行觉得我们的课文应该多选些名篇,也有人觉得课文的文学味太重,希望多一些新闻、经贸、旅游等更加实用的题材。我们非常感谢这些意见。我们选定精读课文需要多方面综合考虑,很难找到十全十美的篇章,只能权衡轻重,决定取舍。文学作品不仅在语言上有其无法替代的优点,在社会、历史、人性、哲理等方面也有不可替代的作用。此外,关于课文的时效性问题,我们也觉得很难把握。有时,过去的文章会在现在越发显现出真理的光辉,而眼前的东西有时却会被证明不过是过眼烟云。最后,每次修订都应该争取面目一新,但也要珍惜原版中使用者已经熟悉并积累了大量经验的课文,以保证教材的稳定性,也有利于经验的积累,所以不可轻易推倒重来。这些问题都是编教材的同行会遇到的问题,我们这些观点是否合理,还请多多指教。

2. 去粗取精, 精简瘦身

基于目前基础英语教学课时减少的现状,同时考虑到多年来在教材的实际使用中普遍没有利用全部内容的状况,此次修订在第二版的基础上缩减教材总量,从第二版每册16个单元一律调整为12个单元。删去原来每册两个阶段性复习单元,再删去四个旧单元,同时增加两个新单元。如此一来,教材总量减少近三分之一。我们希望教材总量瘦身以后,使用者可以不再因为时间不够,不得已大幅度跳跃删节,影响教材的完整性,或不得已匆忙对付,精读难以名实相符。更重要的是,这么一来,编者需要对第二版教材认真去粗取精,减少环节,避免重复,精打细算,提升教材的科学性。

3. 创新教学模式

第三版教材依托外研社“U校园智慧教学云平台”全新开发了数字课程,倡导“线上-线下”混合式教学模式,希望引导学生养成自主学习的习惯,帮助教师打造智慧课堂。

教材配套数字课程提供了课文录音、难点讲解和阶段性测试等,通过更丰富的学习资源和更便捷的学习工具,学生可以在课堂学习之外,进行多样化、个性化的自我训练和提高;教师可对学生的学习进行阶段性检测。

教学管理平台依托教学大数据和人工智能技术,既可根据学生特点优化学习过程管理,开展形成性评估,实现以评促学的目的;又可鼓励教师跨院校共建、共享教学资源,合作创新,利用多维度、可视化的学习数据与教学数据,及时改进教学,并同步开展教学研究,实现教研相长。

4. 优化教材内容

为了更好地体现我们的教学理念,第三版中我们决定按照实际教学步骤优化每单元的板块,全新设计阅读理解(Reading Comprehension)、导入活动(Lead-in)和单元任务(Unit

Project) 板块, 凸显以语篇和内容驱动的教学理念, 引导学生进行批判性讨论与思考, 实现以学生为主体的启发式教学。

具体的单元结构介绍如下:

● Lead-in

每个单元的开始, 最大的问题是如何启发学生, 使其对新课文产生兴趣, 让他们带着问题和期待迎接新单元的挑战, 让他们迫切希望开卷阅读课文, 同时帮助他们抓住课文的中心内容。为此我们设立了这个新板块, 希望探索在短时间内达到这一目的的有效办法。

● Text A

接下来是主课文, 课文后面是注释和词汇表。注释主要提供有关背景, 但鼓励学生寻找相关材料。讲解词汇表的释义时, 如果用简单英语讲解后学生理解上仍有困难, 可以同时提供中英文的释义, 再逐步过渡到完全用英语释义。鼓励学生使用各种工具书, 包括电子工具书。

● Language Focus

要求学生尽量学会自己发掘并整理课文中各种体现英语特点的语言现象, 比如构词法, 各种短语、词组或搭配, 一词多义, 同义词与反义词, 常用句型或语法项目等。此外, 学生对课文中出现的活用词和有用的表达方法也要特别敏感。

● Reading Comprehension

要求学生在预习时仔细阅读几遍课文, 鼓励听课文录音。通过这部分练习, 检查学生是否掌握了课文的大意, 是否解决了理解上的难点, 是否真正读通、读懂了全文。这部分的主观问答题可配合教师课堂讲解使用, 必须对课文内容和文字理解透彻, 不留盲点。作者的意图, 文章的要点、结构、逻辑、风格, 对我们有什么启示, 作者有无言外之意, 读完课文有无一些联想, 对文章有什么批评和评论。类似这些问题学生要准备在课上发表自己的意见。

● Language Exercises

第三版的语言练习仍坚持紧密结合课文, 同时努力遵循系统地进行语言技能训练的传统, 但是有两个重大的改变: 一是不再分列词汇与语法练习, 因为英语学习一旦深入, 很难再将二者合理划线, 反而造成练习的重复或目的性不强; 二是大力压缩练习总量, 保证学生在经过适当的课前准备以后, 能够在一个课时之内大致完成。练习的方式大致与过去相同, 但内容都重新仔细推敲过, 细节上会有相应的改进。

● Text B

第三版中更换了一些辅课文。必须强调, Text B 往往在内容上与 Text A 相互补充, 并没有高低之分。有很多选篇实际上可能优于 Text A, 只是因为过长或过难等原因没有作为 Text A 使用。因为学生学时有限, 我们不做要求, 但我们希望学生也能认真阅读。精读之所以重要, 正是因为它能带动泛读。而没有大量泛读, 就和没有精读一样, 不能达到语言训练的目的。

• Unit Project

这个板块是第三版新增的，每单元末安排一个口语任务和一个写作任务，希望进一步引导学生探讨单元主题，培养学生的创新思维、合作意识，提升学生的沟通、写作等语言运用能力和综合素质。

• Memorable Quotes

每单元最后提供与单元主题相关的名言警句，其中往往有不同的观点，有利于启发学生进一步思考单元主题。

三、编写团队

第三版的编写由杨立民教授带领北京外国语大学的四位青年骨干教师完成，并由他们分别担任一至四册的主编：李朝晖老师多年担任英语学院一、二年级精读课型组长，邱枫老师是英语学院一年级写作和听力课型组长，叶如帆老师是专用英语学院精读教研室主任，陈崛斌老师现担任英语学院二年级精读课型组长，曾担任杨立民教授讲授本套教材一、二册时的助教。四位编者均有十年以上使用本套教材进行教学的经验，并多次担当教学示范课主讲。

特别感谢顾问徐克容教授，她为第三版教材新课文的挑选提供了众多选篇，并为教材编写提供了建设性的意见。感谢本套教材前两版的编者此前在编写中付出的心血与努力。

在此还要感谢北京外国语大学和英语学院领导以及外语教学与研究出版社的支持。感谢我院同仁的鼓励。感谢美国专家 Neta M. Cahill 和英国专家 Genevieve White 担任审校。感谢所有为我们提供素材的作家和出版商。感谢校内外与我们分享教学经验的师长和同仁们。感谢曾经以不同方式直接或间接帮助我们完成本套教材的所有朋友。

编者

2021 年 7 月

Contents

Acknowledgements	IX
Abbreviations	XI
Pronunciation Table	XII
Unit 1	1
Text A Another School Year—What For?	2
Text B Unforgettable Miss Bessie	21
Unit 2	27
Text A Say Yes	28
Text B Arrangement in Black and White	47
Unit 3	53
Text A The Rite of Spring	54
Text B What My Garden Taught Me—The Hard Way	71
Unit 4	77
Text A The Man in the Water	78
Text B Two Heroes for the Price of One	95
Unit 5	99
Text A Quick Fix Society	100
Text B Hooked on the Quick Fix	117
Unit 6	123
Text A Button, Button	124
Text B A Doctor's Dilemma	144

Unit 7	149
Text A Wisdom of Bear Wood.....	150
Text B Baby Birds.....	168
Unit 8	173
Text A The Man in Asbestos	174
Text B Harrison Bergeron	193
Unit 9	201
Text A Pompeii.....	202
Text B The Dog of Pompeii	219
Unit 10	225
Text A Two Friends	226
Text B The Return	247
Unit 11	255
Text A Mr. Imagination	256
Text B Mr. Phileas Fogg's Wager of £20,000	276
Unit 12	283
Text A The Happiest Man on Earth.....	284
Text B Smashup	305
Grammar Terms	311

Acknowledgements

We are completely grateful to the authors and publishers of all the articles, stories, and plays we have chosen as the texts for this textbook. Every effort has been made to obtain permission to use previously published materials. Any error or omission is unintentional. We regret that we have been unable to trace the copyright owners of a number of the materials. We apologize for this. We intend to show every respect for intellectual property rights, and hope our pleading for the permission to use the related materials for teaching purposes will receive kind and generous consideration.

Text A (Authors/Sources/Copyrights)

- Unit 1 “Another School Year—What For?” by John Ciardi, from *Rutgers Alumni Monthly*, November, 1954.
- Unit 2 “Say Yes” by Tobias Wolff, from Ann Charters ed., *The Story and Its Writer: An Introduction to Short Fiction*, 5th edition (Boston: Bedford/St. Martin’s Press, 1998).
- Unit 3 “The Rite of Spring” by Arthur Miller, from Gilbert H. Muller and Harvey S. Wiener ed., *The Short Prose Reader*, 6th edition (New York: McGraw-Hill, Inc., 1991).
- Unit 4 “The Man in the Water” by Roger Rosenblatt, from *Time*, January 25, 1982.
- Unit 5 “Quick Fix Society” by Janet Mendell Goldstein, from Judith Nadell, John Langan, and Linda McMeniman ed., *The Macmillan Reader*, 5th edition (Boston: Allyn & Bacon, 1999).
- Unit 6 “Button, Button” by Richard Matheson.
- Unit 7 “Wisdom of Bear Wood” by Michael Welzenbach.
- Unit 8 “The Man in Asbestos” by Stephen Leacock.
- Unit 9 “Pompeii” by Robert Silverberg, from *Lost Cities and Vanished Civilizations* (Philadelphia: Chilton Co., Book Division, 1962).
- Unit 10 “Two Friends” by Guy de Maupassant.

- Unit 11** “Mr. Imagination” by George Kent, from Robert Freier et al ed., *Adventures in Modern Literature* (New York: Harcourt, Brace & World, Inc., 1970).
- Unit 12** “The Happiest Man on Earth” by Albert Maltz, from Philip Van Doren Stern ed., *A Pocket Book of Modern American Short Stories* (New York: Washington Square Press, 1943).

Text B (Authors/Sources/Copyrights)

- Unit 1** “Unforgettable Miss Bessie” by Carl T. Rowan, from *Reader’s Digest*, March, 1985.
- Unit 2** “Arrangement in Black and White” by Dorothy Parker, from *The New Yorker*, October 8, 1927.
- Unit 3** “What My Garden Taught Me—The Hard Way” by Jared Garrett.
- Unit 4** “Two Heroes for the Price of One” by Marsha Arons, from Jack Canfield et al ed., *Chicken Soup for the Soul of America: Stories to Heal the Heart of Our Nation* (Deerfield Beach: Health Communications, Inc., 2002).
- Unit 5** “Hooked on the Quick Fix” by Mary Ellen Strote.
- Unit 6** “A Doctor’s Dilemma” by James Dillard, from *Newsweek*, June 12, 1995.
- Unit 7** “Baby Birds” by Gale Lawrence, from *The Beginning Naturalist: Weekly Encounters with the Natural World* (Shelburne: The New England Press, 1979).
- Unit 8** “Harrison Bergeron” by Kurt Vonnegut, Jr., from *Welcome to the Monkey House* (New York: Delacorte Press, 1968).
- Unit 9** “The Dog of Pompeii” by Louis Untermeyer, from *The Donkey of God* (New York: Harcourt, Brace & Company, 1932).
- Unit 10** “The Return” by Guy de Maupassant.
- Unit 11** “Mr. Phileas Fogg’s Wager of £20,000” by Jules Verne, from *Around the World in 80 Days* (New York: Random House, 1984).
- Unit 12** “Smashup” by William E. Leuchtenburg, from Robert R. Jones and Gustav L. Seligmann, Jr. ed., *The Sweep of American History*, 2nd edition (New York: John Wiley & Sons, Inc., 1974).

► Abbreviations

abbr.	.....	abbreviation
adj.	.....	adjective
adv.	.....	adverb
AmE	.....	American English
art.	.....	article
aux.	.....	auxiliary
BrE	.....	British English
conj.	.....	conjunction
e.g.	.....	for example
esp.	.....	especially
etc.	.....	et cetera (and so on)
fml	.....	formal
infml	.....	informal
int.	.....	interjection
n.	.....	noun
num.	.....	numeral
para.	.....	paragraph
pl.	.....	plural
prep.	.....	preposition
pron.	.....	pronoun
sb.	.....	somebody
sth.	.....	something
v.	.....	verb
vi.	.....	intransitive verb
vt.	.....	transitive verb

► Pronunciation Table

本书采用国际音标标示，现将音标列表如下：

辅音		元音	
音标	例词	音标	例词
p	pot	ɪ	hit
b	boot	e	pet
t	tent	æ	fat
d	deal	ɒ	dog
k	key	ʌ	dust
g	gold	ʊ	pull
f	fox	ə	about
v	value	i	happy
θ	throw	u	actually
ð	this	i:	bee
s	soon	ɑ:	large
z	zero	ɔ:	four
ʃ	foolish	u:	tool
ʒ	pleasure	ɜ:	serve
h	host	eɪ	brave
tʃ	check	aɪ	fine
dʒ	joke	ɔɪ	soil
m	moon	əʊ	note
n	novel	aʊ	how
ŋ	sing	ɪə	here
w	west	eə	fair
l	laugh	ʊə	tour
r	rose		
j	year		

特殊符号：

/ˈ/ 表示主重音

/ˌ/ 表示次重音

/ə/ 表示 /ə/ 可发音可不发音

Text A Another School Year—What For?

Text B Unforgettable Miss Bessie



Lead-in

- 1** When you graduated from high school, how many of your classmates went to university, and how many went to vocational or technical school? Why is it necessary for a country to provide these two different kinds of schools?
- 2** It is now the beginning of your second semester at university. When you look back, how many of your expectations and aspirations at the beginning of your first semester have been fulfilled? Has your understanding of the purpose of university education changed? If yes, in what way?



Another School Year— What For?

John Ciardi

- 1 Let me tell you one of the earliest disasters in my career as a teacher. It was January of 1940 and I was fresh out of graduate school starting my first semester at the University of Kansas City. Part of the student body was a beanpole with hair on top who came into my class, sat down, folded his arms, and looked at me as if to say “All right, teach me something.” Two weeks later we started *Hamlet*. Three weeks later he came into my office with his hands on his hips. “Look,” he said, “I came here to be a pharmacist. Why do I have to read this stuff?” And not having a book of his own to point to, he pointed to mine which was lying on the desk.
- 2 New as I was to the faculty, I could have told this specimen a number of things. I could have pointed out that he had enrolled, not in a drugstore-mechanics school, but in a college and that at the end of his course he meant to reach for a scroll that would read Bachelor of Science. It would not read Qualified Pill-Grinding Technician. It would certify that he had specialized in pharmacy, but it would further certify that he had been exposed to some of the ideas mankind has generated within its history. That is to say, he had not entered a technical training school but a university and in universities students enroll for both training and education.

- 3 I could have told him all this, but it was fairly obvious he wasn't going to be around long enough for it to matter.
- 4 Nevertheless, I was young and I had a high sense of duty and I tried to put it this way: "For the rest of your life," I said, "your days are going to average out to about twenty-four hours. They will be a little shorter when you are in love, and a little longer when you are out of love, but the average will tend to hold. For eight of these hours, more or less, you will be asleep."
- 5 "Then for about eight hours of each working day you will, I hope, be usefully employed. Assume you have gone through pharmacy school—or engineering, or law school, or whatever—during those eight hours you will be using your professional skills. You will see to it that the cyanide stays out of the aspirin, that the bull doesn't jump the fence, or that your client doesn't go to the electric chair as a result of your incompetence. These are all useful pursuits. They involve skills every man must respect, and they can all bring you basic satisfactions. Along with everything else, they will probably be what puts food on your table, supports your wife, and rears your children. They will be your income, and may it always suffice.
- 6 "But having finished the day's work, what do you do with those other eight hours? Let's say you go home to your family. What sort of family are you raising? Will the children ever be exposed to a reasonably penetrating idea at home? Will you be presiding over a family that maintains some contact with the great democratic intellect? Will there be a book in the house? Will there be a painting a reasonably sensitive man can look at without shuddering? Will the kids ever get to hear Bach?"
- 7 That is about what I said, but this particular pest was not interested. "Look," he said, "you professors raise your kids your way; I'll take care of my own. Me, I'm out to make money."
- 8 "I hope you make a lot of it," I told him, "because you're going to be badly stuck for something to do when you're not signing checks."
- 9 Fourteen years later I am still teaching, and I am here to tell you that the business of the college is not only to train you, but to put you in touch with what the best human minds have thought. If you have no time for Shakespeare, for a basic look at philosophy, for the continuity of the fine arts, for that lesson of man's development we call history—then you have no business being in college. You are on your way to being that new species of mechanized savage, the push-button Neanderthal. Our colleges inevitably graduate a number of such life

forms, but it cannot be said that they went to college; rather the college went through them—without making contact.

- 10 No one gets to be a human being unaided. There is not time enough in a single lifetime to invent for oneself everything one needs to know in order to be a civilized human.
- 11 Assume, for example, that you want to be a physicist. You pass the great stone halls of, say, M.I.T., and there cut into the stone are the names of the scientists. The chances are that few if any of you will leave your names to be cut into those stones. Yet any of you who managed to stay awake through part of a high school course in physics, knows more about physics than did many of those great scholars of the past. You know more because they left you what they knew, because you can start from what the past learned for you.
- 12 And as this is true of the techniques of mankind, so it is true of mankind's spiritual resources. Most of these resources, both technical and spiritual, are stored in books. Books are man's peculiar accomplishment. When you have read a book, you have added to your human experience. Read Homer and your mind includes a piece of Homer's mind. Through books you can acquire at least fragments of the mind and experience of Virgil, Dante, Shakespeare—the list is endless. For a great book is necessarily a gift; it offers you a life you have not the time to live yourself, and it takes you into a world you have not the time to travel in literal time. A civilized mind is, in essence, one that contains many such lives and many such worlds. If you are too much in a hurry, or too arrogantly proud of your own limitations, to accept as a gift to your humanity some pieces of the minds of Aristotle, or Chaucer or Einstein, you are neither a developed human nor a useful citizen of a democracy.
- 13 I think it was La Rochefoucauld who said that most people would never fall in love if they hadn't read about it. He might have said that no one would ever manage to become human if they hadn't read about it.
- 14 I speak, I'm sure, for the faculty of the liberal arts college and for the faculties of the specialized schools as well, when I say that a university has no real existence and no real purpose except as it succeeds in putting you in touch, both as specialists and as humans, with those human minds your human mind needs to include. The faculty, by its very existence, says implicitly: "We have been aided by many people, and by many books, in our attempt to make ourselves some sort of storehouse of human experience. We are here to make available to you, as best we can, that expertise."

(1,226 words)

Notes on the Text

1. About the author and the text

John Ciardi (1916–1986) was an accomplished poet and essayist who was best known for his translation of Dante's *Inferno* in the United States. The text is adapted from a speech he made at the College for Men at Rutgers University as an Associate Professor of English at the opening ceremony of the 1954 school year.

2. *Hamlet* (para. 1)

This is one of Shakespeare's most famous tragedies. Hamlet is the Prince of Denmark, and is a serious and unhappy young man who is unable to decide how he feels and what he should do. Called upon by his father's ghost to avenge his murderer, he is trapped between thought and action. The story revealed Shakespeare's deep understanding of human flaws and became one of the best known in Western culture.

3. "drugstore-mechanics school" and "Qualified Pill-Grinding Technician" (para. 2)

The author is making up names for the kind of vocational schools which train students to have some basic skills for the needs of the job market. Notice the author's sarcastic tone which shows that in trying to stress the importance of liberal arts education he is playing down the importance of vocational school training.

4. Bachelor of Science (para. 2)

A bachelor's degree is the first level of university degree. A student majoring in natural sciences will get a Bachelor of Science degree upon graduation while those majoring in liberal arts or humanities will get a Bachelor of Arts degree.

5. Bach (para. 6) 巴赫

Johann Sebastian Bach (1685–1750) was a German composer. Although he was in his own time chiefly known as an organist, he is now universally recognized as one of the greatest composers in history. Much of Bach's music was religious in inspiration as he wrote more than 200 church cantatas (大合唱).

6. Shakespeare (para. 9) 莎士比亚

William Shakespeare (1564–1616) was one of the most famous English-language poets and playwrights in the world. He is said to have written 39 plays and 154 sonnets which are considered masterpieces by students of arts and literature all over the world. Some of Shakespeare's best-known and most successful plays include *Hamlet*, *Julius Caesar*, *Macbeth*, *Othello*, *Richard III*, *Henry IV*, and *A Midsummer Night's Dream*.

7. M.I.T. (para. 11)

It is the abbreviation for Massachusetts Institute of Technology. Founded in 1861, this private university is located in Cambridge, Massachusetts, U.S.

8. Homer (para. 12) 荷马

Homer was a Greek poet who probably lived in the 8th century B.C. Homer was believed to be the creator of *Iliad* and *Odyssey*. Concerned with the Trojan War, these two poems were the earliest epic poems in Greek literature.

9. Virgil (para. 12) 维吉尔

Publius Vergilius Maro (70 B.C.–19 B.C.), usually called Virgil in English, was a great Roman poet who was best known for his epic poems describing the fall of Troy and the founding of Rome.

10. Dante (para. 12) 但丁

Dante Alighieri (1265–1321) was an Italian poet. His masterpiece, *The Divine Comedy* (《神曲》) describes the journey of a religious pilgrim through hell, purgatory, and heaven. One of the first writers to abandon Latin for the vernacular language of the people, Dante's work is viewed as the beginning of the Renaissance (文艺复兴).

11. Aristotle (para. 12) 亚里士多德

Aristotle (384 B.C.–322 B.C.) was one of the greatest philosophers in ancient Greece. He wrote about 200 books covering topics ranging from logic, language, art, and politics, to mathematics, philosophy of science and the laws of motion, space and time.

12. Chaucer (para. 12) 乔叟

Geoffrey Chaucer (c. 1343–1400) was an English poet, who established English as a literary language. His most representative work, *The Canterbury Tales*, is an excellent source of information on the life and customs of late medieval England.

13. Einstein (para. 12) 爱因斯坦

Albert Einstein (1879–1955) was a German-born Swiss-American theoretical physicist, generally regarded as one of history's greatest scientists. He was best known for the Special Theory of Relativity which revolutionized modern physics, and for the General Theory of Relativity, which refined the Newtonian theory of gravity, and was responsible for most cosmological concepts today.

14. La Rochefoucauld (para. 13) 拉·罗什富科

François de La Rochefoucauld (1613–1680) was a French writer of moralist aphorisms (格言) published as *Maxims* (1665).

15. liberal arts (para. 14)

Liberal arts refer to school or college subjects that give students a general education and teach them to think rather than those subjects that develop practical skills.

Glossary

accomplishment <i>n.</i> /ə'kʌmplɪʃmənt/	the act of finishing sth. completely and successfully; achievement
acquire /ə'kwaɪə/ <i>v.</i>	to gain; to get for oneself by one's own work
arrogantly /'ærəɡəntli/ <i>adv.</i>	in a proud and self-important way
arts /ɑ:ts/ <i>n.</i>	<i>fine ~:</i> 美术
aspirin /'æsprɪn/ <i>n.</i>	a medicine commonly used to relieve pain and reduce fever and inflammation 阿司匹林 (退热镇痛消炎药)
assume /ə'sju:m/ <i>v.</i>	to take sth. as a fact; to suppose
available /ə'veɪləbəl/ <i>adj.</i>	able to be bought, used, or easily found
beanpole /'bi:npəʊl/ <i>n.</i>	(<i>informal</i>) a very tall and thin person
bull /bul/ <i>n.</i>	an adult male animal of the cattle family 公牛
certify /'sɜ:tɪfaɪ/ <i>v.</i>	to provide an official document stating that sth. is true or correct
civilized /'sɪvəl-aɪzd/ <i>adj.</i>	educated and refined; having an advanced culture
client /'klaɪənt/ <i>n.</i>	a person who pays for help or advice from a professional, company, or organization 客户
contain /kən'teɪn/ <i>v.</i>	to have sth. inside or as part of it
continuity /,kɒntə'nju:əti/ <i>n.</i>	the state of being continuous
cyanide /'saɪənaɪd/ <i>n.</i>	a highly poisonous chemical compound 氰化物
democratic /,demə'krætɪk/ <i>adj.</i>	based on the idea that everyone should have equal rights and should be involved in making important decisions 民主的
disaster /dɪ'zɑ:stə/ <i>n.</i>	a sudden event such as a flood, storm, or accident which causes great damage or suffering; (here) a complete failure
drugstore /'drʌɡstɔ: / <i>n.</i>	(<i>AmE</i>) a shop which sells medicines (and often a variety of other things)
employ /ɪm'plɔɪ/ <i>v.</i>	(here) to spend time doing sth.
enroll /ɪn'reʊl/ <i>v.</i>	to officially arrange to join a school or university
essence /'esəns/ <i>n.</i>	the most important quality or feature of sth.; <i>in ~:</i> 本质上
expertise /,ekspɜ:'ti:z/ <i>n.</i>	skill in a particular field
expose /ɪk'spəʊz/ <i>v.</i>	to enable sb. to see or experience new things or learn about new beliefs, ideas, etc.; <i>be ~d to:</i> 使能接触到
faculty /'fækəlti/ <i>n.</i>	(<i>AmE</i>) all the teachers of a university or college
fragment /'fræɡmənt/ <i>n.</i>	a small piece of sth.

generate /'dʒenəreɪt/ <i>v.</i>	to produce
graduate /'grædʒuət/ <i>adj.</i>	relating to or involved in studies done at a university after completing a first degree; ~ <i>school</i> : an academic institution where students study for a higher degree 研究生院
	to obtain a degree, esp. a first degree, from a college or university
	(ground, ground) to crush sth. into small pieces or powder by pressing between hard surfaces
	the fleshy part of either side of the human body between the top of your legs and your waist 臀部; 髋部
grind /graɪnd/ <i>v.</i>	the qualities of being human
hip /hɪp/ <i>n.</i>	in an implied way 含蓄地
humanity /hjuː'mænəti/ <i>n.</i>	lack of the skill or ability to do your job or a task as it should be done 不够格
implicitly /ɪm'plɪsɪtli/ <i>adv.</i>	used for saying that sth. is certain to happen and impossible to avoid
incompetence /ɪn'kɒmpətəns/ <i>n.</i>	power of thought 思维能力
inevitably /ɪ'nevətəbli/ <i>adv.</i>	a limit on what sb. or sth. can do or how good they or it can be 局限
intellect /'ɪntələkt/ <i>n.</i>	<i>in ~ time</i> : in reality
limitation /,lɪmɪ'teɪʃən/ <i>n.</i>	to continue to have as before
literal /'lɪtərəl/ <i>adj.</i>	to change the process so that the work is done by machines rather than people
maintain /meɪn'teɪn/ <i>v.</i>	an early type of human being who lived in Europe 尼安德特人 (旧石器时代广布于欧洲的猿人)
mechanize /'mekənaɪz/ <i>v.</i>	in spite of that; yet
Neanderthal /ni'ændə,tɔːl/ <i>n.</i>	showing the ability to understand things clearly and deeply (<i>informal</i>) an annoying person
nevertheless /,nevəðə'les/ <i>adv.</i>	a shop where medicines are prepared and sold; (here) the study of preparing drugs or medicines; <i>pharmacist</i> : 药剂师
penetrating /'penətretɪŋ/ <i>adj.</i>	a scientist who studies physics 物理学家
pest /pest/ <i>n.</i>	a small solid piece of medicine that you swallow whole
pharmacy /'fɑːməsi/ <i>n.</i>	to lead; to be in charge; ~ <i>over</i> : 主持
physicist /'fɪzɪsɪst/ <i>n.</i>	having suitable knowledge or experience required for a particular job
pill /pɪl/ <i>n.</i>	to care for a person or an animal until they are fully grown
preside /prɪ'zɑɪd/ <i>v.</i>	
qualified /'kwɒlɪfaɪd/ <i>adj.</i>	
rear /rɪə/ <i>v.</i>	

resources /rɪ'zɔ:sɪz/ *n.*

(*pl.*) possessions in the form of wealth, property, skills, etc.
that you have 资源

savage /'sævɪdʒ/ *n.*

a person belonging to a primitive society

scroll /skrɔʊl/ *n.*

paper rolled into a circular shape; (here) a diploma; an academic certificate showing that one has passed a course of study 毕业文凭

semester /sə'mestə/ *n.*

(=term in *BrE*) one of the two periods into which the year is divided in American high schools and universities

sensitive /'sensətɪv/ *adj.*

able to understand or appreciate art, music, or literature

shudder /'ʃʌdə/ *v.*

to shake uncontrollably for a moment

specialize /'speʃəlaɪz/ *v.*

to spend most of your time studying one particular subject;
specialist: 专家

species /'spi:ʃi:z/ *n.*

(*infml*) a type; a sort

specimen /'spesɪmɪn/ *n.*

a person you are describing in a particular way—used humorously

spiritual /'spɪrɪtʃuəl/ *adj.*

related to your spirit rather than to your body or physical things

store /stɔ:/ *v.*

to keep

stuck /stʌk/ *adj.*

not knowing what to do in a particular situation; *be ~ for*: 不知所措

suffice /sə'faɪs/ *v.*

to be enough

unaided /ʌn'eɪdɪd/ *adj.*

without help from anyone or anything 无帮助的; 独力的

Language Focus

1 Study how the following words are formed.

1. side, aside, beside, outside, inside
2. civil, civilian, civilize, civilized, uncivilized, civilization

2 Study synonyms and antonyms.

An important way of expanding your English vocabulary is to study synonyms (words with the same or similar meanings) and antonyms (words with the opposite meanings). In this text, we find examples as follows.

Synonyms: raise & rear (children)

Antonyms: technical vs. spiritual

Note that many antonyms are formed by adding prefixes, many of which mean the opposite, e.g. **unaided** vs. **aided**.

3 Study derivatives.

Derivatives (派生词) are words derived from (coming from) the same root word (根词) and formed by adding prefixes or suffixes. They are very much like the members of the same family, and to know words along with their derivatives will help us expand our vocabulary effectively.

Example: visit, visitor, visitation, visible, invisible, visibility, invisibility, revisit, revise, vision, visionary, revision, revisionist, revisionism, televise, television, visual, visualize, vista, view, review, preview, interview, etc. (All these words can be traced back to old English, French, and Latin, relating to the meanings of “sight” or “to see.”)

4 List useful phrases from the text.

1. Verb phrases

2. Prepositional phrases

3. Other phrases

5 List useful verb + noun collocations from the text.

6 Underline useful sentence patterns in the text and study how they are used.

► Reading Comprehension

1 Read the text and complete the summary.

This text is based on a speech made by a professor in which he expresses his view about the purpose of universities. The professor describes an interesting case he had to deal with earlier on when he was (1) _____. A student came to his office to question the use of the course in (2) _____, since his purpose was only to (3) _____. The professor tried to tell him that university students enroll for (4) _____ by explaining how he would spend his 24-hour day after college—eight hours for sleep, eight hours for (5) _____ by using his professional skills, and the other eight hours in which he might learn to be (6) _____ by developing a taste in the liberal arts and improving his mind. The student was, unfortunately, not convinced.

Fourteen years later, the professor's conviction about the purpose of a university remains the same—a university not only trains students to (7) _____, but also arms them with (8) _____ have left them. To achieve that purpose, students should try their best to acquire useful knowledge through (9) _____, and the faculty are there to (10) _____.

2 Explain the following sentences from the text, paying attention to the underlined parts.

1. You will see to it that the cyanide stays out of the aspirin, that the bull doesn't jump the fence, or that your client doesn't go to the electric chair as a result of your incompetence. (para. 5)
2. "I hope you make a lot of it," I told him, "because you're going to be badly stuck for something to do when you're not signing checks." (para. 8)
3. You are on your way to being that new species of mechanized savage, the push-button Neanderthal. (para. 9)
4. Our colleges inevitably graduate a number of such life forms, but it cannot be said that they went to college; rather the college went through them ... (para. 9)
5. ... a university has no real existence and no real purpose except as it succeeds in putting you in touch, both as specialists and as humans, with those human minds your human mind needs to include. (para. 14)
6. The faculty, by its very existence, says implicitly: "We have been aided by many people, and by many books, in our attempt to make ourselves some sort of storehouse of human experience. We are here to make available to you, as best we can, that expertise." (para. 14)

3 Answer the following questions according to your understanding of the text.

1. On what occasion is the speech made? How do you know? What do you think is the main message the professor wants to pass on to the audience?
2. Why does the professor start by telling one of the “disasters” in his career? What do you know about the student through the professor’s description? Do you find similar cases in your experience? Why do you think some students may feel this way about universities?
3. What is the professor’s tone throughout his speech about the student? Give examples. Why do you think he adopts such a tone? Does this serve a particular purpose? Does it reflect well on him as a professor?
4. What does the professor think is the fundamental difference between vocational schools and universities? Do you agree?
5. How does the professor try to persuade the student he mentions at the beginning of his speech? Do you find the professor’s speech convincing? Why or why not?
6. What does the professor think is the purpose of a university? What would be the consequence of having only training and no education?
7. How does the professor explain the importance of reading in educating the young? Do you find it convincing? Why or why not?
8. What is the role of the faculty of a university according to the professor? What qualities do you think the faculty should possess to fulfill such a role?
9. Do you agree with the professor’s definition of education? Do you think that liberal arts, such as literature, art, music, and philosophy, are essential for education, even though they do not seem to have any monetary value? Why or why not?
10. The professor makes a distinction between training and education. What do you think of such a distinction? Can you infer his attitude toward vocational schools and universities from the text? Do you find his attitude fair and justified? Why or why not?
11. How would you respond to the following statements?
 - 1) What seems to matter in school is often useless. What seems to be useless is often what education is all about.
 - 2) Schools just teach us how to make money. Once we have money, we have everything. If we can’t make money, we are finished, education or no education.
 - 3) Apart from job-training, school’s influence on young people is really limited. Otherwise there wouldn’t be so many college graduates who turn out to be unethical although they know a lot about Shakespeare, Bach, and Einstein.
 - 4) It’s true that education alone does not solve all our problems, but it is also true that no problems can be solved without education.
 - 5) You should feel proud of your university because it has produced so many diplomats (or lawyers, engineers, politicians, millionaires, CEOs) in its history.
 - 6) Ours is a business school. As dean of the faculty, I want to tell you that if, within ten years after your graduation, you still have not become a millionaire, I will consider you a failure and a disgrace to this school.

► Language Exercises

1 Expand your vocabulary.

1. The following words are adjectives ending with the suffixes “-ent” or “-ant” (their corresponding nouns usually end with “-ence” or “-ance”). Decide which of the following should be the former, and which the latter.

- | | |
|----------------|-----------------|
| 1) differ_nt | 11) evid_nt |
| 2) independ_nt | 12) intellig_nt |
| 3) extravag_nt | 13) relev_nt |
| 4) compet_nt | 14) pres_nt |
| 5) arrog_nt | 15) urg_nt |
| 6) import_nt | 16) viol_nt |
| 7) confid_nt | 17) curr_nt |
| 8) fragr_nt | 18) frequ_nt |
| 9) signific_nt | 19) dist_nt |
| 10) conveni_nt | |

2. Give the corresponding nouns for the following verbs. Study how they are formed and pay special attention to their pronunciation.

- | | |
|----------------------------|---------------------|
| 1) qualify—qualification | unify _____ |
| clarify _____ | notify _____ |
| classify _____ | identify _____ |
| intensify _____ | justify _____ |
| simplify _____ | certify _____ |
| glorify _____ | specify _____ |
| 2) modernize—modernization | realize _____ |
| mechanize _____ | civilize _____ |
| globalize _____ | specialize _____ |
| urbanize _____ | industrialize _____ |
| centralize _____ | idealize _____ |
| nationalize _____ | privatize _____ |
| 3) permit—permission | admit _____ |
| discuss _____ | profess _____ |
| oppress _____ | confess _____ |
| emit _____ | impress _____ |

submit _____
transmit _____
omit _____

compress _____
express _____
depress _____

3. Give the derivatives for the following words.

Example

use: user, used, useful, useless, usefulness, uselessness, usefully, usable, unusable, misuse, overuse, abuse, etc.

- 1) sense _____
- 2) technique _____
- 3) special _____
- 4) intellect _____
- 5) develop _____

4. Give corresponding synonyms and antonyms for the following words.

Synonyms

- | | |
|-------------------------------|--------------------------|
| 1) fairly _____ | 9) penetrating _____ |
| 2) obviously _____ | 10) intellect _____ |
| 3) maintain _____ | 11) shudder _____ |
| 4) certify _____ | 12) inevitably _____ |
| 5) employ _____ | 13) aid _____ |
| 6) specimen _____ | 14) assume _____ |
| 7) enroll (at a school) _____ | 15) peculiar _____ |
| 8) nevertheless _____ | 16) accomplishment _____ |

Antonyms

- | | |
|--------------------|------------------------|
| 1) available _____ | 6) fold _____ |
| 2) arrogant _____ | 7) include _____ |
| 3) specific _____ | 8) competence _____ |
| 4) qualified _____ | 9) sensitive _____ |
| 5) civilized _____ | 10) satisfaction _____ |

5. Translate the following expressions into verb + noun collocations.

- | | |
|-----------|-------------|
| 1) 交叉双臂 | 8) 利用时间 |
| 2) 获得知识 | 9) 增加税收 |
| 3) 产生思想 | 10) 提出问题 |
| 4) 创造工作机会 | 11) 保持联系 |
| 5) 发电 | 12) 维持法律和秩序 |
| 6) 引发兴趣 | 13) 维持和平 |
| 7) 雇用工人 | |

2 Fill in the blanks with the correct form of the phrases listed below.

specialize in	(be) true of	preside over	(be) exposed to
be stuck for	have no business	see to it	average out
be out for/to	succeed in		

- Globalization requires our education must _____ that our students are well _____ different cultures around the world.
- Everybody can see that he _____ power. I don't think he will _____ winning the support of the people again.
- My income varies from month to month. It _____ to be about 6,000 yuan.
- He is a wonderful story teller, although some of his narrations and interpretations have been challenged by scholars who _____ the history of the Three Kingdoms.
- It is understood that during the president's absence, the vice-president will _____ the weekly meeting.
- Money is a good thing. But it can also cause trouble. This is also _____ man's power.
- All business companies _____ make profits. But society must make sure they don't break the law and bring harm to people in order to make profits.
- My parents are—excuse me, I _____ a proper word—liberal-minded. They know they _____ telling me what to do in everything.

3 Fill in the blanks with the correct form of the appropriate words or expressions in the brackets.

- Isn't it interesting that we _____ (find; find out) that many people who have succeeded _____ (to make; in making) a large fortune have still failed _____ (to find; in finding) happiness in their life.
- Once they were exposed _____ (to; by) the outside world, they began to understand the importance of liberal arts education.

3. Corruption exists in all cultures, but I believe in this country it will be quickly exposed _____ (to; by) the people.
4. Assume that in another 50 years all of us are able to buy a luxury car, and we do. Wouldn't we be stuck even _____ (without; for) a place to park the 1.4 billion cars?
5. There was a time when American people still _____ (believe; believe in) small government, because they said it was there just to keep the market open and maintain law and order. It had no business _____ (of running; running) the economy or _____ (of controlling; controlling) people's life.
6. His father was a nuclear _____ (physician; physicist). His mother was a _____ (physician; physicist) working in a well-known hospital.
7. After making up his mind to take health care as his _____ (career; job), he decided to give up his well-paid _____ (career; job) in the insurance company.
8. The lawyer agreed to take the case. His _____ (customer; client) told him that he was one of the _____ (customer; client) who bought that new car and got badly injured because its brake didn't work.
9. The river flooded our village and the people were all in deep water in the _____ (literal; literary) sense.
10. While it is natural for people to be _____ (sensible; sensitive) about a person's appearance, judging a book by its cover is hardly _____ (sensible; sensitive).

4 Point out how future time is expressed and the function that each future expression conveys.

1. ... it was fairly obvious he **wasn't going to** be around long enough for it to matter. (para. 3)
2. "For the rest of your life," I said, "your days **are going to** average out to about twenty-four hours ..." (para. 4)
3. Then for about eight hours of each working day you **will**, I hope, be usefully employed. (para. 5)
4. ... during those eight hours you **will be using** your professional skills. (para. 5)
5. We have been learning the basic moves of volleyball for a month now, and next week we **are going to be doing** more advanced moves.
6. The next morning I **was to** start for the West to make my fortune.
7. Well, we agreed that night that we **would** meet here again exactly twenty years from that date and time.
8. I **have** a meeting tomorrow afternoon.
9. They're **leaving** for Guangzhou this afternoon.

5 Combine each pair of sentences using the emphasizing coordinating conjunctions in the examples below.

Examples

... he had enrolled, **not** in a drugstore-mechanics school, **but** in a college ...
(para. 2)

... the business of the college is **not only** to train you, **but** to put you in touch with what the best human minds have thought. (para. 9)

Most of these resources, **both** technical **and** spiritual, are stored in books.
(para. 12)

... you are **neither** a developed human **nor** a useful citizen of a democracy.
(para. 12)

But then, **either** through some mistake **or** through lack of care, the plant began to wither and decline, and nothing I did would bring it back to health.

1. The province is strong in industry. It is strong in agriculture, too.

2. Relief agencies (救助机构) say the immediate problem is not a lack of food. They say the immediate problem is transportation.

3. Generally, after working for the company for five years, a number of young employees are promoted. The rest leave.

4. Obviously, these children are not motivated by fear of failure. Obviously, they are motivated by a desire to achieve.

5. At present, it would not be practical to eliminate examinations altogether. It would not be desirable to do so, either.

6. Asian Americans are playing a more active role in politics at local level than ever before. They are also playing a more active role at national level.

7. My uncle believes that in our town sightseeing is best done by tour bus. Sightseeing is also best done by bicycle.

8. Wood flooring cleans easily. It goes better with the furniture.

9. Until I read the article I didn't know where she was brought up. Until then I didn't know where she was educated, either.

10. Contrary to what people had expected, I find the new manager is easy to get along with. I find he is delightful to talk to, too.

6 Translate the following sentences, using the words, expressions, and sentence patterns in the brackets.

1. 我们像在温室里种花那样养孩子是错误的。我们必须让他们接触各种社会问题，因为不久他们就将作为公民来应对这些问题。(raise; expose)
2. 随着时间的推移，我们不可避免地会越来越多地卷入国际事务。而冲突必然会发生，因为国家之间总有不同的观点和利益。(sure)
3. 信息现在唾手可得。一个普通的电脑就能储存一个小型图书馆的信息。(available; average)
4. 不少大学生每天平均睡眠时间只有六个小时，这可能会对他们的健康产生负面的影响。(average out)
5. 那家建筑公司没有资格运作这个项目。他们没有任何法律文件能证明他们具备必要的专业技能。我们必须找一个专门建造歌剧院的公司。(certify; specialize in)
6. 这些智囊团不做决策。他们力图提出一些对决策者十分有用的新主意和深刻的分析。(be out to; generate)
7. 国内生产总值不是一切。如果人民的生活质量没有真正改善的话，一个国家就不能说已经现代化了。(be said to)
8. 考虑到他的远见以及在工作中取得的巨大成就，他很有可能会主持公司的远期规划制定工作。(chance; preside over)
9. 俗话说“逆水行舟，不进则退”，这也适用于学习和工作。(be true of)
10. 虽然我们的祖辈小时候在很多方面都很困难，但作为孩子，他们仍然很幸福，因为他们在乡村长大，可以在大自然中无忧无虑地玩耍。(“as” + adverbial clause of concession)
11. 只要给某个人以绝对权力，那这个人就肯定会滥用权力，正如阿克顿勋爵 (Lord Acton) 所说，“权力使人腐败，绝对权力绝对使人腐败。” (“and” used to introduce result)

7 Fill in each blank of the passage with ONE suitable word.

If you are like most people, your intelligence varies from season to season. You are probably a lot sharper in spring than you are at any (1) _____ time of the year.

Spring appears to be the (2) _____ period of the year for thinking. One (3) _____ may be that in spring man's (4) _____ powers are affected by the same factors that bring about great changes in all nature.

Autumn is the (5) _____ best season, then winter. (6) _____ for summer, it seems to be a good time to (7) _____ a long vacation from thinking! It has been found that cool weather is much more (8) _____ for creative (9) _____ than is summer heat. This does not mean that all people are less intelligent in summer than they are during the (10) _____ of the year. It does mean, (11) _____, that the mental powers of large numbers of people (12) _____ to be lowest in summer.

8 Find and correct the TWO mistakes in each exercise.

1. I am leaving to the airport now. I will phone you as soon as I will arrive in Beijing.
2. Please seat, everyone. The show will be about to begin.
3. Drop here whenever you please. You are always welcome. And believe me, old although I am, I will still be around in this world for a few more years.
4. We have been lucky so far with our youthful population, but starting from now on we may lose this advantage and have to deal with the aging problem with the best of our ability.
5. Have successfully increased our university graduates, now we face a tough question in the job market.
6. He made a narrow escape. If he had lain there for other twenty minutes, and he would have frozen to death.
7. Under normal conditions, a country's sex ratio of newly born babies each year stays balanced. That is to say, it tends to have roughly more or less the same amount of male and female babies.



课文录音

Unforgettable Miss Bessie

Carl T. Rowan¹

- 1 She was only about five feet tall and probably never weighed more than 110 pounds, but Miss Bessie was a towering presence in the classroom. She was the only woman tough enough to make me read *Beowulf*² and think for a few foolish days that I liked it. From 1938 to 1942, when I attended Bernard High School in McMinnville, Tenn.³, she taught me English, history, civics—and a lot more than I realized.
- 2 I shall never forget the day she scolded me into reading *Beowulf*.
- 3 “But Miss Bessie,” I complained, “I ain’t much interested in it.”
- 4 “Boy,” she said, “how dare you say ‘ain’t’ to me! I’ve taught you better than that.”
- 5 “Miss Bessie,” I pleaded, “on the football team, if I go around saying ‘it isn’t’ and ‘they aren’t,’ the guys are gonna laugh me off the team.”
- 6 “Boy,” she responded, “you’ll play football because you have guts⁴. But do you know what *really* takes guts? Refusing to lower your standards to those of the crowd. It takes guts to say you’ve got to live and be somebody fifty years after all the football games are over.”
- 7 I started saying “it isn’t” and “they aren’t,” and I still did well on the team—and became top of the class—without losing my buddies’ respect.

1 **Carl T. Rowan:** 卡尔·T·罗恩 (1925–2000), American diplomat, journalist and writer. He was born in Tennessee and educated at the University of Minnesota. He worked for years for the *Minneapolis Tribune* and the *Chicago Sun-Times*. He also served as U.S. ambassador to Finland. He was the first black deputy Secretary of the U.S.

2 **Beowulf:** 《贝奥武甫》, an epic written in the 8th century in Old English about a man called Beowulf who kills powerful frightening creatures and becomes a king

3 **Tenn.:** short for Tennessee, a state in the southeast of the U.S.

4 **guts:** (slang) courage

- 8 During her remarkable 44-year career, Mrs. Bessie Taylor Gwynn taught hundreds of economically deprived black youngsters—including my mother, my brother, my sisters and me. I remember her now with gratitude and affection—especially in this era when Americans are so upset about a “rising tide of mediocrity” in public education and the problems of finding competent, caring teachers. Miss Bessie was an example of an informed, dedicated teacher, a blessing to children and an asset to the nation.
- 9 Born in 1895, in poverty, she grew up in Athens, Ala.⁵, where there was no public school for blacks. She attended Trinity School, a private institution for blacks run by the American Missionary Association, and in 1911 graduated from the **Normal School**⁶ at Fisk University in Nashville. Mrs. Gwynn, never talked about her years in Athens; only in the months before her death did she reveal that she had never attended Fisk University itself because she could not afford the four-year course.
- 10 At Normal School she learned a lot about Shakespeare, but most of all about the profound importance of education—especially, for a people trying to move up from slavery. “What you put in your head, boy,” she once said, “can never be pulled out by the **Ku Klux Klan**⁷, the congress or anybody.”
- 11 Miss Bessie’s bearing of dignity told anyone who met her that she was “educated” in the best sense of the word. There was never a discipline problem in her classes. We didn’t dare **mess with**⁸ a woman who knew about the **Battle of Hastings**,⁹ the **Magna Carta**¹⁰ and the **Bill of Rights**¹¹—and who could also play the piano.
- 12 This frail-looking woman could make sense of Shakespeare, **Milton**¹², **Voltaire**¹³, and bring

5 **Ala.:** short for Alabama, a state in the southeast of the U.S.

6 **Normal School:** a school for the training of teachers

7 **Ku Klux Klan:** a secret U.S. organization which is strongly opposed to black people having equal rights and is notorious for having used violence against the black people 三 K 党

8 **mess with:** (*slang*) to behave badly toward sb.

9 **the Battle of Hastings:** a battle that took place in the year 1066 near Hastings, a town in southeast coast of England, when the then king of England was defeated by the French army led by William the Conqueror

10 **the Magna Carta:** an important document in British history signed by King John in 1215 in which he agreed that limits should be set on royal powers

11 **the Bill of Rights:** part of the U.S. constitution (宪法) which is a list of rights of U.S. citizens

12 **Milton:** 弥尔顿 (1608–1674), an English poet, regarded as one of the most important writers in English literature

13 **Voltaire:** 伏尔泰 (1694–1778), a French writer and philosopher who was one of the leaders of the Enlightenment, and whose ideas influenced the French Revolution

to life **Booker T. Washington**¹⁴ and **W. E. B. Du Bois**¹⁵. Believing that it was important to know who the officials were that spent taxpayers' money and made public policy, she made us memorize the names of everyone on the Supreme Court and in the President's Cabinet. It could be embarrassing to be unprepared when Miss Bessie said, "Get up and tell the class who **Frances Perkins**¹⁶ is and what you think about her."

- 13 Miss Bessie knew that my family, like so many others during **the Depression**¹⁷, couldn't afford to subscribe to a newspaper. She knew we didn't even own a radio. Still, she prodded me to "look out for your future and find some way to keep up with what's going on in the world." So I became a delivery boy for *The Chattanooga Times*. I rarely made a dollar a week, but I got to read a newspaper every day.
- 14 Miss Bessie noticed things that had nothing to do with schoolwork, but were vital to a youngster's development. Once a few classmates made fun of my old worn-out overcoat. As I was leaving school, Miss Bessie patted me on the back of that old overcoat and said, "Carl, never worry about what you *don't* have. Just make the most of what you *do* have—a brain."
- 15 Among the things that I did not have was electricity in the little house that my father had built for \$400 with his World War I bonus. But because of her inspiration, I spent many hours beside a kerosene lamp reading Shakespeare and other famous writers.
- 16 No one in my family had ever graduated from high school, so there was no tradition of commitment to learning for me to lean on. Like millions of youngsters in today's **ghettos**¹⁸, I needed the push and stimulation of a teacher who truly cared. Miss Bessie gave plenty of both, as she immersed me in a wonderful world of similes and metaphors. She led me to believe that I could write sonnets as well as Shakespeare, or verse to put **Alexander Pope**¹⁹ to shame.

14 **Booker T. Washington:** 布克·T. 华盛顿 (1856–1915), a U.S. teacher whose parents had been slaves. He started the Tuskegee Institute, one of the first U.S. colleges for black people.

15 **W. E. B. Du Bois:** 杜波依斯 (1868–1963), a U.S. sociologist, writer, and civil rights leader during the first half of the 20th century

16 **Frances Perkins:** 弗朗西丝·珀金斯 (1882–1965), U.S. Secretary of Labor, first woman in the U.S. Cabinet

17 **the Depression:** also the Great Depression, in the early 1930s when many banks and businesses failed, and millions of people lost their jobs in the U.S. and in Europe

18 **ghetto:** an area of a city, esp. a very poor area, where people of a particular race or religion live closely together and apart from other people

19 **Alexander Pope:** 亚历山大·蒲柏 (1688–1744), British poet and satirist

- 17 In those days the McMinnville school system was rigidly “**Jim Crow**”²⁰, and poor black children had to struggle to put anything in their heads. Our high school was only slightly larger than the once-typical little red schoolhouse, and its library was outrageously inadequate—so small, I like to say that if two students were in it and one wanted to turn a page, the other one had to step outside.
- 18 **Negroes**²¹, as we were called then, were not allowed in the town library, except to mop floors or dust tables. But through one of those secret Old South arrangements between whites of conscience and blacks of stature, Miss Bessie kept getting books smuggled out of the white library. That is how she introduced me to **the Brontës**²², **Byron**²³, **Coleridge**²⁴, **Keats**²⁵ and **Tennyson**²⁶. “If you don’t read, you can’t write, and if you can’t write, you might as well stop dreaming,” Miss Bessie once told me.
- 19 So I read whatever Miss Bessie told me to, and tried to remember the things she insisted that I store away. Forty-five years later, I can still recite her “truths to live by,” such as **Henry Wadsworth Longfellow**’s²⁷ lines from “The Ladder of St. Augustine”:

The heights by great men reached and kept
Were not attained by sudden flight.
But they, while their companions slept,
Were toiling upward in the night.

- 20 Years later, her inspiration, urging, anger, and persuasion and passion for learning finally led to that lovely day when Miss Bessie dropped me a note saying, “I’m so proud to read your column in the *Nashville Tennessean*.”
- 21 Miss Bessie was 80 when I went back to McMinnville and visited her in a senior citizens’ apartment building. Pointing out proudly that her building was racially integrated, she reached

20 **Jim Crow**: black (meaning no white children go to the school)

21 **Negro**: (*old-fashioned, offensive*) a person who has dark skin and who belongs to a race of people who are originally from Africa

22 **the Brontës**: 勃朗特三姐妹, the three sisters of the Brontë family who wrote some of the most famous novels in English—*Jane Eyre* by Charlotte Brontë (1816–1855); *Wuthering Heights* by Emily Brontë (1818–1848); and *The Tenant of Wildfell Hall* by Anne Brontë (1820–1849)

23 **Byron**: 拜伦 (1788–1824), English poet

24 **Coleridge**: 柯尔律治 (1772–1834), English poet

25 **Keats**: 济慈 (1795–1821), English poet

26 **Tennyson**: 丁尼生 (1809–1892), English poet

27 **Henry Wadsworth Longfellow**: 朗费罗 (1807–1882), American poet

for two glasses and a pint of bourbon. I was momentarily shocked, because it would have been scandalous in the 1930s and '40s for word to get out that a teacher drank, and nobody had ever raised a rumor that Miss Bessie did.

- 22 I felt a new sense of equality as she lifted her glass to mine. Then she revealed a softness and compassion that I had never known as student.
- 23 “I’ve never forgotten that examination day,” she said, “when Buster Martin held up seven fingers, obviously asking you for help with question number seven. ‘Name a common carrier.’ I can still picture you looking at your exam paper and humming a few bars of ‘**Chattanooga Choo Choo**’²⁸.’ I was so amused, I couldn’t punish either of you.”
- 24 Miss Bessie was telling me that I had never fooled her for a moment.
- 25 When Miss Bessie died in 1980, at age 85, hundreds of her former students mourned. They knew the measure of a great teacher, love and motivation. Her wisdom and influence had spread across generations.
- 26 Some of her students who might normally have been doomed to poverty went on to become doctors, dentists and college professors. Many, guided by Miss Bessie’s example, became public-school teachers.
- 27 “The memory of Miss Bessie and how she conducted her classroom did more for me than anything I learned in college,” recalls Gladys Wood of Knoxville, Tenn., a highly respected English teacher who spent 43 years in the state’s school system. “So many times, when I faced a difficult classroom problem, I asked myself, ‘How would Miss Bessie deal with this?’ And I’d remember that she would handle it with laughter and love.”
- 28 No child can get all the necessary support at home, and millions of poor children get no support at all. This is what makes a wise, educated, warm-hearted teacher like Miss Bessie so vital to the minds, hearts and souls of this country’s children.

(1,469 words)

28 **Chattanooga Choo Choo**: a song about a train

Unit Project

Choose ONE of the two tasks given and work on it as instructed.

1. The author seems to make a clear distinction between a vocational school and a university in Text A. One is for training, the other is for education; one is for making a living, the other is for learning to live. Do you agree with the author when he seems to suggest that one is superior to the other? Can't they be different but equal? Can't this be a "both-and" question, instead of an "either-or" one? Discuss in groups and give a 5-minute report on your conclusions.
2. Do you agree with the author that liberal arts are an absolutely necessary part of education in Text A? Why or why not? Write an essay of about 200 words on this issue. You should summarize briefly the main ideas of the author's speech in your first paragraph.

Memorable Quotes

Education is not the filling of a pail, but the lighting of a fire.

—William Butler Yeats

A liberal-arts education is supposed to provide you with a value system, a standard, a set of ideas, not a job.

—Caroline Bird

The purpose of primary education is the development of your weak characteristics; the purpose of university education, the development of your strong.

—Nevin Fenneman

Education is the best provision for life's journey.

—Aristotle

The function of education is to teach one to think intensively and to think critically. Intelligence plus character—that is the goal of true education.

—Martin Luther King

Text A Say Yes

Text B Arrangement in Black and White



Lead-in

- 1 Do you approve of interracial marriages? Why or why not? In your opinion, what should an interracial couple do when they find they have different views on some issues?
- 2 Nowadays almost all people agree that racism is wrong. Does this mean the world is now free of racism? What do you think of it?

Text A



课文录音

- 1 They were doing the dishes, his wife washing while he dried. Unlike most men he knew, he really pitched in on the housework. A few months earlier he'd overheard a friend of his wife's congratulating her on having such a considerate husband.
- 2 They talked about different things and somehow got onto the subject of whether white people should marry black people. He said that all things considered, he thought it was a bad idea.
- 3 "Why?" she asked.
- 4 Sometimes his wife got this look where she pinched her brows together and bit her lower lip. When he saw her like this he knew he should keep his mouth shut, but he never did. Actually it made him talk more. She had that look now.
- 5 "Why?" she asked again, and stood there with her hand inside a bowl, just holding it above the water.

Say Yes

Tobias Wolff



- 6 “Listen,” he said, “I went to school with blacks, and I’ve worked with blacks and we’ve always gotten along just fine. I don’t need you coming along now and implying that I’m a racist.”
- 7 “I didn’t imply anything,” she said, “I just don’t see what’s wrong with a white person marrying a black person, that’s all.”
- 8 “They don’t come from the same culture. Why, they even have their own language. That’s okay with me. I like hearing them talk.”
- 9 “But you wouldn’t like to marry a black person, is that it?” she asked.
- 10 “But that’s different. A person from their culture and a person of our culture could never really know each other.”
- 11 “Like you know me?” his wife asked.
- 12 “Yes. Like I know you.”
- 13 “But if they love each other,” she said.
- 14 Oh boy, he thought. He said, “Don’t take my word for it. Look at the statistics. Most of those marriages break up.”
- 15 “Statistics.” She was piling dishes on the draining-board at a terrific rate. Many of them were still greasy, and there were stains of food between the tines of the forks. “All right,” she said, “what about foreigners? I suppose you think the same thing about two foreigners getting married.”
- 16 “Yes,” he said, “as a matter of fact I do. How can you understand someone who comes from a completely different background?”
- 17 “Different,” said his wife. “Not the same, like us.”
- 18 “Yes, different,” he snapped, angry with her for resorting to this trick of repeating his words so that they sounded hypocritical. “These are dirty,” he said, and threw all the silverware back into the sink.
- 19 She stared down at it, her lips pressed tight together, then plunged her hands under the surface. “Oh!” she cried, and jumped back. She took her right hand by the wrist and held it up. Her thumb was bleeding.

- 20 “Don’t move,” he said. “Stay right there.” He ran upstairs to the bathroom and rummaged in the medicine chest for alcohol, cotton, and a Band-Aid. When he came back down she was leaning against the refrigerator with her eyes closed, still holding her hand. He took her hand and dabbed at her thumb with the cotton. The bleeding had stopped. He squeezed it to see how deep the wound was.
- 21 “It’s shallow,” he said. “Tomorrow you won’t even know it’s there.” He hoped that she appreciated how quickly he had come to her aid. He’d acted out of concern for her, he thought that it would be a nice gesture on her part not to start up that conversation again, as he was tired of it.
- 22 “I’ll finish up here,” he said. “You go and relax.”
- 23 “That’s okay,” she said. “I’ll dry.”
- 24 He began to wash the silverware again.
- 25 “So,” she said, “you wouldn’t have married me if I’d been black.”
- 26 “For Christ’s sake, Ann!”
- 27 “Well, that’s what you said, didn’t you?”
- 28 “No, I did not. The whole question is ridiculous. If you had been black we probably wouldn’t even have met. You would have had your friends and I would have had mine. The only black girl I ever knew was my partner in the debating club.”
- 29 “But if we had met, and I’d been black?”
- 30 “Then you probably would have been going out with a black guy.” He picked up the rinsing nozzle and sprayed the silverware.
- 31 “Let’s say I am black and unattached,” she said, “and we meet and fall in love.”
- 32 He glanced over at her. She was watching him and her eyes were bright. “Look,” he said, taking a reasonable tone, “this is stupid. If you were black you wouldn’t be you.” As he said this he realized it was absolutely true. There was no possible way of arguing with the fact that she would not be herself if she were black. So he said it again: “If you were black you wouldn’t be you.”
- 33 “I know,” she said, “but let’s just say.”

- 34 He took a deep breath. He had won the argument but he still felt cornered. "Say what?" he asked.
- 35 "That I'm black, but still me, and we fall in love. Will you marry me?"
- 36 He thought about it.
- 37 "Well?" she said. Her eyes were even brighter. "Will you marry me?"
- 38 "I'm thinking," he said.
- 39 "You won't, I can tell."
- 40 "Let's not move too fast on this," he said. "There are lots of things to consider. We don't want to do something we would regret for the rest of our lives."
- 41 "No more considering. Yes or no?"
- 42 "Since you put it that way—"
- 43 "Yes or no."
- 44 "Jesus, Ann. All right. No."
- 45 She said, "Thank you," and walked from the kitchen into the living room. A moment later he heard her turning the pages of a magazine. He knew that she was too angry to be actually reading it, but she didn't snap through the pages the way he would have done. She turned them slowly, as if she were studying every word. She was demonstrating her indifference to him, and it had the effect he knew she wanted it to have. It hurt him.
- 46 He had no choice but to demonstrate his indifference to her. Quietly, thoroughly, he washed the rest of the dishes. Then he dried them and put them away. He wiped the counters and the stove and mopped the floor where the drop of blood had fallen.
- 47 While he was at it, he decided, he might as well mop the whole floor. When he was done the kitchen looked new, the way it looked when they were first shown the house.
- 48 He picked up the garbage pail and went outside. The night was clear and he could see a few stars to the west, where the lights of the town didn't blur them out. On El Camino the traffic was steady and light, peaceful as a river. He felt ashamed that he had let his wife get him into a fight. In another thirty years or so they would both be dead. What would all that stuff matter then? He thought of the years they had spent together, and how close they were, and how

well they knew each other, and his throat tightened so that he could hardly breathe. Warmth flooded his chest. He stood there for a while, enjoying these sensations, then picked up the pail and went out the back gate.

49 The house was dark when he came back inside. She was in the bathroom. He stood outside the door and called her name. “Ann, I’m really sorry,” he said. “I’ll make it up to you. I promise.”

50 “How?” she said.

51 He wasn’t expecting this. But from a sound in her voice, a level and definite note that was strange to him, he knew that he had to come up with the right answer. He leaned against the door. “I’ll marry you,” he whispered.

52 “We’ll see,” she said. “Go on to bed. I’ll be out in a minute.”

53 He undressed and got under the covers. Finally he heard the bathroom door open and close.

54 “Turn off the light,” she said from the hallway.

55 “What?”

56 “Turn off the light.”

57 He reached over and pulled the chain on the bedside lamp. The room went dark. “All right,” he said. He lay there, but nothing happened. “All right,” he said again. Then he heard a movement across the room. He sat up, but he couldn’t see a thing. The room was silent. His heart pounded the way it had on their first night together, the way it still did when he woke at a noise in the darkness and waited to hear again—the sound of someone moving through the house, a stranger.

(1,427 words)

Notes on the Text

1. About the author and the text

Tobias Wolff (1945–) is an American writer and a Stanford University professor, teaching literature and creative writing. He has won many awards and prizes for his short stories, novels, and autobiography (*This Boy's Life*). This story "Say Yes" first appeared in 1985.

2. Sometimes his wife got this look where she pinched her brows together and bit her lower lip. (para. 4)

"Where" is used here as a relative adverb introducing a relative clause, referring back to the noun "look." It can also refer to a situation or a certain point in a process or an aspect of something. More examples:

We often find ourselves in a situation where we don't know how to make a decision.

Many times I reached a point where I felt that I had to give up.

3. El Camino (para. 48)

This may be the name of a street in the city where the main characters in the story live. It could be somewhere in California since that is where the author once lived.

Glossary

alcohol /'ælkəhɒl/ *n.*

the pure colorless liquid present in drinks that is often used for medical purposes 酒精

appreciate /ə'pri:ʃiɪt/ *v.*

to be grateful for sth. that sb. has done

brow /braʊ/ *n.*

an eyebrow 眉毛

chest /tʃest/ *n.*

a large strong box, usually made of wood, used for storing things (常为木质的) 大箱子; *medicine ~*: 药箱

concern /kən'sɜ:n/ *n.*

a feeling of worry, esp. one that is shared by many people; *out of ~*: 出于关心

congratulate *v.*

to tell sb. that you are pleased about their success or achievements

/kən'grætʃəleɪt/

consider /kən'sɪdə/ *v.*

all things ~ed: 从各方面考虑

considerate /kən'sɪdərət/ *adj.*

thoughtful of the rights or feelings of others 体谅人的

corner /'kɔ:nə/ *v.*

to get a person or an animal into a place or situation from which escape is impossible; *feel ~ed*: 感觉被逼到墙角; 走投无路

counter /'kaʊntə/ *n.*

a long flat surface in a kitchen for preparing food on; worktop (厨房的) 台面

covers /'kʌvəz/ <i>n.</i>	(<i>pl.</i>) the blankets, sheets, etc. used on a bed 毯子、床单、被子等
dab /dæb/ <i>v.</i>	to put a substance on sth. with quick light touches; ~ <i>at</i> : 轻抹; 轻涂; 轻擦
debate /drɪ'beɪt/ <i>v.</i>	to discuss sth. formally, before making a decision or finding a solution; <i>debating club</i> : 辩论俱乐部
demonstrate /'demənstreɪt/ <i>v.</i>	to show clearly
drain /dreɪn/ <i>v.</i>	to make sth. empty or dry by removing all the liquid from it; ~ <i>ing board</i> : 滴水板
gesture /'dʒestʃə/ <i>n.</i>	sth. you do or say to show a particular feeling or intention 姿态; 表示
greasy /'ɡriːsi/ <i>adj.</i>	covered with oil or fat
hypocritical <i>adj.</i> /ˌhɪpə'krɪtɪkəl/	pretending to have high moral standards or beliefs 虚伪的
imply /ɪm'plaɪ/ <i>v.</i>	to suggest that sth. is true without saying this directly 暗示
indifference /ɪn'dɪfərəns/ <i>n.</i>	lack of interest or concern
nozzle /'nɒzəl/ <i>n.</i>	a short tube fitted to the end of a pipe to control or direct the stream of liquid 喷嘴
pile /paɪl/ <i>v.</i>	to put things one on top of another
pinch /pɪntʃ/ <i>v.</i>	~ <i>one's brows together</i> : 蹙眉
pitch /pɪtʃ/ <i>v.</i>	~ <i>in</i> : (<i>informal</i>) to start to do sth. as part of the group, esp. sth. helpful 投入; 参与
plunge /plʌndʒ/ <i>v.</i>	to move suddenly forward and/or downward
pound /paʊnd/ <i>v.</i>	to beat quickly and loudly (心脏) 怦怦地跳
press /pres/ <i>v.</i>	to push sth. closely and firmly against sth.; ~ <i>one's lips tight</i> : (嘴) 紧闭
racist /'reɪsɪst/ <i>n.</i>	a person who believes that people of their own race are better than others
rate /reɪt/ <i>n.</i>	a measurement of the speed at which sth. happens; <i>at a ... ~</i> : 以……速度
refrigerator /rɪ'frɪdʒəreɪtə/ <i>n.</i>	an icebox in which food or drinks can be kept at a low temperature
rinse /rɪns/ <i>v.</i>	to wash sth. in clean water so as to take away soap
rummage /'rʌmɪdʒ/ <i>v.</i>	to turn things over and look into all the corners while trying to find sth.
sake /seɪk/ <i>n.</i>	<i>for Christ's ~</i> : an expression used to show annoyance about sth. 天哪

silverware /'sɪlvəweə/ *n.*

sink /sɪŋk/ *n.*

snap /snæp/ *v.*

somehow /'sʌmhaʊ/ *adv.*

spray /spreɪ/ *v.*

squeeze /skwiːz/ *v.*

stain /steɪn/ *n.*

statistics /stə'tɪstɪks/ *n.*

surface /'sɜːfɪs/ *n.*

terrific /tə'rɪfɪk/ *adj.*

thoroughly /'θʌrəli/ *adv.*

tighten /'taɪtn/ *v.*

tine /taɪn/ *n.*

unattached /ʌnə'tætʃt/ *adj.*

wrist /rɪst/ *n.*

knives, forks, and spoons that are made of silver or a similar metal

a large open container in a kitchen that you can fill with water and use for washing dishes, etc.

~ (*at sb.*): to speak angrily and impatiently; ~ *through the*

pages: to move suddenly 啪啪快速一页一页翻动

for a reason that you do not know or understand

to spread liquid in small drops over an area

to press firmly inward or from the opposite side 挤压

a dirty little mark that is difficult to remove

(*pl.*) a collection of numerical facts 数据; 统计数字

the outside or top layer of sth.

amazing 非常的; 惊人的

completely

to become or make sth. become tight or tighter

a pointed part of sth. that has several points, e.g. a fork

not married or engaged; still single

the joint between the hand and the lower part of the arm 手腕

Language Focus

1 Give the derivatives for the following words.

Example

economy: economics, economist, economic, economical, economically, economize

1. critical _____

2. consider _____

2 List useful phrases from the text.

1. Verb phrases

2. Prepositional phrases

3. Other phrases

3 List useful verb + noun collocations from the text.

4 Underline useful sentence patterns in the text and study how they are used.

► Reading Comprehension

1 Read the text and complete the outline.

Part I (paras. 1–5)	The issue that started the family quarrel 1. The couple were chatting while washing dishes when the husband said something about interracial _____, which he thought on the whole were a bad idea. 2. The wife considered his point of view _____, which made the husband feel hurt because his wife was clearly implying that he was a(n) _____.
Part II (paras. 6–18)	The arguments of the husband in his self-defense 1. He _____ blacks and their language and gets along well with them. 2. Different races have different _____, which makes marriage difficult, but it has nothing to do with racism. 3. Statistics show many interracial marriages finally _____ up.
Part III (paras. 19–24)	The husband's failure to please his wife and divert her attention from this unpleasant argument The wife _____ her finger; the husband rushed to help stop her _____ and hoped she would show appreciation and reward him by _____ this unpleasant discussion.
Part IV (paras. 25–44)	The answer 1. The wife insisted on her husband's immediate answer as to whether he would marry her if she were _____, single and they fell in love. 2. The husband was forced to give his honest answer that he _____, which confirmed his wife's opinion that he was a racist, and made her furious.
Part V (paras. 45–48)	The anger 1. The husband thought that his wife was not behaving in a reasonable and logical way. 2. He felt deeply _____ at first by his wife's attitude. 3. In the end he was sorry for what had happened.
Part VI (paras. 49–57)	The stranger 1. The husband decided to _____ her and make up with her by _____ his answer to her question, but this did not improve the situation. 2. His wife did not return to bed, making him feel she was a(n) _____ once again like she had been the night they were married.

2 Explain the following sentences from the text, paying attention to the underlined parts.

1. Oh boy, he thought. He said, “Don’t take my word for it. Look at the statistics ...” (para. 14)
2. “Let’s say I am black and unattached,” she said ... (para. 31)
3. “Well?” she said. Her eyes were even brighter. “Will you marry me?” ... “You won’t, I can tell.” (paras. 37–39)
4. While he was at it, he decided, he might as well mop the whole floor. (para. 47)

3 Answer the following questions according to your understanding of the text.

1. What do we know about this couple? From which part of the text can we infer how long they have been married and roughly how old they are? What behaviors or sayings reveal their different attitudes toward the black people? Does it give us any clue to help us understand the story?
2. How would you describe their relationship? Have they been a happy couple up until now? How well do they get along? What do we know about their characters?
3. How do they get into an argument? Why does the wife take her husband’s seemingly casual remark so seriously? What does she say that hurts her husband? Why does he feel hurt?
4. Is it the first time they have argued seriously about their different views? How do they usually settle their differences? Does the husband know how to avoid those unpleasant quarrels? Can he ever keep his mouth shut? Why is that? Do you think that marital harmony will really be restored if he keeps quiet? Why or why not?
5. Does the husband admit that he is still not free from racial prejudice? How does he try to defend his view that it is a bad idea for white people to marry black people? Does the wife give any counterarguments? What does she do?
6. Throughout the argument they (especially the wife) keep repeating the other’s words. For what purpose are repetitions used in such contexts?
7. Does the wife say that her husband is a racist? Why then does the husband feel so anxious to avoid the question? What does he do when his wife cuts her finger? What effect does he wish to achieve by this gesture? Does he succeed?
8. What is the last question the woman asks that demands her husband’s immediate yes-or-no answer? What is his answer? Why does she say “Thank you” when he gives that answer?

9. Does the husband feel that he has won the argument? Why does he decide to make it up to his wife? How? Does he succeed? Why? Why does the wife ask him to turn off the light? What does the man expect to happen when he does? What do you think the wife really plans to do?
10. What does the ending of the story imply? Who is the stranger?
11. What is the theme of the story? How do you like the story?

► Language Exercises

1 Expand your vocabulary.

1. Identify the suffixes in the following words and explain their meanings.

- 1) silverware, ironware, copperware, glassware, earthenware, kitchenware
- 2) political, economical, historical, philosophical, chemical, physical, hypocritical

2. Turn the following words into their opposite by adding “in-” or “un-.”

- | | |
|-----------------------|-----------------------|
| 1) just _____ | 21) available _____ |
| 2) justice _____ | 22) efficient _____ |
| 3) equal _____ | 23) fair _____ |
| 4) equality _____ | 24) familiar _____ |
| 5) able _____ | 25) friendly _____ |
| 6) ability _____ | 26) direct _____ |
| 7) visible _____ | 27) grateful _____ |
| 8) countable _____ | 28) considerate _____ |
| 9) avoidable _____ | 29) important _____ |
| 10) believable _____ | 30) competent _____ |
| 11) definite _____ | 31) limited _____ |
| 12) significant _____ | 32) complete _____ |
| 13) separable _____ | 33) capable _____ |
| 14) balanced _____ | 34) necessary _____ |
| 15) comfortable _____ | 35) reasonable _____ |
| 16) common _____ | 36) appropriate _____ |
| 17) conditional _____ | 37) pleasant _____ |
| 18) edible _____ | 38) official _____ |
| 19) conscious _____ | 39) popular _____ |
| 20) aware _____ | 40) adequate _____ |

3. Give corresponding antonyms for the following words.

- | | |
|-----------------------|-----------------------|
| 1) like (v.) _____ | 8) light (adj.) _____ |
| 2) like (prep.) _____ | 9) light (v.) _____ |
| 3) alike _____ | 10) loosen _____ |
| 4) hypocritical _____ | 11) modestly _____ |
| 5) deep _____ | 12) spiritual _____ |
| 6) true _____ | 13) valuable _____ |
| 7) steady _____ | 14) asleep _____ |

4. Translate the following expressions into verb + noun collocations.

- | | |
|---------|-------------|
| 1) 清洗餐具 | 7) 用通情达理的语气 |
| 2) 皱着眉头 | 8) 在争论中获胜 |
| 3) 紧闭双唇 | 9) 表示冷漠不在乎 |
| 4) 挤压水果 | 10) 伤某人的感情 |
| 5) 漂洗衣服 | 11) 擦洗厨房台面 |
| 6) 喷洒凉水 | 12) 拖地板 |

2 Fill in the blanks with the correct prepositions or adverbs.

1. This picture of a tiger got people _____ a fight. The man who had taken the picture claimed that the tiger was real. He had found it in the mountain. But later the skeptical netizens called _____ an official investigation and finally exposed it as a paper tiger—the picture of the tiger was cut _____ a magazine.
2. You are _____ it again. Why are you so involved _____ this? It doesn't concern us at all. I'm tired _____ the story. Let's change the subject.
3. His wife refused to break _____ the marriage. For a time, he thought she was acting only _____ pity, but by and by he was convinced that his wife was demonstrating the power of true love.
4. Our homework is piling _____. And the teachers, _____ their part, are also complaining _____ endless exercise books.
5. She was concerned _____ her daughter who was often seen going _____ a man twice her age.
6. Yesterday we somehow got _____ the subject of this year's inflation in our oral class. I said that it was because _____ floods _____ always. But Yi Hong disagreed _____ me saying that this year's floods were nothing unusual for us. He suggested that it might be due _____ oversupply of money.

7. The other day I told Lin Ling that some so-called experts have come _____ an interesting solution to desertification: Kill all the goats that are destroying our grassland. But Lin Ling snapped _____ me, "What will become _____ all the people who depend _____ the goats for a living then?"
8. Edna gave her husband a bottle of French wine to make _____ for missing his birthday party due to her business trip to Paris.
9. Our printing machine has broken _____ again. This is the third time in the past week. I'm afraid it has to be replaced.
10. A fire broke _____ in the middle of the night. We all pitched _____ with the effort to save the school property, and I managed to put out the fire with fire extinguishers.

3 Rewrite the following sentences with the correct form of the expressions listed below, paying attention to the parts in bold type.

for sb.'s sake
be okay with sb.
come up with
on sb.'s part

all things considered
take sb.'s word for it
come to sb.'s aid/rescue
make it up to sb.

pitch in
break up
be at it
act out of concern

1. **I don't mind** if you want to keep it secret. But I think you'd better tell her father the truth. He will find out soon anyway.

2. **I can assure you** that they are very much attached to each other. They will never **divorce**.

3. In this famous battle, Zhou Yu and Zhuge Liang **hit upon** the same idea—to destroy the enemy warships by setting them on fire.

4. I decided to tell him about my trouble. He had always been loyal to his friends. I knew that he would be glad to **help me**.

5. If things go on like this, we are sure to face a thirsty future. Therefore we must do everything we can to save our water resources **in the interests of our children's welfare**.

6. My grandson bought me an air conditioner. I know that he **is concerned** for my health, and I appreciate it.

7. **When we think of our country in all aspects**, I think we still have a lot of room for improvement.

8. I have often heard him complain about our dining-hall food. Now he **is doing that** again. There is always room for improvement of course in our school management, but we, **on the other hand**, shouldn't be too hard to please.

9. When the early settlers first came to America, life was extremely hard. And everybody, men and women, old and young, rich and poor, knew that they had to **join hands and work hard together** in order to survive.

10. He knew that he had hurt his brother's feelings. He wished to **do something to show that he was sorry**.

4 Identify the grammatical function of "the way + relative clause" in the following sentences.

1. ... but she didn't snap through the pages **the way he would have done**. (para. 45)
2. This is **the way the Creator planned life**. (para. 16, Unit 8, Book 1)
3. I don't like **the way she whispers in people's ears**.
4. Jim showed remarkable courage in **the way he faced death**.
5. **The way we decorate our house** reflects our personality and lifestyle.

5 Rewrite the following sentences using "the way + relative clause" as shown in the example.

Example

The man talked as if he were in charge here. I don't like that. →
I don't like **the way the man talked** (as if he were in charge here).

1. Bill faced his incurable disease with courage. His friends were impressed by this courage.

2. The man couldn't be a carpenter. He used a screwdriver clumsily.

3. Watch your teacher's lips carefully. Say the word as she does.

4. People are anxiously watching to see how things will work out in their country.

5. The dispute between labor and management was dramatically settled. This surprised the public.

6. He walked awkwardly. I could tell that something was wrong with his leg.

7. They talked to her cautiously. This aroused her suspicion that they were keeping something from her.

6 Rewrite the following sentences using the “with + noun + preposition phrase/ participle/adjective” construction as shown in the examples.

Examples

When I sleep I like to keep the windows open. →
I like to sleep **with the windows open**.

When he arrived in New York, he had only two dollars in his pocket. →
He arrived in New York **with only two dollars in his pocket**.

As the final exams are approaching, the students are busy reviewing their lessons. →
With the final exams approaching, the students are busy reviewing their lessons.

1. The old man was dozing off in an armchair. There was a magazine on his lap.

2. Under the bridge, the police found a man lying dead. There was a knife in his chest.

3. He walked out of his boss’s office. His head was held high.

4. In September, the school came to life again when children were playing and running around the playground.

5. Their children are grown up and gone. So the old couple sometimes feel lonely.

6. Now that they had finished all the packing, the family could sit down and have some tea.

7. The old woman moved slowly in the snow. She was carrying a big bag on her shoulder.

7 Translate the following sentences using “the way + relative clause” or “with + noun + complement” construction.

1. 我年轻时，人们就是这样生活的。
2. 琼斯太太像爱自己的孩子一样爱她的学生。
3. 那个农民的妻子不喜欢某些年轻人对待父母的态度。
4. 有了大姚在队里，不愁打不败对手。
5. 那人双手掩面坐在椅子上。
6. 旅途中身无分文时人们都乐意帮助他，这使他相信在这个社会中人们仍然可以依赖陌生人。
7. 这些年轻人组织校园活动的方式，展现出了他们的领导素质。

8 Translate the following sentences, using the words and expressions in the brackets.

1. 我跟你讲，从各方面考虑，当教师不失为一个好主意。事实上，我认为这个主意好极了。
(consider)
2. 你说你不要钱。你可能不想要，但你的确需要钱。我看不出来大学生在课余时间挣点钱有什么错。(wrong)
3. 不知道为什么，这个曲调听起来很熟，但我就是记不起来了。反正是一首俄罗斯民歌。(case)
4. 天快黑了。离下一个城市还有两小时的车程。我们不如就在这片树林里露营算了，支个帐篷，生个篝火，好好睡它一觉，明天再赶路。(might as well)
5. 相信我，时间会治疗一切伤痛。(word)
6. 词不达意时人们常借助于肢体语言。(resort)
7. 只是偶尔帮忙做点家务还算不上体贴的丈夫，真正全力分担家务的才是。(pitch)
8. 他知道自己伤害了女朋友的感情，现在正在想办法补偿。(make)
9. 有些婚姻因夫妻双方性格不合而破裂，有些因原则问题上有分歧而破裂。(break)
10. 我们会尽可能提供帮助，但你方也需要做出努力。(part)

9 Fill in each blank of the passage with ONE suitable word.

It is important to become intimate (1) _____ your partner and share your problems through communication. This is especially true (2) _____ interracial couples, as one partner may experience hardships that the (3) _____ has not had to face. To start with, if there are cultural differences (4) _____ topics such as diet, parenting preferences, extended family relationships, gender roles, communication styles, and traditions, (5) _____ them and be open. Furthermore, racial and cultural differences in (6) _____ marriage won't necessarily (7) _____ the relationship to fail. What can cause an interracial marriage to fall (8) _____ is the inability of a couple to (9) _____ their differences and to talk about the stresses one or (10) _____

of them are experiencing. In this case, if you find that counseling would (11) _____ you figure out some of the above concerns, seek out a licensed counselor. All in all, every married couple needs to develop and use effective (12) _____ skills so that difficult times can be handled in healthy ways.

10 Find and correct the TWO mistakes in each exercise.

1. Neither the man and his wife in the story seems to know how their differences should be dealt.
2. The man is well pleased with himself, believing that his wife ought to consider herself as lucky to have such a considerable husband as he is.
3. He is proud of being such a terrific husband, always ready to pitch in home work.
4. The wife can disagree with her husband to say that interracial marriage is not a good idea, but she should try to reason with him patiently. At any case, she should not take him for a hopeless racist immediately.
5. When he came back home, he found his wife doing dishes, and they smelt wonderfully.
6. When my son got married, I gave him my parental advise. I told him that a successful marriage does not depend on winning each argument. This is not what marriage is about.
7. Everybody was shocked when they overheard the terrific news from one of the speakers at our meeting.
8. Things related to culture such as ideas, beliefs, and customs, often have a tendency to last a long time, long before society has changed. This is called as cultural lag.
9. The man in the story is not completely free for racism. His body has moved into today, but his head may still partly remain in the past century. This can happen on all of us.
10. It is very impolite if you don't bother sending a quick thank-you note when you accept a gift from your friend.



课文录音

Arrangement in Black and White

Dorothy Parker¹

- 1 The woman **with the pink velvet poppies twined round the gold of her hair**² crossed the crowded room and clutched the lean arm of her host.
- 2 “Now I got you!” she said. “Now you can’t get away!”
- 3 “Why, hello,” said her host. “Well. How are you?”
- 4 “Oh, I’m fine,” she said. “Just simply fine. Listen. I want you to do me the most terrible favor. Will YOU? Will you please?”
- 5 “What is it?” said her host.
- 6 “Listen,” she said. “I want to meet Walter Williams. Honestly, I’m just simply crazy about that man. Oh, when he sings! When he sings those **spirituals**³! Well, I said to Burton, ‘It’s a good thing for you Walter Williams is colored,’ I said, ‘or you’d have lots of reason to be jealous.’ I’d really love to meet him. I’d like to tell him I’ve heard him sing. Will you be an angel and introduce me to him?”
- 7 “Why, certainly,” said her host. “I thought you’d met him. The party’s for him. Where is he, anyway?”

1 **Dorothy Parker:** 多萝西·帕克 (1893–1967), a U.S. writer of poems and short stories, who also wrote reviews of books, plays, etc. for magazines such as *The New Yorker*. Her works are concerned mainly with love and with the frustrations and contradictions of modern life. Parker is remembered especially for her many witty sayings in which she criticized U.S. society and well-known people. The story first appeared in *The New Yorker* on October 8, 1927.

2 **with the pink velvet poppies twined round the gold of her hair:** 金发用粉红罂粟花型丝绒系起来的

3 **spiritual:** a type of religious song, originally developed by African Americans in the U.S.

- 8 “He’s over there by the bookcase,” she said. “Let’s wait till those people get through talking to him. Well, I think you’re simply marvelous, giving this perfectly marvelous party for him, and having him meet all these white people, and all. Isn’t he terribly grateful?”
- 9 “I hope not,” said her host.
- 10 “I think it’s really terribly nice,” she said. “I do. I don’t see why on earth it isn’t perfectly all right to meet colored people. I haven’t any feeling at all about it—not one single bit. Burton—oh, he’s just the other way. Well, you know, he comes from **Virginia**⁴, and you know how they are.”
- 11 “Did he come tonight?” said her host.
- 12 “No, he couldn’t,” she said. “I’m a regular **grass widow**⁵ tonight. I told him when I left, ‘There’s no telling what I’ll do,’ I said. He was just so tired out, he couldn’t move. Isn’t it a shame?”
- 13 “Ah,” said her host.
- 14 “Wait till I tell him I met Walter Williams!” she said. “He’ll just about die. Oh, we have more arguments about colored people. I talk to him like **I don’t know what**⁶, I get so excited. ‘Oh, don’t be so silly,’ I say. But I must say for Burton, he’s a lot more broader-minded than lots of these Southerners. He’s really awfully fond of colored people. Well, he says himself, he wouldn’t have white servants. And you know, he has this old colored nurse, this regular old **nigger**⁷ **mammy**⁸, and he just simply loves her. Why, every time he goes home, he goes out in the kitchen to see her. He does, really, to this day. All he says is, he says he hasn’t got a word to say against colored people as long as they keep their place. He’s always doing things for them—giving them clothes and I don’t know **what all**⁹. The only thing he says, he says he wouldn’t sit down at the table with one for a million dollars. ‘Oh,’ I say to him, ‘you make me sick, talking like that.’ I’m just terrible to him. Aren’t I terrible?”

4 **Virginia**: a state of the U.S. that supported the Confederacy (美国内战时期维护奴隶制的南方联邦) during the Civil War

5 **grass widow**: a woman who spends a lot of time apart from her husband. A woman often says jokingly that she’s a grass widow when she can do something or go somewhere without her husband’s company.

6 **I don’t know what/how/why, etc.**: (*informal*) used to add force to criticisms, expressions of surprise, etc.

7 **nigger**: a black person (Note: This is one of the most offensive words in English. Do not use this word.)

8 **mammy**: (*AmE, old-fashioned, offensive*) a black woman whose job is to take care of white children

9 **what all/what not**: any other similar things

- 15 "Oh, no, no, no," said her host. "No, no."
- 16 "I am," she said. "I know I am. Poor Burton! Now, me, I don't feel that way at all. I haven't the slightest feeling about colored people. Why, I'm just crazy about some of them. They're just like children—just as easy-going, and always singing and laughing and everything. Aren't they the happiest things you ever saw in your life? Honestly, it makes me laugh just to hear them. Oh, I like them. I really do. Well, now, listen, I have this colored **laundress**¹⁰, I've had her for years, and I'm devoted to her. She's a real character. And I want to tell you, I think of her as my friend. That's the way I think of her. As I say to Burton, 'Well, for Heaven's sake, we're all human being!' Aren't we?"
- 17 "Yes," said her host. "Yes, indeed."
- 18 "Now this Walter Williams," she said. "I think a man like that's a real artist. I do. I think he deserves an awful lot of credit. Goodness, I'm so crazy about music or anything, I don't care what color he is. I honestly think if a person's an artist, nobody ought to have any feeling at all about meeting them. That's absolutely what I say to Burton. Don't you think I'm right?"
- 19 "Yes," said her host. "Oh, yes."
- 20 "That's the way I feel," she said. "I just can't understand people being narrow-minded. Why, I absolutely think it's a privilege to meet a man like Walter Williams. Yes, I do. I haven't any feeling at all. Well, my goodness, the good Lord made him, just the same as He did any of us. Didn't He?"
- 21 "Surely," said her host. "Yes, indeed."
- 22 "That's what I say," she said. "Oh, I get so furious when people are narrow-minded about colored people. It's just all I can do not to say something. Of course, I do admit when you get a bad colored man, they're simply terrible. But as I say to Burton, there are some bad white people, too, in this world. Aren't there?"
- 23 "I guess there are," said her host.
- 24 "Why, I'd really be glad to have a man like Walter Williams come to my house and sing for us some time!" she said. "Of course, I couldn't ask him on account of Burton, but I wouldn't have any feeling about it at all. Oh, can't he sing! Isn't it marvelous, the way they all have

10 **laundress**: probably the servant the woman hires to do the laundry (the dirty clothes and sheets which need to be washed)

music in them? It just seems to be right in them. Come on, let's go on over and talk to him. Listen, what shall I do when I'm introduced? Ought I to shake hands? Or what?"

25 "Why, do whatever you want," said her host.

26 "I guess maybe I'd better," she said. "I wouldn't for the world have him think I had any feeling. I think I'd better shake hands, just the way I would with anybody else. That's just exactly what I'll do."

27 They reached the tall young Negro, standing by the bookcase. The host performed introductions; the Negro bowed.

28 "How do you do?" he said.

29 The woman with the pink velvet poppies extended her hand at the length of her arm and held it so for all the world to see, until the Negro took it, shook it, and gave it back to her.

30 "Oh, how do you do, Mr. Williams," she said. "Well, how do you do. I've just been saying, I've enjoyed your singing so awfully much. I've been to your concerts, and we have you on the **phonograph**¹¹ and everything. Oh, I just enjoy it!"

31 She spoke with great distinctness, moving her lips meticulously, as if talking with the deaf.

32 "I'm so glad," he said.

33 "I'm just simply crazy about that 'Water Boy' thing you sing," she said. "Honestly, I can't get it out of my head. I drive my husband nearly crazy, the way I go around humming it all the time. Oh, he looks just as black as the ace of—well, tell me, where on earth do you ever get all those songs of yours? How do you ever get hold of them?"

34 "Why," he said, "there are so many different things."

35 "I should think you'd love singing them," she said. "It must be more fun. All those darling old spirituals—oh, I just love them! Well, what are you doing now? Are you still keeping up your singing? Why don't you have another concert, some time?"

36 "I'm having one the sixteenth of this month," he said.

37 "Well, I'll be there," she said. "I'll be there, if I possibly can. You can count on me. Goodness, here comes a whole raft of people to talk to you. You're just a regular guest of honor! Oh,

11 **phonograph:** (*AmE, old-fashioned*) a record player

who's that girl in white? I've seen her some place."

38 "That's Katherine Burke," said her host.

39 "**Good Heavens**¹²," she said, "is that Katherine Burke? Why, she looks entirely different off the stage. I thought she was much better-looking. I had no idea she was so terribly dark. Why, she looks almost like—oh, I think she's a wonderful actress! Don't you think she's a wonderful actress, Mr. Williams? Oh, I think she's marvelous. Don't you?"

40 "Yes, I do," he said.

41 "Oh, I do, too," she said. "Just wonderful. Well, goodness, we must give someone else a chance to talk to the guest of honor. Now, don't forget, Mr. Williams, I'm going to be at that concert if I possibly can. I'll be there applauding like everything. And if I can't come, I'm going to tell everybody I know to go, anyway. Don't you forget!"

42 "I won't," he said. "Thank you so much."

43 The host took her arm and piloted her into the next room.

44 "Oh, my dear," she said. "I nearly died! Honestly I give you my word, I nearly passed away. Did you hear that terrible break I made? I was just going to say Katherine Burke looked almost like a nigger. I just caught myself in time. Oh, do you think he noticed?"

45 "I don't believe so," said her host.

46 "Well, thank goodness," she said, "because I wouldn't have embarrassed him for anything. Why, he's awfully nice. Just as nice as he can be. Nice manners, and everything. You know, so many colored people, you give them an inch, and they walk all over you. But he doesn't try any of that. Well, he's got more sense, I suppose. He's really nice. Don't you think so?"

47 "Yes," said her host.

48 "I liked him," she said. "I haven't any feeling at all because he's a colored man. I felt just as natural as I would with anybody. Talked to him as naturally, and everything. But honestly, **I could hardly keep a straight face**¹³. I kept thinking of Burton. Oh, wait till I tell Burton I called him 'Mister'!"

(1,670 words)

12 **Good Heavens:** (*old-fashioned*) used to express surprise or anger

13 **I could hardly keep a straight face:** It was hard for me not to laugh.

Unit Project

Choose ONE of the two tasks given and work on it as instructed.

1. Based on movies, stories, and history you know, what do you know about the serious consequences of racism? Do you think that racism is a terrible memory of the past rather than a current reality? Discuss in groups and give a 5-minute report to the class.
2. The couple in Text A are obviously engaged in a serious argument and this does not seem to be the first time. How do you think their story will end? Who do you think is to blame if their marriage ends in divorce? Write an essay of about 200 words in response to the above questions.

Memorable Quotes

A happy marriage is the union of two good forgivers.

—Ruth Bell Graham

Prejudice is an opinion without judgment.

—Voltaire

Let your love be stronger than your hate or anger. Learn the wisdom of compromise, for it is better to bend a little than to break.

—H. G. Wells

Almost all married people fight, although many are ashamed to admit it. Actually a marriage in which no quarreling at all takes place may well be one that is dead or dying from emotional undernourishment. If you care, you probably fight.

—Flora Davis

A sound marriage is not based on complete frankness; it is based on a sensible reticence.

—Morris L. Ernst

All marriages are happy. It's the living together afterward that causes all the trouble.

—Raymond Hull

▲ Text A The Rite of Spring

▲ Text B What My Garden Taught Me—The Hard Way



Lead-in

- 1** Have you ever tried gardening? Do you like it? Why do many people love gardening while many people don't?
- 2** Gardening is generally regarded as a hobby or a pastime, but, like many other human activities, it often has symbolic meanings for people too. Can you give examples of such symbolic meanings? Which example seems to make the most sense to you? Why?



The Rite of Spring

Arthur Miller

- 1 I have never understood why we keep a garden and why over 36 years ago when I bought my first house in the country, I started digging up a patch for vegetables before doing anything else. When you think how easy and cheap, relatively, it is to buy a bunch of carrots or beets, why raise them? And root crops especially are hard to tell apart, when store-bought, from our own. There is a human instinct at work here, a kind of back-breaking make-believe that has no reality. Besides, I don't particularly like eating vegetables. I'd much rather eat something juicy and fat. Like hot dogs.
- 2 Now, if you could raise hot dogs outside your window, you'd really have something you could justify without a second's hesitation. As it is, though, I cannot deny that when April comes I find myself going out to lean on the fence and look at that miserable plot of land, resolving with all my rational powers not to plant it again. But inevitably a morning arrives when, just as I am awakening, a scent wafts through the window, something like earth-as-air, a scent that seems to come up from the very center of this planet. And the sun means business, suddenly, and has a different, deeper yellow in its beams on the carpet. The birds begin screaming hysterically, thinking what I am thinking—the worms are deliciously worming their way through the melting soil.

- 3 It is not only pleasure sending me back to stare at that plot of soil, it is really conflict. The question is the same each year—what method should we use? The last few years we put 36-inch-wide black plastic between the rows, and it worked perfectly, keeping the soil moist in dry times and weed-free.
- 4 But black plastic looks so industrial, so unromantic, that I have gradually moved over to hay mulch. We cut a lot of hay and, as it rots, it does improve the soil's composition. Besides, it looks lovely, and comes to us free.
- 5 Keeping a garden makes you aware of how delicate, bountiful, and easily ruined the surface of this little planet is. In that 50-by-70-foot patch there must be a dozen different types of soil. Tomato won't grow in one part but loves another, and the same goes for the other crops. I suppose if you loaded the soil with chemical fertilizer these differences would be less noticeable, but I use it sparingly and only in rows right where seeds are planted rather than broadcast over the whole area. I'm not sure why I do this beyond the saving in fertilizer and my unwillingness to aid the weeds.
- 6 The attractions of gardening, I think, at least for a certain number of gardeners, are neurotic and moral. Whenever life seems pointless and difficult to grasp, you can always get out in the garden and get something done. Also, your paternal or maternal instincts come into play because helpless living things are depending on you, require training and encouragement and protection from enemies. In some cases, as with beans and cucumbers, your children—as it were, begin to turn upon you in massive numbers, growing more and more each morning and threatening to follow you into the house to strangle you in their vines.
- 7 Gardening is a moral occupation as well, because you always start in spring resolved to keep it looking neat this year, just like the pictures in the catalogues. But by July, you once again face the chaos of unthinned carrots, lettuce and beets. This is when my wife becomes—openly now—mistress of the garden. A consumer of vast quantities of vegetables, she does the thinning and hand-cultivating of the tiny plants. Squatting, she patiently moves down each row selecting which plants shall live and which she will cast aside.
- 8 At about this time, my wife's 86-year-old mother, a botanist, makes her first visit to the garden. She looks about skeptically. Her favorite task is binding the tomato plants to stakes. She is an outspoken, truthful woman, or she was until she learned better. Now, instead of

saying, “You have planted the tomatoes in the damp part of the garden,” she waits until October when she makes her annual trip to her home in Europe; then she gives me my good-bye kiss and says casually, “Tomatoes in damp soil tend more to get fungi,” and walks away to her plane. But by October nothing in the garden matters, so sure am I that I will never plant it again.

- 9 I garden, I suppose, because I must. It would be intolerable to have to pass an unplanted fenced garden a few times a day. There are also certain compensations, and these must be what annually turn my mind toward all that work. There are few sights quite as beautiful as a vegetable garden glistening in the sun, all dewy and glittering with a dozen shades of green at seven in the morning. Far lovelier, in fact, than rows of hot dogs. In some pocket of the mind there may even be a tendency to change this vision into a personal reassurance that all this healthy growth, this orderliness and thrusting life must somehow reflect movements in one’s own spirit. Without a garden to till and plant I would not know what April was for.
- 10 As it is, April is for getting irritated all over again at this pointless, time-consuming hobby. I do not understand people who claim to “love” gardening. A garden is an extension of oneself—or selves—and so it has to be an arena where striving does not cease, but continues by other means. As an example: You simply have to face the moment when you must admit that the lettuce was planted too deep or was not watered enough, cease hoping it will show itself tomorrow, and dig up the row again. But you will feel better for not standing on your dignity. And that’s what gardening is all about—character building. Which is why Adam was a gardener. (And we all know where it got him, too.)
- 11 But is it conceivable that the father of us should have been a weaver, shoemaker, or anything but a gardener? Of course not. Only the gardener is capable of endlessly reviving so much hope that this year, regardless of drought, flood, typhoon, or his own stupidity, this year he is going to do it right! Leave it to God to have picked the proper occupation for his only creature capable of such self-delusion.
- 12 I suppose it should be added, for honesty’s sake, that the above was written on one of the coldest days in December.

(1,118 words)

Notes on the Text

1. About the author and the text

Arthur Miller (1915–2005) was one of the most important playwrights and essayists in contemporary America. He was a prominent figure in American theater, writing plays that include award-winning ones such as *All My Sons*, *Death of a Salesman*, *The Crucible*, and *A View from the Bridge*. Miller was often in the public eye not only for his literary creations, but also for his testifying before the notorious House Un-American Activities Committee during the McCarthy period, his marriage (1956–1961) with the famous Hollywood movie star Marilyn Monroe, and his visit to China when his play *Death of a Salesman* was translated into Chinese and performed for Chinese audience. Miller lived to be 89 years old. The story of his colorful life and the long list of his plays, essays, and autobiography cannot be discussed in detail in this short note. We advise students to search for more information.

"Rite" is a kind of traditional ceremony. The author means to dedicate this essay to the coming spring when he can once again start gardening, although the time is still months away. The title "The Rite of Spring" is borrowed from Igor Stravinsky (1882–1971), the famous Russian musician, one of the greatest composers of the 20th century, known especially for his ballet music including *The Rite of Spring*.

2. Which is why Adam was a gardener. (para. 10)

According to the Old Testament of the Bible, Adam and Eve were put in the beautiful Garden of Eden where they lived happily with no knowledge of good and evil. God forbade them to eat the fruit (apple) from the Tree of Knowledge growing in the Garden. But the Serpent (snake) persuaded Eve to taste the fruit, and Eve shared it with Adam. Immediately they became aware that they were naked. So they began to wear fig-leaves because they were ashamed. When God knew this he was very angry and drove Adam and Eve out of the Garden.

3. ...his only creature capable of such self-delusion. (para. 11)

"Capable of such self-delusion" means "capable of reviving so much hope," which the author ironically describes as the man's self-delusion.

Glossary

annual /'ænjuəl/ *adj.*

apart /ə'pɑ:t/ *adv.*

arena /ə'ri:nə/ *n.*

happening or done once every year

not together; separately; *tell ~*: 区分

an area of activity that concerns the public, esp. one where there is a lot of opposition between different groups or countries 竞争舞台

back-breaking /'bækbreɪkɪŋ/ <i>adj.</i>	(of physical work) very hard and tiring 艰苦繁重的
beet /bi:t/ <i>n.</i>	a plant with a root that is used as a vegetable, esp. for feeding animals or making sugar 甜菜
bind /baɪnd/ <i>v.</i>	to tie or fasten sb. or sth. so that they can't move or are held together firmly
botanist /'bɒtənɪst/ <i>n.</i>	a scientist who studies plants and their structure 植物学家
bountiful /'baʊntɪfəl/ <i>adj.</i>	in large numbers
broadcast /'brɔːdkɑːst/ <i>v.</i>	to scatter over a wide area 撒播
bunch /bʌntʃ/ <i>n.</i>	a number of things of the same type which are growing together; <i>a ~ of</i> : 一束; 一串
catalogue /'kætəlɒɡ/ <i>n.</i>	a complete list of items, e.g. of things that people can look at or buy
cease /siːs/ <i>v.</i>	to stop happening or existing
chaos /'keɪ-ɒs/ <i>n.</i>	a state of complete confusion and disorder
compensation <i>n.</i> /,kɒmpən'seɪʃən/	sth. that makes a bad situation better 补偿
conceivable /kən'siːvəbəl/ <i>adj.</i>	able to be believed or imagined 可想像的; 可信的
conflict /'kɒnflɪkt/ <i>n.</i>	a situation where there are opposing ideas, opinions, feelings or wishes; a situation in which it is difficult to choose
consume /kən'sjuːm/ <i>v.</i>	to use sth. esp. fuel, energy, or time; <i>time-consuming</i> : 耗时的
creature /'kriːtʃə/ <i>n.</i>	a living thing real or imaginary, that can move around, such as an animal
crop /krɒp/ <i>n.</i>	a plant that is grown in large quantities, esp. as food; <i>root ~s</i> : 块根作物
cucumber /'kjuːkʌmbə/ <i>n.</i>	黄瓜
cultivate /'kʌltɪveɪt/ <i>v.</i>	to grow plants or crops; <i>hand-cultivating</i> : 手工栽培 (不用机械)
damp /dæmp/ <i>adj.</i>	slightly wet, often in a way that is unpleasant
delicate /'delɪkət/ <i>adj.</i>	easily damaged or broken 脆弱的; 娇嫩的
delusion /dɪ'luːʒən/ <i>n.</i>	the act of believing or making yourself believe sth. that is not true 错觉; <i>self-~</i> : 自我欺骗
dewy /'djuːi/ <i>adj.</i>	wet with small drops of water that form on the ground, etc. in the night 带露水的
dignity /'dɪɡnəti/ <i>n.</i>	a calm and serious manner that deserves respect; <i>stand on one's ~</i> : 保持尊严; 要求受到应有的礼遇
earth-as-air /'ɜːθæz'eə/ <i>n.</i>	泥土香气
extension /ɪk'stenʃən/ <i>n.</i>	a part that is added on sth. to make it larger, longer, more effective, etc. 延伸; 扩展

fungus /'fʌŋɡəs/ <i>n.</i>	(<i>pl.</i> fungi) any plant without leaves, flowers, or green coloring, usually growing on other plants or on decaying matter 真菌
glisten /'glɪsən/ <i>v.</i>	to shine because it is wet or covered with oil
glitter /'glɪtə/ <i>v.</i>	to shine brightly with many small flashes of light
grasp /ɡrɑːsp/ <i>v.</i>	to understand sth. completely 理解
hysterically /hɪ'sterɪklɪ/ <i>adv.</i>	(crying or laughing) in an uncontrolled way 歇斯底里地
instinct /'ɪnstɪŋkt/ <i>n.</i>	the way people or animals naturally react or behave 本能
intolerable /ɪn'tolərəbəl/ <i>adj.</i>	so bad or difficult that you can't tolerate it
juicy /'dʒuːsi/ <i>adj.</i>	containing a lot of juice and good to eat 多汁的
justify /'dʒʌstɪfaɪ/ <i>v.</i>	to show that sb. or sth. is right or reasonable
lettuce /'letɪs/ <i>n.</i>	a plant with large green leaves that are eaten esp. in salad 生菜; 莴苣
load /ləʊd/ <i>v.</i>	to put a large quantity of things or people onto or into sth.
make-believe /'meɪkbɪ.liːv/ <i>n.</i>	a playful pretence
massive /'mæsɪv/ <i>adj.</i>	extremely large or serious; <i>in ~ numbers</i> : 大量的
maternal /mə'tɜːnl/ <i>adj.</i>	having feelings typical of a caring mother toward a child; <i>~ instinct</i> : 母亲的天性
mean /miːn/ <i>v.</i>	<i>~ business</i> : 当真了 (不开玩笑了)
means /miːnz/ <i>n.</i>	a way of achieving or doing sth.; <i>by other ~</i> : 以其他方式
miserable /'mɪzərəbəl/ <i>adj.</i>	very unhappy or uncomfortable
moist /mɔɪst/ <i>adj.</i>	slightly wet 湿润的
mulch /mʌltʃ/ <i>n.</i>	material, usually organic (有机的), that is put around a plant to protect its base and its roots, to improve the quality of the soil or to stop weeds growing 覆盖料
neurotic /njʊ'rɒtɪk/ <i>adj.</i>	unreasonably anxious or afraid 神经质的
occupation /ˌɒkjə'peɪʃən/ <i>n.</i>	a job or profession
orderliness /'ɔːdəlɪnəs/ <i>n.</i>	a state in which everything is arranged or organized in a neat, tidy, or orderly way 整齐; 有条理; 守秩序
outspoken /aʊt'spəʊkən/ <i>adj.</i>	expressing one's opinion honestly, even if this shocks or offends people
patch /pætʃ/ <i>n.</i>	a small piece of land, esp. one used for growing vegetables or fruit
paternal /pə'tɜːnl/ <i>adj.</i>	having feelings typical of a caring father toward a child
planet /'plænɪt/ <i>n.</i>	a very large, round object in space that travels around a star 行星; (here) the earth; the world
pocket /'pɒkɪt/ <i>n.</i>	a small group or area that is different from its surroundings; <i>in some ~ of the mind</i> : 在头脑中的某些地方

pointless /'pɔɪntləs/ *adj.*

rational /'ræʃənəl/ *adj.*

reassurance /,ri:ə'sʊərəns/ *n.*

regardless /rɪ'gɑːdləs/ *adv.*

relatively /'relətɪvli/ *adv.*

resolve /rɪ'zɒlv/ *v.*

revive /rɪ'vaɪv/ *v.*

rite /raɪt/ *n.*

rot /rɒt/ *v.*

ruin /'ruːn/ *v.*

scream /skri:m/ *v.*

shade /ʃeɪd/ *n.*

sight /saɪt/ *n.*

skeptically /'skeptɪkli/ *adv.*

sparingly /'speərɪŋli/ *adv.*

stake /steɪk/ *n.*

strangle /'stræŋɡəl/ *v.*

striving /'straɪvɪŋ/ *n.*

stupidity /stju:'pɪdəti/ *n.*

tendency /'tendənsi/ *n.*

thrust /θrʌst/ *v.*

turn /tɜ:n/ *v.*

typhoon /,taɪ'fu:n/ *n.*

vision /'vɪʒən/ *n.*

waft /wɔ:ft/ *v.*

weaver /'wi:və/ *n.*

weed-free /wi:d'fri:/ *adj.*

worm /wɜ:m/ *n.*

v.

having no purpose; meaningless; not worth doing

(of behavior, ideas, etc.) based on reason rather than emotions

sth. that is said or done to take away a person's fears or doubts

paying no attention, even if the situation is bad or there are difficulties; ~ *of*: 不理睬

when compared to others of the same kind

to make a firm decision to do sth.

to become or make sb. or sth. become strong again

a ceremony performed by a particular group of people 仪式; 典礼

to decay or make sth. decay, naturally and gradually

to damage sth. so badly that it loses all its value, pleasure, etc.

to give a long, loud, piercing cry, as from pain, fear, or excitement

a degree or variety of color; ~s *of green*: 深浅或浓淡不同的绿色
a thing that you see or can see 景象

in a way that shows doubts that a claim or statement is true or that sth. will happen

using only a little

a wooden or metal post that is pointed at one end and pushed into the ground to support sth. 桩

to kill by squeezing or pressing on sb.'s throat to stop his or her breathing

the great efforts sb. is making to achieve sth. 努力; 奋斗

a lack of intelligence or common sense

an inclination toward a particular way 倾向

to push or drive quickly and forcibly; ~ing: 有强大推进力的

~ *upon/on*: to make a sudden and unexpected attack on sb. 突然向……发起进攻 (文中是幽默的夸张)

a violent tropical storm with very strong winds 台风

an idea or picture in your imagination

to move or make sth. move, gently through the air

a person whose job is weaving fabric 织布工

free of weeds 没有杂草的

a long thin creature with no bones and no legs that lives in soil to move like a worm; ~ *one's way through*: 曲折前行; 蠕动

Language Focus

- 1** Find the compound adjectives from the text and study how they are formed.

- 2** List useful phrases from the text.

1. Verb phrases

2. Prepositional phrases

3. Other phrases

- 3** List useful verb + noun collocations from the text.

- 4** Study how irony is used in the text and find examples.

The author of the text, Arthur Miller, has given gardening unusual poetic charm and very different perspectives, but his own attitude toward it is to be found behind his deftly crafted language and the use of irony. Irony is a rhetorical device, which means that what a speaker implies differs sharply from what is explicitly expressed; irony is used not, however, in order to deceive, but to achieve special rhetorical or artistic effects.

- 5** Underline useful sentence patterns in the text and study how they are used.

► Reading Comprehension

1 Read the text and complete the outline.

Part I (paras. 1–2)	Gardening is regarded as _____, a way of celebrating the coming of spring.
Part II (paras. 3–10)	Reasons for keeping a garden - In gardening, one gets pleasure as well as _____, as one has to make choices. - Gardening reminds us of how _____ our planet is. - A true gardener should have a sense of responsibility. - Gardening is _____ in that it requires care and love. - Gardening is _____ in that it requires patience and persistence. - Gardening involves _____, like in the case of the tomatoes. - Gardening is _____. - The growth of plants is a way of _____. - Gardening requires _____ as in other human activities.
Part III (paras. 11–12)	Gardening enables people to _____ for the future.

2 Explain the following sentences from the text, paying attention to the underlined parts.

- There is a human instinct at work here, a kind of back-breaking make-believe that has no reality. (para. 1)
- Also, your paternal or maternal instincts come into play because helpless living things are depending on you, require training and encouragement and protection from enemies. (para. 6)
- In some pocket of the mind there may even be a tendency to change this vision into a personal reassurance that all this healthy growth, this orderliness and thrusting life must somehow reflect movements in one's own spirit. (para. 9)
- A garden is an extension of oneself ... and so it has to be an arena where striving does not cease, but continues by other means. (para. 10)

3 Answer the following questions according to your understanding of the text.

1. How do you understand the title, “The Rite of Spring”? What are its possible implications?
2. How did the author start gardening? What did he grow in his garden? Did he and his wife spend so much time on gardening because they wanted to save money this way, or because the food they grew in their own garden had a better taste, or because, like his wife, he was a consumer of large quantities of vegetables? How do you know?
3. Why didn’t the author give up gardening if he had no special reasons for this hobby? Why would he “inevitably” be drawn out one morning in April and look at the plot of land longingly? What made him act this way that morning?
4. What did the author mean by saying that it was conflict rather than pleasure that sent him back to gardening? How do you understand the word “conflict”? What examples did he give?
5. Why did the author give up the black plastic since it seemed to be working so well? What’s the difference between black plastic and hay mulch? Why does such a difference matter?
6. The author said that his gardening made him aware of how delicate and easily ruined the surface of our planet is. Do you share this feeling?
7. When the author said that he believed that the attractions of gardening for at least some gardeners were neurotic, what did he mean? Do you agree that in gardening our parental instinct comes into play? Why or why not?
8. In what sense did the author describe gardening as a moral occupation? Why did he say it had to do with character building?
9. Did the author love gardening or not? Why did he use words and expressions which seemed to show that he wasn’t quite sure himself? What was his real attitude?
10. When did the author write this essay? At what time of the year? What do you think made him pick up his pen all of a sudden, so to speak, to write this essay long before it was the season to start gardening?
11. How do you like this essay? Can you give any examples of writing that shows the author’s literary talent?

► Language Exercises

1 Expand your vocabulary.

1. Translate the following compound words and study how they are formed.

- | | |
|-----------------------|---------------------|
| 1) back-breaking | 10) self-delusion |
| 2) time-consuming | 11) self-control |
| 3) character-building | 12) self-interest |
| 4) law-making | 13) self-discipline |
| 5) job-hunting | 14) hand-written |
| 6) peace-keeping | 15) land-locked |
| 7) trouble-maker | 16) air-borne |
| 8) fund-raiser | 17) sugar-coated |
| 9) fortune-teller | 18) gold-plated |

2. Translate the following expressions, paying attention to the compound words made up of noun + adjective.

- | | |
|------------------------------|--------------------------------|
| 1) snow-white hair | 8) a duty-free shop |
| 2) cotton-white snow | 9) an oil-rich country |
| 3) pitch-dark night | 10) source-poor nations |
| 4) a crazy trigger-happy man | 11) power-hungry politicians |
| 5) a blood-thirsty gunman | 12) degree-crazy students |
| 6) a weed-free garden | 13) the guilt-conscious father |
| 7) sugar-free coffee | 14) home-sick people |

3. Give the corresponding verbs for the following nouns.

- | | |
|-------------------------|-----------------------|
| 1) pursuit _____ | 8) composition _____ |
| 2) continuity _____ | 9) reassurance _____ |
| 3) compensation _____ | 10) extension _____ |
| 4) existence _____ | 11) maintenance _____ |
| 5) occupation _____ | 12) exposure _____ |
| 6) accomplishment _____ | 13) succession _____ |
| 7) conflict _____ | 14) average _____ |

4. Give corresponding synonyms and antonyms for the following words.

Synonyms

- | | |
|------------------|---------------------|
| 1) resolve _____ | 5) ruin _____ |
| 2) scent _____ | 6) occupation _____ |
| 3) cease _____ | 7) massive _____ |
| 4) beam _____ | 8) strangle _____ |

- 9) moist _____
- 10) compensation _____
- 11) glisten _____
- 12) vision _____

- 13) revive _____
- 14) pointless _____
- 15) inconceivable _____
- 16) select _____

Antonyms

- 1) noticeable _____
- 2) romantic _____
- 3) load _____
- 4) willingness _____
- 5) paternal _____

- 6) deny _____
- 7) moral _____
- 8) consumer _____
- 9) intolerable _____
- 10) honesty _____

5. Translate the following expressions into Chinese.

- | | |
|--------------------------------|---|
| 1) justify the action | 10) ruin one's future |
| 2) justify these measures | 11) deny the charge |
| 3) mean business | 12) deny the fact |
| 4) mean trouble | 13) deny the responsibility/involvement |
| 5) improve the quality | 14) revive one's hope |
| 6) improve the living standard | 15) revive traditional skills |
| 7) improve the soil | 16) revive the interest |
| 8) ruin our planet | 17) build one's character |
| 9) ruin one's health | 18) cultivate plants |

2 Translate the following sentences, paying attention to the use of adjectives.

1. It comes to us free (of charge).
2. I bought the house cheap.
3. Some people like to eat steak half done.
4. We must always keep the powder dry, so to speak.
5. Don't leave the windows open.
6. Never stand still, or we lag behind.
7. We usually drink our "rice whiskey" warm.
8. Suddenly the door burst open and in came a dozen or so armed soldiers.
9. His promises ring rather hollow.
10. The boys were running wild.

3 Rewrite the following sentences with the correct form of the expressions listed below, paying attention to the parts in bold type.

rather than
as it were
cast aside
vast quantities of
all over again
worm one's way into

at work
come into play
tell sth. apart from
the same goes for
shade of meaning

regardless of
be all about
in some cases
in massive numbers
mean business

1. People today are putting up tall buildings **without thinking of** the cost. **In some places** tall buildings are almost strangling the cities.

2. A good gardener always claims to **know the difference between plants and weeds**. He will take care of the plants and **throw away** the weeds without hesitation. But scientifically speaking, it is really not easy to be sure. A weed may prove to be a plant whose virtue has not yet been discovered. This also **applies to** education.

3. In Greek mythology, Sisyphus was forced to roll a big stone up a steep hill; but before it reached the top of the hill the stone always rolled down, and Sisyphus had to start **from the very beginning**.

4. The man who shot the speaker did not even know him. I think some underworld organization must be **behind it all**. The man was even wearing a police officer's uniform, which could mean he had managed to **slip into** the police force.

5. As we know more and more synonyms, it becomes necessary to see **their subtle differences in meaning**.

6. Every year **a tremendous amount of** meat is consumed worldwide, and the **numerous** animals we raise, especially cows, the carbon producers **you might call them**, are polluting the air.

7. Garbage disposal is a big headache in many big cities, yet efforts to solve the problem have failed so far because people's force of habit will always **prove to have a stronger influence**. But this time the government **is really determined**.

8. Reform and social stability are both important. It's hard to say which is more important. However sometimes it is wise to lay more emphasis on one **instead of** the other for a period of time.
-
9. More and more business companies seem to depend on the government's help. Actually the government is already doing more than it can. Perhaps it's time we give the market more power. It is what reform **means** after all.
-

4 Fill in the blanks with the correct prepositions or adverbs that collocate with the verb "look."

1. The social workers in this neighborhood can look _____ about 100 children every day in their day-care center.
2. If you want to know whether the economy is looking _____, just look _____ in the city; the shopping malls and restaurants are now packed with people.
3. Everyone is looking _____ the day when the divide between the rich and the poor will disappear, but if we look _____ the issue more closely, we will find that actually there are people who feel quite happy the way things are.
4. Jim, who was looked _____ by some kids for being silent and shy when he was a little boy, has now grown into a police officer. People in the neighborhood look _____ as a guardian of peace.
5. In times of crisis, we will always see common people who will not look _____ and will risk their lives to save others.
6. Many words seem too easy to be worth our special attention, but if you look them _____ in a dictionary, you will find they have many idiomatic usages you do not know.

5 Study the following examples and complete the sentences by translating the Chinese in the brackets.

Example 1

When you think how easy and cheap, relatively, it is to buy a bunch of carrots or beets, **why raise them?** (para. 1)

1. You might wonder since he could not swim very well, _____ (为什么会毫不犹豫地跳进河里)?
2. The policy is getting them nowhere, _____ (为什么不放弃这项政策)?

Example 2

And root crops especially are hard to tell apart, **when store-bought**, from our own. (para. 1)

3. Never get angry _____ (受到批评时). You may benefit from it even if not fair.
4. _____ (当他被告知得了癌症), he shouted, "My goodness! Can't be true!" His next reaction was: Why me?

Example 3

I'd **much rather** eat something juicy and fat. (para. 1)

5. Unlike his friends who were determined to go to the Wild West to seek their fortune, _____ (他更愿意待在纽约, 自己的成长之地).
6. She was promoted to be the dean of the faculty. Her friends all came to congratulate her, but she was not happy. _____ (她更愿意终生投入教学).

Example 4

But by October nothing in the garden matters, **so sure am I** that I will never plant it again. (para. 8)

7. By the time we returned home for dinner, _____ (我已经累得几乎拿不起筷子了).
8. I am worried that some day, _____ (我们会过于依赖机器人以至于我们的双手变得毫无用处).

Example 5

I suppose it should be added, **for honesty's sake**, that the above was written on one of the coldest days in December. (para. 12)

9. _____ (为了维持社会稳定), the government is trying its best to see to it that people are fully employed.
10. Let's get a set of hearing aids _____ (为了奶奶好). She is really getting terribly hard of hearing.

6 Fill in the blanks with the correct form of the words in the brackets. Note that the infinitive form and the gerund form are possible in some cases.

1. I started _____ (prepare) dinner before _____ (do) anything else.
2. It is not only pleasure _____ (make) me go halfway across the country to Yunnan Province.
3. Her favorite hobby is _____ (write) stories for children.
4. History is actually quite capable of _____ (repeat) itself.
5. Diplomacy is an arena where _____ (understand) each other's culture is absolutely necessary.

6. _____ (miss) the flight means _____ (wait) four hours for the next.
7. We will continue _____ (work) patiently to encourage smokers to quit _____ (smoke).
8. Tarzan pretends _____ (be) a monster to scare other jungle creatures away from his territory.
9. Everyone has dreamed those kinds of dreams; it's just that some of us cannot remember _____ (do) so.
10. _____ (give) up trying is more fatal than failure; we should endeavor _____ (learn) through trial and error.

7 Translate the following sentences, using the words, expressions, and sentence patterns in the brackets.

1. 她一紧张，就容易喋喋不休。(tendency)
2. 尼古拉斯(Nicholas)几乎无法区分这对孪生兄弟，因为他们长得一模一样。(tell apart)
3. 大会呼吁世界各国停止互相指责，一致努力寻求问题的解决方案。(cease)
4. 我们必须从过去的错误中吸取教训，而不能依赖过去的成功。(lean on)
5. 在世界各地交到这么多朋友，是我们外交政策行之有效的标志。(gerund used as subject)
6. 当孩子们参与体育运动时，他们可以从中获得快乐，与他人建立友谊，并培养团队精神。(cultivate)
7. 文章的作者认为，高的商品价格并不一定意味着经济复苏；事实上，这有可能扼杀经济复苏。(recovery; strangle)
8. 尽管学校宣称这项政策已经充分考虑了所有老师的利益，但我仍觉得这项政策对教学型老师有不公平的倾向；如果真是这样，任何政策都没有理由获得支持。(claim; justify)

8 Fill in each blank of the passage with ONE suitable word.

A garden is a wonderful place to learn about life and growth. A dry seed in the hand looks insignificant. (1) _____ inside is a plant-to-be. Pressed into some warm, rich earth and given a little water and sunshine, the seed begins to develop.

A root breaks out of the seed coat and pushes (2) _____ in search of plant food and water while a tender green leaf thrusts its way (3) _____ through the soil and reaches toward the sun. If all goes (4) _____, there soon will be flowers or edible produce to (5) _____ the gardener.

A green-hand gardener soon learns that plants (6) _____ in many ways from one another. Some plants grow best in cool weather, (7) _____ others like a warmer environment. Some thrive in sandy soils, others in clay. Cacti grow in the desert where (8) _____ falls only once or twice a year. Marsh marigolds must live in swamps. The prairie rose blooms in open, sunny fields. Its relative, the wild strawberry, prefers the

(9) _____ of woods, however.

A well-arranged garden may include a space to grow fruit and vegetables. Trees, shrubs, and other plants are chosen and placed to make the garden as attractive as possible throughout the (10) _____ season when plants sprout, grow, blossom, bear fruit, and wither.

9 Find and correct the TWO mistakes in each exercise.

1. The manager had to slip away through the backdoor to avoid to be seen by the angry employees to protest against the endless delay of payment.
2. The land there was not rich enough for any crops, and the farmers tended using too much instead of rather than too little chemical fertilizer.
3. Another problem with our farming is there is hardly rain. The earth is usually not moisten enough for growing any crops.
4. With all these dead weapons, it really ought to be regarded as a crime even to threaten using force to settle international disputes.
5. Nations are able of making serious mistakes too, and it is a matter of vital importance to find a way to prevent them to destroy the world.
6. With her kind of salary, it is inconceivable how could she manage buying such a big house.
7. To be for honesty's sake I will tell you exactly what had happened that particular night.
8. I'd much rather prefer to use the time to read more intensively to broaden my horizons.
9. To live in the countryside makes you aware of all the problems that our farmers are confronted.
10. —Do you mind me to use your car for two days?
—By all means. Here's the key.



课文录音

What My Garden Taught Me—The Hard Way¹

Jared Garrett²

- ¹ It was April and the last snow of the season had come and gone. The back yard of my home in central **Utah**³ was beginning to show signs of life, with the green of grass warring with the yellow of budding dandelions. My garden plot was looking good. Really good. I had **taken pains**⁴ to **put it to bed**⁵ properly at the end of the previous season, and I had been planning this year's garden for five months! Five months of sketching designs and plans, **layouts**⁶ and **trestles for beans**⁷. And now the time was fast approaching.
- ² I turned to my wife. "Hey," I said, **all innocent and completely ignorant of the pain I was about to commit myself to**⁸, "why don't we plant some corn?"
- ³ "Great idea." She prattled and closed her eyes in thought. "Is it hard to grow?"
- ⁴ I shrugged. "**No way**⁹. Everybody does corn."
- ⁵ Three weeks later I was ready. I had tilled the plot again, mixing in some nice manure and

¹ **the hard way**: a way that involves difficult or painful experiences

² **Jared Garrett**: 贾里德·加勒特 (1974–), a writer and a teacher of languages, both English and Portuguese. He has taught English in Japan, Brazil, and in several schools in the United States.

³ **Utah**: a state of the U.S. 美国犹他州

⁴ **take (great) pains (to do sth.)**: to make a lot of effort to do sth.

⁵ **put it to bed**: to prepare his garden plot for this year's gardening

⁶ **layout**: 布局

⁷ **trestles for beans**: 豆类蔬菜生长的支架

⁸ **all innocent and completely ignorant of the pain I was about to commit myself to**: not knowing what effort I was going to have to put in growing corn

⁹ **no way**: not at all

keeping it watered to get the worms excited. On a perfect, sunny spring day, with a packet of seeds in hand, I dashed outside and planted four rows of corn in the southern end of the garden. I splashed some water on the five by ten foot area of future **cobs**¹⁰ and then moved north up the plot to put in some beans and zucchini.

6 Two weeks later I stared sullenly at the bare plot. No corn sprouts. None. No future maize. Glaring at the dirt, then the sky, I asked, “Why?” Nobody answered. I jerked open the shed door and dug through my box of seed packets, finally coming up with the packet of corn seeds. Having only cursorily skimmed the planting instructions, I had not actually read all of the information available. Two lines down, I found the problem: Plant in warm ground in a sunny area.

7 I looked up and glared again. But this time, I glared at the trees that shaded the southern end of my garden for about six hours of the day. Muttering to myself, “Too early. Planted them too early. Gotta have warm ground,” I made my way to my healthy tomato plants and took comfort in their rough stems and fuzzy leaves. I broke a leaf off and breathed in its wonderful pleasant smell. Recharged, re-energized and renewed, I weeded around my zucchini then went inside.

8 “Yeah, so we planted that corn in the wrong place,” I said, stepping through the back door into my small home. “Needs to be in direct sunlight.”

9 “What do you mean ‘we’?” my wife asked, grinning at me.

10 I muttered something witty and rude and went off to the kitchen, in search of a drink of water. “Yeah, well we’ll give it some time. Maybe as it warms up, it’ll grow okay.”

11 My wife, Annemarie, gave me a hug. “You’ll make it work. Besides, we’re in Utah. It’s sunny here.”

12 With greater hope, I was back outside every day of the next week, checking for sprouts. It was on a Thursday that it happened. I was sure it wasn’t grass. The shape was wrong and it was too far away from the edge of the lawn. “A sprout!” I shouted, sending my kids running and my wife walking: She was carrying the baby.

13 “**Yay**!” my two oldest boys shouted. “Corn sprouts!”

10 **cob**: a corncob 玉米棒子芯

11 **yay**: interjection used to express joy, approval, or excitement

- 14 And it was true. There were several tender green shoots poking out of the tough Utah soil. I was excited. We were gonna have corn!
- 15 Two months later we were eating raw green beans, raw peas, fresh zucchini and yellow squash, and were pretty sure our pumpkins were going to be big. But the corn stalks were two feet, maybe three feet, high. The stalks were thin and the roots were visible at the base of the stem. I had no idea what to do.
- 16 Then it happened. I came home from work on a windy day that promised rain. I was beaming at the cloudy heavens, pleased that the sky was going to water for me. I walked in the front door, kicking off my boots and settling into my prized blue easy chair. My two oldest boys came dashing up. I held out my arms for hugs and kisses, but they stopped short, their eyes wide.
- 17 “Dad,” my oldest boy, Thomas, **intoned**¹², “bad news.” He was a well-read six and an oldest brother, both of which he took seriously.
- 18 His younger brother, Hintze, nodded in agreement. “Bad news!”
- 19 “The corn fell down,” Thomas said.
- 20 I leapt to my feet, dashed through the house and flung the back door open wide. “No,” I whispered. It was true. My small field of light-emerald, three-and-a-half feet high corn was leaning. No, more than leaning. Some of the stalks were practically horizontal. Slipping my feet into my work shoes, I hurried to the corn.
- 21 “See?” It was Thomas, coming up behind me, “it fell down. The wind did it.”
- 22 I nodded, numb. But, never one to give up, I set to feverish action. I waded gently into the garden, my hands tenderly lifting each corn stalk back to its vertical position. The wind blew. The corn fell again. I cursed the wind and straightened my corn plants again, daring the wicked southwestern gusts to come again. They did; the corn fell. Muttering swear words for all things stormy, I gently roped each and every stalk up, tying the rows to firm anchors on each end. Now the wind died down. My corn was going to live! It was going to thrive! It would provide loads of delicious, nourishing staple food for my family!
- 23 By the end of August, it was clear my corn would provide very little, if any, delicious, nourishing staple food for my family. The tallest stalk in my tiny field reached no higher than my neck. Small nubs were growing here and there on the healthiest of the plants, but they were not developing well. In the end, we got five little cobs. **Kernels**¹³ had formed over

12 **intone**: to say sth. slowly and seriously in a voice which does not rise or fall much

13 **kernel**: the whole seed of the corn plant 玉米粒

maybe seventy percent of the cobs' body.

- 24 But I couldn't believe that this disaster was due only to insufficient sunlight. As a regularly successful gardener, I knew that sunlight was vital, but my corn looked, well, malnourished.
- 25 I read the back of the seed packet again. Plant in warm ground in a sunny area. The crumpled packet also said that the corn would be ready for harvest in eighty-two days. It further informed me that the seed company had a long tradition of good seeds. But it did not explain why my corn looked like it had been on a forty day fast.
- 26 It turned out that my corn had indeed been on a fast. A forced fast. A fast caused by my ignorance and by my eagerness to plant and unwillingness to study and learn about my crops before I planted them. I asked a garden club I had just begun attending if they had any idea why my corn had been such a spectacular failure. The patron of the club smiled and asked me if I had used **nitrogen**¹⁴.
- 27 "Nitrogen?"
- 28 "Corn is basically a fruitful grass," he rumbled. "Grass absolutely needs nitrogen. You can get nitrogen pellets at the seed shop."
- 29 "Nitrogen?"
- 30 He nodded, taking a bite from a club member's home grown apple. "You've gotta have it. Otherwise, your corn won't come out."
- 31 "Nitrogen." Embarrassed at my ignorance, I buried my face in a plate of blueberry cobbler.
- 32 So what did my garden teach me? After long days of staring at bare ground and then urging my puny stalks to grow? Followed by weeks of wishing the corn cobs would finally form and thinking that corn was supposed to be taller, wasn't it? My garden taught me to look before I leap. To take a few minutes and get educated about what I am planting. My garden taught me to **ask around**¹⁵ to talk to people in the area who have experience with vegetable gardens.
- 33 Now I plant my corn in the sunniest patch of my biggest garden plot. This year I am going to plant beans amongst the corn, with peas on the outskirts. Did you know that beans give the soil nitrogen? Oh, and in my shed I have a bin of nitrogen pellets. And the prize? Big cobs that are 100% covered by sweet, yellow kernels. Loads of delicious staple food for my family to feast on.

(1,420 words)

14 **nitrogen**: 氮

15 **ask around**: to ask a lot of different people in order to get information or help

Unit Project

Choose ONE of the two tasks given and work on it as instructed.

1. What are the attractions of gardening according to Arthur Miller? Have you ever felt any of these attractions in your own experiences with gardening? Have you got anything else to add? Prepare a 3-minute speech on these questions and present it in class.
2. Gardening and gardens are often used metaphorically. For example, people say that “Life is like a garden,” or that “Teaching is like gardening.” Come up with a metaphor of your own, and write an essay of about 200 words beginning with “... is like a garden/gardening.”

Memorable Quotes

Many things grow in the garden that were never sown there.

—Thomas Fuller

We can complain because rose bushes have thorns, or rejoice because thorn bushes have roses.

—Abraham Lincoln

Plants give us oxygen for the lungs and for the soul.

—Linda Solegato

Gardening is about enjoying the smell of things growing in the soil, getting dirty without feeling guilty, and generally taking the time to soak up a little peace and serenity.

—Lindley Karstens

If you have a garden and a library, you have everything you need.

—Marcus Tullius Cicero

A garden is a grand teacher. It teaches patience and careful watchfulness; it teaches industry and thrift; above all it teaches entire trust.

—Gertrude Jekyll

Text A The Man in the Water

Text B Two Heroes for the Price of One



Lead-in

- 1** You must have read or heard many stories about heroes and heroines. Choose the one that impresses you the most and share it with your classmates.
- 2** Do the heroes and heroines in your stories share common qualities? What do you think are the most important qualities heroes and heroines should have? Do they always get recognized as heroes? If yes, recognized by whom? If not, why not?



The Man in the Water

Roger Rosenblatt

- 1 As disasters go, this one was terrible, but not unique, certainly not among the worst U.S. air crashes on record. There was the unusual element of the bridge, of course, and the fact that the plane hit it at a moment of high traffic. Then, too, there was the location of the event. Washington, the city of form and rules, turned chaotic by a blast of real winter and a single slap of metal on metal. The jets from Washington National Airport that normally fly around the presidential monuments like hungry gulls are, for the moment represented by the one that fell. And there was the aesthetic clash as well—blue-and-green Air Florida, the name of a flying garden, sunk down among gray chunks of ice in a black river. All that was worth noticing, to be sure. Still, there was nothing very special in any of it, except death, which, while always special, does not necessarily bring the nation to tears or to attention. Why, then, the shock here?

- 2 Perhaps because the nation saw in this disaster something more than a mechanical failure. Perhaps because people saw in it no failure at all, but rather something successful about themselves. Here, after all, were two forms of nature in collision, the elements and human character. Last Wednesday, the elements, indifferent as ever, brought down Flight 90. And on that same afternoon, human nature—groping and struggling—rose to the occasion.
- 3 Of the four acknowledged heroes of the event, three are able to account for their behavior. Donald Usher and Eugene Windsor, a park police helicopter team, risked their lives every time they dipped their skids into the water to pick up survivors. On television, side by side, they described their courage as all in the line of duty. Lenny Skutnik, a 28-year-old employee of the Congressional Budget Office, said: “It’s something I never thought I would do”—referring to his jumping into the water to drag an injured woman to shore. Skutnik added that “somebody had to go in the water,” delivering every hero’s line that is no less admirable for being repeated. In fact, nobody had to go into the water. That somebody actually did so is part of the reason this particular tragedy sticks in the mind.
- 4 But the person most responsible for the emotional impact of the disaster is the one known at first simply as “the man in the water.” Balding, probably in his 50s, a huge mustache. He was seen clinging with five other survivors to the tail section of the airplane. This man was described by Usher and Windsor as appearing alert and in control. Every time they lowered a lifeline and flotation ring to him, he passed it on to another of the passengers. “In a mass casualty, you’ll find people like him,” said Windsor. “But I’ve never seen one with that commitment.” When the helicopter came back for him, the man had gone under. His selflessness was one reason the story held national attention; his anonymity another. The fact that he went unidentified gave him a universal character. For a while he was Everyman, and thus proof (as if one needed it) that no man is ordinary.
- 5 Still, he could never have imagined such a capacity in himself. Only minutes before his character was tested, he was sitting in the ordinary plane among the ordinary passengers, listening to the stewardess telling him to fasten his seat belt and saying something about the “no smoking” sign. So our man relaxed with the others, some of whom would owe their lives to him. Perhaps he started to read, or to doze, or to regret some harsh remark made in the office that morning. Then suddenly he knew that the trip would not be ordinary. Like every other person on that flight, he was desperate to live, which makes his final act so stunning.

- 6 For at some moment in the water he must have realized that he would not live if he continued to hand over the rope and ring to others. He *had* to know it, no matter how slow the effect of the cold. He felt he had no choice. When the helicopter took off with what was to be the last survivor, he watched everything in the world move away from him, and he let it happen.
- 7 Yet, there was something else about our man that kept our thoughts on him, and which keeps our thoughts on him still. He was *there*, in the essential, classic circumstance. Man in nature. The man in the water. For its part, nature cared nothing about the five passengers. Our man, on the other hand, cared totally. So the age-old battle began again in the Potomac. For as long as that man could last, they went at each other, nature and man; the one making no distinctions of good and evil, acting on no principles, offering no lifelines; the other acting wholly on distinctions, principles and, perhaps, on faith.
- 8 Since it was he who lost the fight, we ought to come again to the conclusion that people are powerless in the world. In reality, we believe the opposite, and it takes the act of the man in the water to remind us of our true feelings in the matter. It is not to say that everyone would have acted as he did, or as did Usher, Windsor and Skutnik. Yet whatever moved these men to challenge death on behalf of their fellows is not peculiar to them. Everyone feels the possibility in himself. That is the enduring wonder of the story. That is why we would not let go of it. If the man in the water gave a lifeline to the people gasping for survival, he was likewise giving a lifeline to those who watched him.
- 9 The odd thing is that we do not even really believe that the man in the water lost his fight. "Everything in Nature contains all the powers of Nature," said Emerson. Exactly. The man in the water had his own natural powers. He could not make ice storms, or freeze the water until it froze the blood. But he could hand life over to a stranger, and that is a power of nature too. The man in the water set himself against an immovable, impersonal enemy; he fought it with kindness; and he held it to a standoff. He was the best we can do.

(1,081 words)

1. About the author and the text

Roger Rosenblatt (1940–) attended New York University and Harvard University, and began his teaching career in 1968 at Harvard University. He served as director of education for the National Endowment for the Humanities between 1973 and 1975. He has worked for a few well-established media outlets as an editor and essayist and received the George Polk Award for magazine reporting in 1982. This essay on an airplane crash in Washington, D.C. originally appeared in *Time* on January 25, 1982.

2. Washington, the city of form and rules ... (para. 1)

The city that is neat and beautiful. Washington, D.C. is one of the first carefully planned cities in the world. It has parallel streets cut by diagonal avenues radiating from the White House and the Capitol, the seat of Congress. Its design, considered a masterpiece, was laid out on a site selected by George Washington.

3. ... that normally fly around the presidential monuments ... (para. 1)

The presidential monuments refer to the Washington Monument and the Lincoln Memorial.

4. blue-and-green Air Florida (para. 1)

Air Florida is the name of an airline company based in Florida. Blue and green are the colors of the company's logo, usually painted on the side and the tail section of the airplane. It probably represents the beautiful climate and scenery of Florida, nicknamed the Sunshine State, in the southeast of the U.S.

5. ... the age-old battle began again in the Potomac. (para. 7)

The Potomac River is a river of the eastern U.S. that rises in the Appalachian Mountains in West Virginia and flows through Washington, D.C. into Chesapeake Bay. The age-old battle refers to the battle between humanity and nature.

6. Emerson (para. 9) 爱默生

Ralph Waldo Emerson (1803–1882) was one of the most famous American essayists, poets, and philosophers. Known as a Transcendentalist, he is recognized for his thoughts about individualism, independent thinking, self-reliance, idealism, and the worship of nature. His works include "Nature," "Self-Reliance," "The American Scholar," "The Over-Soul" and many other essays and poems.

Glossary

account /ə'kaunt/ *v.*

~ *for*: to explain the reason or cause of sth.

acknowledge /ək'nɒlɪdʒ/ *v.*

to recognize; to admit

admirable /'ædmərəbəl/ *adj.*

worthy of admiration

aesthetic /i:s'θetɪk/ *adj.*

concerning beauty, esp. beauty in art

anonymity /,ænə'nɪməti/ *n.*

the state of not having one's name or identity known to others

balding /'bɔ:ldɪŋ/ *adj.*

becoming bald 开始谢顶的

belt /belt/ *n.*

a narrow piece of leather fabric; *seat* ~: 安全带

blast /bla:st/ *n.*

an unexpectedly quick strong movement of wind or air; *a* ~ *of*: 一阵 (风)

budget /'bʌdʒɪt/ *n.*

a plan of how a government will spend the money that is available in a particular period of time 预算

casualty /'kæʒuəlti/ *n.*

mass ~: 大量遇难者

challenge /'tʃæləndʒ/ *v.*

to defy 质疑; 挑战

chaotic /keɪ'ɒtɪk/ *adj.*

in a state of complete disorder and confusion

chunk /tʃʌŋk/ *n.*

a large thick piece of sth.; ~s *of ice*: 大冰块

clash /klæʃ/ *n.*

a loud noise that sounds like metal hitting metal

collision /kə'liʒən/ *n.*

an accident in which two or more people or vehicles hit each other

commitment /kə'mɪtmənt/ *n.*

a responsibility; a determination to do what one considers to be his or her duty

conclusion /kən'klu:ʒən/ *n.*

the end; the closing part

congressional /kən'ɡrefənl/ *adj.*

related to a congress, the elected law-making body of many countries 国会的

crash /kræʃ/ *n.*

an accident in which a vehicle hits sth.; *air* ~es: 飞机事故

desperate /'despəreɪt/ *adj.*

having a great need or a strong desire for

dip /dɪp/ *v.*

to put sth. into liquid for a moment and then take it out

distinction /dɪ'stɪŋkʃən/ *n.*

difference

doze /dəʊz/ *v.*

to sleep lightly

element /'eləmənt/ *n.*

a part or aspect; *the* ~s: certain aspects of the weather (风、雨、气温等) 天气情况

essential /ɪ'senʃəl/ *adj.*

being central or most important

fasten /'fɑ:sən/ *v.*

to make sth. firmly fixed together

flight /flaɪt/ <i>n.</i>	a plane making a particular journey; ~ 90: 90 号航班
Florida /'flɒrədə/ <i>n.</i>	a state of the southeast United States bordering on the Atlantic Ocean and the Gulf of Mexico 佛罗里达州; <i>Air</i> ~: 佛罗里达航空公司
flotation /fləʊ'teɪʃən/ <i>n.</i>	the act of floating on or in water; ~ <i>ring</i> : 救生圈
freeze /friːz/ <i>v.</i>	(froze, frozen) to cause water to harden into ice
grope /grəʊp/ <i>v.</i>	to try to find sth. that you cannot see by feeling with your hands
gull /gʌl/ <i>n.</i>	a black and white sea bird that lives near the sea 海鸥
harsh /hɑːʃ/ <i>adj.</i>	unpleasant or cruel
helicopter /'heləkɒptə/ <i>n.</i>	an aircraft without wings that has large blades on top that go round 直升机
high /haɪ/ <i>adj.</i>	used to describe the middle or the most attractive part of a period of time; ~ <i>traffic</i> : 交通高峰
immovable /ɪ'muːvəbəl/ <i>adj.</i>	impossible to move; unfeeling; impossible to be made to show compassion
impact /ɪmpækt/ <i>n.</i>	the force of one object striking or hitting another
impersonal /ɪm'pɜːsənəl/ <i>adj.</i>	lacking emotional human feelings
injured /ɪndʒəd/ <i>adj.</i>	having an injury; having been physically damaged or hurt
jet /dʒet/ <i>n.</i>	an airplane driven by a jet engine 喷气式飞机
lifeline /'laɪflaɪn/ <i>n.</i>	a rope thrown to rescue sb. in the water (水上救援的) 救生索
likewise /'laɪk-waɪz/ <i>adv.</i>	in the same way
monument /'mɒnjəmənt/ <i>n.</i>	a building, statue, or sth. that preserves the memory of a person or event 纪念碑; 纪念馆
occasion /ə'keɪʒən/ <i>n.</i>	<i>rise to the</i> ~: 泰然应对突然出现的情况
Potomac /pə'təʊmæk/ <i>n.</i>	波托马克河
principle /'prɪnsəpəl/ <i>n.</i>	a belief that is accepted as a reason for acting or thinking in a particular way 原则
proof /pruːf/ <i>n.</i>	sth. that proves that sth. is true
remark /rɪ'mɑːk/ <i>n.</i>	a spoken or written opinion
represent /ˌreprɪ'zent/ <i>v.</i>	to be an example of
section /'sekʃən/ <i>n.</i>	any of the parts into which sth. is divided
skid /skɪd/ <i>n.</i>	a part that is underneath some types of aircraft, beside the wheels, and is used for landing (飞机的) 滑橇, 起落橇
slap /slæp/ <i>n.</i>	a quick blow with the flat part of the hand, used figuratively here

standoff /'stændɒf/ *n.*

a situation in which neither side in a fight can gain an advantage
僵持

stewardess /'stjuːədɪs/ *n.*

a woman who serves passengers on a plane

stick /stɪk/ *v.*

~ *in the mind*: 经久不忘; 铭记在心

stunning /'stʌnɪŋ/ *adj.*

shocking; very impressive

survivor /sə'vaɪvə/ *n.*

a person who has continued to live, esp. in spite of having been nearly destroyed or killed

tragedy /'trædʒədi/ *n.*

a terrible, unfortunate event

unidentified /ˌʌnaɪ'dentɪfaɪd/ *adj.*

not known or recognized

unique /ju'ni:k/ *adj.*

being the only one of its type

universal /ˌjuːnə'vɜːsəl/ *adj.*

~ *character*: a person who could be everybody

Language Focus

- 1 Study how the words “stewardess,” “employee,” and “engineer” are formed and where the stress usually falls.
- 2 Pay attention to the following words in which the letter “b” is always silent.

numb

comb

tomb

womb

climb

plumber

limb

dumb

crumb

- 3 Study how the compound noun “standoff” is formed.
- 4 List useful phrases from the text.

1. Verb phrases

2. Prepositional phrases

3. Other phrases

5 List useful verb + noun collocations from the text.

6 Underline useful sentence patterns in the text and study how they are used.

► Reading Comprehension

1 Read the text and complete the summary.

This article was written in praise of the heroes and heroism demonstrated during (1) _____ which took place in Washington, D.C. in a cold winter. This disaster brought the whole nation to attention not because of (2) _____, even though they are always terrible, but because people saw human nature (3) _____ when four heroes tried to save the survivors.

Of the four heroes, two were a(n) (4) _____ who risked their lives to pick up survivors, and another one was a passerby who jumped into the icy water to drag an injured woman ashore. But the hero who made the greatest emotional impact was a man known as (5) _____, one of the survivors who kept (6) _____ to others until he went under. The man must have been (7) _____, but when tested, he demonstrated great courage and (8) _____, and his anonymity proved that (9) _____.

The author believes that this disaster filled people with a sense of (10) _____ rather than sadness, because in the age-old battle between nature and man, human beings won, and the man in the water represents (11) _____.

2 Explain the following sentences from the text, paying attention to the underlined parts.

1. As disasters go, this one was terrible, but not unique, certainly not among the worst U.S. air crashes on record. (para. 1)
2. Skutnik added that "somebody had to go in the water," delivering every hero's line that is no less admirable for being repeated. (para. 3)
3. The fact that he went unidentified gave him a universal character. (para. 4)
4. So the age-old battle began again in the Potomac. For as long as that man could last, they went at each other, nature and man; the one making no distinctions of good and evil, acting on no principles, offering no lifelines; the other acting wholly on distinctions, principles and, perhaps, on faith. (para. 7)
5. If the man in the water gave a lifeline to the people gasping for survival, he was likewise giving a lifeline to those who watched him. (para. 8)

3 Answer the following questions according to your understanding of the text.

1. When and where did this air crash take place? Were there any unusual elements involved? Was it unique as disasters go? Why did the author write this article?

2. What brought the nation to attention about the disaster according to the author? What do you think the author means when he describes natural disasters as “two forms of nature in collision”? Does he want to portray that nature will prove to be invincible over human beings, who appear as helpless victims? What is it about this particular collision that makes the author question that usual conclusion?
3. How did the two members of the police helicopter team account for their part of the rescue mission? Did they proudly describe how bravely they risked their life to rescue the people in the water? Why were they considered heroes even if they admitted that they were merely doing their duty? Does the author believe they were simply doing their duty?
4. Who made the greatest emotional impact in this disaster? Was that only the author’s opinion? What did the man do? What kind of a person was he? Was he a man made of special material so to speak? Did he look like a hero? Why did people refer to him as “the man in the water”?
5. How does the author describe the imagined thoughts and feelings of the man while he was on the plane and in the water? Does he say anything that is exaggerated and unbelievable? Why doesn’t he say that the man must have expected to be going to do something really heroic?
6. What does “the essential, classic circumstance” refer to? What is the man’s role in such a circumstance? What is the distinction between man and nature in the circumstance?
7. What are people’s true feelings regarding the man in the water? Why does his story hold people’s attention for so long?
8. How do you understand Emerson’s statement “Everything in Nature contains all the powers of Nature”? What power does nature have? The power to destroy only? What power did the man in the water have as a part of this nature? Why does the author say “He was the best we can do”?
9. Do you find the way the author reports on this disaster somewhat unusual? Do you like this article? Why or why not?
10. Can you think of some stories about your personal heroes or national heroes that you find more inspiring and admirable? Why do you feel that way?

► Language Exercises

1 Expand your vocabulary.

1. Turn the following words into their opposite by adding “in-” or “im-.”

- | | |
|---------------|-----------------|
| 1) capable | 11) mortal |
| 2) competence | 12) movable |
| 3) direct | 13) complete |
| 4) personal | 14) partial |
| 5) formal | 15) variable |
| 6) mature | 16) patient |
| 7) measurable | 17) perfect |
| 8) sensitive | 18) credible |
| 9) moral | 19) correct |
| 10) visible | 20) significant |

2. Guess the meaning of the following words, paying attention to the suffixes.

referee	employee	payee	divorcee	nominee	interviewee
volunteer	pioneer	engineer	profiteer	mountaineer	
stewardess	actress	waitress	tigress	lioness	duchess
countess	mistress	princess	hostess		

3. Translate the following expressions, paying attention to the compound nouns made up of verb + adverb.

- | | |
|-----------------------------------|-------------------------------------|
| 1) the economic takeoff | 10) the military takeover |
| 2) a send-off party | 11) handouts for students |
| 3) a dream of a comeback | 12) the payoff of the reform |
| 4) a shameless sellout | 13) the final breakup of the union |
| 5) too much makeup | 14) school dropouts |
| 6) a nervous breakdown | 15) the hangover the next morning |
| 7) a go-ahead signal | 16) a low turnout for this election |
| 8) a dirty cover-up | 17) lead-in questions |
| 9) a simple takeaway for the trip | 18) a get-together |

4. Give the corresponding verbs for the following nouns.

- | | |
|---------------------|-------------------------|
| 1) proof _____ | 7) hesitation _____ |
| 2) flotation _____ | 8) composition _____ |
| 3) collision _____ | 9) accomplishment _____ |
| 4) flight _____ | 10) compensation _____ |
| 5) commitment _____ | 11) occupation _____ |
| 6) conclusion _____ | 12) extension _____ |

5. Give the corresponding nouns for the following verbs.

- | | |
|-------------------|----------------------|
| 1) identify _____ | 7) relax _____ |
| 2) employ _____ | 8) deliver _____ |
| 3) enroll _____ | 9) expose _____ |
| 4) endure _____ | 10) maintain _____ |
| 5) imply _____ | 11) specialize _____ |
| 6) attach _____ | 12) mechanize _____ |

6. Translate the following expressions into Chinese.

- | | |
|----------------------------------|-----------------------------|
| 1) air crash | 11) age-old battle |
| 2) air collision | 12) high traffic |
| 3) human character | 13) cultural conflict/clash |
| 4) flotation ring | 14) emotional impact |
| 5) Air Florida | 15) enduring wonder |
| 6) presidential monument | 16) mass casualties |
| 7) Flight 90 | 17) mechanical failure |
| 8) Congressional Budget Office | 18) huge chunks of ice |
| 9) the tail section of the plane | 19) a public hero |
| 10) universal truth | 20) human tragedy |

2 Fill in the blanks with the correct form of the phrases listed below.

on the other hand	account for	(be) known as
(be) responsible for	stick in sb.'s mind	refer to
come to the conclusion	care about	for the moment
(be) worth	to be sure	as ever
rise to the occasion	take off	in reality
make a distinction between	bring sb. to tears	on behalf of

1. What we _____ as "the Palace Museum" today used to be the emperor's palace.
It is also _____ the Forbidden City, first built in the Ming Dynasty.

2. Though generally residents' income in this country has increased, _____, some people living in the underdeveloped pockets of the country remained as poor _____.
3. The story about how he managed to dig out four little kids with his bare hands before he was killed in the aftershock of the earthquake was so touching. It _____. Even today it still _____.
4. Lying is _____ analyzing. We cannot encourage lies which aim to deceive of course, but _____, we need to understand that sometimes people tell harmless white lies to avoid hurting others. We must _____ the good and bad reasons for lying.
5. After he studied the complicated situation there, he _____ that it wouldn't be so easy to find a peaceful settlement _____.
6. Dear Professor Drake, before your plane _____ for Canada tomorrow, I'd like to express our thanks to you once again, _____ the school, for the wonderful work you have done for us in the past two years.
7. There are corrupt officials _____. But I believe the majority are honest officials who _____ their own good name, and will _____ when the moment comes.
8. Yes, we know that the owner of the coal mine is _____ the death of the miners. But no one can yet _____ the reason why he could have hidden the facts for so long.

3 Fill in the blanks with the correct prepositions or adverbs.

1. I don't think it is peculiar _____ our culture to describe the nation _____ a large family.
2. The total income of our village was the highest _____ record last year, and people all agree that we owe this largely _____ the new railway.
3. This terrible public health crisis brought the whole nation _____ attention and reminded people _____ the repeated warnings of famous scientists in the past.
4. I think that economist is speaking _____ behalf of the poor. We know that _____ times of economic difficulties it is the poor people who usually go _____ first.
5. In the old days emperors would usually act _____ line with tradition and hand _____ their power to their eldest son.
6. My friend laughed and I laughed _____ him. But a half-drunk man thought we were laughing _____ him. So he went _____ us.
7. The German fascists tried to set the whole world _____ the Jews. But they failed.

Shocked by their cold-blooded massacre, people all over the world demanded that all those responsible _____ this terrible crime be brought _____ justice.

8. By that time people knew that those missing tourists would not be alive. Their families _____ the other hand were still clinging _____ the hope that they might still be able to save their lives.
9. The battlefield kept the visitors' thoughts _____ those 300 brave Greek fighters who were able to hold the enemy _____ a standoff although they were so seriously outnumbered.
10. _____ his nervousness, he kept shaking my hand and wouldn't let go _____ it.

4 Translate the following sentences, using the phrases listed below.

bring about
in good hands
in the hands of

bring sb. around
get out of hand
on one's hands

bring down
hand down

bring up
hand over

1. 老板最初否定了她的建议，但后来她逐渐改变了他的主张，让他认同了她的想法。
2. 一个士兵用步枪打下敌人飞机的那个故事也许不是真的，但那不失为一个振奋人心的故事。
3. 会议决定将仔细斟酌和研究讨论中提出的所有问题和建议。
4. 得益于那些自由讨论，我们公司最后终于达成了新的共识，这带来了革命性的变化。
5. 对战犯的审讯向全世界人民昭示了犹太人在纳粹手中所受的折磨。
6. 你不觉得你手头的活太多了吗？你是在四面出击，头绪太多了。
7. 我们有很多宝贵的技能是代代相传下来的。我们必须保证它们不会失传。
8. 我很高兴，这个任务现在交到了合适的人手上。亨利是绝对可靠的。
9. 我们必须在形势失控之前尽量集中相关专家来开发针对这种病毒的最有效的疫苗。
10. 据报道，那个军方的领导人答应举行自由选举，并把权力和平移交给赢得选举的任何人。

5 Study the following clauses introduced by "that" and decide which are appositive clauses and which are relative clauses.

1. There was the unusual element of the bridge, of course, and the fact **that the plane hit it at a moment of high traffic.** (para. 1)
2. The jets from Washington National Airport **that normally fly around the presidential monuments like hungry gulls** are, for the moment represented by the one **that fell.** (para. 1)
3. Skutnik added that "somebody had to go in the water," delivering every hero's line **that is no less admirable for being repeated.** (para. 3)

4. The fact **that he went unidentified** gave him a universal character. (para. 4)
5. For a while he was Everyman, and thus proof (as if one needed it) **that no man is ordinary**. (para. 4)
6. Yet, there was something else about our man **that kept our thoughts on him**, and which keeps our thoughts on him still. (para. 7)
7. Since it was he who lost the fight, we ought to come again to the conclusion **that people are powerless in the world**. (para. 8)

6 Translate the following sentences, using appositive clauses and the words in the brackets.

1. 国际社会对两国决定重返谈判桌的消息表示欢迎。(news)
2. 我们必须准备好接受我们错了的可能性。(possibility)
3. 由于治疗及时, 病人活下来的希望很大。(hope)
4. 那个飞行员居然能够避免一场似乎无法避免的相撞事件, 这使他成为一位人民英雄。(fact)
5. 在草率地下结论把责任全推给他之前, 我们应该先听听他本人的解释。(conclusion)
6. 现在越来越多的人接受了人类应该与自然和谐相处而不是征服自然的观念。(idea)
7. 你如何看待学校不许学生把手机带进课堂的新规定? (rule)
8. 我们绝不能忘记历史的教训, 水能载舟, 亦能覆舟。(lesson)

7 Complete the following sentences with an indefinite pronoun beginning with "any/every/some/no."

1. I didn't know what had happened. I looked up and found that _____ had stopped talking, and was staring at me silently. _____ stirred.
2. "From now on there would be _____ to take care of me," she thought, "nor would there be _____ for me to take care of. I was alone."
3. At that time, I had a good job, a nice car, and a decent apartment. Not _____ can boast of having these things at my age. What more could _____ want?
4. There's _____ shameful about being wrong. _____ makes mistakes. _____ can be right all the time.
5. The boy wanted to say _____ besides "thank you" to the old man, but he was too deeply moved to say _____.
6. If _____ spends most of the time dreaming of tomorrow and regretting yesterday, he/she won't find a great deal of time left for doing _____ today.
7. Another person's good opinion of you is _____ to live up to, not to lean on.
8. A specialist is _____ who knows _____ about _____ while the Jack of all trades is _____ who knows _____ about _____.

8 Translate the following sentences, using the words and expressions in the brackets.

1. 冒着生命危险想要把快淹死的孩子拖到岸上的那四个学生当中，有两位永远都没有回来。(risk)
2. 该地区的人以长寿著称。他们相信这要归功于他们吃的食物中包含着大量鱼类产品。(owe ... to ...)
3. 人们需要的是能够在危机面前沉着应对的领袖。(occasion)
4. 没有证据表明英雄崇拜是某种文化所特有的。(peculiar)
5. 所有人都明白，这一次他们必须准备向死亡挑战，但没有人对采取这一行动感到后悔。(regret)
6. 每当我们决定一项经济政策的时候，我们都必须分清短期利益和长期利益，不论做什么，都不能只顾眼前。(distinction; whatever)
7. 虽然刚到十月初，但已经可以看到人们开着车穿越结冰的河面。(freeze)
8. 就事故而言，这次也没有什么特别：两辆车因为超速撞在一起。不同寻常的是，两辆车的车牌号和驾驶执照居然都是假的。(as sth. goes)

9 Fill in each blank of the passage with ONE suitable word.

On January 13, 1982, a severe storm hit Washington, D.C. Driving snow (1) _____ it hard to see. Flights out of Washington National Airport were delayed (2) _____ snowplows cleared the runways. Air Florida Flight 90, with its 74 passengers and five crew members, was no exception. It was originally (3) _____ to depart at 2:15 p.m. Clearing the runways, however, (4) _____ over an hour. At 3:37 p. m., the pilot was finally allowed to move the plane into position for (5) _____, but 15 other planes were lined up ahead of it. Another 20 minutes went (6) _____ before Flight 90 could roll out onto the runway.

While Flight 90 was waiting for the runways to be plowed, the ice that had formed on its wings was removed. (7) _____ new ice began to form immediately. As the pilot waited for the 15 other planes to take off, the ice grew heavier. Ice buildup on a plane's wings is (8) _____, because it makes the plane heavier and disturbs the normal flow of air over the wings. Despite the fresh layer of ice, Flight 90 roared down the runway when its (9) _____ came at 3:59 p.m.

As the jet took off, it shuddered. (10) _____ was wrong. It was not gaining altitude as it should. One of the passengers, who was also a pilot, said, "We're not going to make it."

10 Find and correct the TWO mistakes in each exercise.

1. Every one has gone to the international book fair. There isn't anybody in the office for a moment.
2. The world leaders at the summit all expressed the opinion which the two sides should stop fight immediately and sit down to settle their disputes peacefully.
3. My younger brother is my personal hero. He looked after my bedridden mother literally day and night for more than 30 years until she died at the age of 97, and in all these years, she was free with bedsores.
4. Lee Ying mustn't be in the library. I saw her going to the sports ground just a moment before.
5. A week after the plane crash, people had given up hope whether anybody would still be alive.
6. Traditionally consumer goods were produced on the principal that they should be able to last, but in our modern throwaway economy it is no longer the case. The principle reason is that most customers today have no patience to stick to the same fashion.
7. We must not underestimate the impact of these new developments at the world situation. On another hand we must not overestimate the consequences either.
8. Human beings are still groping in the dark is easy to understand, for we never stop to come across new mysteries.
9. No one should ever doubt about our commitment of the new policy.
10. There are some special occasions that I think we had better not to hurt other people's feelings with harsh truth.



课文录音

Two Heroes for the Price of One

Marsha Arons¹

- 1 When I saw her on the *Good Morning America* show being interviewed by Charles Gibson the morning of December 11, she looked pretty much like the other widows I had seen since September 11: Her face still **registered²** that awful sadness, that **deeply etched worry³** for herself and her family left behind since the death of her husband, Harry Ramos. And, yes, there it was that **bittersweet⁴** pride when others referred to her husband as a hero. But what struck me about Migdalia Ramos was something else. She was angry.
- 2 Migdalia Ramos was sitting next to the widow of the man that her husband had rushed back into the World Trade Center to try to save. Both of them died. Harry Ramos was the head trader at the May Davis Group, a small investment firm on the eighty-seventh floor of Tower One. All the other employees of May Davis got out. I understood immediately why Migdalia Ramos seemed angry. I felt anger too at the television program that had brought these two women together just for a good story. Didn't they see the pain here?
- 3 The television program centered on the **coincidences⁵** between the two men—things I thought were really irrelevant—like the fact Victor Wald, the man Harry Ramos had tried to save,

1 **Marsha Arons:** 玛莎·阿伦斯, a high school English teacher in Chicago, Illinois and the author of over 50 stories in the *Chicken Soup for the Soul* series, and *Teen Miracles: Extraordinary Life-Changing Stories from Today's Teens*, a collection of inspirational stories for teens

2 **register:** to record, show, or express sth.

3 **deeply etched worry:** worry that can be seen clearly

4 **bittersweet:** containing a mixture of sadness and happiness

5 **coincidence:** the fact of two things happening at the same time, in the same place, or to the same people in a way that seems surprising or unusual 巧合

had the same name as the **best man**⁶ at the Ramos' wedding or that both couples had a child named Alex. The only relevant link between these two women was the fact that they both had husbands who died just because they went to work that morning.

- 4 But one of them had had a chance to save himself and had not taken it. Migdalia Ramos spoke about her anger—not at Rebecca or Victor Wald but at her own husband. She just couldn't understand then why he had gone back in. I understood how she felt. How could he leave her and his children with all the responsibilities that they had to face? Couples should be there for each other, should **cleave to**⁷ one another. And if everyone else at his firm had gotten out, why hadn't Harry? He made a choice and the consequences of it didn't just affect him. It affected his whole family.
- 5 Then Migdalia Ramos told about another incident in her life. Her mother had died on September 1. The management of her mother's apartment building had told Mrs. Ramos that she would have to **clear out the apartment**⁸ by September 30. So, on September 30, Mrs. Ramos together with other family members went to her mother's apartment. While they were hauling out boxes and furniture, the fire alarm sounded. The hallway quickly filled with smoke. Mrs. Ramos did what every mother would do, what every right-thinking responsible person would do—she got her child and her relatives to safety.
- 6 But then, without thinking, she did something else: Migdalia Ramos ran right back into a burning building, up seven flights of stairs, to get her mother's blind neighbor out.
- 7 She did what Harry did. And, probably like Harry, she did it without thinking, reflexively, because whatever was in Harry that made him act that way was in her, too. That "something" made her forget every other aspect of her life and focus on someone else, someone who needed help.
- 8 Migdalia didn't use the word "hero" once in her interview. I don't think she thinks of herself that way. She just did what needed to be done. A lot of people called her husband a hero. He was, but not just because he went back into the World Trade Center. To Migdalia and her family, Harry Ramos was probably a hero just because he got out of bed every morning.
- 9 Migdalia Ramos lost a lot—her husband, her lover, her best friend. But maybe Migdalia

6 **best man**: a male friend or relation of the bridegroom who stands with him and helps him during a marriage ceremony (婚礼上的) 伴郎

7 **cleave to**: to stay very close to

8 **clear out the apartment**: to remove things entirely from the apartment

Ramos found something, too. Maybe she found that the best qualities in her husband had **rubbed off on**⁹ her.

- 10 Personally, I think they were there all along.
- 11 Migdalia Ramos said that what happened at her mother's apartment building made her understand her husband's motives. She thought he was sending her a message. I heard a message from this woman on my TV screen. There's something inside some of us—inside, I think, most of us. It's something good and decent and brave and unselfish. It's that best part of ourselves, that part that rises to the surface unquestioning, without thought, the simple act of caring for and about another human being. In a world where there are those who only exist to cause pain and terror, Mrs. Ramos' message is timely. It is a message for all of us, of hope.

(781 words)

9 **rub off on:** (of personal qualities, behavior, opinions, etc.) to become part of a person's character as a result of that person spending time with sb. who has those qualities, etc.

Unit Project

Choose ONE of the two tasks given and work on it as instructed.

1. Work in groups of 4. Prepare a 5-minute mock interview with 3 students acting as the 3 surviving heroes from Text A. The 4th student should take the part of the anchorperson. Make sure that the questions and answers bring out the dramatic details of their rescue mission, and what they saw of the man in the water.
2. Heroism has always been admired. While the authors of this unit seem to suggest that every one of us has the capacity to be a hero, can we take for granted that people always agree on the qualities a hero should have? Can we say “once a hero, a hero forever,” or “a hero to one person (or some people), a hero to everybody”? What makes people heroes? Write an essay of about 200 words in response to these questions.

Memorable Quotes

Hard times don't create heroes. It is during the hard times when the “hero” within us is revealed.

—Bob Riley

A hero is simply someone who rises above his own human weaknesses, for an hour, a day, a year, to do something stirring.

—Betty DeRamus

A hero is someone who has given his or her life to something bigger than oneself.

—Joseph Campbell

True heroism consists in being superior to the ills of life, in whatever shape they may challenge us to combat.

—Napoleon Bonaparte

Liberty, love!

These two I need.

For love I'll sacrifice my life,

For liberty I'll sacrifice my love.

—Sándor Petőfi

(生命诚可贵，爱情价更高；若为自由故，两者皆可抛。——殷夫译)

Text A Quick Fix Society

Text B Hooked on the Quick Fix

UNIT

5



Lead-in

- 1 Do you feel as if you are constantly in a hurry? Or do you live at a relatively relaxed pace? Do you want to change your lifestyle? Why or why not?
- 2 What does “quick fix” mean? What’s life like in a quick fix society?



Quick Fix Society

Janet Mendell Goldstein

- 1 My husband and I just got back from a week's vacation in West Virginia. Of course, we couldn't wait to get there, so we took the Pennsylvania Turnpike and a couple of interstates. "Look at those gorgeous farms!" my husband exclaimed as pastoral scenery slid by us at 55 mph. "Did you see those cows?" But at 55 mph, it's difficult to see anything; the gorgeous farms look like moving green checkerboards, and the herd of cows is reduced to a few dots in the rear-view mirror. For four hours, our only real amusement consisted of counting exit signs and wondering what it would feel like to hold still again. Getting there certainly didn't seem like half the fun; in fact, getting there wasn't any fun at all.
- 2 So, when it was time to return to our home outside of Philadelphia, I insisted that we take a different route. "Let's explore that countryside," I suggested. The two days it took us to make the return trip were filled with new experiences. We toured a Civil War battlefield and stood on the little hill that fifteen thousand Confederate soldiers had tried to take on another hot July afternoon, one hundred and twenty-five years ago, not knowing that half of them would get killed in the vain attempt. We drove slowly through main streets of sleepy Pennsylvania Dutch

towns, slowing to twenty miles an hour so as not to crowd the horses and horse carriages on their way to market. We admired toy trains and antique cars in country museums and saved 70 percent in factory outlets. We stuffed ourselves with spicy salads and homemade bread in an “all-you-can-eat” farmhouse restaurant, then wandered outside to enjoy the sunshine and the herds of cows—no little dots this time—lying in it. And we returned home refreshed, revitalized, and reeducated. This time, getting there had been the fun.

- 3 Why is it that the featureless turnpikes and interstates are the routes of choice for so many of us? Why doesn't everybody try slowing down and exploring the countryside? But more and more, the fast lane seems to be the only way for us to go. In fact, most Americans are constantly in a hurry—and not just to get from Point A to Point B. Our country has become a nation in search of the quick fix—in more ways than one.
- 4 **Now instead of later:** Americans once understood the principle of deferred gratification. We put a little of each paycheck away “for a rainy day.” If we wanted a new sofa or a week at a lakeside cabin, we saved up for it, and the banks helped us out by providing special Christmas Club and Vacation Club accounts. If we lived in the right part of the country, we planted corn and beans and waited patiently for the harvest. If we wanted to be thinner, we simply ate less of our favorite foods and waited patiently for the scale to drop, a pound at a time. But today we aren't so patient. We take out loans instead of making deposits, or we use our credit card to get that furniture or vacation trip—relax now, pay later. We buy our food, like our clothing, ready-made and off the rack. And if we're in a hurry to lose weight, we try the latest miracle diet, guaranteed to take away ten pounds in ten days ... unless we're rich enough to afford liposuction.
- 5 **Faster instead of slower:** Not only do we want it now; we don't even want to be kept waiting for it. This general impatience, the “I-hate-to-wait” attitude, has infected every level of our lives. Instead of standing in line at the bank, we withdraw twenty dollars in as many seconds from an automatic teller machine. Then we take our fast money to a fast convenience store (why wait in line at the supermarket?), where we buy a frozen dinner all wrapped up and ready to be put into the microwave ... unless we don't care to wait even that long and pick up some fast food instead. And if our fast meal doesn't agree with us, we hurry to the medicine cabinet for—you guessed it—some fast relief. We like fast pictures, so we buy Polaroid cameras. We like fast entertainment, so we record our favorite TV show on the VCR. We like

our information fast, too: messages flashed on a computer screen, documents faxed from your telephone to mine, current events in 90-second bursts on Eyewitness News, history reduced to Bicentennial Minutes. Symbolically, the American eagle now flies for Express Mail. How dare anyone keep America waiting longer than overnight?

- 6 **Superficially instead of thoroughly:** What's more, we don't even want all of it. Once, we lingered over every word of a classic novel or the latest best seller. Today, since faster is better, we read the condensed version or put a tape of the book into our car's tape player to listen to on the way to work. Or we buy the *CliffsNotes*, especially if we are students, so we don't have to deal with the book at all. Once, we listened to every note of Beethoven's *Fifth Symphony*. Today, we don't have the time; instead, we can enjoy 26 seconds of that famous "da-da-da-DUM theme"—and 99 other musical excerpts almost as famous—on our *Greatest Moments of the Classics* CD. After all, why waste 45 minutes listening to the whole thing when someone else has saved us the trouble of picking out the best parts? Our magazine articles come to us predigested in *Reader's Digest*. Our news briefings, thanks to *USA Today*, are more brief than ever. Even our personal relationships have become compressed. Instead of devoting large parts of our days to our loved ones, we replace them with something called "quality time," which, more often than not, is no time at all. As we rush from book to music to news item to relationship, we do not realize that we are living our lives by the iceberg principle—paying attention only to the top and ignoring the 8/9 that lies just below the surface.
- 7 When did it all begin, this urge to do it now, to get it over with, to skim the surface of life? Why are we in such a hurry to save time? And what are we going to do with all the time we save besides, of course, rushing out to save more time? The sad truth is that we don't know how to use the time we save, because all we're good at is saving time ... not spending time.
- 8 Don't get me wrong. I'm not saying we should go back to growing our own vegetables or making our own clothes. I'm not even advocating a mass movement to cut all our credit cards into little pieces. But I am saying that all of us need to think more seriously about putting the brakes on our "we-want-it-all-and-we-want-it-now" lifestyle before we speed completely out of control. Let's take the time to read every word of that story, hear every note of that music, and enjoy every subtle change of that countryside. Let's rediscover life in the slow lane.

(1,209 words)

Notes on the Text

1. About the author and the text

Janet Mendell Goldstein (1940–) received her advanced degrees at Harvard University and the University of Pennsylvania. She is an educator, freelance writer, and textbook author. Her works have appeared in a variety of newspapers and magazines. This text is adapted from an essay out of a series that she has written about contemporary life.

2. ... Pennsylvania Turnpike and a couple of interstates. (para. 1)

There are different types of roads in the U.S.:

Highway: a major road, usually long-distance (公路)

Turnpike: (also known as tollway) a highway that drivers have to pay to use (收费公路)

Interstate: a highway between states (州际公路)

Freeway: a wide road for high-speed travel (高速公路)

Expressway: a superhighway for fast traffic, usually with six to eight lanes and a few roads leading to it (快速干道; 高速公路)

3. the Civil War (para. 2)

This refers to the American Civil War which was fought from 1861 to 1865 between the Union Army of the Northern states and the Confederate Army of the Southern states. The war ended in victory for the Northern industrial states, which led to the abolition of slavery in the South.

4. Pennsylvania Dutch towns (para. 2)

This refers to the towns where people originally came from Germany to Pennsylvania during the 17th and 18th centuries in their search for religious freedom. The people who live there today, such as the Amish, still follow strict rules of behavior in their culture. They live simply, wear clothes made of simple home-spun cloth, use no machines or other modern facilities (such as telephone), and generally live separately from other people. They are admired as wonderful farmers and raise wonderful cattle. The word "Dutch" is a corruption of the word "Deutsch" which means "German" in German. Pennsylvania was a Union State in the Civil War. The Battle of Gettysburg was fought there from July 1 to 3, 1863. Therefore the author's family was able to tour the Civil War battlefield during the trip.

5. Bicentennial Minutes (para. 5)

This is a nightly TV program aired on CBS Television from July 4, 1974 until December 31, 1976. For 60 seconds, a well-known American talked about what happened during the American Revolution 200 years ago.

6. the American eagle (para. 5)

The bald eagle was chosen in 1782 as the national emblem of the United States. It is also a logo image for the United States Postal Service.

7. Express Mail (para. 5)

This is a postal service in the United States which promises instant delivery to clients.

8. CliffsNotes (para. 6)

This refers to a series of short books that briefly describe the main points of a work of literature, and explain it in simple language.

9. Beethoven's *Fifth Symphony* (para. 6)

Ludwig van Beethoven (1770–1827) was one of the best-known and most admired composers in the world. He composed nine symphonies and numerous other works during his lifetime, many of which were written after he had lost his hearing, including the *Fifth Symphony* (《命运交响乐》) which was considered one of his best. Legend has it that the famous “da-da-da-DUM theme” was inspired by Beethoven’s memory of how his father used to knock at the door to remind him that it was time for him to practice.

10. Reader's Digest (para. 6)

This is a U.S. magazine which contains short articles and stories (mostly shortened from the original) on many different subjects and produced in many different languages.

11. USA Today (para. 6)

USA Today, launched in 1982, is one of the most popular daily national newspapers in the United States.

Glossary

advocate /'ædvəkət/ <i>v.</i>	to support an idea or a plan publicly
amusement /ə'mju:zmənt/ <i>n.</i>	enjoyment
antique /,æn'ti:k/ <i>adj.</i>	being old and often valuable
automatic /,ɔ:tə'mætɪk/ <i>adj.</i>	~ <i>teller machine</i> : (=ATM) 自动取款机
battlefield /'bætlfi:ld/ <i>n.</i>	a place where battles are fought
bicentennial /,baɪsen'teniəl/ <i>adj.</i>	of or relating to the two-hundredth anniversary of a significant event
brake /breɪk/ <i>n.</i>	a device for slowing or stopping a vehicle; <i>put the ~s on</i> : 猛刹车
briefing /'bri:fiŋ/ <i>n.</i>	a meeting or document in which people receive information or instructions; <i>news ~</i> : 新闻摘要; 新闻发布会
burst /bɜ:st/ <i>n.</i>	a short period of a particular activity or strong emotion that often starts suddenly
cabinet /'kæbɪnɪt/ <i>n.</i>	a piece of furniture with doors, shelves, or drawers for storing dishes, food, supplies, etc.
carriage /'kærɪdʒ/ <i>n.</i>	a wooden four-wheeled horse-drawn vehicle
CD /,si: 'di:/ <i>n.</i>	(<i>abbr.</i>) compact disk; a small disk on which music is recorded
checkerboard /'tʃekəbɔ:d/ <i>n.</i>	a board on which checkers are played, divided into 64 squares of two alternating colors 西洋跳棋棋盘
compress /kəm'pres/ <i>v.</i>	to force sth. into less space
condense /kən'dens/ <i>v.</i>	to put sth. into a smaller or shortened form
confederate /kən'fedərət/ <i>adj.</i>	belonging to a political union of states; <i>the Confederate Army</i> : 美国内战时期的南方军队
constantly /'kɒnstəntli/ <i>adv.</i>	all the time; repeatedly
convenience /kən'vi:niəns/ <i>n.</i>	the condition of being suitable to one's needs and easy to reach; ~ <i>store</i> : 便利店
credit /'kredit/ <i>n.</i>	~ <i>card</i> : a small plastic card that you can use to buy goods or services and pay for them later 信用卡
current /'kʌrənt/ <i>adj.</i>	of the present time; ~ <i>events</i> : 时事
defer /dɪ'fɜ:/ <i>v.</i>	to delay until a later date
diet /'daɪət/ <i>n.</i>	a limited range and amount of food you eat when you want to get thinner
digest /'daɪdʒest/ <i>n.</i>	a short piece of writing that gives the most important facts from a book, report, etc. 文摘

dot /dɒt/ <i>n.</i>	a small round mark
excerpt /'eksɜ:pt/ <i>n.</i>	a short piece of writing, music, film, etc. taken from a longer whole
explore /ɪk'splɔ: / <i>v.</i>	to travel to or around an area in order to learn about it
express /ɪk'spres/ <i>adj.</i>	(<i>used before noun</i>) moving or being sent fast; ~ <i>mail</i> : 特快邮递
eyewitness /'aɪ,wɪtnəs/ <i>n.</i>	a person who has seen a crime, accident, etc. happen
fax /fæks/ <i>v.</i>	发传真
featureless /'fi:tʃələs/ <i>adj.</i>	uninteresting; without noticeable features
fix /fiks/ <i>n.</i>	(<i>informal</i>) a solution to a problem esp. an easy or temporary one
flash /flæʃ/ <i>v.</i>	to pass very quickly
gorgeous /'gɔ:dʒəs/ <i>adj.</i>	(<i>informal</i>) very beautiful or attractive
gratification /,grætɪfɪ'keɪʃən/ <i>n.</i>	satisfaction
guaranteed /,gærən'ti:d/ <i>adj.</i>	<i>be ~ to</i> : to be certain to
herd /hɜ:d/ <i>n.</i>	a large group of animals of one kind which live and feed together
iceberg /'aɪsbɜ:g/ <i>n.</i>	a large piece of ice floating in the sea, most of which is below the surface
ignore /ɪg'nɔ: / <i>v.</i>	not to take notice of
infect /ɪn'fekt/ <i>v.</i>	to pass on a disease; to contaminate; to poison
interstate /'ɪntəsteɪt/ <i>n.</i>	a wide highway between U.S. states
lakeside /'leɪksaɪd/ <i>n.</i>	the area around the edge of a lake
lane /leɪn/ <i>n.</i>	any of the parallel parts into which wide roads are divided to keep fast and slow cars apart; <i>the fast ~</i> : 快车道
lifestyle /'laɪfstɑɪl/ <i>n.</i>	the way in which a person or a group of people lives and works
liposuction /'lɪpəʊ,sækʃən/ <i>n.</i>	the removal of fat from one's body by means of suction 脂肪抽吸 (术)
microwave /'maɪkrəweɪv/ <i>n.</i>	微波炉
miracle /'mɪrəkl/ <i>n.</i>	(<i>informal</i>) a lucky thing that happens that you did not expect or think was possible
mph /,em pi: 'etʃ/ <i>abbr.</i>	miles per hour
outlet /'aʊtlet/ <i>n.</i>	a shop where products of a manufacturer are sold 工厂直销店 (最早的 outlet 为工厂直销店打折销售产品尾货, 后来逐步发展为大型品牌直销购物中心, 国内目前较为通用的翻译为“奥特莱斯”)
overnight /,əʊvə'nait/ <i>adv.</i>	during the night; (here) suddenly 一夜之间; 一下子

pastoral /'pɑːstərəl/ *adj.*

Pennsylvania /ˌpensəl'veɪniə/ *n.*

Polaroid /'pəʊləroɪd/ *n.*

predigested /ˌpriːdɑː'dʒestɪd/ *adj.*

rack /ræk/ *n.*

refresh /rɪ'freʃ/ *v.*

relief /rɪ'liːf/ *n.*

revitalize /rɪˈvaɪtəlaɪz/ *v.*

route /ruːt/ *n.*

salad /'sæləd/ *n.*

scale /skeɪl/ *n.*

scenery /'siːnəri/ *n.*

skim /skɪm/ *v.*

slide /slaɪd/ *v.*

speed /spiːd/ *v.*

spicy /'spaɪsi/ *adj.*

stuff /stʌf/ *v.*

subtle /'satl/ *adj.*

superficially /ˌsuːpə'fɪʃəli/ *adv.*

symbolically /sɪm'bɒlɪkli/ *adv.*

symphony /'sɪmfəni/ *n.*

theme /θiːm/ *n.*

tour /tuə/ *v.*

urge /ɜːdʒ/ *n.*

VCR /ˌviː siː 'ɑː/ *n.*

version /'vɜːʃən/ *n.*

wander /'wɒndə/ *v.*

West Virginia /ˌwestvə'dʒɪniə/ *n.*

typical of the simple peaceful life in the country 田园风光的

a state of the northeastern United States 宾夕法尼亚州

a trademark 宝丽来 (一次成像的照相机)

(of information) put in a simple form 经过简化、压缩的

货架; *off the ~*: (AmE) 现成的

to make you feel you have more energy again and not so tired or hot

the act of removing or reducing pain, anxiety

to put new strength and power into

the way from one place to another

a mixture of raw vegetables or fruit

an instrument for weighing people or things 秤

natural surroundings in beautiful and open country

to move through quickly, hardly touching the surface

to pass by quietly without being noticed

to move along quickly; *~ out of control*: 疯狂加速到失去控制
辛辣的

to fill a container or space with sth.; (here) to eat a lot of food or too much food

hardly noticeable unless you pay careful attention 微妙的

on the surface; not deeply or thoroughly

relating to, or expressed by means of symbols

a musical work for a large group of instruments 交响乐

a short simple tune that is repeated and developed in a piece of music (乐曲) 主旋律, 主调

to visit for pleasure

a strong wish for sth.

(abbr.) video cassette recorder 录像机

a slightly different form of sth. (book, film, story, etc.) from the original 版本

to walk slowly without a purpose

a state of the eastern United States 西弗吉尼亚州

Language Focus

1 Study how the following words are formed.

1. interstate, interpersonal, international, interaction, intercommunication
2. predigested, preface, prewar, preview, precondition, preindustrial
3. express, compress, oppress, depress, impress, repress, press, pressure
4. consist, insist, persist, resist, exist, desist, assist
5. defer, infer, refer, confer, prefer, transfer
6. all-you-can-eat, I-hate-to-wait, we-want-it-all-and-we-want-it-now

2 List useful phrases from the text.

1. Verb phrases

2. Noun phrases

3. Other phrases

3 List useful verb + noun collocations from the text.

4 Study homonyms.

Homonyms mean words that share the same spelling and/or the same pronunciation but differ in meaning and are put in dictionaries as separate entries. There are many homonyms in English. If we are not sensitive enough to them, we may easily take the meaning of the word for granted and misunderstand it. Pay attention to the following homonyms: note, digest, rear, scale, stuff, fix.

5 Underline useful sentence patterns in the text and study how they are used.

► Reading Comprehension

1 Read the text and complete the outline.

Part I (paras. 1–3)	The introduction: The author compares her ride on _____ to West Virginia and her return trip on _____.
Part II (paras. 4–6)	The body: _____
Part III (paras. 7–8)	The conclusion: The author states the thesis of her essay and appeals to her fellow countrymen to _____.

2 Explain the following sentences from the text, paying attention to the underlined parts.

1. We drove slowly ... so as not to crowd the horses and horse carriages on their way to market. (para. 2)
2. And we returned home refreshed, revitalized, and reeducated. (para. 2)
3. Now instead of later: Americans once understood the principle of deferred gratification. (para. 4)
4. We put a little of each paycheck away "for a rainy day." (para. 4)
5. And if our fast meal doesn't agree with us, we hurry to the medicine cabinet for—you guessed it—some fast relief. (para. 5)

3 Answer the following questions according to your understanding of the text.

1. What does the author mean by a "quick fix society"?
2. How did the author think of her trips to West Virginia and back home? Why? What did the two trips set the author thinking about? What purpose does the third paragraph serve?
3. What are the three features of a quick fix society according to the author?
4. In paragraph 5, the author writes, "Symbolically, the American eagle now flies for Express Mail." How do you understand the sentence? What does the author think the American eagle symbolizes for Express Mail?
5. What does the author mean by saying "Even our personal relationships have become compressed" in paragraph 6? How can human relationships be compressed? Have you experienced this in your life?
6. What does the author mean when she says that we live our lives by the "iceberg principle"? How do people live "superficially instead of thoroughly" nowadays?

7. Do you agree with the author that the obsession with quick fixes has become a lifestyle? How does it affect every aspect of our life—our transportation and communication habits; our consumption habits; our reading, writing, and learning habits; our entertainment and holiday making? What's wrong with this lifestyle?
8. Isn't it a good thing to find a quick fix for everything? Isn't it a good thing to have greater efficiency, to save more time and labor, to have faster speed, or more rapid production? Isn't this what modernization is all about? Why or why not?
9. Science and technology have given us faster planes, computers, machines, communication, etc. As a result, we can enjoy more products and services. But why is it that the more we possess, the less we seem to enjoy life? Why do you think people still complain?

► Language Exercises

1 Expand your vocabulary.

1. Study the following words and find out what the following prefixes mean.

binoculars	bilateral	bicycle	bilingual
supermarket	superpower	superficial	superstructure
interracial	interconnected	interchangeable	interview
preclass	precooked	preposition	
microsecond	microelectronics	microeconomics	

The prefix “bi-” means _____.

The prefix “super-” means _____.

The prefix “inter-” means _____.

The prefix “pre-” means _____.

The prefix “micro-” means _____.

2. Translate the following words in bold type into Chinese.

- 1) As a child, he used to love Hollywood movies about **Superman**.
- 2) Kobe Bryant was a basketball **superstar**. He seemed to have **supernatural** power.
- 3) When this **intercontinental superhighway** is completed, it will take only an hour or two to travel by car between the two cities.
- 4) They **predicted** that with this new **microchip**, in three years they would be able to produce a **supercomputer** which would be a hundred times more powerful than all **previous** models.
- 5) According to this **bimonthly**, the succession of his son to the post has been **prearranged**.
- 6) During the **preindustrial** years, **microbiology** was still unheard of in many places. Nobody in our village school had even seen a **microscope**.
- 7) Today even **preschool** kids know that these **prehistoric** animals existed almost everywhere at that time—in the sea, in the sky as well as on the land.
- 8) There is no reason to **presuppose** that a rising power will always disturb world peace. Nothing is **predetermined**.
- 9) I think it is **premature** to make our currency fully convertible. To do that requires a few **preconditions**.
- 10) In education, teachers and students are **interrelated**. The teacher must make sure that there is enough **interaction** between the two in class.

3. Translate the following expressions into Chinese, paying attention to the compound words.

- 1) a "wait-and-see" policy
- 2) an "I-told-you-so" look
- 3) a "take-it-or-leave-it" attitude
- 4) the "live-and-let-live" philosophy
- 5) one of those "to-be-or-not-to-be" questions

4. Give the corresponding verbs for the following nouns.

- | | |
|------------------------|--------------------|
| 1) gratification _____ | 5) symbol _____ |
| 2) entertainment _____ | 6) amusement _____ |
| 3) relief _____ | 7) weight _____ |
| 4) attempt _____ | 8) flight _____ |

5. Give the corresponding nouns for the following verbs.

- | | |
|-------------------|---------------------|
| 1) devote _____ | 7) infect _____ |
| 2) admire _____ | 8) compress _____ |
| 3) advocate _____ | 9) insist _____ |
| 4) discover _____ | 10) guarantee _____ |
| 5) withdraw _____ | 11) explore _____ |
| 6) replace _____ | 12) survive _____ |

6. Translate the following expressions into English.

- | | |
|---------|-----------------|
| 1) 畅销书 | 9) 优质时间 / 宝贵时光 |
| 2) 自制面包 | 10) 延迟满足 / 先苦后甜 |
| 3) 特快邮递 | 11) 信用卡 |
| 4) 生活方式 | 12) 成衣 |
| 5) 群众运动 | 13) 便利店 |
| 6) 田园风光 | 14) 时事 |
| 7) 后视镜 | 15) 经典小说 |
| 8) 古董车 | |

2 Rewrite the following sentences with the correct form of the words and expressions in the brackets.

1. We have decided to go more slowly in our economic growth so that we can pay more attention to improving the standard of living. (slow down; so as to; devote)

2. Lucy is a good swimmer. She usually wins prizes in contests. (good at; more often than not)

3. My sister said that she wanted to be on her own and did not want to work for that company any longer, but she did not have enough money. She wondered if I could give her a hand. (instead of; save up; help out)
-
4. Joe was crazy about the raw fish and he ate too much of it. That night, the fish made him feel ill and he had a terrible stomachache. Finally he had to go to the hospital to get rid of the stuff. (stuff oneself with; agree with; for relief)
-
5. I am getting sick and tired of this unpleasant job. We have been working on it for almost a week. Let's finish it today somehow. (linger over; get it over and done with)
-
6. He tries but fails to outcompete his colleagues, and finds that everyone is stuck in the rat race. People have to work longer hours to get what they want. However, the odds of success don't seem to increase as they work harder. (in a vain attempt; devote time to)
-

3 Fill in the blanks with the correct prepositions or adverbs, paying attention to the verb phrases with "hold."

1. I've saved _____ for a birthday present for my niece and I have picked _____ an English novel which I hope she might like. I'm sorry I can't afford anything more expensive.
2. You're eating too fast. Slow _____ a bit, one piece _____ a time.
3. Don't let us stuff ourselves _____ all this food. We can get some doggy bags from the waitress to wrap _____ all the leftovers.
4. We should put _____ some money for reinvestment. Our machines are _____ date. We need to replace them _____ new ones.
5. _____ his way to the office, he suddenly remembered that he had made an appointment _____ his doctor.
6. I can never forget that whenever we were _____ a terrible fix, it was the people there who tried so hard to help us _____.
7. They picked _____ the best engineers to design the building _____ an attempt to create a great landmark for the city.
8. Hold _____ a minute! I've got something _____ the stove. I'll be right _____.
9. Our soldiers were greatly outnumbered by the enemy, but they still managed to hold _____ the enemy attacks for fifteen days until reinforcements (援军) came _____ their aid.

10. Our boss was supposed to hold a meeting today to give us a briefing about the situation, but he called it _____, saying that he was held _____ by a traffic jam. He is not trying to hold something _____ from us, is he?

4 Point out the difference between the gerund and the infinitive when they are used after the same verb.

1. Why doesn't everybody **try slowing down** and **exploring** the countryside? (para. 3)
2. ... they must mind their work, **try to drive back** enemies ...
3. That's okay with me. I **like hearing** them talk. (para. 8, Unit 2)
4. "But you **wouldn't like to marry** a black person, is that it?" she asked. (para. 9, Unit 2)
5. He **began to wash** the silverware again. (para. 24, Unit 2)
6. The birds **begin screaming** hysterically.
7. He **regretted making** harsh remarks to his son the night before.
8. I **regret to inform** you that your visa application is rejected.
9. I had the soup on the stove, and the stove just **stopped working**. (para. 10, Unit 12, Book 1)
10. On their trip back home, the couple **stopped** several times **to admire** the view.
11. Love **means trusting** the person I love.
12. Did you **mean to quit** your job and go back to school?

5 Fill in the blanks with the gerund or infinitive form of the verbs in the brackets.

1. You will never learn how _____ (live) the life you want if you don't know what it means for you _____ (live) life fully.
2. For all its inconvenience, _____ (live) in the countryside allows me to get away from the hustle and bustle of the city.
3. It is no use _____ (argue) with the referee (裁判) while a game is going on.
4. Almost the whole school went there _____ (watch) the football match.
5. I dislike a player _____ (pretend) to be hurt in order to get a free kick.
6. Mei Lanfang, the famous Peking Opera actor, refused _____ (perform) for the Japanese invaders throughout the War of Resistance Against Japanese Aggression.
7. I have made up my mind to go on _____ (try) until I succeed.
8. _____ (settle down) in a strange land wasn't as easy as they had thought.

6 Identify the grammatical form of the attributive modifiers in the following sentences and note their position.

1. Our country has become a nation **in search of the quick fix**—in more ways than one. (para. 3)

2. ... we buy a frozen dinner **all wrapped up and ready to be put into the microwave** ... (para. 5)
3. When did it all begin, this urge **to do it now, to get it over with, to skim the surface of life?** (para. 7)
4. Perhaps he started to read, or to doze, or to regret some harsh remark **made in the office that morning.** (para. 5, Unit 4)
5. If the man in the water gave a lifeline to the people **gasping for survival**, he was likewise giving a lifeline to those who watched him. (para. 8, Unit 4)
6. He realized right away that there was something **wrong.**

7 Complete the following sentences by translating the Chinese in the brackets.

1. Ladies and gentlemen, may I have your attention, please? The Foreign Ministry spokesman's got _____ (有重要的事情要讲).
2. In a country _____ (以“汽车轮子上的国家”而著称的), it sounds unbelievable for an adult not to know how to drive.
3. I've never met a foreigner _____ (像安娜那样通晓京剧的).
4. These scholars _____ (在海外生活和工作的) have contributed a lot to our country.
5. The boy _____ (有个大鼻子和一双大手的) turned out to be the prince of fairy tales. His name was Hans Christian Andersen.
6. Would the gentleman _____ (坐在角落的) ask the last question?
7. They're looking for someone _____ (到校队里踢中锋).
8. There's something _____ (我希望你帮忙) if you don't have _____ (什么特别的事情要做) this Saturday.
9. If you pay close attention to _____ (前面提到的那些事情), you cannot go too far wrong.

8 Translate the following sentences, using the words and expressions in the brackets.

1. 政府接受建议, 决定给经济刹刹车, 免得速度过快失去控制。(brake; speed)
2. 很多社会问题都没有速效药。我们需要探索各种可能性, 走一步看一步。(fix; explore)
3. 旧习俗的消亡是一个漫长、缓慢的过程。花了那么长时间才形成的风俗习惯, 我们不能指望它们一夜之间就消失。(linger; overnight)
4. 常女士被认为是提倡将中国的古典音乐和西方的音乐结合起来的先行者。(advocate)
5. 由于气候变化, 这条河流日益干涸。这个春天降雨量减少了 70%, 大河变成了细流。(reduce)
6. 他很适应这里的气候。过去一到春天他就流鼻涕, 眼睛痒, 不过三年前搬到这个地方以后就不再如此了。(agree)

7. 头一直疼，我要去药店弄点药。要不要我帮你带点什么，省得你下雨天还要跑一趟？ (save; linger; pick up)
8. 如果你坚持，那我当然很高兴和你一起去。不过恐怕我帮不了你多大忙。 (insist; pleasure)

9 Fill in each blank of the passage with ONE suitable word or phrase.

It often seems as if today's cities are designed with cars (1) _____ human beings in mind. Cars not only dominate a city's landscapes with streets, parking garages, and highways; they also affect the (2) _____ that city residents breathe and the sounds that they (3) _____. Some fixtures of urban life—for example, traffic lights and signs, billboard advertisements, and drive-through restaurants—exist largely or solely (4) _____ automobiles. Modern lifestyles now (5) _____ greatly on them, and many people even credit them with contributing (6) _____ prosperity by moving people and goods rapidly and inexpensively and by (7) _____ thousands of car-related jobs. (8) _____ concerns remain over air pollution and the (9) _____ of human interaction in car-oriented cities. (10) _____ they move about in cars or on foot, residents can still feel “lost” in the crowd. Their (11) _____ contacts are superficial: They interact with other individuals only at work; at the grocery store; in restaurants, theaters, or bars; on public transportation; and at occasional social gatherings. (12) _____ hundreds of casual personal contacts, such individuals may still feel lonely and cut off from the rest of society.

10 Find and correct the TWO mistakes in each exercise.

1. Don't get me wrong. I'm not saying that I am an excellent teacher. I am not even meaning to say that I'm a good teacher. But I am saying that I am proud for being a teacher.
2. Hi Larry, I regret saying that I will not be able to meet you at the appointed time. You remember me to have told you about my mother? She is having an operation tomorrow.
3. The man was forced to admit to have cheated in court when the police presented the evidence they had found on the scenery of the crime.
4. Many scientists now hold on the view that we must cut carbon emissions drastically so that to save the world from increasing temperature.
5. Our vocation trip to Tibet was real fun. It was most entertained, and we all returned home refreshed and revitalized.
6. There is little argument that we now live in a fast pacing society. Not only we love quick fixes, but we also hate to go deep. When one quick fix fails, we seek out another one rather than doing anything to address the actual source of the issue.
7. Saving time, like saving money, is neither good or bad by itself. The question is what you do with the time and money saved.
8. When the fire broke up in the theater, the local government leader insisted to let the school children leave first. As a result, all children survived the fire, but he did not.



课文录音

Hooked on the Quick Fix

Mary Ellen Strote

- ¹ Ten pounds down. Twenty-five to go. With the help of a **personal trainer**¹, former **yo-yo dieter**² Nancy H. had been making steady progress toward a healthier weight. But when her trainer told her she needed more **aerobic exercise**³ and a better diet, Nancy, 31, hesitated. She didn't have the patience to wait a whole year to feel better about the way she looked. Instead, she paid the first of several visits to a **cosmetic surgeon**⁴, where she signed up for a liposuction plus **tummy tuck**⁵, then more on her thighs and **torso**⁶, and hey, while she was at it, a breast reduction.
- ² With Internet shopping and 30-minute pizza delivery, we've come to expect, even demand, instant gratification. If we can **turn** our work **around**⁷ **in a flash**⁸ with the help of laptops, **paggers**⁹, cell phones, faxes and email, why shouldn't we expect to turn ourselves around—

¹ **personal trainer**: someone whose job is to help people decide what type of exercise is best for them and show them how to do it

² **yo-yo dieter**: a person who loses weight by dieting and then gains weight again many times

³ **aerobic exercise**: a type of exercise intended to strengthen the heart and lungs

⁴ **cosmetic surgeon**: a doctor who performs medical operations which are intended to improve a person's appearance rather than their health

⁵ **tummy tuck**: an operation to remove unwanted fat from the abdomen

⁶ **torso**: the human body not including the head, arms, or legs

⁷ **turn sth. around**: to change sth. in a way that makes it better or more successful

⁸ **in a flash**: (*infnl*) quickly or suddenly

⁹ **pagger**: a small device that you carry or wear, which makes a noise to tell you that sb. wants you to telephone them (used before cell phones became affordable for ordinary people)

physically, mentally or emotionally—with the same expedience¹⁰? Well, because that is not the way self-improvement happens.

A Culture of Convenience

- 3 Those of us who succumbed to short cuts **have centuries' worth of company**¹¹. Two and a half millennia ago, **Plato**¹² saw our tendency to seek the easy way out. “He noted that people would use cosmetics to make themselves look better rather than improve themselves with the efforts of gymnastics,” says Elizabeth Asmis, Ph.D., a classics professor at the University of Chicago.
- 4 Not much has changed since, except that our opinions have **multiplied**¹³. We can trace the American **pendant**¹⁴ for self-improvement at least partly to our unique history. Our continent was settled by people in a rush to **reinvent themselves**¹⁵, and as self-betterment became a national **preoccupation**¹⁶, **entrepreneurs**¹⁷ made fortunes by guaranteeing instant enhancements—often at the expense of their customers' health. Well into the 1930s, **patent medicines**¹⁸ promised youthful **pep**¹⁹ and vigor without noting that they contained cocaine; and beauty preparations guaranteed whiter complexions without mentioning that the **active ingredients**²⁰ were poisonous **lead, sulfur, arsenic or mercury**²¹. Today, government regulations try to protect our well-being, but the **seductive**²² claims still thrive: A New Body in One Day! Flatter **Abs**²³ in Five Minutes! **Face Lift**²⁴ in a Jar! Fast!! Easy!! Convenient!!

10 **with the same expedience**: most quickly and effectively

11 **have centuries' worth of company**: to have the same opinion as many other people; **centuries' worth of sth.**: sth. that takes centuries to happen, do, or use

12 **Plato**: 柏拉图 (c. 427 B.C.—347 B.C.), an ancient Greek philosopher

13 **multiply**: to increase in a large amount or number

14 **pendant**: a strong liking for sth.

15 **reinvent oneself**: to become a different kind of person

16 **preoccupation**: sth. you give all or most of your attention to

17 **entrepreneur**: a person who starts a business and is willing to risk loss in order to make money

18 **patent medicines**: 有专利权保护的药品

19 **pep**: (*informal*) physical energy

20 **active ingredients**: 有效成分

21 **lead, sulfur, arsenic or mercury**: 铅、硫、砷或汞

22 **seductive**: 诱人的

23 **abs**: 腹肌

24 **face lift**: a medical operation which tightens loose skin to make the face look younger

- 5 “The promise is that we can transform our lives by altering something simple, such as the way we smile or handshakes,” says Paul Stoltz, Ph.D., author of *Adversity Quotient: Turning Obstacles into Opportunities* (John Wiley and Sons, Inc., 1997). The problem is that quick fixes don’t last.
- 6 You can freshen an old house with paint, but unless you spend a week preparing the surface first, the paint cracks and peels.
- 7 You can put down sod²⁵ for an instant lawn, but if you didn’t cultivate the hard soil, the grass won’t take root.

Fast Change, Woe Remains

- 8 No matter how predictable, each failure exacerbates the problem it was designed to solve, which in most cases is a lousy self-image. “We look for someone to blame and find her/him in the mirror,” says John Gray, Ph.D., author of *Men Are From Mars, Women Are From Venus* (HarperCollins, 1992).
- 9 “Think about all the romance you see in movies,” he says. “Watching them, you are reminded over and over of what you don’t have, and you think, ‘There must be something wrong with me.’ It always comes back to the attitude that you are not worthy.” Trying to keep up with society’s demands can give the most self-assured woman/man fits of insecurity. Attempting to play too many roles, we fall behind. “This is a time of great stress,” Gray says. “The more conveniences we have, the more complex our lives become. Especially among women, there is an epidemic of feeling overwhelmed.” The desire for a quick fix, then, isn’t always neurotic, but when it comes to the big issues of health and financial security, self-acceptance and spiritual growth, we’re better off with the slow solution.

Slow and Steady Wins

- 10 Most of us hesitate to make any serious alteration in our lives, and with good reason. “Past experience has convinced us that change is risky and filled with uncertain outcomes,” says motivational speaker Anthony Parinello, author of *The Power of Will: Key Strategies to Unlock Your Inner Strengths and Enjoy Success in All Aspects of Life* (Chandler House, 1998).
- 11 When we finally make the move, our tendency is to get it over with **in one fell swoop**²⁶. “But

25 sod: 草皮

26 in one fell swoop: 一下子; 一举

real change is an ongoing process with a recognizable pattern,” warns Parinello. “Anyone who manages it successfully has to take much the same steps.”

- 12 Say you have been inactive for several years and now wanted to get fit. You’d need a plan of action, Parinello says. Maybe you’d start reviewing your successes: What has motivated you in the past? Which sport seems made for your body? Next, you’d study your options. You might consider a spa weekend as a **jump-start**²⁷, but you’d also check out the nearest aerobics classes, survey potential workout partners, locate the local hiking trail. Then you’d try those options one at a time avoiding the temptation to do everything in one great rush. Periodically, over the next weeks and months, you’d ask yourself how you are doing and adjust your plan accordingly.
- 13 Using a similar methodical, step-by-step technique can earn you more money, help you get better at your job, or even improve your relationships. If the process doesn’t sound appealing or even possible, ask yourself why. “Change takes a commitment to yourself that’s difficult for some people,” says Ditta M. Olikier, Ph.D., a clinical psychologist in private practice in Los Angeles. “Maybe you don’t trust that you have the discipline for self-improvement. Maybe you are afraid of success.”
- 14 Or maybe you are addicted to the thrill of quick fix. “We are exposed to so many unreal images in the media that it’s hard to visualize what real change actually requires,” says Olikier. “Quick fixes **lend themselves nicely to**²⁸ the fantasy of self-perfection. The fantasy is one of always becoming someone or something else rather than being who you are, and it keeps you in a constant state of excited anticipation. Meanwhile, it takes you away from your real life, which you could be using to make real change.”
- 15 After her complete failure, Nancy had to face what she had done. She had altered her **metabolism**²⁹ so drastically that even with strength training, aerobic exercise and limited calories, she needed a year to regain her normal body shape. That was only the beginning of her process of self-repair. While she worked on her physical self, she also quit a job she hated, entered therapy and started classes at massage school, where she learned for the first time how to offer and receive a healing touch.

27 **jump-start**: 预热启动

28 **lend oneself nicely to**: to be suitable for being used in a particular way

29 **metabolism**: 新陈代谢

- 16 And because she is no longer spending her life on the verge of sudden change, she takes much more pleasure in the present moment.
- 17 In our focus on getting somewhere fast, many of us deny ourselves the joy of learning and forget to enjoy the journey. Author and rock climber Paul Stoltz, who sees his sport as a metaphor for life, notes that whatever your goal, there is no point in getting there fast, because the payoff isn't at the end. "The payoff is the awareness you get during the climb," he says. "It's the feeling of being intensely alive, with every sense heightened, of perceiving your bond with a rock and being humbled, grateful that the rock has granted you the privilege of climbing it that day."

(1,243 words)

Unit Project



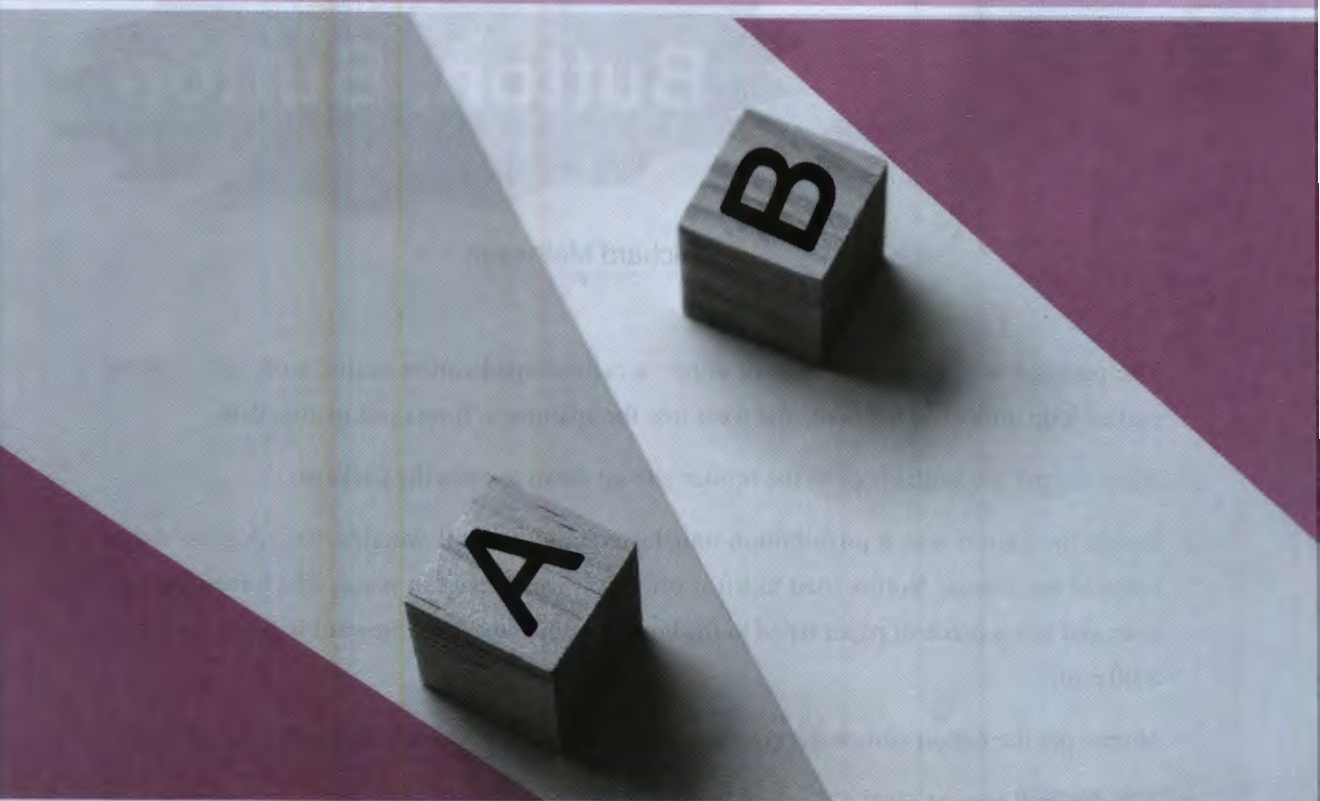
Choose ONE of the two tasks given and work on it as instructed.

1. Do you agree or disagree with the following statements on “time”? Choose one statement and write a comment on it in about 200 words.
 - 1) Faster is better. If we can go faster, it means our people will become wealthier sooner and our country will become stronger sooner so that we will all be happier sooner.
 - 2) Today everybody is engaged in a race against time. Whoever lags behind will suffer the consequences.
 - 3) Sometimes, it is advisable to go slow. And there is the saying: “More haste, less speed.”
 - 4) What we need is not speed, but peace and quiet. It is foolish to pay a heavy spiritual price for material plenty.
2. There was a time when people complained about things moving too slowly. Now many people are beginning to complain about their quick fix society. Is there a kind of society that will make us feel completely satisfied once and for all? Why or why not? Work in groups, discuss these questions and give a 5-minute report on your conclusion to the class.

Memorable Quotes

We need time to dream, time to remember, and time to reach the infinite. Time to be.
—Gladys Taber

In matters of style, swim with the current; in matters of principle, stand like a rock.
—Thomas Jefferson



Lead-in

- 1** If somebody gave a button unit to you and told you that by pressing the button, you could get fifty thousand dollars although meanwhile somebody you didn't know would die, would you press the button? Why or why not? Suppose the money offered was half a million dollars? Would you respond differently? Why or why not?
- 2** Money sometimes builds barriers between the rich and the poor; it can corrupt people and make them go against their morals; it may even cause a family to break apart. So, is the love of money the root of all evil? Why or why not? Give examples to support your opinion.



Button, Button

Richard Matheson

- 1 The package was lying by the front door—a cube-shaped carton sealed with tape. Norma picked it up, unlocked the door, and went into the apartment. It was just getting dark.
- 2 After she put the lamb chops in the broiler, she sat down to open the package.
- 3 Inside the carton was a push-button unit fastened to a small wooden box. A glass dome covered the button. Norma tried to lift it off, but it was locked in place. She turned the unit over and saw a piece of paper taped to the bottom of the box: “Mr. Steward will call on you at 8:00 p.m.”
- 4 Norma put the button unit on the couch, and went back into the kitchen to make the salad.
- 5 The doorbell rang at eight o’clock. “I’ll get it,” Norma called from the kitchen. Arthur was in the living room, reading.
- 6 A small man. He removed his hat as Norma opened the door.
- 7 “Mrs. Lewis?” he inquired politely.
- 8 “Yes?”
- 9 “I’m Mr. Steward.”
- 10 “Oh, yes.” Norma repressed a smile. She was sure now that it was a sales pitch.
- 11 “May I come in?” asked Mr. Steward.
- 12 “I’m rather busy,” Norma said. “I’ll get your whatchamacallit, though.” She started to turn.
- 13 “Don’t you want to know what it is?”

- 14 Norma turned back. "No, I don't think so."
- 15 "It could prove very valuable," he told her.
- 16 "Monetarily?" she challenged.
- 17 Mr. Steward nodded. "Monetarily," he said.
- 18 Norma frowned. She didn't like his attitude. "What are you trying to sell?" she asked.
- 19 "I'm not selling anything," he answered.
- 20 Arthur came out of the living room. "Something wrong?"
- 21 Mr. Steward introduced himself.
- 22 "Oh, the—" Arthur pointed toward the living room and smiled. "What is that gadget, anyway?"
- 23 "It won't take long to explain," replied Mr. Steward. "May I come in?"
- 24 Arthur looked at Norma. "Up to you," she said.
- 25 He hesitated. "Well, why not?" he said.
- 26 They went into the living room. Mr. Steward reached into his pocket and withdrew a small envelope. "Inside here is a key to the bell-unit dome," he said.
- 27 "What's it for?" asked Arthur.
- 28 "If you push the button," Mr. Steward told him, "somewhere in the world someone you don't know will die. In return for this you will receive a payment of \$50,000."
- 29 Norma stared at the small man.
- 30 "What are you talking about?" Arthur asked him.
- 31 Mr. Steward looked surprised. "But I've just explained," he said.
- 32 "Is this a practical joke?" asked Arthur.
- 33 "Not at all. The offer is completely genuine."
- 34 "You aren't making sense," Arthur said. "I think you'd better leave."
- 35 Mr. Steward rose, "Of course."

- 36 "And take your button unit with you."
- 37 "Are you sure you wouldn't care to think about it?"
- 38 Arthur picked up the button unit and thrust it into Mr. Steward's hands. He walked into the hall and pulled open the door.
- 39 "I'll leave my card," said Mr. Steward. He placed it on the table. When he was gone, Arthur tore it in half and tossed the pieces onto the table. Norma was still sitting on the sofa. "What do you think it was?" she asked.
- 40 "I don't care to know," he answered.
- 41 "Doesn't it intrigue you?" Norma asked. "It offends me," Arthur said. She tried to smile.
- 42 Later that evening as they went into the bedroom, Norma picked up the subject, "You think it's a practical joke?"
- 43 "If it is, it's a sick one."
- 44 Norma sat on her bed and took off her slippers. "Maybe it's some kind of psychological research."
- 45 Arthur shrugged, "Could be."
- 46 "Wouldn't you like to know?"
- 47 Arthur shook his head.
- 48 "Why?"
- 49 "Because it's immoral," he told her.
- 50 Norma slid beneath the covers. "Well, I think it's intriguing," she said.
- 51 Arthur turned off the lamp and leaned over to kiss her. "Good night," he said.
- 52 "Good night," she patted his back.
- 53 Norma closed her eyes. Fifty thousand dollars, she thought. In the morning, as she left the apartment, Norma saw the card halves on the table. Impulsively, she dropped them into her purse.
- 54 After lunch, she took them out and taped the edges together. "Why am I doing this?" she thought.
- 55 Just before five, she dialed the number.

- 56 “Good afternoon,” said Mr. Steward’s voice.
- 57 Norma almost hung up but restrained herself. Norma cleared her throat. “This is Mrs. Lewis,” she said.
- 58 “Yes, Mrs. Lewis,” Mr. Steward sounded pleased.
- 59 “I’m curious.”
- 60 “That’s natural,” Mr. Steward said.
- 61 “Not that I believe a word of what you told us.”
- 62 “Oh, it’s quite authentic,” Mr. Steward answered.
- 63 “Well, whatever—” Norma swallowed. “When you said someone in the world would die, what do you mean?”
- 64 “Exactly that,” he answered. “It could be anyone. All we guarantee is that you don’t know them. And, of course, that you wouldn’t have to watch them die.”
- 65 “For \$50,000,” Norma said.
- 66 “That’s correct.”
- 67 She made a scoffing sound. “That’s crazy.”
- 68 “Nonetheless, that is the proposition,” Mr. Steward said. “Would you like me to return the button unit?”
- 69 Norma stiffened. “Certainly not.” She hung up angrily.
- 70 The package was lying by the front door; Norma saw it as she left the elevator. Well, of all the nerve, she thought. She glared at the carton as she unlocked the door. I just won’t take it in, she thought. She went inside and started dinner.
- 71 Later, she went into the front hall. Opening the door, she picked up the package and carried it into the kitchen, and put it in a bottom cabinet. She’d throw it out in the morning.
- 72 “Maybe some eccentric millionaire is playing games with people,” she said. Arthur looked up from his dinner. “I don’t understand you.”
- 73 Norma ate in silence. Suddenly, she put her fork down. “Suppose it’s a genuine offer?” she said.

- 74 Arthur stared at her.
- 75 "All right, suppose it is!" He looked incredulous. "What would you like to do? Get the button back and push it? Murder someone?"
- 76 Norma looked disgusted. "Murder!"
- 77 "How would you define it?"
- 78 "If you don't even know the person?" Norma said.
- 79 Arthur looked astounded. "Are you saying what I think you are?"
- 80 "If it's some old peasant ten thousand miles away? Some diseased native in the Congo?"
- 81 "How about some baby boy in Pennsylvania? Some beautiful little girl on the next block? What's the difference who you kill? It's still murder." Arthur countered.
- 82 "The point is," Norma broke in, "if it's someone you've never seen in your life and never will see, someone whose death you don't even have to know about, you still wouldn't push the button?"
- 83 Arthur stared at her, appalled. "You mean you would?"
- 84 "Fifty thousand dollars, Arthur."
- 85 "What has the amount—"
- 86 "Fifty thousand," Norma interrupted. "A chance to take that trip to Europe we've always talked about."
- 87 "Norma, no."
- 88 "A chance to buy that cottage on the Island."
- 89 "Norma, no!" His face was white. "For God's sake, no!"
- 90 She shrugged. "All right, take it easy," she said. "Why are you so upset? It's only talk."
- 91 She got up earlier than usual to make pancakes, eggs, and bacon for Arthur's breakfast.
- 92 "What's the occasion?" he asked with a smile.
- 93 "No occasion," Norma said. "I just wanted to show you I'm not—" she shrugged.
- 94 "Not what?"

- 95 “Selfish.”
- 96 “Did I say you were?”
- 97 “Well”—she gestured vaguely—“last night. I think you—well, misunderstood me.”
- 98 “In what way?” His voice was guarded.
- 99 “I think you felt”—she gestured again—“that I was only thinking of myself.”
- 100 “Oh.”
- 101 “Well, I wasn’t. When I talked about the trip to Europe, a cottage on the Island ...”
- 102 “Norma, why are we getting so involved in this?”
- 103 “I’m not involved at all.” She drew in a shaking breath. “I’m simply trying to indicate that—”
- 104 “What?”
- 105 “That I’d like for us to go to Europe. Like for us to have a cottage. Like for us to have a nicer apartment, nicer furniture, and nicer clothes. Like for us to finally have a baby, for that matter.”
- 106 “Norma, we will,” he said.
- 107 “When?”
- 108 He stared at her in dismay. “Norma ... Are you”—he seemed to draw back slightly—“are you really saying—”
- 109 “I’m saying that they’re probably doing it for some research project!” she cut him off. “That they want to know what average people would do under such a circumstance! That they’re just saying someone would die, in order to study reactions, see if there’d be guilt, anxiety, whatever! You don’t really think they’d kill someone, do you?!”
- 110 Arthur didn’t answer. She saw his hands trembling. After a while, he got up and left.
- 111 When he’d gone to work, Norma remained at the table, staring into her coffee. I’m going to be late, she thought. She shrugged. What difference did it make?
- 112 While she was stacking dishes, she turned abruptly, dried her hands, and took the package from the cabinet. Opening it, she set the button unit on the table. She stared at it for a long time before taking the key from its envelope and removing the glass dome. She stared at the

button. How ridiculous, she thought! All this furor over a meaningless button.

113 Reaching out, she pressed it down. For us, she thought angrily.

114 She shuddered. Was it happening? A chill of horror swept across her.

115 In a moment, it had passed. She made a contemptuous noise. Ridiculous, she thought, to get so worked up over nothing.

116 She threw the button unit into the wastebasket and hurried to dress for work.

117 She had just turned over the supper steaks when the telephone rang. She picked up the receiver. "Hello?"

118 "Mrs. Lewis?"

119 "Yes?"

120 "This is the Lenox Hill Hospital."

121 She felt unreal as the voice informed her of the subway accident—the shoving crowd, Arthur pushed from the platform in front of the train. As she hung up, she remembered Arthur's life-insurance policy for \$25,000 with double indemnity for—

122 "No!" She couldn't seem to breathe. She struggled to her feet and walked into the kitchen numbly.

123 Something cold pressed at her skull as she removed the button unit from the wastebasket. There were no nails or screws visible. She couldn't see how it was put together.

124 Abruptly, she began to smash it on the sink edge, pounding it harder and harder, until the wood split. She pulled the sides apart, cutting her fingers without noticing. There were no transistors in the box, no wires or tubes.

125 The box was empty.

126 She whirled with a gasp as the telephone rang. Stumbling into the living room, she picked up the receiver.

127 "Mrs. Lewis?" Mr. Steward asked.

128 It wasn't her voice shrieking so; it couldn't be. "You said I wouldn't know the one that died!"

129 "My dear lady," Mr. Steward said. "Do you really think you knew your husband?"

(1,787 words)

Notes on the Text

1. About the author

Richard Matheson (1926–2013) was an American author and screenwriter, primarily in the fantasy, horror, and science fiction genres. He is described by some readers as one of those good writers whose works you may not have read. Richard Matheson's stories often have an unexpected twist like the one in Text A.

2. whatchamacallit (para. 12)

This is an informal way of referring to something whose name one either does not know or not remember. The word is actually formed by putting together the phrase “what you might call it.”

3. Congo (para. 80)

There are two African countries called Congo, the Republic of the Congo and the Democratic Republic of the Congo, which are separated by the Congo River. The former is also called Congo (Brazzaville), and the latter Congo (Kinshasa), with the capital of each country added in parentheses to differentiate one from the other.

4. Lenox Hill Hospital (para. 120)

There is really a hospital of this name in New York City.

5. life-insurance policy (para. 121)

It refers to a contract between a life-insurance company (人寿保险公司) and a person (or organization).

Glossary

appalled /ə'pɔ:ld/ *adj.*

feeling or showing fear, shock, or disgust

astounded /ə'staundɪd/ *adj.*

feeling great surprise or wonder

authentic /ɔ:'θentɪk/ *adj.*

true and accurate

broiler /'brɔɪlə/ *n.*

烤焙肉类的烤架；烤肉器

carton /'kɑ:tən/ *n.*

(*mainly AmE*) a large container for goods made of cardboard
纸板箱

chill /tʃɪl/ *n.*

a feeling of fear; *a ~ of horror*: 一阵恐惧

chop /tʃɒp/ *n.*

a thick slice of meat with a bone attached to it, esp. from a pig or sheep; *lamb ~s*: 羊排

contemptuous *adj.*

/kən'temptʃuəs/

couch /kaʊtʃ/ *n.*

cube /kjuːb/ *n.*

define /drɪ'faɪn/ *v.*

disgusted /dɪs'gastɪd/ *adj.*

dismay /dɪs'meɪ/ *n.*

dome /dəʊm/ *n.*

eccentric /ɪk'sentɪk/ *adj.*

elevator /'eləveɪtə/ *n.*

furor /'fjuərə:/ *n.*

gadget /'gædʒɪt/ *n.*

gasp /gɑːsp/ *n.*

genuine /'dʒenjʊn/ *adj.*

gesture /'dʒestʃə/ *v.*

guarded /'gɑːdɪd/ *adj.*

impulsively /ɪm'pʌlsɪvli/ *adv.*

incredulous /ɪn'kredjələs/ *adj.*

indemnity /ɪn'demnəti/ *n.*

intriguing /ɪn'trɪːɡɪŋ/ *adj.*

monetarily /'mʌnətərəli/ *adv.*

nonetheless /,nʌnðə'les/ *adv.*

numbly /'nʌmli/ *adv.*

pancake /'pænkeɪk/ *n.*

pitch /pɪtʃ/ *n.*

feeling or showing that you have no respect for sb. or sth.

a long comfortable seat for two or more people to sit on
a regular solid having six square faces 立方体; ~shaped: 立方体形的

to determine or identify the essential qualities or meaning of sb. or sth. 下定义

feeling or showing dislike or disapproval for sb. or sth. that you feel is unacceptable

a feeling of unhappiness and disappointment

a thing shaped like a round roof with a particular base

strange or unusual

(=lift in BrE) 电梯

great anger or excitement caused by a particular event or situation

a small useful tool or device

a quick deep breath, usually caused by a strong emotion

sincere and honest

to move your hands, head, face, etc. as a way of expressing what you mean or want

(of a person or a remark) careful; not showing much feeling or giving much information

(acting) suddenly without thinking carefully 冲动地

not willing or not able to believe sth.

money paid by the insurance company to the policy-holder (保户) who has suffered injury or loss 赔偿金

very interesting because it is unusual or mysterious

in terms of money 在金钱方面

in spite of the fact

in a way that shows you are unable to feel, think, or react in the normal way 麻木地

a flat round cake made from flour, milk, eggs, and butter 烙饼; 薄饼

talk or arguments used by a person trying to sell things or persuade people to do sth.; (here) sales ~: a forceful speech or talk meant to persuade sb. to buy sth. 推销行话

platform /'plætfɔ:m/ <i>n.</i>	the raised flat area next to the track at a train station where you get on or off the train
pound /paʊnd/ <i>v.</i>	to hit sb. or sth. hard many times, esp. in the way that makes a lot of noise
practical /'præktɪkəl/ <i>adj.</i>	~ <i>joke</i> : 恶作剧
proposition /,prɒpə'zɪʃən/ <i>n.</i>	an idea or a plan of action that is suggested, esp. in business
repress /rɪ'pres/ <i>v.</i>	to try not to have or show an emotion, a feeling, etc.
restrain /rɪ'streɪn/ <i>v.</i>	to stop yourself from doing sth. that you would like to do
scoffing /'skɒfɪŋ/ <i>adj.</i>	laughing or speaking in a way that shows you think sb. or sth. is stupid or ridiculous
screw /skru:/ <i>n.</i>	螺丝钉
shove /ʃʌv/ <i>v.</i>	to push sb. or sth. with force and in a rough way; <i>shoving crowd</i> : 乱挤乱撞的一群人
shriek /ʃri:k/ <i>v.</i>	to give a long high shout, e.g. when you are excited, frightened, or in pain
shrug /ʃrʌg/ <i>v.</i>	to raise your shoulders and then lower them to show that you do not know or care about sth.
skull /skʌl/ <i>n.</i>	the bone structure that forms the head
split /splɪt/ <i>v.</i>	(split, split) to divide or to make sth. divide into two or more parts
stack /stæk/ <i>v.</i>	to arrange objects neatly into a pile; ~ <i>dishes</i> : 摆盘子
steak /steɪk/ <i>n.</i>	a thick slice of meat or fish 牛 / 肉 / 鱼排
stiffen /'stɪfən/ <i>v.</i>	to make oneself or part of one's body firm, straight, and still, esp. because one is angry or frightened
swallow /'swɒləʊ/ <i>v.</i>	to make some of the liquid in your mouth go down your throat because you are frightened or nervous 咽口水
sweep /swi:p/ <i>v.</i>	(of feelings) to suddenly affect sb.; ~ <i>across sb.</i> : 袭遍全身
toss /tɒs/ <i>v.</i>	to throw sth. lightly or carelessly
transistor /træn'zɪstə/ <i>n.</i>	a small electronic device used in computers, radios, televisions, etc. for controlling an electronic current as it passes along a circuit 晶体管
tube /tju:b/ <i>n.</i>	a long hollow pipe 管子
vaguely /'veɪgli/ <i>adv.</i>	in a way that is not detailed or exact
wastebasket /'weɪst,bɑ:skɪt/ <i>n.</i>	a basket or other container for waste paper, etc. 废纸篓

Language Focus

1 Point out the prefix and suffix used and guess their meanings.

subcommittee	subconscious	subculture	subway	submarine
subscribe	subterranean	subtitle	subcontinent	
baggage	blockage	bondage	breakage	linkage
marriage	orphanage	postage	shortage	tonnage
wastage	mileage			

2 Study the following words which usually appear in the plural form for obvious reasons.

slippers	pants	trousers	shoes	socks	stockings
spectacles	glasses	sandals	gloves	binoculars	chopsticks
shorts					

3 Decide which of the following words with the suffix “-er” or “-or” refer to a person or a thing or both.

broiler	painkiller	informer	slipper	transistor	boiler
cooker	receiver	drawer	researcher	elevator	pointer
pitcher	fighter	ruler	driver	lighter	manager
employer	thinker	speaker	reader		

4 List useful phrases from the text.

1. Verb phrases

2. Prepositional phrases

3. Noun phrases

5 List useful verb + noun collocations from the text.

6 Study each pair of the sentences and point out the part of speech of the words in bold type.

1. Mr. Steward looked **surprised**. (para. 31)

At first, the interviewee seemed **surprised** by my questions.

2. "Yes, Mrs. Lewis," Mr. Steward sounded **pleased**. (para. 58)

Mrs. Willie seemed **pleased** by her students' performance.

3. Norma looked **disgusted**. (para. 76)

"Frankly," the director said, "I was **disgusted** by some of the comments I heard."

4. His voice was **guarded**. (para. 98)

The camp was **guarded** by barbed wire and military police.

5. Norma, why are we getting so **involved** in this? (para. 102)

A number of European countries became **involved** in a new round of the arms race.

6. Ridiculous, she thought, to get so **worked** up over nothing. (para. 115)

The pump is **worked** by wind power.

7 Underline useful sentence patterns in the text and study how they are used.

► Reading Comprehension

1 Read the text and complete the summary.

Mr. and Mrs. Lewis were a working couple who lived in New York. One day they received a box containing (1) _____ and (2) _____ saying a certain Mr. Steward who had sent them the box would soon come to see them.

Mr. Steward, when he came, (3) _____ himself and made them a strange offer. He made the (4) _____ that if they pushed the button, two things would happen: Someone they didn't know would die but they would receive a payment of \$50,000 (5) _____. Norma and Arthur both thought at first that the whole thing was (6) _____ and they told the man to leave and took the button unit with him. But to their surprise the man left his name card on the table, which Arthur (7) _____. But Norma began to feel interested. The couple started arguing. Arthur thought the whole idea was immoral while his wife was tempted by the money offered, which she badly needed. She got more and more (8) _____. Finally after being reassured that the offer was genuine Norma decided to act on her own in spite of her husband's strong objection. She pressed the button.

That evening, Norma was informed that Arthur had been killed in a subway accident and suddenly realized the person who would die when she pressed the button was actually her husband, and the money offered to her was simply (9) _____ of her husband's life-insurance policy. She angrily called Mr. Steward as she thought he had cheated her when he promised that the person who would die would be somebody she did not know. But he challenged her by saying that she (10) _____ know her husband.

2 Explain the following sentences from the text, paying attention to the underlined parts.

1. You aren't making sense ... (para. 34)
2. ... Norma picked up the subject, "You think it's a practical joke?" (para. 42)
3. Not that I believe a word of what you told us. (para. 61)
4. Well, of all the nerve, she thought. (para. 70)
5. His voice was guarded. (para. 98)
6. Ridiculous, she thought, to get so worked up over nothing. (para. 115)
7. "No!" ... She struggled to her feet ... (para. 122)

3 Answer the following questions according to your understanding of the text.

1. How much do we know about this couple, their age, nationality, social and financial background? How long do you think they have been married? How many children do they have?
2. Who is Mr. Steward? Do we know much about this man? Is he an important character in the story?
3. How do Arthur and Norma differ in their attitudes toward Mr. Steward's offer? Does Arthur share his wife's view that the man's proposition is intriguing? Does he want to find out, like his wife, whether it is a practical joke or some sort of psychological research? How do you explain their different attitudes toward this matter? Would it have been possible for them to reach an agreement?
4. How does Norma's attitude gradually change? Why does she tape the edges of the torn card together? Why does she call Mr. Steward if she really does not believe a word of what he said? Why does she stiffen and hang up angrily when Mr. Steward offers to bring back the button unit? What do the above details show about Norma's character?
5. What effect does Norma's conversation with Steward on the phone have on her? How does she try to make Arthur see things in her way? Does she succeed?
6. When does Norma finally decide to act in spite of her husband's strong objection? Why does she say to herself the next morning that it does not make any difference whether she is going to be late or not for work? What does Norma decide to do? Is it a difficult decision for her? What finally helps her make up her mind? How much does the amount of money offered matter to her? Does it prove her to be unusually selfish and money-grabbing?
7. How does the story end? Does Mr. Steward keep his promise? Does Norma agree that the man's proposition has proved genuine? How do you think she feels when she learns that the person killed turns out to be her husband and the money is only the double indemnity of his life-insurance policy?
8. What do you think of the way the author describes Norma's character and her relationship with her husband? Does it show a penetrating understanding of women's typical weaknesses or does it show the author's bias against the female? Why do you think so?
9. Could this story have happened in real life today? How do you like the story? Do you find it funny? Do you find it enlightening? Do you find it disturbing? What do you think might be the author's message if any?
10. Why do you think the author gives this title to the story? Can you think of a better one? If yes, what is it?

► Language Exercises

1 Expand your vocabulary.

1. Point out the word that does not belong to each group.

- 1) box, dome, carton, parcel, bundle, package, bottle, jar, can, tin
- 2) lamb chop, broiler, mutton, salad, steak, bacon, sausage, egg, ground beef, pancake, chicken breast, shortbread
- 3) policy, insurance company, proposition, indemnity, life insurance
- 4) surprise, astonish, disgust, startle, shock, appall, frighten, astound, stun, alarm
- 5) break, damage, ruin, destroy, repress, shatter, smash
- 6) shrug, tremble, shake, shiver, shudder, quake
- 7) odd, eccentric, peculiar, intriguing, strange, queer, unusual
- 8) throw, fling, toss, whirl, hurl, pitch, cast
- 9) real, practical, genuine, authentic, true
- 10) shriek, cry, shout, scream, whimper, yell, exclaim

2. Translate the following expressions, paying attention to the use of the word “up.”

- 1) pick it up; dig it up; lift it up; pull it up; stick it up; pile it up; add it up; turn it up; drive up north; travel up north
- 2) wrap it up; roll it up; fold it up; cover it up; patch it up; sew it up; tie it up; bind it up; wind it up; link it up; tape it up; nail it up
- 3) fill it up; finish it up; eat it up; drink it up; burn it up; tear it up; give it up; divide it up; look it up; clean it up; break it up
- 4) Time is up. It's up to you. What's up? He's up to something.

3. Give corresponding antonyms for the following words by adding prefixes.

- | | |
|----------------------|---------------------|
| 1) polite _____ | 11) lock (v.) _____ |
| 2) possible _____ | 12) tie (v.) _____ |
| 3) probable _____ | 13) fold (v.) _____ |
| 4) personal _____ | 14) like (v.) _____ |
| 5) competent _____ | 15) pleased _____ |
| 6) accurate _____ | 16) prove _____ |
| 7) decent _____ | 17) advantage _____ |
| 8) button (v.) _____ | 18) connected _____ |
| 9) pack (v.) _____ | 19) related _____ |
| 10) seal (v.) _____ | 20) necessary _____ |

- 21) responsible _____
 22) regular _____
 23) relevant _____

- 24) legal _____
 25) logical _____

4. Translate the following expressions, paying attention to the distinction between countable and uncountable nouns.

- | | |
|--------------|----------------|
| 1) 很多鱼 | 11) 十几个教授 |
| 2) 很多鹿 | 12) 几十个顾客 |
| 3) 很多时间 | 13) 几百个工人 |
| 4) 很大进步 | 14) 成千上万个农民 |
| 5) 很多变化 | 15) 几万家工厂 |
| 6) 大量的投资 | 16) 几十万游行者 |
| 7) 大量的工作 | 17) 六百万辆汽车 |
| 8) 大量的就业人员 | 18) 五千万吨钢和九亿吨煤 |
| 9) 大量的垃圾 | 19) 四十亿光年 |
| 10) 大量的大学毕业生 | 20) 三万亿美元 |

2 Translate the following sentences, paying attention to the intransitive verbs in bold type.

- Does it **hurt**?
- That will **do**, thank you.
- This pen **writes** very well.
- Soft wood doesn't **burn** long.
- It's just like water and oil. They don't **mix**.
- Don't stay up too late at night. It doesn't **pay**.
- He must be in trouble. I can **tell**.
- These books **read** well and are **selling** like hot cakes.
- The earthquake **struck** when everybody was fast asleep.
- The door **gave** a little under the pressure.
- This fruit does not **keep** well.
- We need help immediately. One of our windows doesn't **shut** and our toilet doesn't **flush**.
- In this quiet valley, sound **carries** far.

3 Translate the following expressions, paying attention to the different meanings between the present and past participles.

1. falling leaves; fallen leaves
2. boiling water; boiled water
3. exciting news; excited people
4. developing countries; developed countries
5. freezing weather; frozen river
6. fighting a losing war; fighting a lost war
7. a drowning person; a drowned person
8. frightening move; frightened look
9. disgusting story; disgusted audience
10. a burning issue; his burned fingers

4 Fill in the blanks with the correct prepositions or adverbs.

1. Jane woke up one morning to find both water and power cut _____. The water and the power companies had actually informed her _____ the overdue bills, but she had been so busy lately that she clean forgot.
2. I tried to reason _____ her, but _____ that time she was fully worked _____ and simply wouldn't listen.
3. The red jacket and the blue one are both okay _____ me. But it's really _____ to you.
4. Often Newton would rush _____ his desk and start writing without even taking the trouble of drawing _____ a chair.
5. They promise to supply us _____ natural gas _____ a long-term basis, and it sounds like a genuine offer. We'll sign the agreement as soon as it is drawn _____.
6. She drew him _____ and whispered _____ his ear. He suddenly turned pale. A chill of horror swept _____ him.
7. As the day was drawing near, I became more and more curious _____ his real intention. I tried to draw him _____, but he kept his mouth shut like a closed oyster.
8. _____ all the classes in our faculty, ours is the only one to be given this honor. I think it calls _____ a good celebration.
9. He didn't tell me why he suddenly called _____ us. When he left, he thrust this envelope _____ my hands and said it was _____ you. I didn't know how to react _____ the circumstances. Whatever is he _____ to?

10. The proposed plan for the disposal of waste has been called _____ as a result of the strong protest of the local residents.

5 Rewrite the following sentences with the correct form of the words and expressions listed below, paying attention to the parts in bold type.

be involved	be upset	call on	care to
cut off	get worked up	guarantee	inform of
for God's sake	make sense	pick up	prove to be
suppose	under the circumstances	whatever	

1. He left a message for me saying that he would **come to see** me tonight.

2. **Good Heavens!** I don't understand why you **got so excited**. It has nothing to do with you.

3. **No matter what** you do after graduation, I can **assure** you that you will still need self-discipline.

4. A woman often has to be twice as good as a man to go half as far? **It's really ridiculous**.

5. All the doctors said that the old man would die soon, but their predictions **turned out to be** wrong.

6. An ordinary man **wouldn't be interested in buying** an insurance policy for his hands, but he was a world-famous pianist.

7. We have to **tell everybody about** our change of plan.

8. **Let's say** a friend of yours borrows a big sum of money from you for her mother's operation. **In that situation**, would you expect her to pay interest when she returns the money?

9. He **felt terrible** when he learned that his son **was mixed up** with a gang.

10. She **interrupted** the speaker, saying that he was wasting everybody's time by **addressing** an issue that had already been decided upon.
-

6 Complete the sentences by translating the Chinese in the brackets.

1. _____ (过去几年完成的几条地铁线) are being extended to the outskirts of the city.
2. In spring, the West Lake in Hangzhou, _____ (湖岸都是开花的桃树和发芽的柳树), looks extremely beautiful.
3. _____ (被指控信用卡诈骗的全部团伙成员) have been arrested.
4. Ours is _____ (参与宇宙飞船所需零件生产的众多公司之一).
5. _____ (选拔到领导岗位的年轻人) are required to work for three years at grassroots level.
6. One of the tourist attractions in Beijing is _____ (一条两边都是古玩店和传统小吃店的胡同).
7. _____ (在我国一切具有历史价值的地下物件) belongs to the state.
8. _____ (1840年被烧掉的那座古庙) was restored two years ago.

7 Translate the following sentences, using the words and expressions in the brackets.

1. 说实话,我对参加类似这样的招待会兴趣不大。(care)
2. 据说,他和那件丑闻有牵连,被撤销了职务。(remove)
3. 在大学期间,我打算尽量多参加各种社会活动,以便多增长些见识。(involve)
4. 我们应该尽我们所能去了解本行业中的最新发展动态。(inform)
5. 你要吸取教训。在这样的文章里你不能涉及过多的技术术语,不然读者就会失去兴趣。(draw; involve)
6. 我能做些什么来回报你在我生病期间对我的帮助呢?(in return)
7. 一场暴风雨袭击了那个地区。但是幸亏有及时的预警,没有造成严重的人员伤亡和财产损失。人们都说应该好好庆祝一下。(sweep; call for)
8. 他怎么也没有想到,出卖他的居然是他一直当作自己亲生儿子的那个人。(of all people)

8 Fill in each blank of the passage with ONE suitable word.

Conscience is our sense of right and (1) _____. Psychologically speaking, it is often described as leading (2) _____ feelings of guilt when a person does things that go (3) _____ his moral values and to feelings of pride when his actions conform (4) _____ such principles. A good (5) _____ has its advantages. In childhood, conscience is our internalized fear of (6) _____ our parents' love and support. In adulthood, it's something we impose (7) _____ ourselves in order to become complete human beings. There is seemingly no biological (8) _____ to acting with conscience; if there were, only moral individuals would (9) _____. Sadly, we know that's not true. The benefit of conscience is that you won't (10) _____ from guilt or shame, and (11) _____ your own self-imposed definition, you are a moral human being who takes pride in elevating yourself (12) _____ the animal kingdom.

9 Find and correct the TWO mistakes in each exercise.

1. Bringing up in a hilly small village, he was bewildered when he first went to Shanghai. He kept wandering how people could move around in this crowded place.
2. Supporting by facts and statistics, the report was convincing and the preposition was accepted.
3. Cooking in olive oil, the smoky fish is delicious.
4. Viewing from the top of the mountain, the whole town made a stunned sight at night.
5. I was expected to attend my daughter's parent meeting at around 2 o'clock p.m. sharp, but I cleanly forgot.
6. There doesn't seem to having anyone in the house. I must have knocked for about five minutes, and nobody has answered.
7. I am tired to listen to his sick jokes. It's incredulous that anybody should find him amusing and witty.
8. Don't get so excited to nothing. Calm down and take it easily.
9. In stead of relying mainly on invest for economic development, we have now decided to shift our focus mainly to home consumption.



A Doctor's Dilemma

James Dillard¹

- 1 It was a bright, clear February afternoon in **Gettysburg**². A strong sun and layers of warm clothes did little to ease the biting cold. Our climb to **the crest of Little Round Top**³ took us to plain monuments, barren trees and polished cannon. From the top, we peered down on the wheat field where men had fallen so close together that one could not see the ground. **Rifle balls had whined as thick as bee swarms through the trees**⁴, and **cannon shots had torn limbs from the young men fighting there**⁵. A frozen wind whipped tears from our eyes. My friend Amy huddled close, using me as a wind breaker. Despite the cold, it was hard to leave this place.
- 2 Driving east out of Gettysburg on a country road, the gray car ahead of us passed through a rural crossroads just as a small pickup truck tried to take a left turn. The car swerved, but ran into the pickup on the passenger side. We immediately slowed down as we passed the scene. The driver of the car looked fine, but we couldn't see the driver of the pickup. I **pulled over**⁶ on the **shoulder**⁷ and got out to investigate.

1 **James Dillard:** 詹姆斯·迪拉德, an author, medical researcher, and frequent lecturer. Dr. Dillard earned his medical degree from Rush Medical College in 1990, his chiropractic degree from Cleveland Chiropractic College and his acupuncture degree from California Acupuncture College. The text was first published in the "My Turn" column in *Newsweek*.

2 **Gettysburg:** a place in Pennsylvania where a very important battle in the American Civil War took place in July, 1863. The battle resulted in the North winning the war.

3 **the crest of Little Round Top:** the top of a hill known as Little Round Top

4 **Rifle balls had whined as thick as bee swarms through the trees:** 步枪发出的子弹像密集的蜂群一样呼啸着穿过树木

5 **cannon shots had torn limbs from the young men fighting there:** 炮弹把正在战斗的年轻人的胳膊和腿炸飞

6 **pull over:** (of vehicles) to move to the side of the road and stop

7 **shoulder:** (*AmE*) a hard area at the side of a main road, esp. a motorway, where a driver can stop if there is a serious problem 紧急停车道

- 3 The right side of the truck was smashed in, and the side window was shattered. The driver was partly out of the truck. His head hung forward over the edge of the passenger-side window, the front of his neck crushed on the shattered windowsill. He was unconscious and starting to turn blue. His chest slowly heaved against a blocked **windpipe**⁸.
- 4 A young man ran out of a house at the crossroads. "Get an ambulance out here," I shouted against the wind. "Tell them a man is dying."
- 5 I looked down again at the driver hanging from the windowsill. There were six empty beer bottles on the floor of the truck. I could smell beer through the window. I knew I had to move him, to open his airway. I had no idea what neck injuries he had suffered. He could easily end up **paralyzed**⁹. But I thought: He'll be dead by the time the ambulance gets here if I don't move him and try to do something to help him.
- 6 An image flashed before my mind. I could see the courtroom and the driver of the truck sitting in a wheelchair. I could see his **attorney**¹⁰ pointing at me and shouting at the jury: "This young doctor, with still a year left in his **residency training**¹¹, **took it upon himself to**¹² **play God**¹³. He took it upon himself to move this gravely injured man, **condemning him forever to**¹⁴ this wheelchair ..." I imagined the millions of dollars in **award money**¹⁵. And all the years of hard work lost. I'd be **paying him off**¹⁶ for the rest of my life. Amy touched my shoulder. "What are you going to do?"
- 7 The automatic response from long hours in the emergency room came to me. I pulled off my overcoat and rolled up my sleeves. The trick would be to keep his head up while I moved his body, so that his probable broken neck and **spinal-cord**¹⁷ injury wouldn't be made worse.

8 **windpipe**: the tube through which air passes from your mouth to your lungs

9 **paralyzed**: 瘫痪的

10 **attorney**: (*AmE*) a lawyer

11 **residency training**: 住院实习

12 **take it upon oneself to do sth.**: to decide to do sth. without sb.'s permission or approval 擅自决定

13 **play God**: to act as if you are in total control of sth.

14 **condemn sb. to sth.**: to make sb. suffer in a particular way

15 **award money**: money that is officially given to sb. after a legal decision 补偿金

16 **pay sb. off**: 向某人还债

17 **spinal-cord**: 脊髓

Amy came around the driver's side, climbed half in and grabbed his belt and shirt collar. Together we lifted him off the windowsill.

- 8 He was still **out cold**¹⁸, limp as a rag doll. His throat was crushed and blood was running down my arms. He still couldn't breathe. He was deep blue now, his pulse was rapid. The stench of alcohol **turned my stomach**¹⁹, but I tried to blow air down his mouth into his lungs. **It wouldn't go**²⁰.
- 9 Amy had brought some supplies from my car. I opened a large needle and felt the man's neck. My hands were numb, covered with freezing blood and bits of broken glass. I was trying to find the **thyroid gland**²¹. OK, it was about there ... we'll go in right here ...
- 10 **It was a lucky first shot**²². Pink air sprayed through the needle. I placed a second needle next to the first. The air began whistling through it. Almost immediately, the driver's face turned bright red. After a minute, his pulse slowed down and his eyes moved slightly. I stood up, took a step back and looked down. He was going to **make it**²³. He was going to live. A siren wailed in the distance. I turned and saw Amy holding my overcoat. I was shivering and my arms were turning white with cold.
- 11 The ambulance captain looked around and shouted, "What the hell ... who did this?" as his team hurried over to the man lying in the truck.
- 12 "I did," I replied. He took down my name and address for his reports. I had just destroyed my career. I would never be able to finish my residency training if the man put the law on me. My life was over.
- 13 The truck driver was strapped onto a backboard, his neck in a stiff collar. The ambulance crew had controlled the bleeding and began **giving him a drip**²⁴. He was slowly waking up. As they loaded him into the ambulance, I saw him move his feet. Maybe my future wasn't lost.
- 14 A police sergeant called me from Pennsylvania three weeks later. Six days after successful treatment on his throat, the driver left the hospital against medical advice, because he couldn't

18 **out cold**: completely unconscious

19 **turn one's stomach**: to make one feel ill

20 **It wouldn't go**: The air couldn't get into his lungs.

21 **thyroid gland**: 甲状腺

22 **It was a lucky first shot**: The needle hit the right spot at first attempt.

23 **make it**: to recover

24 **give sb. a drip**: to put some liquid medicine in the body through a tube 给某人输液

get a drink on the ward. He was being charged with drunk-driving.

- 15 A few days later, I went into the office of one of my senior professors, to tell the story. He peered over his half glasses and his eyes narrowed. "Well, you did the right thing medically of course. But, James, do you know what you put at risk by doing that?" he said sternly. "What was I supposed to do?" I asked.
- 16 "Drive on," he replied. "There is an army of lawyers out there who would stand in line to get a case like that. If that driver had turned out to be paralyzed, you might never have practiced medicine again. You were a very lucky young man."
- 17 The day I graduated from medical school, I took an oath to serve the sick and the injured. I remember truly believing I would be able to do just that. But I have found out it isn't so simple. I understand now what a foolish thing I did that day. But would I drive on? I don't think I could even if I wanted to. What would I do? I honestly do not know the answer to this terrible dilemma.

(1,102 words)

Memorable Quotes

Unit Project

Choose ONE of the two tasks given and work on it as instructed.

1. We know that there are all kinds of terrible people who commit crimes. They cheat, steal, rob, rape, or kill. But there are a lot more people who are decent and honest, yet they may also do things that harm others. For example, those who press the button and drop bombs, launch missiles to kill innocent people; those who press the button and produce alcohol, tobacco, or drugs that kill rather than cure. Those people often hurt others without realizing it because they feel that they are merely doing their job, or earning their living. If you agree that this is a real problem today, how do you think we can effectively control those button units? Discuss in groups and give a 5-minute presentation in class to summarize your group's discussion.
2. Use your imagination and write a new ending of about 200 words for Text A. (You can write about how Norma tries to collect relevant evidence to take the issue to the court and accuses the company Mr. Steward represents of murdering her husband, etc.) You need to add dialogs to your story and make your ending as creative as possible.

Memorable Quotes

Earth provides enough to satisfy every man's need, but not every man's greed.

—Mahatma Gandhi

Money has never made man happy, nor will it. There is nothing in its nature to produce happiness. The more of it one has the more one wants.

—Benjamin Franklin

It's good to have money and the things that money can buy, but it's good, too, to check up once in a while and make sure that you haven't lost the things that money can't buy.

—George Lorimer

That men do not learn very much from the lessons of history is the most important of all the lessons that history has to teach.

—Aldous Huxley

▲ Text A Wisdom of Bear Wood

▲ Text B Baby Birds

UNIT

7



Lead-in

- 1** Have you ever met a much older person who has influenced your life? Or have you heard of such stories? Share the stories with each other. How might friendship between different generations be different from friendship between peers? How can inter-generational friendship benefit both sides?
- 2** It is often said that true friendship is in the giving and not in the taking. Do you agree? Why or why not?

Text A



课文录音

- 1 When I was 12 years old, my family moved to England, the fourth major move in my short life. My father's government job demanded that he go overseas every few years, so I was used to wrenching myself away from friends.
- 2 We rented an 18th-century farmhouse in Berkshire. Nearby were ancient castles and churches. Loving nature, however, I was most delighted by the endless patchwork of farms and woodland that surrounded our house. In the deep woods that verged against our back fence, a network of paths led almost everywhere, and pheasants rocketed off into the dense laurels ahead as you walked.
- 3 I spent most of my time roaming the woods and fields alone, playing Robin Hood, daydreaming, collecting bugs and bird-watching. It was heaven for a boy—but a lonely heaven. Keeping to myself was my way of not forming attachments that I would only have to abandon the next time we moved. But one day I became attached through no design of my own.
- 4 We had been in England for about six months when old farmer Crawford gave me permission to roam about his immense property. I started hiking there every weekend,

Wisdom of Bear Wood

Michael Welzenbach



up a long, sloping hill to an almost impenetrable stand of trees called Bear Wood. It was my secret fortress, almost a holy place, I thought. Slipping through a barbed-wire fence, I'd leave the bright sun and the twitter and rustle of insects and animals outside and creep into another world—a vaulted cathedral, with tree trunks for pillars and years' accumulation of long brown needles for a softly carpeted floor. My own breathing rang in my ears, and the slightest stirring of any woodland creature echoed through this private paradise.

- 5 One spring afternoon I wandered near where I thought I'd glimpsed a pond the week before. I proceeded quietly, careful not to alarm a bird that might loudly warn other creatures to hide.
- 6 Perhaps this is why the frail old lady I nearly ran into was as startled as I was. She caught her breath, instinctively touching her throat with her hand. Then, recovering quickly, she gave a welcoming smile that instantly put me at ease. A pair of powerful-looking binoculars dangled from her neck. "Hello, young man," she said. "Are you American or Canadian?"
- 7 American, I explained in a rush, and I lived over the hill, and I was just seeing if there was a pond, and farmer Crawford had said it was okay, and anyhow, I was on my way home, so good-bye.
- 8 As I started to turn, the woman smiled and asked, "Did you see the little owl from the wood over there today?" She pointed toward the edge of the wood.
- 9 *She knew about the owls?* I was amazed.
- 10 "No," I replied, "but I've seen them before. Never close though. They always see me first."
- 11 The woman laughed. "Yes, they're wary," she said. "But then, gamekeepers have been shooting them ever since they got here. They're introduced, you know, not native."
- 12 "They're not?" I asked, fascinated. Anybody who knew this sort of stuff was definitely cool—even if she was trespassing in my special place.
- 13 "Oh, no!" she answered, laughing again. "At home I have books on birds that explain all about them. In fact," she said suddenly, "I was about to go back for tea and jam tart. Would you care to join me?"
- 14 I had been warned against going off with strangers, but somehow I sensed the old woman was harmless. "Sure," I said.
- 15 "I'm Mrs. Robertson-Glasgow," she introduced herself, extending her fine hand.

- 16 “Michael,” I said, taking it clumsily in my own.
- 17 We set off. And as we walked, she told me how she and her husband had moved to Berkshire after he’d retired as a college professor about ten years earlier. “He passed away last year,” she said, looking suddenly wistful. “So now I’m alone, and I have all this time to walk the fields.”
- 18 Soon I saw a small brick cottage that glowed pinkly in the westering sun. Mrs. Robertson-Glasgow opened the door and invited me in. I gazed about in silent admiration at the bookshelves, glass-fronted cases containing figures of ivory and carved stone, cabinets full of fossils, trays of pinned butterflies and, best of all, a dozen or so stuffed birds—including a glass-eyed eagle owl.
- 19 “Wow!” was all I could say.
- 20 “Does your mother expect you home at a particular time?” she asked as she ran the water for tea.
- 21 “No,” I lied. Then, glancing at the clock, I added, “Well, maybe by five.” That gave me almost an hour, not nearly enough time to ask about every single object in the room. But between mouthfuls of tea and jam tart I learned all sorts of things from Mrs. Robertson-Glasgow.
- 22 The hour went by much too swiftly. Mrs. Robertson-Glasgow had to practically push me out the door. But she sent me home with two large tomes, one full of beautiful illustrations of birds, and one of butterflies and other insects. I promised to return them the next weekend if she didn’t mind my coming by. She smiled and said she’d look forward to that.
- 23 I had made the best friend in the world.
- 24 When I returned the books, she lent me more. Soon I began to see her almost every weekend, and my well of knowledge about natural history began to brim over. At school, I earned the nickname “Prof” and some respect from my fellow students. Even the school bully brought me a dead bird he had found, or probably shot, to identify.
- 25 During the summer I spent blissfully long days with my friend. I discovered she made the finest shortbread in the world. We would explore Bear Wood, munching happily and discussing the books she had lent me. In the afternoons we would return to the cottage, and she would talk about her husband—what a fine man he’d been. Once or twice she seemed about to cry and left the room quickly to make more tea. But she always came back smiling.
- 26 As time passed, I did not notice that she was growing frailer and less inclined to laugh. Familiarity sometimes makes people physically invisible, for you find yourself talking to the

heart—to the essence, as it were, rather than to the face. I suspected, of course, that she was lonely; I did not know she was ill.

- 27 Back at school, I began to grow quickly. I played soccer and made a good friend. But I still stopped by the cottage on weekends, and there was always fresh shortbread.
- 28 One morning when I went downstairs to the kitchen, there was a familiar-looking biscuit tin on the table. I eyed it as I went to the refrigerator.
- 29 My mother was regarding me with a strange gentleness. “Son,” she began, painfully. And from the tone of her voice I knew everything instantly.
- 30 She rested her hand on the biscuit tin. “Mr. Crawford brought these this morning.” She paused, and I could tell she was having difficulty. “Mrs. Robertson-Glasgow left them for you.”
- 31 I stared out the window, tears stinging my eyes.
- 32 “I’m sorry, Michael, but she died yesterday,” she went on. “She was very old and very ill, and it was time.”
- 33 My mother put her arm about my shoulder. “You made her very happy, because she was lonely,” she said. “You were lucky to be such a good friend for her.”
- 34 Wordlessly, I took the tin to my room and set it on my bed. Then, hurrying downstairs, I burst through the front door and ran to the woods.
- 35 I wandered for a long time, until my eyes had dried and I could see clearly again. It was spring—almost exactly a year since I’d met the old woman in Bear Wood. I looked around me and realized how much I now knew. About birds, insects, plants and trees, thanks to her help. And then I remembered that back in my bedroom I had a tin of the best shortbread in the world, and I should go and eat it like I always did on weekends at Mrs. Robertson-Glasgow’s cottage.
- 36 In time, that old round tin filled up with dried leaves, fossils and bits of colorful stone, and countless other odds and ends. I still have it.
- 37 But I have much more, the legacy of that long-ago encounter in Bear Wood. It is a wisdom tutored by nature itself, about the seen and the unseen, about things that change and things that are changeless, and about the fact that no matter how seemingly different two souls may be, they possess the potential for that most precious, rare thing—an enduring and rewarding friendship.

(1,458 words)

Notes on the Text

1. About the author

Michael Welzenbach (1954–2001) was an art critic as well as a poet and a novelist. He wrote some of the most stimulating criticism of art and music for *The Washington Post*.

2. Berkshire (para. 2)

Berkshire is a county lying along the Thames River in southern England. Notice that “shire” is the old usage of “county” and appears in many names of places in England.

3. Robin Hood (para. 3) 罗宾汉

This is the name of a legendary English outlaw of the 12th century, hero of many ballads, who robbed the rich to give to the poor. Robin Hood lived and presided over his band of followers in Sherwood Forest. He was believed to be a perfect model of courage, generosity and justice, as well as of skill in archery.

The stories about Robin Hood and his “merry men” are similar in their popularity to the stories of the 108 famous outlaws in the Chinese classic novel *The Water Margin: Outlaws of the Marsh* (《水浒传》).

4. ... I'd ... creep into another world—a vaulted cathedral, with tree trunks for pillars and years' accumulation of long brown needles for a softly carpeted floor. (para. 4)

Notice the metaphorical use of “vaulted cathedral,” “pillars,” and “carpeted floor.” There are many other examples of metaphorical language in the text.

Glossary

abandon /ə'bəndən/ *v.*

to leave a person, thing, or place, esp. because it is impossible to stay with the person, the thing, or stay at the place
the state of getting more and more of sth. over a period of time

accumulation *n.*

/ə,kju:mjə'leɪʃən/

attached /ə'tætʃt/ *adj.*

full of affection for sb. or sth.

attachment /ə'tætʃmənt/ *n.*

a strong feeling of affection for sb. or sth.; *form ~*: 产生感情

barbed /bɑ:bd/ *adj.*

(of an arrow or a hook) having a point that is curved backwards

binoculars /br'nɒkjələz/ *n.*

(*pl.*) a device that makes faraway objects seem closer and larger 双筒望远镜

blissfully /'blɪsfəli/ *adv.*

in an extremely happy way

brim /brɪm/ <i>v.</i>	~ <i>over</i> : (of a cup, container, etc.) to become full and overflow 溢出
bug /bʌg/ <i>n.</i>	(esp. <i>AmE</i>) any small insect
carve /kɑːv/ <i>v.</i>	to make sth. by cutting wood, stone, or ivory; ~ <i>d stone</i> : 石雕
castle /'kɑːsəl/ <i>n.</i>	<i>ancient</i> ~: 古城堡
cathedral /kə'thiːdrəl/ <i>n.</i>	the main church of a district under the care of a bishop (=a priest of high rank)
clumsily /'klʌmzɪli/ <i>adv.</i>	in a way that lacks physical coordination, skill, or grace; awkwardly 笨拙地
dangle /'dæŋɡəl/ <i>v.</i>	to hang or swing freely; ~ <i>from one's neck</i> : 在……脖子上挂着
dense /dens/ <i>adj.</i>	closely packed or crowded together 茂密的; 浓密的
ease /iːz/ <i>n.</i>	the state of feeling relaxed or comfortable; <i>put sb. at</i> ~: 使舒适; 使感到自在
echo /'ekəʊ/ <i>v.</i>	to repeat (a sound) by the reflection of sound waves from a surface 发出回声; 起反响; 起共鸣
familiarity /fə,mɪli'ærəti/ <i>n.</i>	the state of knowing sb. or sth. well
fascinated /'fæsɪneɪtɪd/ <i>adj.</i>	very interested
fellow /'feləʊ/ <i>adj.</i>	used to describe sb. who is the same as you in some way; ~ <i>students</i> : 同学
fossil /'fɒsəl/ <i>n.</i>	the remains of an animal or plant which have turned into rock
frail /freɪl/ <i>adj.</i>	physically weak and thin 虚弱的
front /frʌnt/ <i>v.</i>	to cover or decorate the front of sth. 装饰……的正面; <i>glass-~ed case</i> : 以玻璃罩面的书柜
gamekeeper /'ɡeɪmkɪ:pə/ <i>n.</i>	a person whose job is to take care of the wild animals on a piece of private land 猎场看守人
glimpse /ɡlɪmps/ <i>v.</i>	to see sb. or sth. for a moment, but not very clearly
glow /ɡləʊ/ <i>v.</i>	to shine with a soft color; ~ <i>pinkly</i> : 发出粉红色的光
hike /haɪk/ <i>v.</i>	to go for a long walk in the country
holy /'həʊli/ <i>adj.</i>	important in a religious sense 神圣的
identify /aɪ'dentɪfaɪ/ <i>v.</i>	to know and say who or what it is
illustration /,ɪlə'streɪʃən/ <i>n.</i>	a drawing or picture in a book, magazine, etc., esp. one that explains sth. 插图
immense /ɪ'mens/ <i>adj.</i>	extremely large or great
impenetrable <i>adj.</i> /ɪm'penətreɪbəl/	impossible to be entered, passed through, or seen through 穿不过的; 进不去的
inclined /ɪn'klaɪnd/ <i>adj.</i>	tending to do sth.; <i>less ~ to laugh</i> : 不喜欢笑; 不想笑

insect /'ɪnsekt/ <i>n.</i>	a small creature such as a fly or ant, that has six legs, and sometimes wings 昆虫
instinctively /ɪn'stɪŋktɪvli/ <i>adv.</i>	by instinct
invisible /ɪn'vɪzəbəl/ <i>adj.</i>	impossible to see
ivory /'aɪvəri/ <i>n.</i>	a hard yellowish-white substance like bone that forms the long teeth of elephants; <i>figures of ~</i> : 象牙雕刻的人物
laurel /'lɒrəl/ <i>n.</i>	an evergreen tree or bush with shiny leaves 月桂树
legacy /'legəsi/ <i>n.</i>	sth. that took place in the past or that comes from sb. in the past 过去发生的事情; 过去某人遗留的东西
major /'meɪdʒəl/ <i>adj.</i>	large or important
munch /mʌntʃ/ <i>v.</i>	to eat sth. steadily and noisily, esp. sth. crispy
network /'netwɜ:k/ <i>n.</i>	a complicated system of roads, lines, tubes, nerves, etc. that cross each other; <i>a ~ of paths</i> : 交织的小路
nickname /'nɪkneɪm/ <i>n.</i>	an informal, often humorous, name for a person 绰号
odds and ends /,ɒdʒ ən 'endz/ <i>n.</i>	(<i>informal</i>) small items that are not valuable or are not part of a larger set 零星物件
overseas /,əʊvə'si:z/ <i>adv.</i>	to or in a foreign country; <i>go ~</i> : 出国
patchwork /'pætʃwɜ:k/ <i>n.</i>	a thing that is made up of many different pieces 拼缀物
pheasant /'fezənt/ <i>n.</i>	a large bird with a long tail, the male of which is brightly colored 野鸡
pillar /'pɪlə/ <i>n.</i>	a large stone, metal, or wooden post that is used to support a bridge, the roof of a building, etc.
practically /'præktɪkli/ <i>adv.</i>	almost; very nearly 几乎; 可以说是
private /'praɪvət/ <i>adj.</i>	enjoyed only by a particular person or a group, not for everyone; <i>~ paradise</i> : 私人的天堂
proceed /prə'si:d/ <i>v.</i>	to move in a particular direction
property /'prɒpəti/ <i>n.</i>	land and the buildings on it 房地产
regard /rɪ'gɑ:d/ <i>v.</i>	to look at sb. or sth. in a particular way
rewarding /rɪ'wɔ:dn̩/ <i>adj.</i>	worth doing; that makes you happy because you think it useful or important; <i>~ friendship</i> : 使人受益匪浅的友谊
roam /rəʊm/ <i>v.</i>	to walk or travel around an area without any definite aim or direction; <i>~ the woods</i> : 林间散步
rocket /'rɒkɪt/ <i>v.</i>	to move or rise very quickly; <i>~ off</i> : 突然飞出去
rustle /'rʌsəl/ <i>n.</i>	a light dry sound like leaves or pieces of paper moving or rubbing against each other 沙沙声
seemingly /'si:mɪŋli/ <i>adv.</i>	in a way that appears to be true but may be not in fact; <i>~ different</i> : 貌似不同的

shortbread /'ʃɔ:tbred/ *n.*

soul /səʊl/ *n.*

sting /stɪŋ/ *v.*

surround /sə'raʊnd/ *v.*

suspect /sə'spekt/ *v.*

tart /tɑ:t/ *n.*

tome /təʊm/ *n.*

trespass /'trespəs/ *v.*

trunk /trʌŋk/ *n.*

tutor /'tju:tə/ *v.*

twitter /'twɪtə/ *n.*

vaulted /'vɔ:ltɪd/ *adj.*

verge /vɜ:dʒ/ *v.*

wary /'weəri/ *adj.*

well /wel/ *n.*

wistful /'wɪstfəl/ *adj.*

woodland /'wʊdlənd/ *n.*

wow /wau/ *int.*

wrench /rentʃ/ *v.*

(=shortcake) a rich crispy biscuit/cookie made with flour, sugar, and a lot of butter 黄油甜酥饼干

(here) a human being

(stung, stung) to hurt or make sth. hurt with a sudden sharp pain for a short time; ~ *one's eyes*: 刺眼

to be around sb. or sth. on every side

to think that sth. is probably true or likely to happen

an open pie filled with sweet food such as fruit; *jam* ~: 果酱派

(*fm*) a large heavy book, esp. one dealing with a serious topic

to go onto sb.'s land without permission

the thick main stem of a tree

to teach

a series of short high sounds that birds make

made in the shape of an arch or a series of arches; having a ceiling or roof of this shape 拱形的

to be very close to a place

careful when dealing with sb. or sth. because you think that there may be a danger or problem

a deep hole in the ground from which people obtain water; ~ *of knowledge*: 知识的源泉

thinking sadly about sth. that you would like to have, esp. sth.

in the past that you can no longer have

an area of land that is covered with trees

(*infml*) exclamation used to express great surprise or admiration

to pull or twist suddenly and violently

Language Focus

1 Study homonyms and find more examples from the text.

In the title of the text, “Bear Wood” is the name of a wood, where, presumably, there are or used to be bears. Notice the word “bear” here does not mean “忍受,” but refers to the large animal “熊.” These two words are called homonyms. More examples:

lie 躺	mine 我的	fine 好的	ball 球	bit 一点	found 找到 (过去式和过去分词)
lie 说谎	mine 矿	fine 罚款	ball 舞会	bit 咬 (过去式)	found 建立

2 Study noun-verb conversions and find more examples from the text.

In English, nouns can often be converted into verbs as a less common way of using the word, and vice versa. The conversion can have a special effect, for example, making the description more vivid. Take the word “rocket” in the following sentence as an example:

... pheasants **rocketed** off into the dense laurels ... (para. 2)

3 List useful phrases from the text.

1. Verb phrases

2. Prepositional phrases

3. Other phrases

4 List useful verb + noun collocations from the text.

5 Underline useful sentence patterns in the text and study how they are used.

6 The text is rich with beautiful descriptive language. Find out the figures of speech the author has used to convey such beauty.

▶▶ Reading Comprehension

1 Read the text and complete the summary.

This text tells the story of an unlikely friendship between a young boy and an old lady. The 12-year-old American boy had just moved to England. In his first six months in England, he enjoyed (1) _____ there, but avoided (2) _____ for fear that he would have to say good-bye too soon.

One day, as he was roaming the Bear Wood, he ran into an old lady, who caught his interest by (3) _____. The lady then invited him home for tea and jam tart, and he (4) _____ the books, fossils, and specimens of butterflies and birds in the house. By the time he left, he and the lady had become friends.

For about a year the boy and the old lady remained best friends. The boy enjoyed exploring the wood together with the lady while munching (5) _____. He gained a lot of (6) _____ from the lady, which (7) _____ from his fellow students; he also (8) _____ and make other friends at school. He didn't notice, however, that (9) _____.

One morning, the boy's mother told him that the old lady had passed away, leaving him (10) _____. The boy was sad over the loss of a dear friend, but then he realized that he had gained so much from the encounter in Bear Wood, such as knowledge about nature, life, and (11) _____. They all combined to form (12) _____ that the boy received as a precious gift.

2 Explain the following sentences from the text, paying attention to the underlined parts.

1. Keeping to myself was my way of not forming attachments that I would only have to abandon the next time we moved. (para. 3)
2. But one day I became attached through no design of my own. (para. 3)
3. Familiarity sometimes makes people physically invisible, for you find yourself talking to the heart—to the essence, as it were, rather than to the face. (para. 26)
4. It is a wisdom tutored by nature itself, about the seen and the unseen, about things that change and things that are changeless, and about the fact that no matter how seemingly different two souls may be, they possess the potential for that most precious, rare thing—an enduring and rewarding friendship. (para. 37)

3 Answer the following questions according to your understanding of the text.

1. Why did Michael move to England? Did he make many friends there at the beginning? Why did he like to keep to himself?
2. What did he like to do to amuse himself? Why did Bear Wood become his favorite place? What attracted him to the wood?
3. How did the boy meet Mrs. Robertson-Glasgow? Why did he quickly begin to like the old lady?
4. What did the boy and old lady do together as friends? In what sense did the boy find the friendship rewarding? What did he gain from it?
5. What do we know about the lady? Can you reconstruct her life story with the bits of information provided in the text? Do you think the friendship was rewarding for the lady too? If yes, in what sense?
6. How did the boy find out about the old lady's death? How did he take it? How do you think Michael's mother felt about their friendship?
7. How would you account for the strong attachment between the boy and the old lady, considering that they were vastly different? Do you think the friendship had a lasting effect on the boy's life? If so, in what ways?
8. How do you understand the title of the story? What is the wisdom the boy found in Bear Wood?

► Language Exercises

1 Expand your vocabulary.

1. Give the corresponding verbs for the following nouns.

- | | |
|-----------------------|---------------------|
| 1) attachment _____ | 7) weight _____ |
| 2) collision _____ | 8) flight _____ |
| 3) proof _____ | 9) reduction _____ |
| 4) conclusion _____ | 10) survival _____ |
| 5) behavior _____ | 11) challenge _____ |
| 6) accumulation _____ | 12) delivery _____ |

2. Give the corresponding nouns for the following verbs.

- | | |
|-------------------|--------------------|
| 1) locate _____ | 8) digest _____ |
| 2) injure _____ | 9) guarantee _____ |
| 3) advocate _____ | 10) insist _____ |
| 4) admire _____ | 11) explore _____ |
| 5) discover _____ | 12) refresh _____ |
| 6) condense _____ | 13) defer _____ |
| 7) attempt _____ | 14) commit _____ |

3. Translate the homonyms in bold type.

- 1) It's your decision—you have to **bear** the responsibility if things go wrong.
She hit the **bear's** face with a pumpkin and frightened it away.
- 2) Her life is now at **stake**. We must do something to get her out of this **grave** danger.
The keeper hammered a few **stakes** to hold the fence around the **grave**.
- 3) They **bored** three holes to pump fresh air to the coal miners.
The dull and lengthy lecture **bored** us stiff.
- 4) The microscope enables us to see the structure of a **cell**.
My father bought me a **cell** phone as a birthday present.
The two prisoners broke out of their **cells** and cut through a barbed-wire fence.
- 5) The fruit grower says, "I eat what I **can**. What I cannot eat, I **can**."
- 6) It was **pitch** dark outside. We decided to **pitch** a tent and sleep outdoors.
I mean we must all **pitch** in if we want to overcome these difficulties.
With all his strength, Sam **pitched** the heavy ball to the far end of the yard.
A basic sense of rhythm and **pitch** is essential for a music teacher.
- 7) I think it's **mean** of him to say that his wife is a good-for-nothing.
I think we should always follow the golden **mean** instead of going to one extreme or the other.

- 8) It is said that it is impossible to drive people to heaven using a **club**, which **means** that it is impossible to force people to be free.
OPEC is a **club** of many oil-exporting countries.
- 9) We must agree not to **resort** to force even if all other **means** seem to have failed.
They used to spend their summer holidays overseas when they were young, but nowadays they prefer domestic **resorts**.
- 10) He did not **utter** a single word at the meeting.
I think it is **utter** nonsense to say that all dreams will come true if we refuse to give up.

4. Translate the following sentences, paying attention to the verbs in bold type which are normally used as nouns.

- 1) How on earth did he manage to **worm** his way into that position?
- 2) She **tiptoed** into the room, while he was **spooning** the mush into the baby's mouth.
- 3) The boss threatened to **boot** my dad out if he would be late again, not knowing that my dad had spent hours taking an old woman who had fainted by the roadside to the hospital when he **biked** to the factory.
- 4) The coal is first **trucked** to a seaport and then **shipped** overseas.
- 5) This king was said to have **fathered** three or four dozen sons who were all made his bodyguards.
- 6) According to the story, he lost his kingdom because he had not **shoed** his horse properly.
- 7) The assassin **gutted** a fish and hid a dagger in its belly.
- 8) Don't **brother** me!
- 9) He is trying to **nose** into her family background.
- 10) The police officer **eyed** him up and down suspiciously.
- 11) There is no free lunch. Somebody must **foot** the bill.
- 12) She felt like a **caged** bird in this family.

5. Give corresponding synonyms and antonyms for the following words and expressions.

Synonyms

- | | |
|---------------------|--------------------|
| 1) swiftly _____ | 6) countless _____ |
| 2) brim over _____ | 7) dense _____ |
| 3) incline to _____ | 8) heaven _____ |
| 4) precious _____ | 9) proceed _____ |
| 5) enduring _____ | 10) alarm _____ |

- 11) frail _____
- 12) amaze _____
- 13) delighted _____
- 14) abandon _____
- 15) roam _____
- 16) immense _____
- 17) hiking _____
- 18) fascinated _____
- 19) definitely _____
- 20) clumsily _____

Antonyms

- 1) downstairs _____
- 2) familiar _____
- 3) physically _____
- 4) visible _____
- 5) impenetrable _____
- 6) colorful _____
- 7) private _____
- 8) paradise _____
- 9) major _____
- 10) attach _____
- 11) harmless _____
- 12) rare _____

6. Translate the following expressions.

Into Chinese

- 1) a rewarding experience
- 2) seemingly different
- 3) a clumsy person
- 4) a barbed-wire fence
- 5) a paradise on earth
- 6) dense population
- 7) a rare species
- 8) powerful binoculars
- 9) retired workers
- 10) a potential disaster

Into English

- 1) 探索大自然的秘密
- 2) 赢得每个人的赞扬
- 3) 忍受痛苦和折磨
- 4) 引进这个品种的绵羊
- 5) 要求公开道歉
- 6) 泡茶
- 7) 放弃希望
- 8) 积累经验
- 9) 组成 / 形成强有力的团队
- 10) 在田野漫步

2 Fill in the blanks with the correct form of the phrases listed below.

slip through	wrench sb. away from	run into
fill up with	brim over	burst with/through
odds and ends	keep to oneself	go by
at ease	care to	
(be) warned against	(be) about to	

1. I _____ Aunt Chen this morning. She had just come back from Hainan Island. I found that she had become a new person, _____ youthful energy.

2. Tom is disorganized. All his drawers are _____ with _____.
3. I never felt _____ in front of strangers when I was a kid. So I usually _____.
4. We invited her to go mountain climbing with us, but she didn't _____ go because she had been _____ too much exercise by the doctor.
5. I took the teacher's advice and decided to do more reading. As time _____, I began to improve rapidly. My efforts proved to be very rewarding.
6. Unhappy with my decision to stay in the poor county, my father tried to _____ that place, but I saw a wonderful opportunity there and I was determined not to let that opportunity _____ my fingers.
7. She used to be a shopaholic, but when she found that her closet _____ clothes she might never have use for, she decided to shop more sensibly.
8. The performance was just _____ begin that evening when about a dozen of terrorists suddenly _____ the doors of the theater, dressed in black and armed with guns.

3 Fill in the blanks with the correct prepositions or adverbs.

1. My grandparents are used _____ living in the countryside. They love roaming the fields that verge _____ their old farmhouse.
2. It may have something to do _____ our over-dependence on social media. I find many young people today tend to keep _____ themselves. They don't feel _____ ease _____ a social gathering.
3. This is a well-known story _____ how a young scholar got himself a job _____ a servant _____ a rich man—_____ careful design, because _____ this way he could see the maid he was secretly in love _____ who was working in the same family.
4. The band rocketed _____ fame overnight after their first single was released.
5. Our family is planning to go to Hainan Island this summer, and I look _____ the chance to roam the beautiful beaches.
6. I am terribly interested _____ this problem. So if you should run _____ any book _____ this, please get me a copy.
7. There the local people eat _____ their fingers. It is very different from what we are accustomed _____.
8. Just then the bank's repeated warnings _____ cheating began to ring _____ my ears. I decided that this time I would not let this guy slip _____ my fingers.
9. We have repeatedly warned them _____ playing _____ fire.

4 Study the following examples and complete the sentences by translating the Chinese in the brackets, paying attention to the present perfect continuous tense in the sentences.

Examples	But then, gamekeepers have been shooting them ever since they got here. (para. 11)
	I have been forcing silence upon her all these years ... (para. 9, Unit 2, Book 1)
	He's been reading too many comic books or seeing too many movies or something! (para. 43, Unit 12, Book 1)

1. Finally having all the time to myself, I _____ (看了一整天书).
2. The kids must be tired by now. They _____ (已经在游泳池里玩了快两个小时).
3. The man speaks French with a strong American accent though he _____ (自从大学毕业后就一直在巴黎生活和工作).
4. Why don't you stop a while and stretch your arms and legs? You _____ (已经坐在电脑前工作太久了).
5. The boy can play Beethoven brilliantly; he _____ (从三岁开始练习演奏古典音乐).

5 Study how the present participle phrases in the examples are turned into relative clauses and then do the same to the parts in bold type in the following sentences.

Examples	working mothers → mothers who are working
	a fact-finding trip → a trip the purpose of which is to find related facts

1. Owing to the current economic depression, governments have introduced a series of **money-saving measures**.
2. Being trapped in the same daily routines in the city, he yearns for the **soul-stirring scenery** of the countryside.
3. A good book not only tells interesting stories but also asks **thought-provoking questions**.
4. People are so accustomed to sensational news headlines that they can hardly tell when truly **earth-shaking news** is reported.
5. The role of the police is to enforce the law and protect **law-abiding citizens**.
6. The university's Career Center offers information and counseling services for **job-hunting students**.

6 Translate the following sentences, using the words in the brackets.

1. 你能认出照片中把手搭在杰克肩膀上的那个外国人是谁吗? (rest)
2. ——我怀疑他没有告诉我们全部真相。
——你为什么对此有怀疑? (suspect)
3. 谁也不会怀疑到他。嫌疑犯一般看起来不会这么和蔼可亲。可是警察通过 DNA 检测证明他就是真正的杀人凶手。(suspect)
4. 这个小镇因利用节能技术实现绿色经济发展而深受好评。(earn)
5. 他们从出生以来生活一直一帆风顺, 因此往往倾向于从好的方面看问题。(inclined)
6. 科学家们已经查明那具冻尸是一个生活在大约六千年前的年轻猎手。(identify)
7. 警方告诫大家不要在各种网站上留下自己的身份信息。(warn)
8. 不幸的是, 团队领导只想快点收工, 并不想讨论项目的具体措施。(care)
9. 岳父岳母打电话说他们的航班延误了, 但他们已经安全抵达, 真是让我松了一口气。(ease)
10. 虽然他已经尽力解释, 但是他的解释中总有些东西听起来是假的。(ring)

7 Fill in each blank of the passage with ONE suitable word.

After being away for several years, it is a strange experience to return to the place where you were born and raised. This (1) _____ to me a few months ago (2) _____ I decided to come back to Bethany to take the (3) _____ of chief reporter for the local newspaper.

I got the job (4) _____ the father-in-law of my former college roommate. I (5) _____ met him at my friend's wedding. When I finally decided to come back to Bethany, mainly because I was (6) _____ of living in New York City, I wrote to him hoping that he might be able to put me in (7) _____ with the right people. As it turned (8) _____, I was just the right person for the job because I had had rich (9) _____ as a big-city reporter. In addition, I was very (10) _____ with Bethany.

However, this is not entirely true. When I came down to look for a place to live, I soon discovered that many parts of the city had completely changed.

8 Find and correct the TWO mistakes in each exercise.

1. Some people distrusted that her son really took piano lessons from a well-known pianist ever since he was 10.
2. It's been ten months from I first came to college, and yet, to be honest, I'm still having difficulty adopting myself to the college life.

3. It is obvious that some of the chief exporting-oil countries are largely responsible to the recent sharp drop of oil price.
4. We persuaded Grandpa to live with us, but he wouldn't listen. He was so used to living in his farmhouse that it was hard for him to wrench away from it.
5. The company faces a severe legal charge and a heavy fee because its involvement in illegal import of ivory products.
6. Universities usually have a wide range of specialized departments with a great deal of courses and programs for students to choose from them.
7. The new president was expected to sing a different tone because people demanded him to change the policies.



Baby Birds

Gale Lawrence¹

- 1 Every spring the “baby bird crisis” occurs. By May many birds have **hatched**² their first **broods**³ and are feeding them in the nest while they grow their feathers and learn to fly. Baby birds have a way of **tumbling**⁴ out of their nests, and children have a way of finding them and bringing them home. What should a family do if faced with this “crisis”?
- 2 First, take the baby bird back to the exact spot where it was found. Look carefully for a nest nearby. If you find the nest and it is accessible, put the bird gently back into the nest. Contrary to popular belief, the mother bird will not reject a baby that has been handled by human beings. A deer, which has a keen sense of smell and fears the human scent, will reject a fawn that has been handled, but birds are different. If you find the nest and return the baby, you have done the best you can do.
- 3 As a next-best measure, tie a small box onto a branch of a tree or shrub near where the bird was found, and put the baby bird in the box. The bird will thus be off the ground and out of the reach of neighborhood cats and dogs.
- 4 The third best thing you can do is simply to leave the bird in the exact spot where it was found. Parent birds are accustomed to having their young fall out of the nest, and they will feed them on the ground. Of course, the baby bird is more **vulnerable**⁵ on the ground than

1 **Gale Lawrence:** 盖尔·劳伦斯, a freelance writer, teacher, and naturalist. She has written numerous naturalist books. This text is taken from her book *The Beginning Naturalist: Weekly Encounters with the Natural World* (1979).

2 **hatch:** to cause an egg to break in order to allow a young bird, insect, etc. to come out

3 **brood:** a group of young birds all born at the same time

4 **tumble:** to move in an uncontrolled way

5 **vulnerable:** easily to be hurt or attacked

it is in the nest or in a box, but it still **stands a better chance**⁶ of surviving under its own parents' care than under human care. If the baby bird is found near a house, it is better to keep pet dogs and cats indoors than to bring the baby bird indoors in an attempt to protect it.

- 5 If the baby is truly abandoned or orphaned—something you can learn only by watching it from a distance for an hour or more—you have a decision to make. You can leave it there to die a natural death—which might in fact be the most humane thing to do. Or you can take it indoors. If you decide to care for it yourself, you are making a **substantial commitment**⁷. And, even if you live up to your commitment, there is no guarantee that the bird will survive.
- 6 Two major problems are involved in trying to parent a baby bird. One is feeding it, and the other is preparing it for life in the wild. Parent birds do it all as a matter of course, but a human parent will have to drop other activities for a period of weeks and perhaps install a **screened porch or aviary**⁸ to do the job right.
- 7 Before you can even **address yourself to**⁹ the problem of feeding, however, you have the more immediate problem of the bird's shock and fright to **contend with**¹⁰. Perhaps this is the time to send one member of the family for a book on the care of wild animal young, while another **rigs up**¹¹ a heating pad or hot water bottle to warm the baby bird. One good book is *Care of the Wild Feathered and Furred: A Guide to Wildlife Handling and Care* (Santa Cruz: Unity Press, 1973) by Mae Hickman and Maxine Guy. Another is Ronald Rood's *May I Keep This Clam, Mother? It Followed Me Home: The Care and Feeding of Wild Pets* (New York: Pocket Books, 1976). A third book that is specifically about birds is *Bird Ambulance* (New York: Charles Scribner's Sons, 1971) by Arline Thomas.
- 8 Now comes the problem of feeding. The warm milk in an **eye dropper**¹² that seems to be everyone's immediate impulse when it comes to feeding animal young may be appropriate for baby mammals, but it will come as a complete surprise to the baby bird. Its parents were

6 **stand a better chance:** to have much more possibility of succeeding

7 **substantial commitment:** a very important promise

8 **screened porch or aviary:** 用网眼纱隔离的阳台或鸟舍

9 **address yourself to:** to give your attention to

10 **contend with:** to have to deal with, usually a difficult or unpleasant situation

11 **rig up:** to quickly make a piece of equipment from any materials you can find

12 **eye dropper:** (眼药水) 滴管

probably feeding it mashed worms, caterpillars, insects, and other delicious odds and ends. Therefore, you'll need to do the same. At first you should supply the baby bird with protein-rich foods. Eventually you're going to have to identify the species and learn something about its food habits in the wild if you want the bird to grow up properly. Whether the bird is a seed eater, an insect eater, or a **predator**¹³ will make a difference.

- 9 Parent birds feed their babies about every ten or fifteen minutes from sunrise to sunset. They also feed them exactly what they need to **keep their bowels regulated**¹⁴ and their bodies growing properly. They also keep the nest clean by removing the babies' **excrement**¹⁵, which usually appears shortly after each feeding. In brief, between finding and preparing appropriate food, feeding, and cleaning up after meals you're not going to have much time for anything else for a while if you decide to parent a baby bird.
- 10 If you do manage to keep the young bird fed properly and growing, your next problem is providing it with enough space for it to practice flying. You cannot expect a bird to go from your kitchen to the wild with one swoop of its wings. You will need to continue feeding and protecting the bird while it is adjusting to the outdoors. If it had stayed with its parents, it would have had adult birds to follow and imitate, but, with nothing but human beings to encourage it, it will have to make sense out of its environment alone. The young bird that has been raised by humans is at a disadvantage when it comes to competing for food and avoiding the attacks of predators. So even if you do manage to raise a fledgling to adulthood, you have not guaranteed its survival in the wild.
- 11 If you think I'm trying to sound discouraging, I am. The adoption of a baby bird will probably result in failure. You might even cause a death that would not have occurred had you left the baby bird where it was. Your intentions might be good; the ethical impulse that motivates your actions might be of the best kind. But you should know that even experienced **veterinarians**¹⁶ have a low success rate in caring for wild animals.
- 12 Perhaps the most important thing a child or adult can learn from an encounter with a baby bird is the difference between wild animals and domestic pets. Whereas puppies and kittens **warm to**¹⁷ human attention and become very much a part of the family, a wild bird never

13 **predator**: an animal that hunts, kills, and eats other animals

14 **keep their bowels regulated**: 使它们定时排便

15 **excrement**: solid waste which is released from the bowels of a person or animal

16 **veterinarian**: an animal doctor

17 **warm to**: to start to like

will. Attempting to make a pet out of a wild animal is a serious **disservice**¹⁸ to that animal—so serious, in fact, that there are laws against it. Life in the wild does not consist of friendly humans, readily available meals, and a protected environment. Wild animals must remain wild to survive.

- 13 Rather than adopt a baby bird, why not “adopt” a whole bird family from a distance? Chances are there is a bird’s nest somewhere near your home. Or you can build birdhouses to attract birds to your yard. Learn to watch the bird family from a distance. If human beings get too close, the parent birds won’t come to the nest. So practice sitting quietly, perhaps with a pair of binoculars, far enough away from the nest that the adult birds won’t feel threatened.
- 14 Watching birds in the wild is a much healthier and more realistic activity than fantasizing that a bird will become your special friend because you raised it. Unfortunately, movies, television, and children’s books have created a “**Bambi Syndrome**”¹⁹ in us. The young of most species are precious and adorable, but the desire to fondle and caress and make pets out of wildlings is dangerously romantic. It should not be encouraged. We’d be much wiser if we were content to be observers of wildlife. If we truly care about wild animals, we should be protectors of their wildness, which enables the best of them to survive.

(1,345 words)

18 **disservice**: an action which harms sb. or sth.

19 **Bambi Syndrome**: 将童话世界视为现实的身心与思维失调的综合征

Unit Project

Choose ONE of the two tasks given and work on it as instructed.

1. The friendship depicted in Text A between the boy and the old lady is touching, but such an enduring and rewarding friendship between generations is actually not very common in our lives. What factors do you think prevent people from forming such friendships? Will you be more open to and appreciative of such friendships after reading this text? Why or why not? Prepare a 3-minute speech in answer to these questions and present it to the class.
2. In his famous essay “Nature,” Ralph Waldo Emerson, the American poet and writer, tells us that nature does not just give us food, drink, shelter, things we need for survival, it gives us a lot more. It gives us art, literature, music; it gives us language; it gives us philosophy; it gives us meaning and joy and moral principles ... Do you agree with Emerson? Do you think we fully understand the importance of nature in our life? What does nature mean to you? Write an essay of about 200 words in answer to these questions.

Memorable Quotes

We are all travelers in the wilderness of this world, and the best we can find in our travels is an honest friend.

—Robert Louis Stevenson

In the sweetness of friendship let there be laughter, and sharing of pleasures. For in the dew of little things the heart finds its morning and is refreshed.

—Kahlil Gibran

The glory of friendship is not the outstretched hand, nor the kindly smile, nor the joy of companionship; it is the spiritual inspiration that comes to one when he discovers that someone else believes in him and is willing to trust him with his friendship.

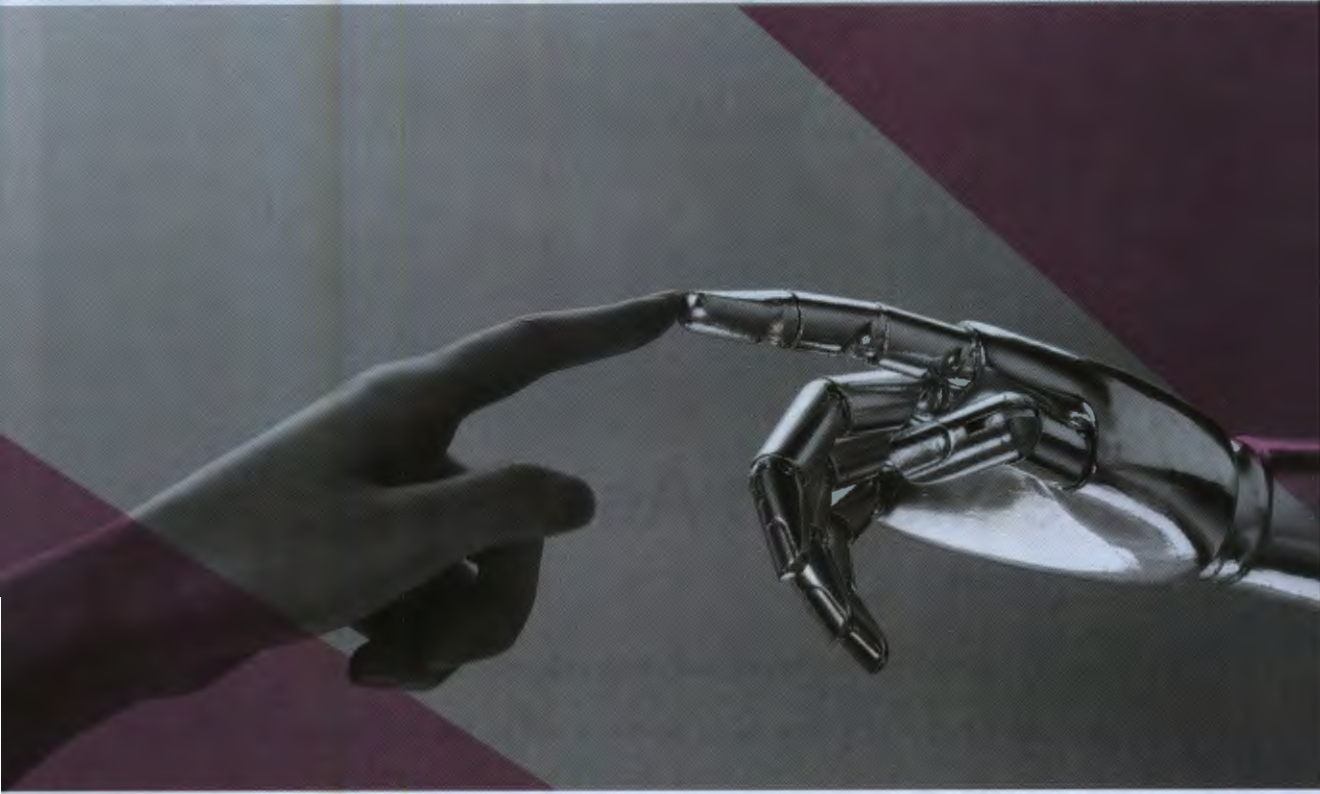
—Ralph Waldo Emerson

At the shrine of friendship never say die, let the wine of friendship never run dry.

—Victor Hugo

Text A The Man in Asbestos

Text B Harrison Bergeron



Lead-in

- 1 Have you ever read stories or watched movies that envision what the future world would be like? If so, what did you think of them?
- 2 What are human beings' most beautiful dreams for our future? Will it be easy to realize these dreams? What will our future be like if all our dreams do come true, say in another 300 years? Will people have no more hunger, poverty, pain, and suffering; no more death, illness, war, and natural disasters; no more trouble of any kind? Explain your ideas.



The Man in Asbestos

Stephen Leacock

- 1 To begin with, let me admit that I did it partly from jealousy.
- 2 It seemed unfair that other writers should be able at will to drop into a sleep of four or five hundred years, and to plunge headfirst into a distant future and be a witness of its marvels.
- 3 I wanted to do that too.
- 4 I made preparations for the sleep.
- 5 It was, in a way, clear, straight suicide, but I did it.
- 6 I could feel my senses leaving me. I fell into the deep immeasurable sleep in which the very existence of the outer world was hushed. Dimly I could feel the days go past, then years, and then the long passage of the centuries.
- 7 Then quite suddenly, I woke up, and looked about me.
- 8 Where was I?
- 9 I found myself sitting on a broad couch in some kind of museum.
- 10 Beside me sat a man. His face was hairless, but neither old nor young. He wore clothes that

looked like the grey ashes of paper that had burned and kept its shape. He was looking at me quietly, but with no particular surprise or interest.

11 “Quick,” I said, eager to begin. “Where am I? Who are you?”

12 “What a queer, excited way you have of speaking,” he looked annoyed.

13 “Tell me,” I said again. “Is this the year 3000?”

14 “I haven’t the faintest idea,” he said.

15 “Don’t you keep track of them any more?” I gasped.

16 “We used to,” said the man. “But it died out. Why,” he continued, “after we eliminated death—”

17 “Eliminated death!” I cried, sitting upright.

18 “I was saying—after we had eliminated death, and food, and—”

19 “Stop!” I said, my brain reeling. “Tell me one thing at a time.”

20 “Humph!” he ejaculated. “I see, you must have been asleep a long time. Go on then and ask questions.”

21 Oddly enough the first question that sprang to my lips was—

22 “What are those clothes made of?”

23 “Asbestos,” answered the man.

24 “Thank you,” I answered. “Now tell me where I am.”

25 “You are in a museum. The figures in the cases are specimens like yourself. But here,” he said, “if you want really to find out about what is evidently a new epoch to you, get off your platform and come out on Broadway.”

26 I got down. But the moment we came out upon the street, I stood riveted in astonishment.

27 Broadway! Was it possible? The change was absolutely appalling! In place of the roaring thoroughfare that I had known, this silent, moss-grown desolation. Great buildings had fallen into ruin. The place was soundless. Not a vehicle moved. There were no wires overhead—no sound of life or movement except, here and there, there passed slowly to and fro human

figures dressed in the same asbestos clothes as my acquaintance, with the same hairless faces, and the same look of infinite age upon them.

28 Good Heavens! And was this the era of the conquest that I had hoped to see? I had always taken for granted that humanity was destined to move forward. This picture of desolation rendered me almost speechless.

29 I gasped out a question.

30 “Where are the streetcars and the motors?”

31 “Oh, done away with long ago,” he said.

32 “But how do you get about?”

33 “We don’t,” he answered. “Why should we? It’s just the same being here as being anywhere else.”

34 A thousand questions surged into my mind at once. I asked one of the simplest.

35 “But how do you get back and forth to your work?”

36 “Work!” he said. “There isn’t any work.”

37 I looked at him a moment open-mouthed.

38 I tried to pull my senses together. I realized that if I was to find out about this new and undreamed-of future, I must go at it systematically.

39 “I see,” I said after a pause, “that momentous things have happened since my time. I wish you would explain to me bit by bit. First, what do you mean by saying that there is no work?”

40 “Why,” answered my strange acquaintance, “it died out of itself. Machinery killed it. If I remember rightly, you had a certain amount of machinery even in your time.”

41 I nodded assent.

42 “But you found it did you no good. The better your machines, the harder you worked. The more things you had, the more things you wanted. You were all caught in the cogs of your own machines.”

43 “That is quite true,” I said.

44 “Well, then, there came the Era of the Great Conquest of Nature, the final victory of Man and Machinery.”

- 45 “They did conquer it?” I asked quickly, with a thrill of the old hope in my veins again.
- 46 “Conquered it,” he said, “beat it out! Things came one by one. In a hundred years it was all done. In fact, just as soon as mankind turned its energy to decreasing its needs instead of increasing its desires, the whole thing was easy. Chemical Food came first. Heavens! The simplicity of it. Agriculture went overboard. Eating and all that goes with it, domestic labor, housework—all ended. Nowadays one takes a concentrated pill every year or so, that’s all.”
- 47 I had to interrupt. “Do you mean to say you no longer have stomachs?”
- 48 “Of course we have,” he answered, “but we use it for a different purpose. Let me go on. I was saying Chemical Food came first: that cut off almost one-third of the work, and then came the Asbestos Clothes. In one year humanity made enough suits to last for ever and ever. That, of course, could never have been if it hadn’t been connected with the revolt of women and the fall of Fashion.”
- 49 “Have the fashions gone,” I asked, “that insane, extravagant idea of—?” I was about to launch into one of my old-time harangues about the sheer vanity of decorative dress, when my eyes rested on the moving figures in asbestos, and I stopped.
- 50 “All gone,” said the Man in Asbestos. “Then next to that we killed the change of climate. I don’t think that in your day you properly understood how much of your work was due to the shifts of what you called the weather. It meant the need of all kinds of special clothes and houses and shelters, a wilderness of work. How dreadful it must have been in your day—wind and storms, clouds flying through the air, the ocean tossed and torn by the wind, snow thrown all over everything.”
- 51 “Sometimes,” I said, “it was very beautiful. So you made the weather all the same?”
- 52 “Yes, and it cut out fuel and houses and an infinity of work with it!”
- 53 He paused a moment.
- 54 “So,” I said, “the Conquest of Nature meant that presently there was no more work to do?”
- 55 “Exactly,” he said, “nothing left.”
- 56 “Food enough for all?”
- 57 “Too much,” he answered.
- 58 “Houses and clothes?”

- 59 "All you like."
- 60 Then I realized for the first time, just what work had meant in the old life, and how much of the texture of life had been bound up in the keen effort of it.
- 61 Presently my eyes looked upward: Dangling at the top of a building I saw what seemed to be the remains of telephone wires.
- 62 "What became of all the system of communication?" I asked.
- 63 "Ah," said the Man in Asbestos, "all cut out. You see, when work stopped and commerce ended, and food was needless, and the weather killed, there was nothing to communicate and it was foolish to move about. Besides it was dangerous!"
- 64 "So!" I said. "You still have danger?"
- 65 "Why, yes," he said.
- 66 "Do you mean you can still die?" I asked.
- 67 "No," said the Man in Asbestos, "there's been no death for centuries past; we cut that out. Disease and death were simply a matter of germs. Well, we hunted them down one by one and destroyed them."
- 68 "And you mean to say," I ejaculated in amazement, "that nowadays you live for ever?"
- 69 "Yes," he said, "unless, of course, we get broken. Therefore we took steps to cut out all accidents. We forbid all streetcars, street traffic, airplanes, and so on."
- 70 We sat silent for a long time. I looked about me at the crumbling buildings, the unchanging sky, and the dreary, empty street. Here, then, was the fruit of the Conquest, the elimination of work, the end of hunger and cold, the cessation of the hard struggle, the downfall of change and death—nay, the very millennium of happiness. And yet, somehow, there seemed something wrong with it all. I pondered, then I put two or three rapid questions, hardly waiting to reflect upon the answers.
- 71 "Is there any war now?"
- 72 "Done away with centuries ago."
- 73 "Do you still have newspapers?"
- 74 "Newspapers! What on earth would we want them for? What is in them, anyway? Only things that happen, wars and accidents and work and death. When these went, newspapers went too.

Listen,” continued the Man in Asbestos, “you still don’t seem to understand the new life at all. How used your people to spend all the early part of their lives?”

75 “Why,” I said, “our first fifteen years or so were spent in getting education.”

76 “Exactly,” he answered, “now notice how we’ve improved on all that. Education in our day is done by surgery. Strange that in your time nobody realized that education was simply a surgical operation of opening the skull and engrafting into it a piece of prepared brain. Actually we have found lately that for a great many things there is no need to use the head. We can use what used to be the digestive apparatus.”

77 He paused a moment. Then went on:

78 “Well, then, to continue, what used to occupy your time and effort after your education?”

79 “Why,” I said, “one had, of course, to work, and then, to tell the truth, a great part of one’s time and feeling was devoted toward the other sex, toward falling in love and finding some woman to share one’s life.”

80 “Ah,” said the Man in Asbestos. “I’ve heard about your arrangements with the women, but never quite understood them.”

81 Then it suddenly struck me that of the figures on the street, all had looked alike.

82 “Tell me,” I said, “are there no women now? Are they gone too?”

83 “Oh, no,” answered the Man in Asbestos, “they’re here just the same. Some of those are women. Only, you see, everything has been changed now. It all came as part of their great revolt, their desire to be like men.”

84 “This, then, is your millennium,” I said, as I turned on him in anger. “This dull, dead thing, with the work and the burden gone out of life, and with them all the joy and the sweetness of it. For the old struggle—mere stagnation; and in place of danger and death, the dull monotony of security and the horror of an unending decay! Give me back,” I cried, “the old life of danger and stress, with its hard toil and its bitter changes, and its heartbreaks. Give me no rest,” I cried aloud—

85 “Yes, but give a rest to the rest of the corridor!” cried an angered voice.

86 Suddenly my sleep had gone.

87 I was back again in the room of my hotel.

(1,887 words)

Notes on the Text

1. About the author and the text

Stephen Leacock (1869–1944) was born in England, but at the age of 6, moved with his parents to Canada, where he spent most of his life. But it was in America at the University of Chicago that he completed his formal education in economics and political science before returning to Canada to begin his career as a professor at McGill University. During his lifetime, he wrote over 40 books, half of which were on serious matters. But it was the other half that won him the fame as one of the outstanding humorists of the English-speaking world.

2. Broadway (para. 25)

Broadway is a New York thoroughfare, extending the entire length of Manhattan Island, and known as the main theater district of the city.

3. Well, then, there came the Era of the Great Conquest of Nature, the final victory of Man and Machinery. (para. 44)

Note that these words are capitalized because in the author's day they were regarded almost as basic scientific laws. The author here is ridiculing the idea that man will finally conquer nature with the help of machines. He also expresses the view that even if man does succeed, the result may very well be hell rather than heaven.

4. That, of course, could never have been if it hadn't been connected with the revolt of women and the fall of Fashion. (para. 48)

Note that the author seems to be opposed to the women's movement and might therefore be thought conservative in his attitude. However, let us think more carefully before we dismiss him with political labels.

5. ... the very millennium of happiness. (para. 70)

"Millennium" means a period of 1,000 years. It also means a hoped-for age of joy, serenity, prosperity, and justice.

Glossary

acquaintance /ə'kweɪntəns/ *n.*

sb. you know a little

appalling /ə'pɔ:lɪŋ/ *adj.*

shocking

apparatus /,æpə'reɪtəs/ *n.*

the set of tools and machines that you use for a particular scientific, medical, or technical purpose 设备; 仪器; 装置

asbestos /æs'bestəs/ *n.*

a soft gray mineral that does not burn, used esp. in the past in building as a protection against fire or to prevent heat loss 石棉

ash /æʃ/ *n.*

the soft gray powder that remains after something has been burned

assent /ə'sent/ *n.*

official agreement to or approval of sth.; *nod* ~: 点头同意

cessation /se'seɪʃən/ <i>n.</i>	(<i>fm</i>) the stopping of sth.
cog /kɒɡ/ <i>n.</i>	one of a series of teeth on the edge of a wheel that fit between the teeth on the next wheel and cause it to move 齿轮
commerce /'kɒmə:s/ <i>n.</i>	trade; the buying and selling of goods
concentrated /'kɒnsəntreɪtɪd/ <i>adj.</i>	made stronger or purer by removing water; ~ <i>pill</i> : 浓缩药丸
conquest /'kɒŋkwɛst/ <i>n.</i>	the act of gaining control over sth. that is difficult or dangerous 征服
crumbling /'krʌmblɪŋ/ <i>adj.</i>	breaking into very small pieces; ~ <i>building</i> : 行将坍塌的建筑物; 残垣断壁
decay /dɪ'keɪ/ <i>n.</i>	the gradual destruction of sth. because it has not been looked after
decorative /'dekəreɪtɪv/ <i>adj.</i>	intended to look attractive rather than useful
decrease /dɪ'kri:s/ <i>v.</i>	to become or make sth. smaller in size or number; ~ <i>one's needs</i> : 减少需求
desolation /,desə'leɪʃən/ <i>n.</i>	the state of a place that is ruined or destroyed and offers no joy or hope to people
destined /'destɪnd/ <i>adj.</i>	having a future which has been decided or planned at an earlier time, esp. by fate; <i>be ~ to</i> : 注定会……
digestive /daɪ'dʒestɪv/ <i>adj.</i>	connected with the process of digestion 消化的
dimly /'dɪmli/ <i>adv.</i>	not very brightly or clearly
downfall /'daʊnfɔ:l/ <i>n.</i>	the sudden loss of power, status, or success 垮台; 不再存在
dreadful /'dredfəl/ <i>adj.</i>	very bad or unpleasant
dreary /'driəri/ <i>adj.</i>	making you feel bored and unhappy
ejaculate /ɪ'dʒækjələrt/ <i>v.</i>	to say or shout sth. suddenly
eliminate /ɪ'lɪmənɪt/ <i>v.</i>	to remove or get rid of
engraft /ɪn'grɑ:ft/ <i>v.</i>	to insert as if by grafting 移植
epoch /'i:pɒk/ <i>n.</i>	a period of time in history, esp. one during which important events or changes happen 时代
era /'ɪərə/ <i>n.</i>	a period in history with a particular character or feature
evidently /'evədəntli/ <i>adv.</i>	clearly
extravagant /ɪk'strævəɡənt/ <i>adj.</i>	(of ideas, speech, or behavior) extremely unreasonable
faint /feɪnt/ <i>adj.</i>	<i>haven't the ~est idea</i> : not to know anything at all
forbid /fə'bɪd/ <i>v.</i>	(forbade, forbidden) to say that sth. is not allowed
fro /frəʊ/ <i>adv.</i>	<i>to and ~</i> : 来来回回
harangue /hə'ræŋ/ <i>n.</i>	a long loud angry speech that criticizes sb. or sth. or tries to persuade people to do sth.
hush /hʌʃ/ <i>v.</i>	to be quiet; to stop talking or crying; <i>be ~ed</i> : 压低了声音

immeasurable /ɪ'meʒərəbəl/ <i>adj.</i>	too large or great to be measured
infinite /ɪnfənət/ <i>adj.</i>	without limits; without end
infinity /ɪn'fɪnəti/ <i>n.</i>	a space of distance without limits or an end (空间或距离的) 无限, 无穷
insane /ɪn'seɪn/ <i>adj.</i>	very stupid, crazy, or dangerous
jealousy /'dʒeləsi/ <i>n.</i>	a feeling of anger or sadness because sb. has sth. that is better than what you have; <i>from</i> ~: 出于嫉妒
launch /ləʊntʃ/ <i>v.</i>	to start an activity
marvel /'mɑ:vəl/ <i>n.</i>	sth. that is very surprising and impressive
mere /mɪə/ <i>adj.</i>	used when you want to emphasize how small, unimportant, sb. or sth. is
millennium /mɪ'leniəm/ <i>n.</i>	<i>the</i> ~: 千禧年; 千年盛世
momentous /məʊ'mentəs/ <i>adj.</i>	important or serious, esp. because there may be important results
monotony /mə'nɒtəni/ <i>n.</i>	a bored feeling caused by the fact that nothing different ever happens 单调; 乏味
moss /mɒs/ <i>n.</i>	苔藓; ~-grown: 长满苔藓的
motor /'məʊtə/ <i>n.</i>	(BrE, old-fashioned) a car
naï /nei/ <i>adv.</i>	(old-fashioned) no
overboard /'əʊvəbɔ:d/ <i>adv.</i>	<i>go</i> ~: (在文中表示) 被消灭
ponder /'pɒndə/ <i>v.</i>	to think about sth. carefully for a period of time
reel /ri:l/ <i>v.</i>	to seem to be spinning around and around; <i>one's brain</i> ~s: 头晕
render /'rendə/ <i>v.</i>	to cause sb. or sth. to be in a particular state or condition; ~ <i>sb.</i> <i>speechless</i> : 使某人无话可说
rivet /'rɪvɪt/ <i>v.</i>	to hold sb.'s interest or attention so completely that they cannot look away or think of anything else
shift /ʃɪft/ <i>n.</i>	a change
spring /sprɪŋ/ <i>v.</i>	(AmE <i>sprung</i> , <i>sprung</i> ; BrE <i>sprang</i> , <i>sprung</i>) to move suddenly and with one quick movement in a particular direction; ~ <i>to one's lips</i> : 跳到嘴边
stagnation /stæg'neɪʃən/ <i>n.</i>	the state of the stop of development
streetcar /'stri:tka:/ <i>n.</i>	(AmE) tram; a vehicle driven by electricity that runs on rails
surge /sɜ:dʒ/ <i>v.</i>	to move quickly and forcefully in a particular direction; ~ <i>into one's mind</i> : 涌现在脑海中
surgery /'sɜ:dʒəri/ <i>n.</i>	medical treatment of diseases or injuries that involves cutting open the body; <i>surgical operation</i> : 外科手术

systematically *adv.*

/ˌsɪstə'mætɪkli/

texture /'tekstʃə/ *n.*

thoroughfare /'θʌrəfeə/ *n.*

undreamed-of /ˌʌn'drɪmdɒv/ *adj.*

upright /'ʌpraɪt/ *adv.*

vanity /'vænəti/ *n.*

wilderness /'wɪldənəs/ *n.*

in a carefully organized and thorough way; *go at it ~*: 有步骤地做某事

identifying quality

a public road or street used by traffic, esp. a main road in a city or town; *roaring ~*: 喧闹的大街

(*AmE*) much more or much better than you thought was possible 意想不到的

standing or sitting straight up

too much pride in your own appearance, abilities, or achievements

an indefinitely great number or quantity; a confusing multitude or mass; *a ~ of work*: 大量无聊的工作

Language Focus

1 Guess the meaning of "over" in these two words.

1. overboard
2. overhead

2 List useful phrases from the text.

1. Verb phrases

2. Prepositional phrases

3. Other phrases

3 Study the following rhetorical devices.

1. disease and death; tossed and torn
2. give a rest to the rest of the corridor

4 Underline useful sentence patterns in the text and study how they are used.

► Reading Comprehension

1 Read the text and complete the summary.

The narrator decided to drop into a long (1) _____ so as to skip the painfully slow development of the world and (2) _____ right into a beautiful new world in the distant future to (3) _____ its marvels. When he finally woke up hundreds of years later as he had planned, he did find the world changed beyond (4) _____. He found that man had really conquered (5) _____. People no longer suffered from hunger, cold, disease, poverty, and natural disasters. Fashion, work, communication, death, and changes in the weather had all been (6) _____. The narrator at first felt rather (7) _____ by some of the changes, but then he became more and more (8) _____. He began to doubt whether the Conquest of Nature was a blessing until in the end he became thoroughly (9) _____ at the “marvels” of the new world. He cried out that he wanted to (10) _____ to the old days. Then he discovered that he had just had a(n) (11) _____ in his hotel room. None of the things he had experienced in the new world after his long sleep had really (12) _____.

2 Explain the following sentences from the text, paying attention to the underlined parts.

1. In place of the roaring thoroughfare that I had known, this silent, moss-grown desolation. (para. 27)
2. You were all caught in the cogs of your own machines. (para. 42)
3. I was about to launch into one of my old-time harangues about the sheer vanity of decorative dress ... (para. 49)
4. ... and how much of the texture of life had been bound up in the keen effort of it. (para. 60)

3 Answer the following questions according to your understanding of the text.

1. What kind of writing had made the narrator jealous? What was he jealous about? What did he decide to do? Can you guess how he felt about life in his time? What did he believe the future world would be like?
2. Where did the narrator find himself when he finally woke up from his long sleep? Who was the first man he saw? How did the man look? What were the first questions the narrator wanted to ask the man? Was the man happy to answer them? Did the narrator ever know the man's name? Why is the man referred to as the “Man in Asbestos” throughout the text?

3. How had the world changed? What did the narrator mean when he said that people seemed to have finally conquered nature? Were people still worried about food or clothing? How about people's need for medical care, job security, safety from natural disasters, the need to move about and communicate, the desire for peace, the desire for a good education, etc.? How were these problems resolved?
4. What would be the logical consequences if there was no death, no disease, no suffering, no hunger, no war, no need for work, and no weather changes? What would happen if human beings no longer had any desires or worries?
5. How did the narrator feel about all these changes? Was he thrilled, delighted, happy, and completely satisfied with this new world? Why did he feel the way he did?
6. The narrator said that he had "always taken for granted that humanity was destined to move forward." Do you believe that human progress is inevitable and that making progress means humanity is getting better and better forever?
7. This kind of story is called an allegory, which is a surface story used to convey a deeper meaning. What do you think is the deeper meaning of this story? Is the author optimistic or pessimistic about our future? Would you dismiss the author's worries as totally groundless fantasies? Or would you say that he has given us some food for thought? Do you think all our beautiful dreams are scientific predictions? Do you agree that all questions have simple answers? Do you believe that every problem has a final solution? Do you agree that we can eliminate all problems by decreasing our desires? Do you believe that the road to an ideal/perfect world is paved by good intentions?
8. How do you like the ending of the story? Is it what you have expected? Can you think of a better ending?

► Language Exercises

1 Expand your vocabulary.

1. Give the corresponding adjectives for the following nouns.

- | | |
|-----------------------|----------------------|
| 1) annoyance _____ | 11) decoration _____ |
| 2) astonishment _____ | 12) marvel _____ |
| 3) desolation _____ | 13) jealousy _____ |
| 4) destination _____ | 14) system _____ |
| 5) stagnation _____ | 15) favor _____ |
| 6) security _____ | 16) fashion _____ |
| 7) simplicity _____ | 17) moment _____ |
| 8) commerce _____ | 18) evidence _____ |
| 9) devotion _____ | 19) infinity _____ |
| 10) education _____ | 20) dread _____ |

2. The word “over” can mean “above,” “on,” “going across from one side to the other,” and “more than.” When it is used as a prefix, it can also have these different meanings. Translate the following words and try to guess the meaning of the prefix.

- | | |
|-----------------|--------------------|
| 1) overseas | 8) overkill |
| 2) overtake | 9) oversleep |
| 3) overcome | 10) overwork |
| 4) overlook | 11) overpopulation |
| 5) overhear | 12) overcharge |
| 6) overreact | 13) overburden |
| 7) overestimate | 14) overtime |

3. Many compound nouns are made of “an adverb + a verb” like the word “downfall.” Translate the following and pay attention to the compound words.

- | | |
|--------------------------------|---|
| 1) input and output | 7) the outcome of the election |
| 2) a social outcast | 8) the average income of the workers |
| 3) the outbreak of the war | 9) an outcry against the policy |
| 4) a heavy downpour | 10) cut down your intake of salt |
| 5) a serious economic downturn | 11) a new outlook on life |
| 6) The download failed. | 12) the outflow/inflow of cash or technical personnel |

4. Give corresponding synonyms and antonyms for the following words.

Synonyms

- | | |
|---------------------|------------------------|
| 1) evidently _____ | 7) occupy _____ |
| 2) humanity _____ | 8) cessation _____ |
| 3) desolation _____ | 9) shift _____ |
| 4) last (v.) _____ | 10) eliminate _____ |
| 5) revolt _____ | 11) epoch _____ |
| 6) ponder _____ | 12) immeasurable _____ |

Antonyms

- | | |
|----------------------|---------------------|
| 1) infinite _____ | 9) admit _____ |
| 2) decreasing _____ | 10) lifeless _____ |
| 3) sane _____ | 11) tragedy _____ |
| 4) extravagant _____ | 12) connect _____ |
| 5) special _____ | 13) outer _____ |
| 6) allow _____ | 14) security _____ |
| 7) assent _____ | 15) fruitless _____ |
| 8) continue _____ | |

5. Translate the following expressions into Chinese.

- 1) launch a missile; launch a weather satellite; launch a project; launch a counterattack
- 2) keep track of income; keep track of time; keep track of the weather change; keep track of our GDP; keep track of the progress of the project
- 3) be destined to be an important historical figure; be destined to lead the country; be destined to be a writer; be destined to fail
- 4) do away with outdated laws; do away with unnecessary restrictions
- 5) shift gears; shift his weight from shoulder to shoulder; shift his attention; shift his focus; shift her position
- 6) occupy the land; occupy the time; occupy the space; occupy important positions
- 7) plunge into the water; plunge into a serious economic crisis; plunge below zero degree; plunge into darkness

2 Translate the following infinitive phrases which are often used before a statement (sometimes also after a statement).

- | | |
|-----------------------------|--|
| 1. to begin with | 8. to sum up |
| 2. to tell the truth | 9. to give you just one example |
| 3. to be frank | 10. to make a long story short |
| 4. to be honest | 11. to come back to what you were saying |
| 5. to be exact | 12. to give you a piece of my advice |
| 6. to be sure | 13. to change the subject |
| 7. to put it in another way | 14. to continue |

3 Rewrite the following sentences with the correct form of the words and expressions from the text, paying attention to the parts in bold type.

1. You asked me **what actually happened to** the missing king. **I don't know.** History didn't say.

2. **I really felt bewildered** when the voice on the phone told me that my bank savings were in danger of being stolen.

3. When he came to life, the first question **he asked** was where the child was.

4. Once we returned the land to the peasants, all those problems disappeared. **How simple it was!**

5. Things happened so quickly that I really didn't have time to **think of** the consequences.

6. **I did not know what to say** when he announced that we had lost all our investment.

7. **I stood there in amazement, unable to move.** It was quite some time before I could **calm myself down.**

8. We used to believe arrogantly that **we human beings were sure to conquer nature.** **We just needed a bit of time.**

9. Our countryside has changed. **Instead of** huts and straw cottages, we now have modern buildings of glass and steel.

4 Fill in the blanks with the correct prepositions or adverbs.

1. Sherlock Holmes saw _____ the trick of the wanted criminal and hunted him _____.
2. Just think of all the problems due _____ tobacco. I really don't understand why the tobacco industry has not died _____. What _____ earth do we need tobacco _____?
3. Free competition is necessary. But it doesn't mean we can do everything _____ will. Otherwise many social problems that go _____ it will occur.
4. _____ my day, the only way to get _____ was _____ using bicycles if not walking. Today in place _____ bicycles, you find all kinds of fancy cars.
5. What became _____ your little canoe, the one made _____ fiberglass?
6. The talks have broken _____ again, and the representatives have been called _____ by their governments.
7. It was an unsafe neighborhood. I didn't keep track _____ the exact number of times, but people must have had their apartments broken _____ nearly half a dozen times in the past two years.
8. To people's surprise the government refused to call _____ the police to break _____ the demonstration.
9. Charles Darwin was not the first to put _____ the theory of evolution, but he improved _____ other scientists' discoveries.
10. You should watch _____ identity theft online. Don't get carried _____ while chatting with strangers and give _____ your personal data on social media.
11. He's a man _____ his word. He's sure to carry _____ his promise, whatever it is.
12. I always feel a bit ill _____ ease talking to others. In fact, carrying _____ a conversation with a stranger is quite a challenge _____ me.

5 Translate the following sentences into Chinese, paying attention to the comparative correlative clause.

1. (The) more haste, (the) less speed.
2. The higher one climbs, the greater the fall.
3. The abler you are, the more tasks will be put on your shoulders; the more tasks are put on your shoulders, the abler you will become.
4. The more the change, the more it is the same thing.
5. The more one knows about the past, the better one understands the present; the better one understands the present, the more likely it is that one can predict the future.

6 Study the sentence pattern and combine each pair of sentences following the examples.

Examples	Pattern: subject + verb + adjective (phrase) as subject complement
	We sat for a long time. We were silent. → We sat silent for a long time. (para. 70)
	“Quick,” I said. I was eager to begin. → “Quick,” I said, eager to begin. (para. 11)
	I looked at him a moment. I was open-mouthed. → I looked at him a moment open-mouthed . (para. 37)

1. He threw himself into the armchair. He was utterly exhausted.

2. The contestants were all sitting at their computers. They were ready to begin.

3. They stared at the manager. They were surprised at his announcement.

4. The children watched the conjurers. They were wide-eyed in amazement.

5. The Foreign Ministry spokesman left for the press conference. He was fully prepared for provocative questions.

6. The students looked at each other. They were aware that something had gone wrong.

7. They gazed at the magician. They were fascinated and puzzled.

8. The boy was intently playing a video game. He wasn't conscious of a stranger studying him.

7 Fill in each blank of the passage with ONE suitable word or phrase.

Isn't it curious that so many people still crowd to big cities? Sure, at (1) _____ time, there were good (2) _____ for this. Our communication network was (3) _____ limited that we had to live close to each other (4) _____ business and social purposes. But today there are (5) _____ any reasons to continue this lifestyle. The combination of international satellites and the Internet (6) _____ the means of bringing individuals all the information they need or want (7) _____ the

need to be in any specific place.

Historically, we (8) _____ much of our energy to moving people and objects. That is (9) _____ we have an intricate network of highways, railroads, and airlines. The future will see us moving information (10) _____ people. And this will change everything. Our home will be the absolute (11) _____ of our life. We will work (12) _____ home, shop from home, visit friends from home, and (13) _____ in our home any intellectual or cultural achievement known to man.

8 Translate the following sentences, using the words and expressions in the brackets.

1. 我们从这次疫情中学到的教训是，每个人的命运都和世界的命运息息相关，每个人都应该尽自己的一份力来应对灾难。(bound up)
2. ——对不起，我刚才打断你讲话了。你刚才在说……
——我刚才在说想要击溃保守分子的抵抗不容易。我们必须一步一步对他们发动进攻。(go at)
3. 人们普遍认为持续大量燃油燃煤导致全球变暖并造成极端天气频发。因此，近几年越来越多的国家转向绿色能源的开发和使用。(shift)
4. 即使有了所有这些家用电器，我们还是不能完全摆脱家务劳动。(do away with)
5. 人们曾想拆掉城里的老房子，再在这些地方盖上高楼大厦，可是由于资金短缺，只好放弃这个计划。回头看来，这反倒是件好事。如今我们的城市已经成为旅游景点了。(in sth.'s place)
6. 如果要减肥，除了定期运动之外，最好还要戒掉油炸和淀粉类食物，并且多吃水果蔬菜。(cut out; shift)
7. 这个项目已经占了我很多时间。我即使想要启动一个新项目也不行了。(occupy; launch)

9 Find and correct the TWO mistakes in each exercise.

1. The rule has taken effect since 1990. Now it has outlasted its usefulness and should be done away.
2. The longer I will live here, the more I love the place; but be honest, the more I love the place, the more I feel sorry that there are still lots of things that I have not paid attention to.
3. The delegates of the two sides seemed to have returned home more or less empty-handedly. Obviously, the solution to their conflict is not a simple affair of ceasefire.
4. When asked the shopkeeper how far away she was from her destination, he told her that she was heading for the wrong direction.
5. Several days past and my wife's complaint lingered. I got worried and bought her some medicine to eliminate away the symptoms. But back home Mother said: Wait a minute, your wife may be pregnant.

6. I was used to believe that whatever we do, the quicker, the better. But then I heard somebody say that sometimes slow also has its advantages. It set me thinking.
7. We all say that the more we read the more we know how to think, but Bernard Shaw says that the more he reads, less original he is. Perhaps he was only humorous.
8. Workers say labor creates everything. Capitalists say no, capital does. Intellectuals say they are all wrong. It's knowledge. Then nature says, without what I have given you, you cannot create anything. I must admit to be confused.



课文录音

Harrison Bergeron

Kurt Vonnegut, Jr.¹

- 1 The year was 2081, and everybody was finally equal. They weren't only equal before the law. They were equal **every which way**². Nobody was smarter than anybody else. Nobody was better looking than anybody else. Nobody was stronger or quicker than anybody else. All this equality was due to the **211th, 212th, and 213th Amendments**³ to the Constitution, and to the unceasing vigilance of agents of the **United States Handicapper General**⁴.
- 2 Some things about living still weren't quite right, though. April, for instance, still drove people crazy by not being springtime. And it was in that **clammy**⁵ month that the **H-G men**⁶ took George and Hazel Bergeron's fourteen-year-old son, Harrison, away.
- 3 It was tragic, all right, but George and Hazel couldn't think about it very hard. Hazel had a perfectly average intelligence, which meant she couldn't think about anything except in short bursts. And George, while his intelligence was way above normal, had a little **mental handicap radio**⁷ in his ear. He was required by law to wear it at all times. It was **tuned to a government transmitter**⁸. Every twenty seconds or so, the transmitter would send out some sharp noise to keep people like George from taking unfair advantage of their brains.

1 **Kurt Vonnegut, Jr.:** 库尔特·冯内古特 (1922–2007), U.S. writer. The story is taken from his short story collection *Welcome to the Monkey House* (1968).

2 **every which way:** (*AmE*) in all ways

3 **211th, 212th, and 213th Amendments:** (虚构的美国宪法) 第 211、212 以及 213 号宪法修正案

4 **the United States Handicapper General:** a made-up title for sb. who makes sure that everyone is equal in all ways (虚构的政府机构职位, 其职责是确保人人各方面的绝对平等)

5 **clammy:** sticky and slightly wet in an unpleasant way

6 **H-G men:** those who work under the Handicapper General

7 **mental handicap radio:** a small radio which controls George's thinking and makes sure he isn't too clever

8 **tuned to a government transmitter:** (将收音机) 调到政府的频道

- 4 George and Hazel were watching television. There were tears on Hazel's cheeks, but she'd forgotten for the moment what they were about.
- 5 On the television screen were ballerinas.
- 6 A **buzzer**⁹ sounded in George's head. His thoughts fled in panic; like bandits from a burglar alarm.
- 7 "That was a **real**¹⁰ pretty dance, that dance they just did," said Hazel.
- 8 "Huh?" said George.
- 9 "That dance—it was nice," said Hazel.
- 10 "Yup," said George. He tried to think a little about the ballerinas. They weren't really very good—no better than anybody else would have been, anyway. They had heavy bags on their backs to stop them from dancing well. George was thinking that maybe dancers shouldn't be handicapped. But he didn't get very far with it before another noise in his ear radio scattered his thoughts.
- 11 George winced. So did two of the eight ballerinas.
- 12 Hazel saw him wince. Having no mental handicap herself, she had to ask George what the latest sound had been.
- 13 "Sounded like somebody hitting a milk bottle with a hammer," said George.
- 14 "I'd think it would be real interesting, hearing all the different sounds," said Hazel, a little envious. "All the things they think up."
- 15 "Um," said George.
- 16 "Only, if I was Handicapper General, you know what I would do?" said Hazel. Hazel, as a matter of fact, was very much like the Handicapper General, a woman named Diana Moon Glampers. "If I was Diana Moon Glampers," said Hazel, "I'd have **chimes**¹¹ on Sunday—just chimes. Kind of in honor of religion."
- 17 "I could think, if it was just chimes," said George.

9 **buzzer**: an electronic device that makes a buzzing sound 蜂鸣器

10 **real**: *adv. (informal, AmE)* very; really

11 **chimes**: a set of bells that produce musical sounds (far better than the sharp noise her husband heard)

- 18 “Well—maybe **make’em**¹² real loud,” said Hazel. “I think I’d make a good Handicapper General.”
- 19 “Good as anybody else,” said George.
- 20 “**Who knows better’n I do what normal is?**¹³” said Hazel.
- 21 “Right,” said George. He began to think glimmeringly about his abnormal son who was now in jail, about Harrison, but a **twenty-one-gun salute**¹⁴ in his head stopped that.
- 22 “Boy!” said Hazel. “That was a **doozy**¹⁵, wasn’t it?”
- 23 It was such a doozy that George was white and trembling, and tears stood on the rims of his red eyes. Two of the eight ballerinas had collapsed on the studio floor, and were holding their heads.
- 24 “All of a sudden you look so tired,” said Hazel. “Why don’t you stretch out on the sofa, **so’s**¹⁶ you can rest your handicap bag on the pillows, honeybunch.” She was referring to the forty-seven pounds of weight in a canvas bag, which was locked around George’s neck. “Go on and rest the bag for a little while,” she said. “I don’t care if you’re not equal to me for a while.”
- 25 George weighed the bag with his hands. “I don’t mind it,” he said. “I don’t notice it any more. It’s just a part of me.”
- 26 “You’ve been so tired lately—kind of worn out,” said Hazel. “If there was just some way we could make a little hole in the bottom of the bag, and just take out something. Just a little.”
- 27 “Two years in prison and two thousand dollars fine for every piece I took out,” said George. “I don’t call that a **bargain**¹⁷.”
- 28 “If you could just take a few out when you came home from work,” said Hazel. “I mean—you don’t compete with anybody around here. You just **sit around**¹⁸.”
- 29 “If I tried to get away with it,” said George, “then other people’d get away with it—and pretty

12 **make’em**: make them

13 **Who knows better’n I do what normal is?**: I know what normal is better than anyone else. (Hazel implies that she was of average intelligence, which is considered “normal.”); **better’n**: better than

14 **a twenty-one-gun salute**: 二十一响礼炮 (声)

15 **doozy**: (*informal, American English*) sth. that is unusually good, bad, big, severe, etc. (此处指二十一响礼炮声)

16 **so’s**: so that (you can ...)

17 **bargain**: sth. you buy cheaply; (here) sth. worth doing

18 **sit around**: to spend a lot of time sitting and doing nothing very useful

soon we'd be right back to the dark ages again, with everybody competing against everybody else. You wouldn't like that, would you?"

30 "I'd hate it," said Hazel.

31 "**There you are**¹⁹," said George. "The minute people start cheating on laws, what do you think happens to society?"

32 If Hazel hadn't been able to come up with an answer to this question, George couldn't have supplied one. A siren was going off in his head.

33 "Think it'd fall all apart," said Hazel.

34 "What would?" said George blankly.

35 "Society," said Hazel uncertainly. "Wasn't that what you just said?"

36 "Who knows?" said George.

37 The television program was suddenly interrupted for a news bulletin. It wasn't clear at first as to what it was about, since the announcer, like all announcers, did not speak clearly. For about half a minute, and in a state of high excitement, the announcer tried to say, "Ladies and gentlemen—"

38 He finally gave up, handed the bulletin to a ballerina to read.

39 "That's all right—" Hazel said to George, "he tried. That's the big thing. He tried to do the best he could with what God gave him. He should get a nice **raise**²⁰ for trying so hard."

40 "Ladies and gentlemen—" said the ballerina, reading the bulletin. She must have been extraordinarily beautiful, because the mask she wore was hideous. And it was easy to see that she was the strongest and most graceful of all the dancers, for her handicap bags were as big as those worn by two-hundred-pound men.

41 And she had to apologize at once for her voice, which was not a good voice for a woman to use. "Excuse me—" she said, and she began again, making her voice absolutely uncompetitive.

42 "Harrison Bergeron, age fourteen," she said, "has just escaped from jail, where he was held on suspicion of plotting to overthrow the government. He is a genius and an athlete, is underhandicapped, and should be regarded as extremely dangerous."

19 **There you are:** used when you think you have proved to sb. that what you are telling them is right

20 **raise:** (*AmE*) increase in pay

- 43 A police photograph of Harrison Bergeron was flashed on the screen upside down, then sideways, upside down again, then right side up. The picture showed the full length of Harrison. He was exactly seven feet tall.
- 44 Harrison had many, many heavy handicaps nobody else had ever borne. Instead of a little ear radio for a mental handicap, he wore a tremendous pair of earphones, and spectacles with thick wavy lenses. The spectacles were intended to make him not only half blind, but to give him bad headaches as well.
- 45 And to spoil his good looks, the H-G men required that he wear at all times a red rubber ball for a nose, keep his eyebrows shaved off, and cover his even white teeth with black caps.
- 46 "If you see this boy," said the ballerina, "do not—I repeat, do not—try to reason with him."
- 47 There was the shriek of a door being torn from its hinges.
- 48 Screams and cries came from the television set. The photograph of Harrison Bergeron on the screen jumped again and again, as though dancing to the tune of an earthquake.
- 49 George Bergeron correctly identified the earthquake, and well he might have—for many was the time his own home had danced to the same crashing tune. "My God—" said George, "that must be Harrison!"
- 50 The realization was lost from his mind instantly by the sound of a motor crash in his head.
- 51 When George could open his eyes again, the photograph of Harrison was gone. A living, breathing Harrison filled the screen.
- 52 Clanking, clownish, and huge, Harrison stood in the center of the studio. The knob of the uprooted studio door was still in his hand. Ballerinas, technicians, musicians, and announcers fell on their knees before him, expecting to die.
- 53 "I am the Emperor!" cried Harrison. "Do you hear? I am the Emperor! Everybody must do what I say at once!" He stamped his foot and the studio shook.
- 54 "Even as I stand here—" he shouted, "crippled, hobbled, sickened—I am a greater ruler than any man who ever lived! Now watch me become what I *can* become!"
- 55 Harrison tore the straps of his handicap from his back, tore straps guaranteed to support five thousand pounds.
- 56 Harrison's scrap-iron handicaps crashed to the floor.

- 57 Harrison thrust his thumbs under the bars of the lock that secured his head harness. The bar snapped immediately, and Harrison smashed his headphones and spectacles against the wall.
- 58 He flung away his rubber-ball nose, revealing a man who would have awed Thor, the god of thunder.
- 59 “I shall now select my Empress!” he said, looking down on the cowering people. “Let the first woman who dares rise to her feet claim her mate and her throne!”
- 60 A moment passed, and then a ballerina arose, swaying like a willow. Harrison plucked the mental handicap from her ear, took off her physical handicaps quickly. Last of all, he removed her mask.
- 61 She was blindingly beautiful.
- 62 “Now—” said Harrison, taking her hand, “shall we show the people the meaning of the word dance? Music!” he commanded.
- 63 The musicians got back into their chairs, and Harrison took off their handicaps, too. “Play your best,” he told them, “and I’ll make you barons and dukes and earls.”
- 64 The music began. It was normal at first—cheap, silly, false. But Harrison pulled two musicians from their chairs, waved them like batons as he sang the music as he wanted it played. He slammed them back into their chairs.
- 65 The music began again and was much improved.
- 66 Harrison and his Empress merely listened to the music for a while—listened gravely, as though letting their hearts beat with it.
- 67 They shifted their weights to their toes.
- 68 Harrison placed his big hands on the girl’s tiny waist, letting her sense the weightlessness that would soon be hers.
- 69 And then, in an explosion of joy and grace, into the air they sprang!
- 70 Not only were the laws of the land abandoned, but the law of gravity and the laws of motion as well.
- 71 They reeled, whirled, swiveled, flounced, capered, gamboled, and spun.
- 72 The studio ceiling was thirty feet high, but each leap brought the dancers nearer to it.
- 73 It became their obvious intention to kiss the ceiling.

- 74 They kissed it.
- 75 And then, neutralizing gravity with love and pure will, they remained suspended in air inches below the ceiling, and they kissed each other for a long, long time.
- 76 It was then that Diana Moon Glampers, the Handicapper General, came into the studio with a double-barreled ten-gauge shotgun. She fired twice, and the Emperor and the Empress were dead before they hit the floor.
- 77 Diana Moon Glampers loaded the gun again. She aimed it at the musicians and told them they had ten seconds to get their handicaps back on. It was then that the Bergerons' television tube burned out.
- 78 Hazel turned to comment about the blackout to George. But George had gone out into the kitchen for a can of beer. George came back in with the beer, paused while a handicap signal shook him up. And then he sat down again. "You been crying?" he said to Hazel.
- 79 "Yup," she said.
- 80 "What about?" he said.
- 81 "I forgot," she said. "Something real sad on television."
- 82 "What was it?" he said.
- 83 "It's all kind of mixed up in my mind," said Hazel.
- 84 "Forget sad things," said George.
- 85 "I always do," said Hazel.
- 86 "That's my girl," said George. He winced. There was the sound of a gun in his head.
- 87 "Gee—I could tell that one was a doozy," said Hazel.
- 88 "You can say that again²¹," said George.
- 89 "Gee—" said Hazel, "I could tell that one was a doozy."

(2,063 words)

21 You can say that again: I completely agree with you.

Unit Project



Choose ONE of the two tasks given and work on it as instructed.

1. Science and technology are developing rapidly. What do you think our future will be like? Is it going to be a paradise on earth or is it going to be like the imaginary world in some movies (with computers controlling humans, a large gap between the rich and the poor, and/or the destruction of the human world, etc.)? Discuss these questions in groups and give a 5-minute presentation on your discussion in class.
2. Do you agree or disagree with the following statements? Choose one statement and write a comment on it of about 200 words.
 - 1) Nothing is absolutely good or bad. Everything is relative.
 - 2) What sounds good is very often not sound. This is true with all utopian ideas.
 - 3) The road to hell is paved with good intentions.
 - 4) Everything exists in conflict. There is no happiness without suffering, no life without death.

Memorable Quotes

Let others lead small lives, but not you. Let others argue over small things, but not you. Let others cry over small hurts, but not you. Let others leave their future in someone else's hands, but not you.

—Jim Rohn

We never stop investigating. We are never satisfied that we know enough to get by. Every question we answer leads on to another question. This has become the greatest survival trick of our species.

—Desmond Morris

All successful people, men and women, are big dreamers. They imagine what their future could be, ideal in every respect, and then they work every day toward their distant vision, that goal or purpose.

—Brian Tracy

Text A Pompeii

Text B The Dog of Pompeii

UNIT

9



Lead-in

- 1 Have you ever heard of the story about Pompeii, an ancient city in southern Italy? What do you know about this place? Why do you think this place attracts so many tourists from all over the world? Would you be interested in visiting this place? Why or why not?
- 2 Many people believe that human beings need to have a sense of humility toward nature. Do you share the feeling? What lesson(s) can we learn from stories of natural disasters?



课文录音

- 1 Not very far from Naples, a strange city sleeps under the hot Italian sun. It is the city of Pompeii, and there is no other city quite like it in all the world. Nothing lives in Pompeii except crickets and beetles and lizards, yet every year thousands of people travel from distant countries to visit it.
- 2 Pompeii is a dead city. No one has lived there for nearly two thousand years—not since the summer of the year A.D. 79, to be exact.
- 3 Until that year Pompeii was a prosperous city of 25,000 people. Nearby was the Bay of Naples, an arm of the blue Mediterranean. Rich men came down from wealthy Rome to build seaside villas. Farmlands surrounded Pompeii. Rising behind the city was the 4,000-

Pompeii

Robert Silverberg



foot Mount Vesuvius, a grass-covered slope where the shepherds of Pompeii took their goats to graze. Pompeii was a busy city and a happy one.

- 4 It died suddenly, in a terrible rain of fire and ash. The tragedy struck on the 24th of August, A.D. 79. Mount Vesuvius, which had slept quietly for centuries, erupted with savage violence. Tons of hot ash fell on Pompeii, hiding it from sight. For three days the sun did not break through the clouds of volcanic ash that filled the sky. And when the eruption ended, Pompeii was buried deep. A city had perished.
- 5 Centuries passed ... Pompeii was forgotten. Then, seventeen hundred years later, it was discovered again. Beneath the protecting shroud of ash, the city lay intact. Everything was as it had been the day Vesuvius erupted. There were still loaves of bread in the ovens of the bakeries. In the wine shops, the wine jars were in place, and on one counter could be seen a stain where a customer had thrown down his glass and fled.
- 6 To go to Pompeii today is to take a trip backward in time. The old city comes to life all around you. You can almost hear the clatter of horses' hoofs on the narrow streets, the cries of children and the laughter of the shopkeepers. The sky is cloudlessly blue, with the summer sun high in the sky. The grassy slopes of great Vesuvius rise to the heavens behind the city, and sunlight shimmers on the waters of the bay a thousand yards from the city walls. Ships from every nation are in port and strange languages can be heard in the streets.
- 7 Such was Pompeii on its last day. And so it is today, now that the volcanic ash has been cleared away. A good imagination is all you need to restore it to activity.
- 8 At dawn on August 24, in the year A.D. 79, Pompeii's 25,000 people awakened to another hot day in that hot summer. There was going to be a contest in the arena that night and the whole town was looking forward to the bloody fights of the gladiators. The children headed toward school, carrying slates and followed by their dogs. In the forum the town's important men had gathered after breakfast to read the political signs that had been posted during the night. Elsewhere in the forum the wool merchants talked business. The banker was going over his account books. At the inn late-rising travelers from the East awakened and yawned and called for breakfast.
- 9 The quiet morning moved slowly along. There was nothing very unusual about Pompeii. But tragedy was on its way. Beneath Vesuvius' vine-covered slopes a mighty force was about to

break loose. At one o'clock in the afternoon the critical point was reached. The mountain blew up, raining death on thousands. Down in Pompeii, for miles from the summit, a tremendous explosion was heard.

- 10 "What was that?" people cried from one end of town to another. They stared at each other, puzzled, troubled. Were the gods fighting in heaven?
- 11 "Look!" somebody shouted. "Look at Vesuvius!"
- 12 Thousands of eyes turned upward. Thousands of arms pointed. A black cloud was rising from the shattered summit of the mountain. Higher and higher it rose. Like the trunk of a tree, it rose in the air, branching out as it climbed.
- 13 Minutes passed. The sound of the explosion died away, but it still reverberated in everyone's ears. The cloud over Vesuvius continued to rise, black as night, higher and higher. A strange rain began to fall on Pompeii—a rain of stones. The stones were light. They were pumice stones, consisting mostly of air bubbles. These poured down as though there had been a sudden cloudburst. The pumice stones did little damage.
- 14 "What is happening?" Pompeians asked one another. They rushed to the temples—the Temple of Jupiter, the Temple of Apollo, the Temple of Isis. Priests tried to calm the citizens. The sky was dark. An hour went by and darkness still shrouded everything. All was confusion. The people of Pompeii now knew that doom was at hand. Their fears were redoubled when a tremendous rain of hot ash began to fall. The wooden roofs of some of the houses began to catch fire as the heat of the ash reached them. Other buildings were collapsing under the weight of the pumice stones.
- 15 In these first few hours, only the quick-witted managed to escape. A wealthy wool merchant called his family together and crammed jewelry and money into a sack. Lighting a torch, he led his little band out into the nightmare of the streets. Many hundreds of Pompeians fled in those first few dark hours. Stumbling in the darkness, they made their way to the city gates, then out and down to the harbor. They boarded boats and got away, living to tell the tale of their city's destruction. Others preferred to remain within the city, huddling inside the temples, or in the public baths or in the cellars of their homes. They still hoped the nightmare would end.
- 16 It was evening now. And a new trouble was in store for Pompeii. The earth trembled and quaked! Roofs went crashing in ruin, burying hundreds who had hoped to survive the

eruption. In the forum the tall columns toppled. The entire city seemed to shake in the grip of a giant fist.

- 17 Three feet of pumice stones now covered the ground. Ash floated in the air. Poisonous gas came drifting from the crater, though people could still breathe. Roofs were collapsing everywhere. The cries of the injured and dying filled the air. Rushing throngs, blinded by the darkness and the smoke, rushed up one street and down the next, trampling the fallen in a crazy fruitless dash toward safety. Dozens of people plunged into dead-end streets and found themselves trapped by crashing buildings. They waited there, too frightened to run further, expecting the end.
- 18 The poison gas thickened as the terrible night advanced. It was possible to protect oneself from the pumice stones but not from the gas, and Pompeiians died by the hundreds. Carbon monoxide gas prevents the body from absorbing oxygen. Victims of carbon monoxide poisoning get sleepier and sleepier until they lose consciousness, never to regain it. All over Pompeii, people lay down on beds of pumice stones, overwhelmed by the gas, and death came quietly to them.
- 19 All through the endless night, Pompeiians wandered about the streets or crouched in their ruined homes or clustered in the temples to pray. By morning few remained alive. Not once had Vesuvius stopped hurling pumice stones and ash into the air, and the streets of Pompeii were filling quickly. At midday on August 25, exactly twenty-four hours after the beginning of the first eruption, a second eruption occurred. A second cloud of ash rose above Vesuvius' summit. The wind blew ash as far as Rome. But most of the new ash descended on Pompeii.
- 20 The deadly shower of stones and ash went into its second day. But it no longer mattered to Pompeii whether the eruption continued another day or another year. For by midday on August 25, Pompeii was a city of the dead.

(1,337 words)

Notes on the Text

1. About the text

Pompeii was an ancient Italian city on the Bay of Naples. Founded in the 8th century B.C. by a tribe called the Oscans, it was later taken over by the Romans in the first century B.C., and became a prosperous city until completely buried by the eruption of Mount Vesuvius in A.D. 79.

The long-forgotten site of the city was rediscovered in 1748 and has been excavated since that time, revealing the habits and manners of life in Roman times and many rare and beautiful samples of Roman art. Most of these art treasures, cooking utensils, household furnishings and implements are now on display in the Naples National Archaeological Museum.

2. Naples (para. 1) 那不勒斯

Naples is a city in the southern part of the central region of Italy, on the Bay of Naples. It is a major seaport, and commercial, industrial and tourist center.

3. gladiators (para. 8)

Gladiators were a class of professional and commercial fighters who fought against other men or animals as public entertainment for ancient Roman spectators. The combats usually took place in amphitheaters (圆形露天竞技场). The defeated gladiator was usually to be killed by the victor unless the people expressed the wish that he be spared.

4. forum (para. 8)

A forum was the name for a market and meeting place in ancient Roman towns in Italy, forming the center of judicial and public business. In modern usage, the word may mean the meeting itself.

5. Jupiter (para. 14) 朱庇特

Jupiter is the king of the gods in Roman mythology. In Greek mythology his name is Zeus.

6. Apollo (para. 14) 阿波罗

In Greco-Roman mythology, Apollo is one of the most important Olympian gods, a symbol of light, of youthful manly beauty, and of reason. He is also associated with prophecy, medicine, music, poetry, and the care of flocks and herds. After the 5th century B.C., he is frequently identified with the sun god. In art he is portrayed as the perfection of youth and beauty.

7. Isis (para. 14) 伊西斯

Isis is one of the most important goddesses in ancient Egypt whose worship spreads throughout the Greco-Roman world. She is the goddess of fertility.

Glossary

absorb /əb'sɔ:b/ *v.*

A.D. /,eɪ 'di:/ *abbr.*

bakery /'beɪkəri/ *n.*

band /bænd/ *n.*

bay /beɪ/ *n.*

beetle /'bi:təl/ *n.*

board /bɔ:d/ *v.*

branch /brɑ:ntʃ/ *v.*

clatter /'klætə/ *n.*

cloudburst /'klaʊdbɜ:st/ *n.*

cluster /'klʌstə/ *v.*

collapse /kə'læps/ *v.*

column /'kɒləm/ *n.*

cram /kræm/ *v.*

crater /'kreɪtə/ *n.*

cricket /'krɪkɪt/ *n.*

critical /'krɪtɪkəl/ *adj.*

descend /dr'send/ *v.*

doom /du:m/ *n.*

erupt /ɪ'rʌpt/ *v.*

explosion /ɪk'spləʊʒən/ *n.*

flee /fli:/ *v.*

to take in gas, liquid, or other substance, esp. gradually

used in the Christian calendar to refer to a particular number of years after the year Christ was born 公元

a place where bread and cakes are made and sometimes sold

a group of people who have joined together for a special purpose

a part of the coast where the land curves in so that the sea is surrounded by land on three sides

an insect with a hard shell-like back 甲虫

to get on (a ship, train, plane, bus, etc.)

~ *out*: to divide into more parts

continuous loud short noises when hard objects hit against each other

a sudden heavy rain 倾盆大雨

to come together in a small group or groups

to fall down or fall in suddenly because of pressure or lack of strength and support

a tall, solid, vertical post, usually round and made of stone, used as a support in a building or its decoration in Ancient Greece 圆柱; 石柱

to force a lot of things into a small place

the round hole at the top of a volcano 火山口

a small brown jumping insect that makes a loud high sound by rubbing its wings together 蟋蟀

extremely important because a future situation will be affected by it

to come or go down from a higher level to a lower one

death or destruction or any bad situation that cannot be avoided

(of a volcano) to explode suddenly and pour out fire and lava, etc. (火山) 喷发

the sudden violent bursting or blowing up

(fled, fled) to escape by running away, esp. because of danger or fear

graze /greɪz/ <i>v.</i>	(of animals) to eat grass
harbor /'hɑ:bə/ <i>n.</i>	an area of water next to the land where the water is calm, so that ships are safe when they are inside it
hoof /hu:f/ <i>n.</i>	the hard part of the foot of some animals, e.g. horses
huddle /'hʌdl/ <i>v.</i>	(of people or animals) to gather closely together
hurl /hɜ:l/ <i>v.</i>	to throw violently in a particular direction
inn /ɪn/ <i>n.</i>	a small pub or hotel where you stay for the night, usually in the countryside
intact /ɪn'tækt/ <i>adj.</i>	complete and not damaged
jar /dʒɑ:/ <i>n.</i>	a round container with a lid used for storing food, etc.; <i>wine ~</i> : 酒罐; 酒缸
loaf /ləʊf/ <i>n.</i>	(<i>pl.</i> loaves) an amount of bread that has been shaped and baked in one piece
Mediterranean <i>n.</i> /ˌmedətə'reɪniən/	the Mediterranean Sea 地中海
mighty /'mɑ:ti/ <i>adj.</i>	very strong and powerful
monoxide /mə'nɒksaɪd/ <i>n.</i>	一氧化物
mount /maʊnt/ <i>n.</i>	a high hill, used esp. before an identifying name
nightmare /'naɪtmɛə/ <i>n.</i>	a very upsetting and frightening dream; (here) an experience that is very frightening and unpleasant
overwhelm /ˌəʊvə'welɪn/ <i>v.</i>	(<i>usually used in the passive</i>) to be made suddenly and completely helpless
perish /'perɪʃ/ <i>v.</i>	to suffer complete ruin or destruction
poisonous /'pɔɪzənəs/ <i>adj.</i>	causing death or illness if swallowed or absorbed into the body
post /pəʊst/ <i>v.</i>	to put a notice, etc. in a public place so that people can see it
priest /pri:st/ <i>n.</i>	a person who is qualified to perform religious duties or ceremonies
prosperous /'prɒspərəs/ <i>adj.</i>	rich and successful
pumice /'pʌmɪs/ <i>n.</i>	a type of gray stone, very light in weight, that comes from volcanoes 浮石
quick-witted /ˌkwɪk'wɪtɪd/ <i>adj.</i>	mentally alert and sharp 头脑敏捷的
restore /rɪ'stɔ:/ <i>v.</i>	to bring sb. or sth. back to a former condition, place, or position
reverberate /rɪ'vɜ:bəreɪt/ <i>v.</i>	to continue to be heard many times, so that the area seems to shake
sack /sæk/ <i>n.</i>	a large bag with no handles, which is made of rough strong material

savage /'sævɪdʒ/ *adj.*

shatter /'ʃætə/ *v.*

shroud /'fraʊd/ *n.*

slate /sleɪt/ *n.*

strike /straɪk/ *v.*

summit /'sʌmɪt/ *n.*

throng /θrɒŋ/ *n.*

topple /'tɒpəl/ *v.*

torch /tɔːtʃ/ *n.*

trample /'træmpəl/ *v.*

Vesuvius /və'sʊːviəs/ *n.*

victim /'vɪktɪm/ *n.*

villa /'vɪlə/ *n.*

volcanic /vɒl'kænɪk/ *adj.*

yawn /jɔːn/ *v.*

fierce and violent

to suddenly break into small pieces

sth. that hides or covers sth.

a small thin piece of dark gray stone in wooden frame used in the past for children to write on

to happen suddenly and have a harmful or damaging effect on sb. or sth.

the highest point of sth.

a crowd of people

to become unsteady and fall down

a long stick with burning material at one end that produces light
火把

to step heavily on sb. or sth., causing damage or injury

a volcano in southern Italy; *Mount ~*: 维苏威山

a person who has been attacked, injured, or killed as the result of a crime, a disease, an accident, etc. 受害者

a house where people stay on holiday or vacation

caused or produced by a volcano; ~ *ash*: 火山灰

to open your mouth wide and involuntarily breathe in deeply, usually when tired or bored 打哈欠

Language Focus

1 Study how the following words are formed.

1. monoxide, monologue, monopolize, monotonous
2. regain, redouble, restore, recover, repay, replace, remove, renew, retell
3. Pompeian, Russian, Italian, Syrian, Indian, Egyptian, African, American
4. Mediterranean, subterranean, territory, territorial, terrain, terrace
5. fish, fisher/fisherman, fishery, bake, baker, bakery, brew, brewer, brewery

2 Group together words and expressions describing actions, sounds, and colors which make the text vivid.

3 List useful phrases from the text.

1. Verb phrases

2. Prepositional phrases

4 List useful verb + noun collocations from the text.

5 Underline useful sentence patterns in the text and study how they are used.

► Reading Comprehension

1 Read the text and complete the summary.

Pompeii was an ancient (1) _____ city in Italy on the (2) _____ of Naples. It was (3) _____ and busy, and had a population of about (4) _____ people, many of whom were wealthy people (5) _____ by the seaside resort. But then, one day in 79 A.D., a terrible unexpected (6) _____ of the nearby Mount (7) _____ destroyed the city and buried it deep under (8) _____. The city was forgotten for (9) _____ years but rediscovered and (10) _____ to what it was like before the eruption.

2 Explain the following sentences from the text, paying attention to the underlined parts.

1. Nearby was the Bay of Naples, an arm of the blue Mediterranean. (para. 3)
2. It died suddenly, in a terrible rain of fire and ash. (para. 4)
3. Mount Vesuvius ... erupted with savage violence. (para. 4)
4. In the wine shops, the wine jars were in place ... (para. 5)
5. ... sunlight shimmers on the waters of the bay ... (para. 6)
6. Such was Pompeii on its last day. And so it is today... (para. 7)
7. The banker was going over his account books. (para. 8)
8. ... a mighty force was about to break loose. (para. 9)
9. The people of Pompeii now knew that doom was at hand. (para. 14)
10. And a new trouble was in store for Pompeii. (para. 16)
11. They waited there, too frightened to run further, expecting the end. (para. 17)

3 Answer the following questions according to your understanding of the text.

1. Why does the author call Pompeii a strange city? Why is it strange? Is there any other city quite like it in the world?
2. What was the city like before it was destroyed according to the author? How does the author know it was a busy and happy city?
3. Why does the author suddenly start to use the present tense in paragraph 6? What effect does it have on his narration?
4. How did the sudden end of the city come about?

5. When exactly did the terrible event take place? What were the people doing at that time?
6. Did the people of Pompeii know what was happening when they heard the terrible explosion from Mount Vesuvius? What did they think it was?
7. How did people deal with the situation? Did many people manage to survive the volcanic eruption? How did most people meet their death?
8. Why do you think the restored city has aroused so much interest worldwide?
9. What's the author's intention in writing this text? Do you think his writing has achieved his purpose? Why or why not?

► Language Exercises

1 Expand your vocabulary.

1. Guess the meaning of the following words according to word formation rules.

winery	distillery	refinery	laundry	jewelry	weaponry
machinery	pottery	poetry	citizenry	poultry	

2. Give corresponding synonyms for the following words.

- | | |
|-------------------|-------------------|
| 1) perish _____ | 8) summit _____ |
| 2) intact _____ | 9) mighty _____ |
| 3) flee _____ | 10) topple _____ |
| 4) shimmer _____ | 11) shatter _____ |
| 5) hurl _____ | 12) descend _____ |
| 6) contest _____ | 13) sack _____ |
| 7) merchant _____ | 14) band _____ |

3. Translate the following abbreviations.

- 1) Aug.; Nov.; Wed.; Fri.; BC; AD
- 2) UN; WTO; WHO; UNESCO; EU; NATO; BRICS; G7; G20; OPEC; OECD; IMF; IOC; NGO; FBI; CIA; NASA; GE; GM
- 3) CRI; BBC; CNN; VOA
- 4) US; UK; RUS; FRA; GER; NYC
- 5) PRC; PLA
- 6) GDP; GMV; GPS; CEO; UFO; IT; AI
- 7) ASAP; BTW; FYI

4. Translate the following expressions.

Into Chinese

- | | |
|-----------------------------|--------------------------|
| 1) post signs | 7) board a boat |
| 2) talk business | 8) survive the eruption |
| 3) reach the critical point | 9) absorb oxygen |
| 4) shatter their dreams | 10) regain consciousness |
| 5) shroud everything | 11) trample the fallen |
| 6) redouble our efforts | |

Into English

- | | |
|----------------|----------------|
| 1) 一座五千米的山 | 5) (开车) 四小时的路程 |
| 2) 一条一千公里的大河 | 6) 一座十八层的楼房 |
| 3) 一次为时五天的国事访问 | 7) 五分钟的讲话 |
| 4) (步行) 五分钟的路程 | 8) 半小时的耽搁 |

2 Translate the Chinese expressions related to "fire" in the brackets.

1. The temperature now dropped to 10°C below zero and the wind was blowing stronger and stronger. We tried to _____ (生个火), but it was extremely difficult.
2. They heard a terrible explosion and rushed out to see what had happened. They found that the whole factory was _____ (着火了).
3. The fire started last Monday and _____ (一直在燃烧) for more than a week. Hundreds of thousands of trees _____ (被烧掉了). The firefighters have not been able to _____ (将火扑灭) because it has been an unusually dry summer and the trees _____ (着火) easily and the fire _____ (扩大/蔓延) quickly with the strong wind.
4. Somebody _____ (点燃了火炬), and we found the cave was huge.
5. Paul was accused of _____ (放火) to the forest, but the defense lawyer proved that it was not intentional. The fire was caused by the cigarette that Paul threw away carelessly.
6. If the fire _____ (不是自己熄灭了) last night, it would have caused a terrible disaster.
7. We all know that a single spark can _____ (开始一场) a prairie fire.
8. It remains a mystery how the fire _____ (爆发) in the middle of the night.

3 Fill in the blanks with the correct form of the verbs listed below.

abandon	advance	board	branch	clear	collapse
come	crash	dash	do	head	hit
huddle	perish	put	reach	regain	restore
smash	stick	strike	survive		

1. Something extraordinary happened the other day in that hospital. A man who was declared clinically dead, suddenly _____ back to life.
2. I went there again two years later after the earthquake _____. I found nearly all the rubble had been _____ away and many new buildings had been _____ up.
3. Scholars warned that the nation might be _____ for serious trouble if the traditional environmental policies were not _____.

4. _____ to your point. Don't _____ out too much. Just tell us why you are against the idea of _____ this destroyed palace to its original beauty.
5. If the gap between the rich and the poor is allowed to _____ the critical point, the society will _____.
6. _____ into the burning house, he found the little girl _____ in a corner. He grabbed her and ran out, just before it went _____ down to the ground.
7. A rock rolling downhill _____ the car and _____ the window. But luckily the driver _____ the accident.
8. The terrible blow _____ great damage to his brain, which would never be the same again even if he _____ consciousness.
9. He felt colder and colder as the night _____.
10. The close to 2,500 people who had _____ the ship knew that their doom was at hand. Most of them would _____ with the ship. Only a small number of them—705 would survive the tragedy.

4 Fill in the blanks with the correct prepositions or adverbs that collocate with the words "way" and "hand."

1. He wanted to get rid of me because I was _____ his way.
2. _____ a way, tolerance is more important than democracy.
3. The reform and opening-up policy has changed our lives _____ every way.
4. Don't lose hope. Help is already _____ the way.
5. I wish I could finish the job today and get it _____ the way.
6. I will not go _____ my way to please everybody.
7. She said that she would fly there _____ way of Hong Kong.
8. The construction is already _____ way, but its completion is still a long way _____.
9. Few believed him when he promised to hand _____ his power to a democratically elected government.
10. Once I had absolute power _____ my hand, I would abuse it too most likely. It is human weakness.
11. It's a delicate business. _____ the one hand, these multinationals will bring capital and technology. _____ the other hand, they may threaten our independence.
12. The situation may get _____ hand and plunge the country into a civil war.
13. When their house was engulfed by a flood, they knew that their doom was _____ hand.

5 Fill in the blanks with the correct form of the words in the brackets.

1. Dozens of people plunged into dead-end streets and found themselves _____ (trap) by crashing buildings.
2. Although I hadn't planned it this way, I found myself _____ (speak) in a patriotic tone throughout my speech.
3. A few weeks ago, at an event to celebrate the role of women in education, the host tried to get things _____ (start) with some cheering remarks.
4. On every Valentine's Day of the past decade, he would get up earlier, creep into the kitchen, and get the breakfast _____ (do) for his beloved wife.
5. As the light came on, Jane saw a mad woman _____ (stand) near the door with flaming eyes, trembling all over.
6. As the meeting is rescheduled to start earlier at 2 p.m., he'd see the preparation all _____ (do) before the lunch.
7. We'll keep you _____ (inform) of any new developments in the murder case.
8. A few days before Christmas, Rob overheard his father _____ (say) to his mother, "I hate to call Rob in the mornings. He needs his sleep."
9. In 1962, the South African authorities had Nelson Mandela _____ (jail) and _____ (sentence) to five years in prison.
10. A man moved toward me, and instantly I felt something _____ (press) into my hand.
11. In the darkness, her baby boy clutched her in a great hug. She felt his chubby arms _____ (go) around her, and this filled her with tenderness.

6 Study the following examples and combine each pair of sentences by using a past participle phrase as the adverbial.

Examples

The children headed toward school. They were followed by their dogs. →
The children headed toward school, **followed by their dogs**.

The audience were fascinated. They clapped their hands as the magician attempted his escape from the water tank. →
Fascinated, the audience clapped their hands as the magician attempted his escape from the water tank.

1. The enemy launched an attack. They were supported by tanks and fighter planes.

2. The refugees ran in all directions. They were shocked by the charging guards.

3. Jack was filled with expectation. He walked into the room for a job interview.

4. The two sides were persuaded to settle their dispute out of court. They soon reached an agreement.

5. Erica decided to take part in the English speaking contest. She had been persuaded by her fellow students.

6. The smuggler became nervous. He was questioned by the customs officer.

7. The car was badly damaged in a road accident. It is beyond repair.

8. The young couple decided to return to their native city of Yangzhou. They were faced with the high cost of living in Shanghai.

7 Translate the following sentences, using a past participle phrase as the adverbial or object complement.

1. 这一席话使冉·阿让 (Jean Valjean) 深受感动, 他决心洗心革面, 重新做人。
2. 在当地一位猎人的带领下, 搜救队终于找到了困在山里的游客。
3. 在铁路通车的那一天, 该国总统在工作人员的陪同下, 出席了通车典礼, 后面还跟着一群记者。
4. 出于嫉妒, 伽利略 (Galileo) 的对手设法使他被大学解聘了。
5. 记得将主旨发言人的邀请函至少提前一个月发出。

8 Translate the following sentences, using the words and expressions in the brackets.

1. 有一个儿童故事, 讲述了一个因为魔法而拥有了生命的木偶的奇遇。(come to life)
2. 吃糖太多对你的身体没有好处。除了对牙齿造成伤害, 它实际上在很多其他方面对你也有害。(do damage)
3. 他全身心地投身于反对外国侵略者的斗争。我们对他肃然起敬。(fill)
4. 他坚持在下班之前, 精确地说, 是在五点半之前, 将一切东西归于原位。(place)
5. 他知道他得加倍努力来实现他的计划, 急于回去就投入工作。可他万万没想到一场灾难正在等着他。(plunge; store)

6. 这个古代建筑已经过重建, 恢复了原来的风光。(restore)
7. 请务必让我知道你们的工作进展情况。(inform)

9 Fill in each blank of the passage with ONE suitable word.

A volcano is an opening, in the surface of the earth (1) _____ which molten rock, gases, and ash erupt. There are about 430 (2) _____ in the world which have erupted within historical times, but only a few are still active. To understand (3) _____ volcanoes exist we must learn a little about the structure of the earth beneath our feet.

We know that the (4) _____ of the earth is about 4,000 miles below us. We also know that the temperature increases (5) _____ about 1°C for every 100 feet we dig down. The experts are not certain, but it is thought that the outer crust of the earth is mainly solid to a(n) (6) _____ of a little over 1,000 miles, at which may lie molten rock and gases (7) _____ intense pressure. They know that volcanic rocks melt at (8) _____ of 1,000°C to 1,500°C. They believe that about 20 to 30 miles down there are rockets of molten rock, (9) _____ magma. Under suitable conditions, the magma and gases shoot up through the crust above them. When they (10) _____, cities like Pompeii which are situated at the base of a volcano must die.

10 Find and correct the TWO mistakes in each exercise.

1. When Pompeii was discovered again, people found, to their great surprise, that this ancient Roman city had laid there intactly for nearly 17 centuries.
2. Not to know what a volcanic eruption was, many Pompeians rushed into the temples and got huddled closely together for protection.
3. Only some quick-witted people made their way out of the city to the harbor where they boarded on the boats and survived from the tragedy.
4. To appreciate the movie fully, I advice you to read first the novel the movie was based.
5. I used to think that only grave robbers were interested in what has buried deep underground. I did not know what great contributions can archeologists make to a nation.
6. Now a strange rain began to descend to the city, a rain of fire, ashes, and pumice stones.
7. New energy cars are still considered rather inconvenient than normal cars. But they definitely represent the future of the car industry.
8. Becoming familiar to terrible natural disasters is not done to satisfy our idle curiosity, but to learn how to treat with them.



课文录音

The Dog of Pompeii

Louis Untermeyer¹

This is the second part of a story about a dog and a boy, set in the ancient city of Pompeii just before its destruction by earthquake and volcanic eruption in A.D. 79. The boy, Tito, was a blind orphan boy of twelve or thirteen. The dog, Bimbo, was not only a dog, but nurse, pillow, playmate, mother and father to Tito. The day before the volcanic eruption, Bimbo had snatched from the bakery some raisin and sugar cakes for Tito's breakfast.

- 1 The next morning there were two of the beloved raisin and sugar cakes for his [Tito's] breakfast. Bimbo was unusually active and **thumped**² his bit of a tail until Tito was afraid he would **wear it out**³. The boy could not imagine whether Bimbo was urging him to some sort of game or was trying to tell something. After a while, he ceased to notice Bimbo. He felt drowsy. Last night's late hours had tired him. Besides, there was a heavy mist in the air—no, a thick fog rather than a mist—a fog that got into his throat and scraped it and made him cough. He walked as far as the marine gate to get a breath of the sea. But the blanket of haze had spread all over the bay and even the salt air seemed smoky.
- 2 He went to bed before dusk and slept. But he did not sleep well. He had too many dreams—dreams of ships lurching in the Forum, of losing his way in a screaming crowd, of armies marching across his chest, of being pulled over every rough pavement of Pompeii.
- 3 He woke early. Or, rather, he was pulled awake. Bimbo was doing the pulling. The dog had

1 **Louis Untermeyer:** 路易斯·昂特迈耶 (1885–1977), American poet, essayist, editor, and the author or editor of close to 100 books. Untermeyer was best known for his numerous poetry anthologies, a number of which became widely used in American schools and colleges as textbooks. His works include *Modern American Poetry* (1919), *Modern British Poetry* (1920), *Rainbow in the Sky* (1935), and *Stars to Steer By* (1941).

2 **thump:** to hit (his tail against sth.) loudly (to attract Tito's attention)

3 **wear it out:** to damage it or make it useless

dragged Tito to his feet and was urging the boy along. Somewhere. Where, Tito did not know. His feet stumbled uncertainly; he was still half asleep. For a while he noticed nothing except the fact that it was hard to breathe. The air was hot. And heavy. So heavy that he could taste it. The air, it seemed, had turned to powder—a warm powder that stung his nostrils and burned his sightless eyes.

- 4 Then he began to hear sounds. Peculiar sounds. Like animals under the earth. Hissings and groanings and muffled cries that a dying creature might make **dislodging**⁴ the stones of his underground cave. There was no doubt of it now. The noises came from underneath. He not only heard them—he could feel them. The earth **twitched**⁵; the twitching changed to an uneven **shrugging of the soil**⁶. Then, as Bimbo **half pulled, half coaxed him across**⁷, the ground jerked away from his feet and he was thrown against a stone fountain.
- 5 The water—hot water—splashing in his face revived him. He got to his feet, Bimbo steadying him, helping him on again. The noises grew louder; they came closer. The cries were even more animal-like than before, but now they came from human throats. A few people, quicker of foot and more hurried by fear, began to rush by. A family or two—then a section—then, it seemed, **an army broken out of bounds**⁸. Tito, bewildered though he was, could recognize **Rufus**⁹ as he bellowed past him, like a water buffalo gone mad. Time was lost in a nightmare.
- 6 It was then the crashing began. First a sharp crackling, like a monstrous snapping of twigs; then a roar like the fall of a whole forest of trees; then an explosion that tore earth and sky. The heavens, though Tito could not see them, were shot through with continual **flickerings**¹⁰ of fire. Lightnings above were answered by thunders beneath. A house fell. Then another. By a miracle the two companions had escaped the dangerous side streets and were in a more open space. It was the Forum. They rested here a while—how long he did not know.
- 7 Tito had no idea of the time of day. He could feel it was black—an unnatural blackness.

4 **dislodge**: to knock sth. out of its position

5 **twitch**: to make a slight, sudden uncontrollable movement

6 **shrugging of the soil**: the soil moving upward and then downward

7 **half pulled, half coaxed him across**: (Bimbo) 又拽又哄地将 (Tito) 带到一边去

8 **an army broken out of bounds**: 一支冲破约束的队伍

9 **Rufus**: a bath master in Pompeii who said the previous afternoon that “there won’t be another earthquake in my lifetime or yours. There may be a tremble or two, but earthquakes, like lightnings, never strike twice in the same place.”

10 **flicker**: to shine with a light that is sometimes bright and sometimes weak 闪烁

Something inside—perhaps the lack of breakfast and lunch—told him it was past noon. But it didn't matter. Nothing seemed to matter. He was getting drowsy, too drowsy to walk. But walk he must. He knew it. And Bimbo knew it; the sharp tugs told him so. Nor was it a moment too soon. The sacred ground of the Forum was safe no longer. It was beginning to rock, then to pitch, then to split. As they stumbled out of the square, the earth wriggled like a caught snake and all the columns of the temple of Jupiter came down. It was the end of the world—or so it seemed. To walk was not enough now. They must run. Tito was too frightened to know what to do or where to go. He had lost all sense of direction. He started to go back to the inner gate; but Bimbo, straining his back to the last inch, almost pulled his clothes from him. What did the creature want? Had the dog gone mad?

- 8 Then suddenly, he understood. Bimbo was telling him the way out—urging him there. The sea gate, of course. The sea gate—and then the sea. Far from falling buildings, heaving ground. He turned, Bimbo guiding him across open pits and dangerous pools of bubbling mud, away from buildings that had caught fire and were dropping their burning beams. Tito could no longer tell whether the noises were made by the shrieking sky or the agonized people. He and Bimbo ran on—the only silent beings in a howling world.
- 9 New dangers threatened. All Pompeii seemed to be thronging toward the marine gate and, squeezing among the crowds, there was the chance of being trampled to death. But the chance had to be taken. It was growing harder and harder to breathe. What air there was choked him. It was all dust now—dust and pebbles, pebbles as large as beans. They fell on his head, his hands—pumice stones from the black heart of Vesuvius. The mountain was turning itself inside out. Tito remembered a phrase that the stranger had said in the Forum two days ago: “Those who will not listen to men must be taught by the gods.” The people of Pompeii had refused to heed the warnings; they were being taught now—if it was not too late.
- 10 Suddenly it seemed too late for Tito. The red-hot ashes blistered his skin, and the stinging vapors tore his throat. He could not go on. He staggered toward a small tree at the side of the road and fell. In a moment Bimbo was beside him. He coaxed. But there was no answer. He licked Tito's hands, his feet, his face. The boy did not stir. Then Bimbo did the last thing he could—the last thing he wanted to do. He bit his comrade, bit him deep in the arm. With a cry of pain, Tito jumped to his feet, Bimbo after him. Tito was in despair, but Bimbo was determined. He drove the boy on, snapping at his heels, worrying his way through the crowd;

barking, **baring his teeth**¹¹, heedless of kicks or falling stones. Sick with hunger, half dead with fear and **sulfur fumes**¹², Tito pounded on, pursued by Bimbo. How long, he never knew. At last he staggered through the marine gate and felt soft sand under him. Then Tito fainted ...

11 Someone was dashing sea water over him. Someone was carrying him toward a boat.

12 “Bimbo,” he called. And then louder, “Bimbo!” But Bimbo had disappeared.

13 Voices jarred against each other. “Hurry—hurry!” “To the boats!” “Can’t you see the child’s frightened and starving!” “He keeps calling for someone!” “Poor boy, he’s out of his mind.” “Here, child—take this!”

14 They tucked him in among them. The oarlocks creaked; the oars splashed; the boat rode over toppling waves. Tito was safe. But he wept continually.

15 “Bimbo!” he wailed. “Bimbo! Bimbo!”

16 He could not be comforted.

17 Eighteen hundred years passed. Scientists were restoring the ancient city; **excavators**¹³ were working their way through the stones and trash that had buried the entire town. Much had already been brought to light—statues, bronze instruments, bright mosaics, household articles; even delicate paintings had been preserved by the fall of ashes that had taken over two thousand lives. Columns were dug up, and the Forum was beginning to emerge.

18 It was at a place where the ruins lay deepest that the Director paused.

19 “Come here,” he called to his assistant. “I think we’ve discovered the remains of a building in good shape. Here are four huge millstones that were most likely turned by slaves or mules—and here is a whole wall standing with shelves inside it. Why! It must have been a bakery. And here’s a curious thing. What do you think I found under this heap where the ashes were thickest? The skeleton of a dog!”

20 “Amazing!” gasped his assistant. “You’d think a dog would have had sense enough to run away at the time. And what is that flat thing he’s holding between his teeth? It can’t be a stone.”

21 “No. It must have come from this bakery. You know it looks to me like some sort of cake

11 **baring his teeth**: 露出它的牙齿

12 **sulfur fumes**: 硫磺烟

13 **excavator**: 挖掘者

hardened with the years. And, bless me, if those little black pebbles aren't raisins. A raisin cake almost two thousand years old! I wonder what made him want it at such a moment?"

22 "I wonder," murmured the assistant.

(1,507 words)

Memorable Quotes

History is the witness of times, the book of truth, the life of memory, the teacher of life, the messenger of antiquity.
—Francis Bacon

There are two kinds of forces at work, external and internal. We bring very little control over external forces such as epidemics, earthquakes, floods, diseases, flares and pain. What really matters is the internal force. How do I respond to these disasters?
Over time I have controlled myself.
—Lee Harvey

My friends as I have discovered myself, there are no disasters only opportunities.
And indeed opportunities for fresh disasters.
—Boris Johnson

What of us that a thirty years old has not had as Paganini? Deep under, after the life of youth – the carices, sport, the pleasure and the passion the driving joy
William Shakespeare, The Merchant of Venice

Unit Project

Choose **ONE** of the two tasks given and work on it as instructed.

1. Choose one of the two oral tasks:
 - 1) After class, watch the movie called *The Last Days of Pompeii*, which describes what the Romans were like and how they met their death, based on the unearthed artifacts. Share your reflection of the movie's cast, plot, or theme in groups and give a 3-minute presentation on what you have learned in class.
 - 2) Collect information on one terrible natural disaster (floods, droughts, earthquakes, etc.) recorded in world history and give a 3-minute presentation in class on the disaster and the most unforgettable aspects of it.
2. Write an essay of about 200 words to describe how a visit to a place of historical interest has brought history to life to you.

Memorable Quotes

History is the witness of times, the torch of truth, the life of memory, the teacher of life, the messenger of antiquity.

—Marcus Tullius Cicero

There are two big forces at work, external and internal. We have very little control over external forces such as tornadoes, earthquakes, floods, disasters, illness and pain. What really matters is the internal force. How do I respond to those disasters? Over that I have complete control.

—Leo Buscaglia

My friends, as I have discovered myself, there are no disasters, only opportunities. And, indeed, opportunities for fresh disasters.

—Boris Johnson

Which of us that is thirty years old has not had its Pompeii? Deep under ashes lies the life of youth—the careless sport, the pleasure and the passion, the darling joy.

—William Makepeace Thackeray

▲ Text A Two Friends

▲ Text B The Return

UNIT

10



Lead-in

- 1** We have an old saying that a lifelong true friend is a rare treasure. Do you agree? Can you recall any stories about true friendship in history or in legends that have made an impression on you? What is the definition of true friendship in your opinion?
- 2** Do you know any famous French writers? Who are they? What do you know about Guy de Maupassant? Have you read any of his stories such as “The Necklace”? What makes Maupassant’s characters impressive?

Text A



课文录音

- 1 Paris was under siege, in the grip of famine, at its last gasp. There were few sparrows on the rooftops now, and even the sewers were losing some of their inhabitants. The fact is that people were eating anything they could get their hands on.
- 2 One bright January morning Monsieur Morissot, a watchmaker, was strolling dejectedly along one of the outer boulevards when he came upon his close friend Monsieur Sauvage.
- 3 Every Sunday before the war it was Morissot's custom to set off at dawn with his bamboo rod in his hand and a tin box slung over his back. He would catch the train to Colombes, and then walk to the island of Marante. The minute he reached this land of his dreams he would start to fish—and he would go on fishing till it got dark.
- 4 And it was here that he met a tubby, jolly little man by the name of Sauvage. He was a haberdasher and as fanatical an angler as Morissot himself. They often spent half the day sitting side by side, rod in hand, with their feet dangling over the water. And they had become firm friends.

Two Friends

Guy de Maupassant



- 5 On spring mornings when the sun sent floating over the river that light mist which moves along with the current, warming the backs of the two enthusiastic fishermen with the welcome glow of a new season, Morissot would say to his neighbor:
- 6 “Ah! It’s grand here, isn’t it?”
- 7 And Monsieur Sauvage would reply:
- 8 “There’s nothing I like better.”
- 9 This simple exchange of words was all that was needed for them to understand each other and confirm their mutual appreciation.
- 10 In the autumn towards the close of day, when the sky was blood-red and the water reflected strange shapes of scarlet clouds which reddened the whole river, and the glowing sun set the distant horizon ablaze, making the two friends look as though they were on fire, and touching with gold the leaves which were already trembling with a wintry shudder, Monsieur Sauvage would turn to Morissot with a smile and say:
- 11 “What a marvelous sight!”
- 12 And Morissot would be equally taken up with the wonder of it all.
- 13 As soon as the two friends had recognized each other, they shook hands warmly, feeling quite emotional over the fact that they had come across each other in such different circumstances. Monsieur Sauvage gave a sigh and remarked:
- 14 “What a lot has happened since we last met!”
- 15 Morissot, in mournful tones, lamented:
- 16 “And what awful weather we’ve been having! This is the first fine day of the year.”
- 17 And, indeed, the sky was a cloudless blue, brilliant with light.
- 18 They started to walk on together side by side. Then Morissot said:
- 19 “And what about those fishing trips, eh? *There’s* something worth remembering!”
- 20 “When shall we be able to get back to it?” mused Monsieur Sauvage.
- 21 They went into a little café and drank a glass of wine.

- 22 When they came out they both felt fuzzy, as people do when they drink alcohol on an empty stomach. The weather was very mild. A gentle breeze caressed their faces.
- 23 Monsieur Sauvage stopped and said:
- 24 “What about it, then? Shall we go?”
- 25 “Go where?”
- 26 “Fishing!”
- 27 “But where can we go?”
- 28 “To our island, of course. The French frontline is near Colombes. I know the colonel in command. I’m sure we’d have no trouble in getting through.”
- 29 Morissot began to quiver with excitement.
- 30 “Right!” he said. “I’m your man!”
- 31 And the two friends separated and went off to get their fishing tackle.
- 32 An hour later they were striding down the main road together. They reached the villa in which the colonel had set up his headquarters. When he heard their request, he smiled at their eccentric enthusiasm but gave them permission.
- 33 They soon crossed the frontline, went through Colombes, which had been evacuated, and now found themselves on the fringe of the area of vineyards which rise in terraces above the Seine.
- 34 On the opposite bank they could see the village of Argenteuil, which looked deserted and dead. The hills dominated the horizon, and the great plain which stretches as far as Nanterre was completely empty, with nothing to be seen but its leafless cherry trees and gray earth.
- 35 Pointing towards the high ground Monsieur Sauvage muttered:
- 36 “The Prussians are up there.”
- 37 And as the two friends gazed at the deserted countryside, they felt almost paralyzed by the sense of uneasiness which was creeping through them.
- 38 The Prussians! They had never so much as set eyes on them, but for four months now they had been aware of their presence on the outskirts of Paris, occupying part of France, looting, committing atrocities, reducing people to starvation ...
- 39 “What if we should run into some of them?” said Morissot nervously.

- 40 For a moment, they hesitated about going any further.
- 41 It was Monsieur Sauvage who finally made up his mind.
- 42 “Come on!” he said. “We’ll go on—but we must keep a sharp lookout!”
- 43 And they scrambled down the slope of one of the vineyards, bent double, crawling on their hands and knees, taking advantage of the cover afforded by the vines, keeping their eyes wide open and their ears on the alert.
- 44 All that now separated them from the riverbank was a strip of open ground. They ran across it, and as soon as they reached the river, they crouched among the dry rushes.
- 45 Morissot pressed his ear to the ground to see if he could detect the sound of marching feet. He could hear nothing. They were alone, completely alone.
- 46 They told each other there was nothing to worry about, and started to fish.
- 47 Opposite them the deserted island of Marante concealed them from the other bank. The little building which once housed the restaurant was closed and shuttered, and looked as though it had been abandoned for years.
- 48 It was Monsieur Sauvage who caught the first fish. Morissot caught the second, and then, almost without a pause, they jerked up their rods time after time to find a little silvery creature wriggling away on the hook. This really was a miraculous draft of fishes.
- 49 They carefully placed each fish into a fine-meshed net suspended in the water at their feet. And as they did so they were overcome by the kind of joy you only experience when you resume something you really love after being deprived of it for a long time.
- 50 A kindly sun was shedding its warmth across their backs. They were so absorbed that they no longer heard, or thought, or paid the least attention to the outside world.
- 51 But suddenly, the bank beneath them shook with a dull rumble which seemed to come from underground.
- 52 The distant cannon were starting to fire again.
- 53 Morissot turned his head, and above the bank, he saw the great bulk of Mont Valérien. On the mountainside was a white plume of smoke, showing where the gunpowder had just bellowed out.
- 54 Almost immediately another jet of smoke spurted from the fort on the summit, and a few seconds later the rumble of another detonation reached their ears.

- 55 Other cannon shots followed, and every now and then the mountain spat out its deadly breath, exhaled its clouds of milky vapor, which rose slowly into the calm sky above.
- 56 “There they go again!” said Monsieur Sauvage with a shrug of his shoulders.
- 57 Morissot, who was anxiously watching the feather on his float, was suddenly filled with anger for these maniacs who indulge in fighting.
- 58 “They’ve got to be really stupid,” he growled, “to go on killing each other like that!”
- 59 “They’re worse than animals,” said Monsieur Sauvage.
- 60 Morissot, who had just caught another fish, called out:
- 61 “And it’ll never be any different so long as we have governments!”
- 62 “Oh, no,” disagreed Monsieur Sauvage. “The Republic would never have declared war ...”
- 63 “Look!” interrupted Morissot. “Under kings you have war against other countries. Under republican governments you have civil war.”
- 64 And they began to argue, in a calm and friendly way, sorting out the world’s great political problems with the commonsense approach of mild and reasonable men. On one point they were in absolute agreement: Mankind would never be free. And as they talked, Mont Valérien went thundering on, demolishing French homes with its cannonades, pounding lives to dust, crushing human beings to pulp, putting an end to so many dreams, to so many long-awaited joys, tearing into the hearts of all those wives and daughters and mothers with pain and suffering that would never be eased.
- 65 But at that moment they both gave a start, scared by the feeling that somebody had been walking just behind them. They looked round and saw standing above them four tall, bearded men, with rifles pointing straight at the two friends.
- 66 In a matter of seconds they were seized, tied up, hustled along, thrown into a boat and carried across to the island.
- 67 Behind the building they saw a group of about twenty German soldiers.
- 68 A sort of hairy giant sitting astride a chair and smoking a pipe asked them in excellent French:
- 69 “Well, messieurs, did the fishing go well?”
- 70 One of the soldiers placed at the officer’s feet the net full of fish. The Prussian smiled and said:

- 71 “Well, well! I can see you didn’t do badly at all! ... But I have to deal with a very different matter. Now, as far as I am concerned you are a couple of spies sent out here to keep an eye on me. You were obviously pretending to fish as a cover for your real purposes. It’s too bad for you that you’ve fallen into my hands. But war is war ... Now, since you’ve come out here past your own lines, you’re bound to have a password so you can get back. Just give me that password and I’ll spare your lives.”
- 72 The two friends, ghastly pale, stood there side by side with their hands trembling. They said nothing.
- 73 “Nobody will ever get to know about it,” continued the officer. “You will go back without any trouble ... If you refuse to cooperate, you’ll die—straight away. So take your choice!”
- 74 They stood there motionless, keeping their mouths firmly shut.
- 75 The Prussian pointed in the direction of the river and said:
- 76 “Just think! In five minutes you’ll be at the bottom of that river. In five minutes! You must have families. Think of them!”
- 77 The two fishermen simply stood there, refusing to speak. The German now gave some orders in his own language. Then he moved his chair some distance away from the prisoners. Twelve men marched up and formed a line twenty yards from them with their rifles at their side.
- 78 “I’ll give you one minute to make up your minds,” called the officer.
- 79 Then he jumped to his feet, went up to the two Frenchmen, took Morissot by the arm, and led him to one side. Then he said to him in a very low voice:
- 80 “Quick! Just let me know the password! Your friend won’t know you’ve told me. I’ll make it look as though I’ve taken pity on you both.”
- 81 Morissot said nothing.
- 82 The Prussian then dragged Monsieur Sauvage to one side and made the same proposition to him.
- 83 Monsieur Sauvage said nothing.
- 84 So they were pushed together again, side by side.
- 85 It was then that Morissot happened to glance down at the net of fish which was lying in the grass, still quivering with life. As he looked at them he felt a momentary weakness. Tears filled his eyes.

- 86 “Farewell, Monsieur Sauvage,” he mumbled.
- 87 And Monsieur Sauvage replied:
- 88 “Farewell, Monsieur Morissot.”
- 89 They shook hands.
- 90 “Fire!” shouted the officer.
- 91 Twelve shots rang out simultaneously.
- 92 Monsieur Sauvage fell like a log onto his face. Morissot swayed, spun round, then collapsed on top of his friend, with his face staring up at the sky and the blood welling from where his coat had been burst open across his chest.
- 93 The German shouted out more orders. His men went off and came back with some lengths of rope and a few heavy stones which they fastened to the feet of the two bodies. Then they carried them to the riverbank.
- 94 All the time Mont Valérien continued to rumble, and now it was capped by a great mountain of smoke.
- 95 Two soldiers got hold of Morissot by the head and feet. Two others lifted up Monsieur Sauvage in the same way. The two bodies were swung violently backwards and forwards, then thrown into the river.
- 96 The officer, still quite unperturbed, said, half aloud:
- 97 “Well, now it’s the fishes’ turn.”
- 98 As he was going back towards the building, he noticed the net lying in the grass. He picked it up, looked at the fish, then smiled, and called out:
- 99 “Wilhelm!”
- 100 A soldier came running up, wearing a white apron. The Prussian officer threw across to him the catch made by the two fishermen, and gave another order:
- 101 “Fry me these little creatures—straight away, while they’re still alive!”
- 102 Then he lit his pipe again.

(2,178 words)

Notes on the Text

1. About the author

Guy de Maupassant (1850–1893) was a French author of short stories and novels. He studied law at college and worked as a government clerk in Paris before achieving success with his first story “Ball of Fat” (《羊脂球》) in 1880. In the following ten years, nearly three hundred short stories poured from his desk and won him world fame as a supreme writer in that form.

At the age of 17, Maupassant met Gustave Flaubert (福楼拜), one of France’s most respected novelists who allowed him to attend his regular meetings with other authors, encouraging him to write, and offering him constant advice which shaped his theory of art including the following message: “Whatever you want to say, there is only one word to express it, only one verb to give it movement, only one adjective to qualify it.”

2. Cultural background

The story took place in 1871, while Paris was under siege by the Prussian army. The story reflects Maupassant’s firsthand experiences of the war, in which he fought briefly as a young soldier.

The war is known as the Franco-Prussian War. For most of the 1800s, Germany was a collection of separate German-speaking states. Among these, Prussia was the most powerful and under the leadership of its chancellor Otto von Bismarck (俾斯麦), the German states began to unite. France then was ruled by Louis-Napoleon, nephew of Napoleon I, emperor of the Second French Empire. Fearing the threat of a unified Germany, he declared war against it in 1870. The war was brief. The French army was defeated, and the king had to surrender unconditionally. But before the German army could reach Paris, the people in Paris had formed a new government and were ready for a siege. They held out for 130 days, during which time the Parisians ate rats, cats, and any food they could find. On January 28, 1871, Paris surrendered.

Glossary

ablaze /ə'bleɪz/ *adj.*

afford /ə'fɔ:d/ *v.*

alert /ə'leɪt/ *n.*

angler /'æŋglə/ *n.*

astride /ə'straɪd/ *prep.*

atrocious /ə'trɒsətɪ/ *n.*

boulevard /'bu:lvaɪd/ *n.*

brightly-lit or brightly-colored

to provide or offer

a situation in which people are watching for danger and ready to deal with it

a person who catches fish as a hobby

with one leg on each side of sth.

an extremely cruel, violent, or shocking action

a wide road in a city, often with trees on each side

bulk /bʌlk/ *n.*

cannon /'kænən/ *n.*

cannonade /,kænə'neɪd/ *n.*

caress /kə'res/ *v.*

colonel /'kɜːnl/ *n.*

commit /kə'mɪt/ *v.*

conceal /kən'siːl/ *v.*

confirm /kən'fɜːm/ *v.*

crush /krʌʃ/ *v.*

custom /'kʌstəm/ *n.*

dejectedly /dɪ'dʒektɪdli/ *adv.*

demolish /dɪ'mɒlɪʃ/ *v.*

deprive /dɪ'praɪv/ *v.*

deserted /dɪ'zɜːtɪd/ *adj.*

detect /dɪ'tekt/ *v.*

detonation /,detə'neɪʃən/ *n.*

dominate /'dɒmənɪt/ *v.*

draft /draːft/ *n.*

enthusiasm /ɪn'θjuːziæzəm/ *n.*

evacuate /ɪ'vækjuet/ *v.*

exhale /eks'heɪl/ *v.*

famine /'fæmɪn/ *n.*

fanatical /fə'nætɪkl/ *adj.*

fine-meshed /,faɪn'meʃt/ *adj.*

fort /fɔːt/ *n.*

fry /fraɪ/ *v.*

fuzzy /'fʌzi/ *adj.*

ghastly /'gɑːstli/ *adj.*

growl /graʊl/ *v.*

the main and the largest part of sth.

an old type of large, heavy gun

a continuous firing of large guns

to touch lovingly 抚摸

an officer of high rank below general 上校

to do sth. wrong or illegal

to hide

to make you feel sure that your idea or belief is right or true

to press with a great force so as to break, damage, or destroy

the way a person usually behaves

in an unhappy and disappointed way

to pull, tear, destroy (esp. large structures)

~ *sb. of sth.*: to prevent sb. from having or doing sth. 剥夺 (某人的权利)

empty and quiet because no people are there

to find out, notice, and discover

an explosion; the action of making sth. explode

to be the largest, highest, or most obvious thing in a place

the catch; the drawing in of the fishnet

a strong active feeling of interest and eagerness

to move people away from a dangerous place or to take all the people away from a place

to breathe out air

an extreme lack of food for a great number of people, causing illness and death 饥荒

extremely enthusiastic

(of nets) with very small spaces between the wires or threads (渔网) 网眼很细的

a strong building or buildings used for defense at an important place

to cook in hot oil or fat

drunk and confused

(literary) looking very pale and greatly shocked

to make a low loud sound in anger

haberdasher /'hæbəðæʃə/ <i>n.</i>	one who sells men's clothing such as shirts, hats, and gloves
headquarters /'hed,kwɔ:təz/ <i>n.</i>	a military commander's office 司令部; 指挥所
hook /huk/ <i>n.</i>	a curved piece of metal for catching fish with
hustle /'hʌsəl/ <i>v.</i>	to make sb. move quickly by pushing or pulling roughly
jerk /dʒɜ:k/ <i>v.</i>	to move with a sudden short movement
jolly /'dʒɒli/ <i>adj.</i>	happy and cheerful
lament /lə'ment/ <i>v.</i>	to express sadness about sb. or sth.
log /lɒg/ <i>n.</i>	a thick piece of unshaped wood
loot /lu:t/ <i>v.</i>	to steal (usually in large quantities and causing great damage)
maniac /'meɪniæk/ <i>n.</i>	(<i>informal</i>) a dangerous, wild, or insane person
miraculous /mɪ'rækjələs/ <i>adj.</i>	completely unexpected and very lucky
monsieur /mɒ'sjɜ:/ <i>n.</i>	(<i>pl.</i> messieurs) a polite title used before a man's name in French-speaking countries, similar to Mr.
mournful /'mɔ:ɪnfəl/ <i>adj.</i>	very sad
mumble /'mʌmbəl/ <i>v.</i>	to speak in a quiet voice in a way that is not clear
muse /mju:z/ <i>v.</i>	to think carefully about sth. for a long time 沉思; 默想
mutter /'mʌtə/ <i>v.</i>	to speak quietly so that it is not easy for other people to hear
outskirts /'aʊtska:ɪts/ <i>n.</i>	(<i>pl.</i>) the parts of a town or city that are furthest from the center 郊区
paralyze /'pærəlaɪz/ <i>v.</i>	to make sb. unable to feel or move all or part of their body
plume /plu:m/ <i>n.</i>	sth. that rises into the air in the shape of a large feather
Prussian /'prʌʃən/ <i>n.</i>	普鲁士人
pulp /pʌlp/ <i>n.</i>	a soft and almost liquid substance 酱状物; 糊状物
quiver /'kwɪvə/ <i>v.</i>	to shake slightly
rushes /'rʌʃɪz/ <i>n.</i>	(<i>pl.</i>) grass-like tall water plants (often dried and used to make baskets, mats, etc.)
scarlet /'skɑ:ɪlɪt/ <i>adj.</i>	bright red
scramble /'skræmbəl/ <i>v.</i>	to move or climb quickly over a rough or steep place
sewer /'sju:ə/ <i>n.</i>	a large pipe, usually underground, that is used for carrying waste water and human waste away from buildings 下水道
sharp /ʃɑ:p/ <i>adj.</i>	(of people or their minds, eyes, etc.) quick to notice, understand, and react
shed /ʃed/ <i>v.</i>	to send (light) over sth.; to flow out, pour out
siege /si:dʒ/ <i>n.</i>	a military action of surrounding a place and cutting off all supplies 围困

sling /slɪŋ/ <i>v.</i>	(slung, slung) to put sth. somewhere where it hangs loosely
spit /spɪt/ <i>v.</i>	to force liquid, food, etc. out of your mouth
start /stɑ:t/ <i>n.</i>	a sudden movement of the body because of surprise or fright
starvation /stɑ:'veɪʃən/ <i>n.</i>	suffering or death caused by lack of food
suspend /sə'spend/ <i>v.</i>	(here) to hold in a liquid or air
tackle /'tækəl/ <i>n.</i>	equipment used in fishing 钓具
terrace /'terɪs/ <i>n.</i>	a raised flat piece of land 阶地; 梯田
thunder /'θʌndə/ <i>v.</i>	to make a very loud, deep noise
tubby /'tʌbi/ <i>adj.</i>	(of a person) short and slightly fat
uneasiness /ʌn'i:zɪnəs/ <i>n.</i>	the feeling of worry and nervousness
unperturbed /ʌnpə'tɜ:bd/ <i>adj.</i>	not troubled or bothered
vapor /'veɪpə/ <i>n.</i>	a gas-like form of a liquid such as mist or steam, usually caused by a change of temperature 蒸气
vineyard /'vaɪnjəd/ <i>n.</i>	a piece of land where grapes are grown in order to produce wine
wintery /'wɪntri/ <i>adj.</i>	typical of winter; cold

Language Focus

1 Study how the following compound words are formed.

1. watchmaker, songwriter
2. fine-meshed, strong-willed
3. lookout, breakup

2 Guess the meaning of the prefix "a-" in the following words.

ablaze aflame astride aside afire afoot afar ahead abreast alive
alike asleep astray anew afresh adrift await awake aback

3 Study the following homonyms.

sewer draft well pound set tear tackle

4 List useful phrases from the text.

1. Verb phrases

2. Other phrases

5 List useful verb + noun collocations from the text.

6 Underline useful sentence patterns in the text and study how they are used.

► Reading Comprehension

1 Read the text and complete the summary.

The story happened in (1) _____ during the war between France and (2) _____. At this time, Paris was under (3) _____, and people were (4) _____. Before the war, Morissot, a watchmaker, and Sauvage, a haberdasher, both keen (5) _____, used to go fishing together on Sundays and had become (6) _____ friends, but because of the siege they had not been able to do that or even see each other.

One January day, the two friends were extremely happy to come (7) _____ each other. Their happy reunion naturally made them (8) _____ those days they were able to fish and enjoy each other's company, and finally they couldn't (9) _____ the temptation to do that again at their usual place, in spite of the fact that it was now (10) _____ by the Prussian troops.

They managed to get (11) _____ from the French colonel to pass the frontline and ventured into the enemy-occupied (12) _____ until they arrived safely at their favorite place. The day was beautiful and they were (13) _____ with their catch. They had almost forgotten the war when they suddenly (14) _____ the cannon firing between the two sides, which made them wonder why people should be so stupid as to (15) _____ in killing each other.

Then suddenly, they were (16) _____ by Prussian soldiers and taken to their commander. The commander thought that they were spies and gave them, separately, a choice between telling him their (17) _____ and receiving immediate death.

The two friends both refused to speak, as they completely trusted each other. As a result, they were killed and thrown into the river.

2 Explain the following sentences from the text, paying attention to the underlined parts.

1. Paris was under siege, in the grip of famine, at its last gasp. (para. 1)
2. "Right!" he said. "I'm your man!" (para. 30)
3. ... crawling on their hands and knees, taking advantage of the cover afforded by the vines ... (para. 43)

3 Answer the following questions according to your understanding of the text.

1. History tells us that Paris was under siege for exactly 130 days and finally fell into the hands of the Prussians on January 28, 1871. So how long had Paris been under siege at

the beginning of the story? What was the situation like at Paris at the time of the story? What does the author mean by saying that Paris was “at its last gasp”?

2. Why was Morissot strolling dejectedly along one of the outer boulevards that day? How had the siege changed the life of Parisians? The author tells us that there were few sparrows on the rooftops and even the sewers had lost some of their inhabitants. Why were there few sparrows? Who lived in the sewers? Where had they gone? What do these details tell us about the Parisians’ life under siege? Did the two friends have to hunt for sparrows too? Why didn’t they go fishing?
3. Why were the two friends so emotional when they came across each other that morning? The author says that they met in very different circumstances. How different? What had their fishing trips been like before the war? What’s your impression of the fishing scenes in the story?
4. Why were the two friends willing to go fishing again in spite of everything? Would people normally do this under similar circumstances? Do you think the French colonel readily gave them permission to cross the frontline? Why didn’t he try to talk them out of it? Can you understand their eccentric enthusiasm for fishing?
5. What disrupted their long-lost joy of fishing? What does the description of cannon fires serve? What did Morissot mean when he said they must be really stupid to indulge in killing each other? Who were they? Did he mean the Prussians only? What do you think the two friends thought of wars in general and this war in particular?
6. When the two friends were finally seized and brought to the Prussian officer, did the Prussian officer have any reason to believe that he was dealing with two French spies? Did he try to make sure first so that he would not hurt civilians? What did he mean when he said “war is war”? What kind of attitude does this display toward war? Did the Prussian officer behave this way because he was an uneducated brute? What did he want to get from the two fishermen? How did he do? Did he succeed?
7. How would you describe the character of the Prussian officer? What did the officer mean when he said “now it’s the fishes’ turn”? Was he referring to the fish the two fishermen had left behind?
8. Did the two fishermen try to save their own lives? Did they give the password? Why didn’t they? Did it ever occur to either of them that the other fisherman might accept the officer’s proposition? Why did they remain silent to the end? What might their last thoughts be before the firing squad fired?
9. What are the concrete words the author employs to describe in detail the way the two fishermen were executed and the way their bodies were disposed of? What effects are achieved through such description?
10. How do you like the story? What do you think is the theme of the story? What are your comments about the two characters? How does the author depict the war’s impact on them?

► Language Exercises

1 Expand your vocabulary.

1. Study the formation of the following compound words and then translate them into Chinese.

get-together

comeback

send-off

cover-up

washout

turnoff

pushover

pickup

2. Translate the following words and expressions in bold type, paying attention to the adjectives used as verbs.

- 1) They gathered around the heater to **warm their hands**.
- 2) **Wise up**, he's cheating you!
- 3) He **busied** himself at his desk for a long time.
- 4) She cried about being **wronged** by her mom.
- 5) She **smoothed out her dress** and fixed her hair before entering the meeting room.
- 6) She takes medicine to **dull the pain**.
- 7) His action **dirtied his reputation**.
- 8) I don't mind **roughing** it for a while.
- 9) Come on! They're **closing on us**.
- 10) A true friend is one you can **bare your soul** to.

3. Give the corresponding nouns for the following verbs.

- | | |
|-------------------|--------------------|
| 1) desert _____ | 11) detonate _____ |
| 2) dominate _____ | 12) pretend _____ |
| 3) lament _____ | 13) conceal _____ |
| 4) confirm _____ | 14) abandon _____ |
| 5) evacuate _____ | 15) demolish _____ |
| 6) occupy _____ | 16) caress _____ |
| 7) detect _____ | 17) paralyze _____ |
| 8) suspend _____ | 18) indulge _____ |
| 9) deprive _____ | 19) seize _____ |
| 10) absorb _____ | |

4. Give corresponding synonyms for the following words.

- | | |
|---------------------|----------------------|
| 1) boulevard _____ | 12) conceal _____ |
| 2) custom _____ | 13) afford _____ |
| 3) fanatical _____ | 14) maniac _____ |
| 4) alike _____ | 15) detect _____ |
| 5) distant _____ | 16) famine _____ |
| 6) tremble _____ | 17) inhabitant _____ |
| 7) eccentric _____ | 18) shine _____ |
| 8) permission _____ | 19) detonation _____ |
| 9) mutter _____ | 20) vapor _____ |
| 10) loot _____ | 21) demolish _____ |
| 11) atrocity _____ | |

5 Translate the following expressions.

Into Chinese

- | | |
|---------------------------|---------------------------|
| 1) a ray of sunlight | 6) a white plume of smoke |
| 2) a heap of garbage | 7) a mountain of smoke |
| 3) a length of rope | 8) a draft of fish |
| 4) a cloud of milky vapor | 9) a strip of open ground |
| 5) a jet of smoke | |

Into English

- | | |
|----------------|--------------------|
| 1) 抚摸某人面孔 | 9) 摧毁房屋 / 摧毁家园 |
| 2) 越过前线 | 10) 犯下暴行 / 犯罪 / 犯错 |
| 3) 眼观六路 | 11) 俯视全城 |
| 4) 保持警惕 | 12) 全城撤离 |
| 5) 饶你性命 | 13) 放弃该楼 |
| 6) 吓了一跳 | 14) 匍匐前进 |
| 7) 减轻痛苦和折磨 | 15) 空肚喝酒 |
| 8) 洒下温暖 / 洒下眼泪 | |

2 Translate the following words in bold type, paying attention to the different meanings of the words when they are used in different contexts.

1. The winter is **approaching** its end, and it has been an unusually mild winter.
2. Let's try another **approach**. Hopefully this time we can overcome our difficulty in **dealing** with the environmental problem. We can't **afford** to fail again.

3. In those days we could not **afford** to buy machines. During harvesting season we used to rely on our bare hands and work for over eight hours a day under the burning sun in a large open field **stretching** as far as the eye could see, without a single tree in sight to **afford** us some shadow or privacy.
4. You want to know what I think of him? To put it mildly, modesty is not exactly his strong point, and he is not particularly easy to **approach**.
5. Overcome with grief, the speaker had to stop several times with a **catch** in his voice, and tears welled up in his eyes when he recalled how the hero was tortured to death.
6. Turning a deaf ear to the warnings of his assistants, he **committed** a terrible error, which proved to **deal** a heavy blow to his position in the struggle among the three kingdoms.
7. Their offer sounds quite generous, but there seems to be a **catch**. The **draft** contract has to be examined carefully before we agree to the **deal**.
8. Go and **stretch** your arms and legs a bit. Don't sit here in the cold **draft** for hours at a **stretch** if you don't want to **catch** a severe cold.
9. In the late 1960s, many young Americans refused to be **drafted** because they strongly opposed the war. Many went so far as to burn their **draft** cards.
10. The fisherman's wife had hoped that her husband would come back home with a big **catch**, but her husband was very unlucky that day. The only **catch** was a dirty sealed jar.
11. I wasn't **crazy** about that kind of movie, but my friend had a **spare** ticket. I didn't expect that it turned out to be so touching that I couldn't **tear** myself away from it.

3 Study the following examples and translate the expressions and sentences.

Example 1 Paris was **under siege** ... (para. 1)

1. 这条路正在修。
2. 他这段时间压力大极了。
3. 这个问题正在调查。
4. 这件事只有四个人知道，他们自然都是怀疑对象。
5. 这个项目还在争论当中，人们的意见分歧非常大。
6. 前线遭到严重攻击，但仍在我们手中。

Example 2 ... a little silvery creature wriggling **away** on the hook. (para. 48)

7. 她发现那些小女孩都在咯咯笑个不停。
8. 让他们去笑个不停吧。正如老话所说，谁笑到最后，谁笑得最好。
9. 工人们都不停抱怨，但公司领导们仍然泰然自若。
10. 我回来时天都黑了，但大家还都在办公室里忙着干活。

11. 房间里很安静，只有那只钟表在滴答作响。
12. 我没法睡觉，因为隔壁邻居一直唱歌跳舞到深夜。

Example 3

... feeling quite emotional over **the fact that** they had come across each other ... (para. 13)

13. 我们的宇宙飞船成功在火星着陆的消息……
14. 一个真正的聪明人知道如何从错误，尤其是从自己的错误中吸取教训，这种观点……
15. 真理往往掌握在少数人手中这一事实……
16. 国内生产总值不是唯一重要目标这一理论……
17. 很多国家正面临越来越严重缺水这一危机……
18. 没有一个活着的人能永远正确不犯错误，这条真理……

Example 4

... **pounding lives to dust** ... (para. 64)

19. crush human beings to pulp
20. cut to pieces
21. grind to powder
22. burn to ashes
23. be reduced to skin and bones
24. Many people have played themselves to death. Many people have eaten and drunk themselves to death. Nobody ever thought himself to death.

4 Fill in the blanks with the correct prepositions or adverbs, paying attention to the verb phrases with "give."

1. Will you please keep an eye _____ my son while I am away? He usually knows how to take care of himself, but he tends to indulge _____ watching TV behind my back.
2. Security people in airports have been put _____ the alert for a limping passenger with a black bag slung _____ his back. He is said to be a terrorist trying to get _____ board with a bomb.
3. The government has set _____ an institute to look _____ ways of reducing family violence.
4. Returning to the negotiation table is _____ my mind the only way to put an end _____ this bloody war before it gets _____ control.
5. If nations should start setting _____ nuclear bombs over each other one day, our blue earth may very well be reduced _____ wasteland.

6. For years I had been searching _____ this book without success until I finally got my hands _____ it in a second-hand bookstore during a casual stroll along a narrow street.
7. The guy next door has been hammering _____ all night. The noise has kept me fully awake and is driving me _____ my mind.
8. We are quite aware _____ the challenge of this job. We know that we are bound to come _____ hardships and difficulties, but we are sure that by and by we'll overcome all of them.
9. The building is _____ repair after it was badly damaged by a huge fire three years ago. Billionaires around the country have given _____ money to the restoration effort as promised.
10. Though it's normal today for people to discuss a TV show on social media, I never do that. Discussing the plot sometimes gives _____ information and may ruin the show.
11. Members of the drama club are giving _____ leaflets about the play they are going to put _____ at the weekend.

5 Study the following examples and complete the sentences by translating the Chinese in the brackets.

Examples	Pattern: It + be + emphasized parts + that/who-clause
	And it was here that he met a tubby, jolly little man by the name of Sauvage. (para. 4)
	It was Monsieur Sauvage who caught the first fish. (para. 48)
	It was then that Morissot happened to glance down at the net of fish which was lying in the grass ... (para. 85)

1. —Was it in 1871 that the French Revolution took place?
—No, it took place in 1789. _____ (1871年出现的是巴黎公社).
2. —Susan turned up late for work because she overslept.
—No, _____ (是因为堵车) that she was late.
3. _____ (莱特兄弟发明的不是汽车). It was the airplane.
4. In fact, _____ (对你来说, 最重要的不是荣誉、财富, 也不是权力).
5. _____ (在你人生最困难的时候) that you will see who is your true friend.
6. _____ (是在这位作家出生和长大的故居) that the exhibition is held?

7. _____ (直到闹钟响了) that I woke up.
8. _____ (正是因为努力和坚持) that he finally won his gold medal at the age of 30.

6 Translate the following sentences, using the words and expressions in the brackets.

- 1941年12月7日,位于珍珠港基地的美国太平洋舰队突然遭受日军飞机和军舰袭击。次日,美国向日本宣战。(declare)
- 达西看到伊丽莎白的那一瞬间,他单身的日子就进入倒计时了。(set)
- 这个国家正处于史上最严重的经济危机之中。数不清和杰西一样的人失业了。(grip)
- 武装到牙齿的侵略者认为他们是不可阻挡的。他们从来没想到会遇到极寒天气。(arm; run)
- 这个故事描述了一位农夫如何怜悯一条冻僵的蛇,把它放入怀中取暖救命,当蛇苏醒过来时却咬了农夫一口。但这只是一个寓言。在真实生活中,众所皆知的是,很多动物会回馈善意。(pity)
- 我们都知道,那些沉溺于坏习惯的人们总能找到借口,似乎他们的所作所为实际上是为了大家好。(indulge in)
- 电影在此刻达到高潮:主人公还有15分20秒来处理电脑软件问题以阻止隐藏的核弹定时爆炸。(sort)
- 城边的一片开阔的土地上布满了地雷,必须越过这片土地才能攻下这座城市。(on the fringe of)
- 特洛伊城被围困了十年,直到希腊军队突然撤退,只在城外留下了一匹巨大的木马。因此,几乎无人怀疑敌军已承认失败。(siege)
- 当救援队找到我们时,我们几乎奄奄一息。如果他们再晚来五分钟,我们就都呜呼哀哉了。(gasp)

7 Fill in each blank of the passage with ONE suitable word.

Guy de Maupassant (1850–1893) is by general agreement one of the greatest French short story writers. He is now even more widely read in the English-speaking countries than in France.

Maupassant was admitted (1) _____ the University of Paris to study law in 1869. However, his college years were (2) _____ by the outbreak of the Franco-Prussian War a year later, and he was drawn to (3) _____ the army where he served as a private briefly in the field. His experience at war eventually inspired him (4) _____ a writer. His mother sent him to make Flaubert's acquaintance and asked Flaubert to (5) _____ an eye on him. This was the beginning of Maupassant's apprenticeship. Whenever Flaubert was staying in Paris, he would (6) _____ Maupassant to lunch on Sundays. Flaubert also (7) _____ him to some of the leading writers of the time, such

as Émile Zola, Ivan Turgenev, and Henry James. "He's my disciple and I love him like a(n) (8) _____," Flaubert said of Maupassant. It was a concise description of a twofold relationship: If Flaubert was the inspiration for Maupassant the writer, he also provided the child of a broken marriage (9) _____ a foster father. In 1880, Flaubert's sudden and unexpected death was a heavy (10) _____ to Maupassant.

Specifically, the short story titled "Two Friends" is one of Maupassant's war stories. The experience of war gave his writing a depth and maturity, and Maupassant later developed a unique writing style, which (11) _____ realism and naturalism. The story "Two Friends" is a good (12) _____.

8 Find and correct the TWO mistakes in each exercise.

1. The moment he set his eyes to the house he decided that that was the place where he will spend the rest of his life.
2. The prediction that in twenty years there would be more robots than workers in all factories set me to think. As far as my opinion, that would be a horrible thing.
3. Its always with courage that anybody will attempt to try something nobody has ever done before, like the first man who trying to eat a crab.
4. They looked around and saw standing in front of them were three bearded men with their guns pointed to them.
5. As a fanatical angler he didn't mind to fish alone, but with his best friend as his company, each fishing experience became unforgettable remembrance.
6. All towns and villages were deserted and demolished before the enemy troops arrived, left no food for the soldiers and no fodder for their horses and no shelter against the terrible cold.
7. My granduncle said that he was on duty that night when he heard some strange noise in the kitchen, and found a fox drowning in the large water vat where he kept some alive fishes.
8. He took pity for the fox, pulled it out of the water and set it free. He never thought that not long afterward, the fox would come to pay his kindness and save him from the terrible earthquake.
9. When we got to the hospital, Bill was still unaware, and his face looked ghast. We all thought he might not make it. Nobody expected him to recover miraculously.

The Return

Guy de Maupassant



课文录音

- 1 The sea is **fretting**¹ the shore with tiny recurring waves. Small white clouds pass rapidly across the wide blue sky, swept along like birds by the swift wind; and the village, in a fold of a valley which descends to the sea, lies drowsing in the sun.
- 2 By the side of the road, at the very entrance to the village, stands the lonely dwelling of the Martin-Lévesques. It is a little fisherman's cottage with clay walls and **a roof of thatch made gay with tufts of blue iris**². There is a square patch of front garden the size of a pocket-handkerchief, containing onions, cabbages, and separated from the road by a hedge.
- 3 The man is out fishing, and his wife is sitting in front of the house, mending a large net spread upon the wall like a gigantic spider's web. A little girl of fourteen is sitting near the gate in a cane-chair **tilted**³ back and supported against the fence; she is mending linen. Another girl a year younger is **rocking**⁴ in her arms a tiny child still too young to walk or talk, and two little babies of two and three are squatting on the ground, opposite each other, digging in the earth with clumsy fingers and throwing handfuls of dust in one another's faces.
- 4 No one speaks. Only the baby that is being rocked to sleep cries incessantly in a weak, thin, small voice. A cat is asleep on the window-sill; some faded pinks at the foot of the wall make a fine patch of white blossom, over which a swarm of flies is humming.
- 5 The little girl sewing by the gate cries out abruptly:
- 6 "Mother!"
- 7 "What is it?" her mother answers.
- 8 "He's here again."

1 **fret**: to disturb the surface of sth.

2 **a roof of thatch made gay with tufts of blue iris**: 茅草屋顶, 点缀着一丛丛鲜艳的蓝色鸢尾花

3 **tilt**: to move, or make sth. move, into a position with one side or end higher than the other

4 **rock**: to (cause sb. or sth. to) move backward and forward or from side to side in a regular way

- 9 Ever since the morning they have been uneasy, for a man has been **prowling**⁵ round the house, an old man who looks like a beggar. They saw him as they were taking their father to his boat, to see him on board. He was sitting in the ditch opposite their gate. Then, when they came back from the seashore, they saw him still staring at the house.
- 10 He looked ill and very wretched. For more than an hour he had not stirred; then, seeing that they took him for a bad character, he got up and went off, dragging one leg behind him.
- 11 But before long they saw him return with his weary limp and he sat down again, a little farther off this time, as though to spy upon them.
- 12 The mother and the little girls were afraid. The mother was particularly uneasy, for she was by nature timid, and her husband, Lévesque, was not due back from the sea before nightfall.
- 13 Her husband's name was Lévesque, and hers was Martin, and the pair had been **baptized**⁶ Martin-Lévesque. This is why: Her first husband had been a sailor named Martin who went every summer to the Newfoundland cod-fisheries. After two years of married life she had borne him a little daughter and was six months gone with another child, when her husband's ship, the *Two Sisters*, a three-masted **barque**⁷ from Dieppe, disappeared.
- 14 No news of him was ever heard, no member of the crew returned, and he was believed lost with all hands.
- 15 For ten years Madame Martin waited for her man, having a hard struggle to bring up the two children. Then, as she was a fine, strong woman, a local fisherman named Lévesque, a widower with one son, asked her to marry him. She consented, and bore him two other children in three years.
- 16 Their life was hard and **laborious**⁸. Bread was dear, and meat almost unknown in the household. Sometimes they were in debt to the baker, in the winter, during the stormy months. But the children grew up strong; the neighbors said:
- 17 "They're good folk, the Martin-Lévesques. She's a hard-working wife, and there's no better fisherman than Lévesque."
- 18 The little girl sitting by the fence went on:

5 **prowl**: to move around quietly in a place trying not to be seen or heard

6 **baptize**: to make sb. officially a member of the Christian church in a service of baptism 施洗礼

7 **barque**: a sailing ship with three or more masts

8 **laborious**: taking a lot of time and effort

- 19 “He looks as though he knew us. Perhaps he’s some beggar from Epreville or Auzebosc.”
- 20 But the mother was sure of the truth. No, no, he wasn’t a local man, that was certain.
- 21 As he remained motionless as a log, his eyes fixed **obstinately**⁹ upon the cottage, Madame Martin lost her temper; fear lending her courage, she seized a spade and went out in front of the gate.
- 22 “What are you doing there?” she cried to the **vagabond**¹⁰.
- 23 “I’m taking the air,” he replied in a hoarse voice. “Am I doing you any harm?”
- 24 “What are you playing the spy for round my house?” she replied.
- 25 “I’m doing no one any harm,” he answered. “Can’t I sit down by the roadside?”
- 26 Not finding an answer, she went back into the house.
- 27 Slowly the day dragged by. Round about midday the man disappeared. But near five o’clock he wandered past once more. He was not seen again that evening.
- 28 Lévesque came home at nightfall and was told of the affair.
- 29 “Some dirty rascal **slinking**¹¹ about the place,” he decided.
- 30 He went to bed with no anxiety, while his wife dreamed of the **tramp**¹² who had stared at her with strange eyes.
- 31 When dawn came a **gale**¹³ was blowing, and the sailor, seeing that he could not put out to sea, helped his wife to mend the nets.
- 32 About nine o’clock the eldest girl, one of Martin’s children, who had gone out for some bread, ran in with a scared face, and cried:
- 33 “He’s back again, mother.”
- 34 Her mother felt a **prick**¹⁴ of excitement; very pale, she said to her husband:
- 35 “Go and tell him not to spy on us like this, Lévesque; it’s fairly getting on my nerves.”

9 **obstinately**: (often disapproving) stubbornly

10 **vagabond**: a person who has no home or job and who travels from place to place

11 **slink**: to move somewhere very quietly and slowly, esp. being ashamed or not want to be seen

12 **tramp**: a person with no home or job who travels from place to place, usually asking people in the street for food or money

13 **gale**: an extremely strong wind

14 **prick**: a slight pain caused by a sharp point or sth. that feels like a sharp point

- 36 Lévesque was a big fisherman with a brick-red face, a thick red beard, blue eyes with gleaming black pupils, and a strong neck always wrapped up in a woolen scarf, to protect him from the wind and rain of the open sea. He went out calmly and marched up to the tramp.
- 37 And they began to talk.
- 38 The mother and children watched from the distance, trembling with excitement.
- 39 Suddenly the unknown man got up and accompanied Lévesque towards the house.
- 40 Madame Martin recoiled from him in terror. Her husband said:
- 41 “Give him a bit of bread and a mug of **cider**¹⁵; he hasn’t had a bite since the day before yesterday.”
- 42 The two of them entered the cottage, followed by the woman and the children. The tramp sat down and began to eat, his head lowered before their gaze.
- 43 The mother stood and stared at him; the two eldest daughters, Martin’s children, leaned against the door, one of them holding the youngest child, and stared eagerly at him. The two **mites**¹⁶ sitting among the **cinders**¹⁷ in the fireplace stopped playing with the black pot, as though to join in **gaping**¹⁸ at the stranger.
- 44 Lévesque sat down and asked him:
- 45 “Then you’ve come from far?”
- 46 “From the Mediterranean, from Cette.”
- 47 “On foot, like that?”
- 48 “Yes. When you’ve no money, you must.”
- 49 “Where are you going?”
- 50 “I was going here.”
- 51 “Know anyone in these parts?”
- 52 “Maybe.”

15 **cider**: an alcoholic drink made from the juice of apples

16 **mite**: a small child or animal, esp. one that you feel sorry for

17 **cinder**: a small piece of ash or partly burned coal, wood, etc. that is no longer burning but may still be hot

18 **gape**: to stare at sb. or sth. with your mouth open because you are shocked or surprised

- 53 They were silent. He was eating slowly, although **ravenous**¹⁹, and took a sip of cider between the mouthfuls of bread. His face was worn and wrinkled, full of hollows, and he looked like a man who had suffered greatly.
- 54 Lévesque asked him abruptly:
- 55 “What’s your name?”
- 56 He answered without raising his head:
- 57 “My name is Martin.”
- 58 A strange shudder ran through the mother. She made a step forward as though to get a closer view of the vagabond, and remained standing in front of him, her arms hanging down and her mouth open. No one spoke another word. At last Lévesque said:
- 59 “Are you from these parts?”
- 60 “Yes, I’m from these parts.”
- 61 And as he at last raised his head, his eyes met the woman’s and remained gazing at them; it was as though their glances were riveted together.
- 62 Suddenly she said in an altered voice, low and trembling:
- 63 “Is it you, husband?”
- 64 “Yes, it’s me,” he said slowly.
- 65 He did not move, but continued to munch his bread.
- 66 Lévesque, surprised rather than excited, stammered:
- 67 “Is it you, Martin?”
- 68 “Yes, it’s me,” said the other simply.
- 69 “Where have you come from?” asked the second husband.
- 70 He told the story:
- 71 “From the coast of Africa. We **founded**²⁰ on a reef. Three of us got away, Picard, Vatinel, and me. Then we were caught by savages, who kept us twelve years. Picard and Vatinel are dead. An English traveler rescued me and brought me back to Cette. And here I am.”

19 **ravenous**: (of a person or an animal) extremely hungry

20 **founder**: (of a ship) to fill with water and sink

72 Madame Martin had begun to cry, hiding her face in her apron.

73 “What are we to do now?” said Lévesque.

74 “Is it you that’s her husband?” asked Martin.

75 “Yes, it’s me,” replied Lévesque.

76 They looked at one another and were silent.

77 Then Martin turned to the circle of children round him and, nodding towards the two girls, asked:

78 “Are those mine?”

79 “Yes, they’re yours,” said Lévesque.

80 He did not get up; he did not kiss them. He only said:

81 “God, they’re big!”

82 “What are we to do?” repeated Lévesque.

83 Martin, perplexed, had no idea. Finally he made up his mind:

84 “Whatever you say. You’re a good fellow. What bothers me is the house. I’ve got two children, you’ve got three. Each has his own. As for their mother, is she yours, or shall I have her? Do as you like about her, but as for the house, that’s mine; my father left it to me. I was born in it; the lawyer’s got the papers about it.”

85 Madame Martin was still crying, stifling her short gasps in the blue cloth of her apron. The two girls had drawn nearer and were looking uneasily at their father.

86 He had finished eating, and said:

87 “What are we to do?”

88 Lévesque had an idea:

89 “We must get the priest. He’ll decide.”

90 Martin rose, and as he went towards his wife she flung herself upon his breast, sobbing:

91 “It’s you, husband! Martin, my poor Martin, it’s you!”

92 She held him in her arms, suddenly stirred by a breath of the past, by an **anguished**²¹ rush of memories that reminded her of her youth and of her first kisses.

21 **anguished**: showing severe physical or mental pain, or unhappiness

93 Martin, much affected, kissed her **bonnet**²². The two children by the fireplace both began to cry when they heard their mother cry, and the youngest of all, in the arms of the younger Martin daughter, screamed in a shrill voice like a **fife**²³ out of tune.

94 Lévesque stood up and waited.

95 “Come on,” he said. “We must get it put straight.”

96 Martin let go of his wife and, as he was looking at his daughters, their mother said:

97 “You might kiss your dad.”

98 They came up together, dry-eyed, surprised, a little frightened. He kissed them one after another, on both cheeks, with a loud, smacking kiss. The baby, seeing the stranger draw near, screamed so violently that it nearly fell into **convulsions**²⁴.

99 Then the two men went out together.

100 As they passed the Café du Commerce, Lévesque asked:

101 “How about a little drink?”

102 “Yes, I could do with some,” declared Martin.

103 They went in and sat down in the room, which was still empty. Lévesque shouted:

104 “Hey, there, Chicot, two double brandies, and the best! It’s Martin, he’s come back; Martin, you know, my wife’s man; Martin of the *Two Sisters*, that was lost.”

105 The barman came up, three glasses in one hand and a pitcher of water in the other, a red-faced, **podgy**²⁵, pot-bellied man. In a calm voice he asked:

106 “Ah! So here you are, then, Martin?”

107 Martin answered:

108 “Here I am.”

(1,940 words)

22 **bonnet**: a hat tied with strings under the chin, worn by babies and, esp. in the past, by women

23 **fife**: a musical instrument like a small flute that plays high notes and is used with drums in military music 小横笛

24 **convulsion**: a sudden shaking movement of the body that cannot be controlled

25 **podgy**: slightly fat

Unit Project

Choose ONE of the two tasks given and work on it as instructed.

1. Who are well-known writers of war literature? Do you like war stories? Why or why not? Which war stories would you recommend to your peers, and why? Discuss in groups what those stories tell us about the experience of war (for example, horror, famine, death and killing) and give a 5-minute report on your discussion in class.
2. Write an essay of about 200 words on your understanding of the following questions:
 - 1) In what sense is the story in Text A related to friendship?
 - 2) Do you think the two men would have acted in the way they did when they were seized and taken to the enemy commander if they had not been such friends?

Memorable Quotes

True friendship comes when silence between two people is comfortable.

—David Tyson Gentry

One friend in a lifetime is much; two are many; three are hardly possible.

—Henry Adams

War, that mad game the world so loves to play.

—Jonathan Swift

War would end if the dead could return.

—Stanley Baldwin

Text A Mr. Imagination

Text B Mr. Phileas Fogg's Wager of £20,000



Lead-in

- 1** Have you ever read any science fiction? Do you like it? Why or why not? Is science fiction a popular form of literature in China? Why is that?
- 2** Have you ever heard of the name Jules Verne? What do you know about him? How is he generally placed in the history of world literature? Have you read any of his stories? Can you briefly recount the plot of one of his stories?



Mr. Imagination

George Kent

- 1 Back in the 1880s, a big red-bearded man came to call one day on the French Minister of Education. The receptionist looked at the card and his face lighted up. “Monsieur Verne,” he said reverently, “pray be seated. With all the traveling you do, you must be tired.”
- 2 Jules Verne should have been worn out. He had gone around the world 100 times or more—once in eighty days. He had voyaged 60,000 miles under the sea, whizzed around the moon, hitchhiked on comets, explored the center of the earth, chatted with cannibals in Africa and bushmen in Australia. There was very little of the world’s geography that Jules Verne, the writer, had not visited.
- 3 Jules Verne, the man, was a stay-at-home. If he was tired it was merely writer’s cramp. For forty years, he sat in a small room of the red brick tower of his home, in Amiens, turning out, year in, year out, one book every six months—more than 100 altogether. Verne himself had made visits around Europe and North Africa, and one six-week tour of New York State. And that was all. The world’s most extraordinary tourist spent less than one of his seventy-seven years on voyage.
- 4 His books are crowded with hunting and fishing expeditions, but Jules went hunting only once. Then he raised his gun and—poof!—shot the red ribbon off the hat of a game warden. The only fish he ever caught was on a plate at the end of a fork.

- 5 Though he never held a test tube in his hand, Jules Verne became a stimulus and inspiration to the scientist in the laboratory. He had TV working before simple radio had been invented. He had helicopters a half century before the Wright brothers. There were, in fact, few twentieth-century wonders that this man did not foresee: neon lights, air conditioning, skyscrapers, guided missiles, tanks, submarines, airplanes.
- 6 Beyond any doubt, Verne was the father of science fiction; he was years ahead of H. G. Wells, Conan Doyle, and the other great visualizers of things to come.
- 7 Nor was he simply an entertainer. He wrote about the marvels of tomorrow with such precise, indisputable detail that he was taken seriously. Learned societies argued with him. Mathematicians spent weeks checking his figures. When his book about going to the moon was published, 500 people volunteered for the next expedition. France's famous Marshal Lyautey once said that modern science was simply a process of working out in practice what Jules Verne had envisioned in words.
- 8 Verne, who lived to see many of his fancies come true, was matter-of-fact about it all. "What one man can imagine," he said, "another man can do."
- 9 Jules' father was a lawyer; his mother was descended from one of the great families of France. Their son was born on the island of Feydeau, near Nantes, in 1828. Napoleon had just died. Wellington was prime minister of England. The first railroad was only five years old. Steamers were crossing the Atlantic but they still carried sail to supplement their engines. From the windows of his home the boy Jules could see the masts of sailing ships, watch fisherman's nets drying, smell hides and spices. At the age of eleven he was playing on the wharves with a childhood sweetheart who said she would like a string of red coral beads like those the sailors brought back from their voyages. Jules solemnly promised she would have one, and that same afternoon was on board a boat about to sail for India, signed on as a cabin boy. Fortunately for his later admirers, a friend of the family saw him go on board and told the family. His father fetched him home, spanked him, and put him to bed.
- 10 At eighteen Jules was in Paris to study law, but he was more interested in writing poetry and plays.
- 11 One evening, bored with a fashionable party which he was attending, he left abruptly and slid down the banister. At the bottom he slipped off and landed squarely on a stout gentleman

about to ascend the stairs. Jules blurted out the first thing that came into his head. "Have you had your dinner, sir?" he asked.

- 12 The other replied that he had—he had dined wonderfully on an omelet made in the style of Nantes.
- 13 To this Verne retorted, "Bah, no one in Paris can make one!"
- 14 "Can you?" asked the stout fellow.
- 15 "Of course—I am from Nantes," said Jules.
- 16 "Very well, then, come to dinner next Wednesday—and cook the omelet."
- 17 With that, he handed the young man his card and continued up the steps. It was Alexandre Dumas, author of *The Three Musketeers*. You could have knocked Jules over with a breadstick.
- 18 Knowing Dumas confirmed young Verne's desire to be an author. Jules, urged on by the older man, made up his mind he would do for geography what Dumas had done for history. He began spending his days reading and writing and forgot completely that he was in Paris to become a lawyer.
- 19 His father, impatient with the boy's neglect of his studies, cut off his allowance. Jules obtained a small job in a theater, but the years that followed were lean ones. "I eat beefsteak that a few days ago was pulling a cart through the streets of Paris," he wrote to his mother. Once he ate nothing but dried prunes for three days because he had spent his food money on a set of Shakespeare. He was ragged and cold. "My stockings," he told a friend, "are like a spider-web in which a hippopotamus has been sleeping."
- 20 Though his father had deprived him of his allowance, Jules remained the devoted, loving son. He wrote regularly, even when he was a middle-aged man. He discussed his books, his projects, his dreams, and rarely took a step without first seeking parental advice. It was this strong family feeling which kept him a church-goer and a religious, even puritanical man in gay and pleasure-loving Paris.
- 21 Cocky, good-looking, and "irresistible" to the ladies, Jules promptly fell in love. Monsieur Verne recovered, however, fell in love again, and this time married the girl—a handsome widow with two children.
- 22 With the help of his father, he became a stockholder. His financial position improved, but he continued to live in an attic and to write.

- 23 His first book was *Five Weeks in a Balloon*. Fifteen publishers looked at it, sniffed and sent it back. In a rage, Jules flung it into the fire. His wife rescued it and made him promise he would try once more. So Jules tucked the slightly charred manuscript under his arm and went around to show it to Pierre Hetzel.
- 24 The publisher read the book through as the fidgeting young author waited. Hetzel said he would publish it if Jules would rewrite it in the form of a novel.
- 25 In two weeks Jules was back. *Five Weeks in a Balloon* became a best seller, and was translated into every civilized language. In 1862, at the age of thirty-four, its author was famous and a success.
- 26 His next book, *Journey to the Centre of the Earth*, started his characters off down the crater of a volcano in Iceland. They went through a thousand adventures and finally came sliding out on a lava stream in Italy.
- 27 Perhaps the best known of Verne's books is *Around the World in 80 Days*. Serialized in *Le Temps*, of Paris, the progress of its hero aroused so much interest that New York and London correspondents sent cables daily to their newspapers reporting the imaginary Phileas Fogg's whereabouts.
- 28 In every country of Europe people made bets on whether Fogg would arrive in London in time to win the bet. Verne artfully kept this popular interest alive: His hero rescued an Indian widow from death, fell in love with her, and almost missed connections on her account; crossing the American plains he was attacked by Red Indians, and arrived in New York to see the ship that was to take him to England only a small speck on the horizon.
- 29 Every transatlantic steamship company offered Verne large sums of money if he would place Phileas Fogg aboard one of their ships. The author refused and had his hero charter a vessel. As the world held its breath, Fogg reached London with only minutes to spare, and won his bet.
- 30 In *20,000 Leagues Under the Sea*, Verne developed a submarine which was not only double-hulled and propelled by electricity but was able to manufacture electricity from the sea. Simon Lake, father of the modern submarine, credits Verne with giving him virtually a blueprint for his invention.
- 31 Reading through Verne's books, one finds it hard to believe that they were written almost 100 years ago. The people of his fancy made diamonds synthetically, developed a convertible

automobile-ship-helicopter-plane, and fired glass bullets containing an electric spark instantly fatal.

- 32 The last years of Jules Verne were not happy ones. Intellectual circles sneered at him. He was not elected a member of the French Academy. Gossips said that there was no such man as Jules Verne. The Russians claimed him as a Slav, a Pole and former espionage agent who had taken to letters. Italian intellectuals said Jules Verne was the pen name of a group of French scientists and delegated a novelist to go to France to find the proof. The man examined the manuscripts and departed wholly convinced. To his colleagues he wired: "There is no Jules Verne and Company—there is only Jules."
- 33 Jules Verne died in 1905. The world attended his funeral, including all who had sneered and gossiped, the thirty members of the French Academy, the diplomatic corps, and special representatives of kings and presidents.
- 34 Of all the thousands of words of praise uttered at his death, Jules Verne would have liked best these two sentences from a Paris newspaper: "The old story teller is dead. It is like the passing of Santa Claus."

(1,672 words)

Notes on the Text

1. About the author

George Kent is an American reporter and writer. He worked for the United Press and then became an editor for *Reader's Digest*. He has published many poems, stories, and articles.

2. the Wright brothers (para. 5)

The Wright brothers were American aviation pioneers, who made the first powered flight in a machine of their own invention and construction in 1903.

3. H. G. Wells (para. 6) H. G. 韦尔斯

H. G. Wells (1866–1946) was an English writer, known for his science fiction. His works include *The Time Machine*, *The Invisible Man*, and *The War of the Worlds*.

4. Conan Doyle (para. 6) 柯南·道尔

Conan Doyle (1859–1930) was a British novelist, known for the creation of his immortal fictional character Sherlock Holmes, a detective.

5. Napoleon (para. 9) 拿破仑

Napoleon Bonaparte (1769–1821), French emperor from 1804 to 1815, led France in wars against Britain, Russia, Austria, and Prussia. He was defeated in the Battle of Waterloo and died in exile on St. Helena. He was remembered mainly for his military achievements. But his most enduring influence has been the Civil Code of the French he ordered to be compiled.

6. Wellington (para. 9) 威灵顿

Wellington (1769–1852) was a British military and political leader, who led the allied army and defeated Napoleon in the Battle of Waterloo.

7. Alexandre Dumas (para. 17) 亚历山大·仲马

Alexandre Dumas (1802–1870) was a French novelist. He is generally called Dumas père (大仲马), to distinguish him from his son Dumas fils (小仲马). His major works include *The Three Musketeers* (《三剑客》, 又译《三个火枪手》) and *The Count of Monte Cristo* (《基督山恩仇记》, 又译《基督山伯爵》).

8. Le Temps (para. 27)

Le Temps is a French weekly.

9. Santa Claus (para. 34)

Also known as Father Christmas (圣诞老人), Santa Claus is an imaginary old man with red clothes and a long white beard. He is believed by children in America to come into their homes down the chimney to bring them presents at Christmas.

Glossary

academy /ə'kædəmi/ <i>n.</i>	an official organization which aims at encouraging and developing art, literature, science, etc. 研究院; 学会
account /ə'kaunt/ <i>n.</i>	<i>on sb.'s ~</i> : (=for sb.'s sake) 为了某人的缘故
allowance /ə'laʊəns/ <i>n.</i>	money given regularly for a special purpose
artfully /'ɑ:tʃəli/ <i>adv.</i>	cleverly and skilfully, esp. for getting what you want
ascend /ə'send/ <i>v.</i>	to go up
balloon /bə'lu:n/ <i>n.</i>	气球
banister /'bænistə/ <i>n.</i>	the posts and rail at the side of a staircase 楼梯栏杆
blueprint /'blu:,print/ <i>n.</i>	a detailed plan for doing sth. new; a drawing that shows how to build sth. or make a machine 蓝图
blurt /blɜ:t/ <i>v.</i>	to say sth. suddenly and without thinking carefully; <i>~ out</i> : 脱口而出
breadstick /'bredstɪk/ <i>n.</i>	a long, thin, often crisp piece of bread
bushman /'bʊʃmən/ <i>n.</i>	澳大利亚的丛林土著人
cabin /'kæbɪn/ <i>n.</i>	a room in a ship; <i>~ boy</i> : 船舱服务员
cable /'keɪbəl/ <i>n.</i>	(<i>old-fashioned</i>) a telegram
cannibal /'kænəbəl/ <i>n.</i>	a person who eats human flesh 食人者
charred /tʃɑ:d/ <i>adj.</i>	burned and black
charter /'tʃɑ:tə/ <i>v.</i>	to rent or hire a plane, boat, etc. for a special trip 包租 (飞机、船等)
cocky /'kɒki/ <i>adj.</i>	too confident about yourself in a way that annoys other people
comet /'kɒmɪt/ <i>n.</i>	彗星
convertible /kən'vɜ:təbəl/ <i>adj.</i>	capable of being changed to a different form
correspondent <i>n.</i> /ˌkɒrə'spɒndənt/	a person who reports news from a particular country or on a particular subject for a newspaper, radio, or television
cramp /kræmp/ <i>n.</i>	a sudden painful tightening of a muscle 抽筋
credit /'kredɪt/ <i>v.</i>	<i>~ sb. with sth.</i> : to say that sb. is responsible for a certain achievement 将某事归功于某人
delegate /'delɪɡeɪt/ <i>v.</i>	to choose sb. to do sth. for you or to represent you
double-hulled /ˌdʌbl'hʌld/ <i>adj.</i>	双层船体的
envision /ɪn'vɪʒən/ <i>v.</i>	to imagine what a situation will be like in the future
expedition /ˌekspə'dɪʃən/ <i>n.</i>	an organized journey with a particular purpose, esp. to find out about a place that is not well known 探险

fancy /'fænsi/ <i>n.</i>	sth. that you imagine; your imagination
fatal /'fɜ:tl/ <i>adj.</i>	causing or ending in death
fidgeting /'fɪdʒɪtɪŋ/ <i>adj.</i>	nervous
hide /haɪd/ <i>n.</i>	an animal skin, esp. when it is bought or sold or used for leather
hippopotamus /,hɪpə'pɒtəməs/ <i>n.</i>	a large heavy African animal with thick dark skin and short legs that lives in rivers and lakes 河马
hitchhike /'hɪtʃhaɪk/ <i>v.</i>	to travel by asking for free rides in other people's cars
Iceland /'aɪslənd/ <i>n.</i>	an island country in the North Atlantic near the Arctic Circle 冰岛
indisputable /,ɪndrɪ'spju:təbəl/ <i>adj.</i>	definitely true; impossible to question or argue with
intellectual /,ɪntə'lektʃuəl/ <i>n.</i>	a person who is well educated and enjoys activities in which they have to think seriously about things 知识分子
irresistible /,ɪrɪ'zɪstəbəl/ <i>adj.</i>	so attractive that you find impossible to refuse
lava /'lɑ:və/ <i>n.</i>	hot liquid rock that comes out of a volcano 熔岩
league /li:g/ <i>n.</i>	(old-fashioned) a unit for measuring distance, equal to about 3 miles or 4,000 meters
manufacture /,mænʃə'fæktʃə/ <i>v.</i>	to make goods in large quantities, using machines
manuscript /'mænʃəskrɪpt/ <i>n.</i>	a hand-written or typed copy of a book before it has been printed
marshal /'mɑ:ʃəl/ <i>n.</i>	a military officer of the highest rank 元帅
mast /mɑ:st/ <i>n.</i>	a tall pole on a boat or ship that supports the sails 桅杆
matter-of-fact <i>adj.</i> /,mætə'rev'fækt/	said or done without showing any emotion, esp. in a situation in which you would expect sb. to express his or her feelings 不动感情的; 就事论事的
minister /'mɪnɪstə/ <i>n.</i>	a high government official in many countries 部长; 大臣; <i>prime ~</i> : 首相; 总理 <i>guided ~</i> : 导弹
missile /'mɪsaɪl/ <i>n.</i>	
musketeer /,mʌskə'tɪə/ <i>n.</i>	a soldier who uses a musket 火枪手
neglect /nr'glekt/ <i>n.</i>	not giving enough attention or care
neon /'ni:ɒn/ <i>n.</i>	a gas that shines brightly when electricity flows through it; ~ <i>lights</i> : 霓虹灯
obtain /əb'teɪn/ <i>v.</i>	to get sth. you want or need esp. with an effort; to acquire
omelet /'ɒmlət/ <i>n.</i>	a hot dish of eggs mixed together and fried, often with cheese, meat, vegetables, etc. added 煎蛋卷
parental /pə'rentl/ <i>adj.</i>	connected with a parent or parents; ~ <i>advice</i> : 父母的教导

pray /preɪ/ <i>adv.</i>	(<i>old-fashioned or ironic</i>) used to mean “please” when you are asking a question or telling sb. to do sth.
promptly /'prɒptli/ <i>adv.</i>	immediately 立即; 马上
propel /prə'pel/ <i>v.</i>	to move or push sth. forward
prune /pru:n/ <i>n.</i>	a dried plum 李子干; 梅干
puritanical /,pjʊərə'tænikəl/ <i>adj.</i>	having very strict moral attitudes 清教徒式的
rage /reɪdʒ/ <i>n.</i>	a feeling of violent anger that is difficult to control
ragged /'ræɡɪd/ <i>adj.</i>	wearing worn and shabby clothes 衣衫褴褛的
receptionist /rɪ'sepʃənɪst/ <i>n.</i>	a person who works in reception at a hotel or office 接待员
reverently /'revərəntli/ <i>adv.</i>	by showing great respect and admiration
ribbon /'rɪbən/ <i>n.</i>	a narrow strip of material, used to tie things or for decoration
serialize /'sɪəriəlaɪz/ <i>v.</i>	to publish or broadcast sth. in parts as a serial 连载; 连播
skyscraper /'skaɪ,skreɪpə/ <i>n.</i>	very high building 摩天大楼
sneer /sniə/ <i>v.</i>	to show that you have no respect for sb. by the expression on your face or by the way you speak; ~ <i>at</i> : 嘲笑
sniff /snɪf/ <i>v.</i>	to say sth. in a way that shows you think sth. is not good enough 嗤之以鼻
society /sə'saɪəti/ <i>n.</i>	an organization or club for people who have a particular interest or take part in a particular activity; <i>learned</i> ~: 学会; 学术团体
solemnly /'sɒləmli/ <i>adv.</i>	(done, said, etc.) in a very serious and sincere way
spank /spæŋk/ <i>v.</i>	to hit sb., esp. a child, several times on their bottom as a punishment 打屁股
spark /spɑ:k/ <i>n.</i>	a small flash of light produced by an electric current; <i>electric</i> ~: 电火花
speck /spek/ <i>n.</i>	a very small mark or piece of dirt, dust, etc.
spice /spaɪs/ <i>n.</i>	one of the various types of powder or seed that come from plants and are used in cooking 香料
squarely /'skweəli/ <i>adv.</i>	exactly; solidly 正好; 结结实实地
stay-at-home /'steɪəθəʊm/ <i>n.</i>	a person who rarely goes out or does anything exciting 不爱出门的人
stimulus /'stɪmjələs/ <i>n.</i>	sth. that causes growth or activities 刺激
stockholder /'stɒk,həʊldə/ <i>n.</i>	(<i>AmE</i>) a person who owns stocks or shares in a business
stout /staut/ <i>adj.</i>	quite fat and solid-looking
string /strɪŋ/ <i>n.</i>	a set or a series of things that are joined together; <i>a ~ of</i> : 一串

submarine /'sʌbməri:n/ *n.*

supplement /'sʌpləmənt/ *v.*

synthetically /sɪn'thetɪkli/ *adv.*

transatlantic *adj.*

/,trænzət'læntɪk/

tuck /tʌk/ *v.*

vessel /'vesəl/ *n.*

virtually /'vɜ:tʃuəli/ *adv.*

visualizer /'vɪʒuəlaɪzə/ *n.*

warden /'wɔ:dn/ *n.*

wharf /wɔ:f/ *n.*

whereabouts /'weərəbaʊts/ *n.*

whizz /wɪz/ *v.*

wire /waɪə/ *v.*

a ship that can travel under water

to add sth. in order to improve it or make it more complete 补充

artificially 人工地

crossing the Atlantic Ocean 横穿大西洋的

to push, fold, or turn the ends or edges of clothes, paper, etc. so that they are held in place or look neat 把……一头塞进; 折进
a large ship or boat

practically; very nearly

one who forms a picture of sb. or sth. in one's mind, usually in advance

a person who is responsible for taking care of a particular place and making sure that the rules are obeyed; *game ~*: 野生动物保护区的守护人

(*pl.* wharves) a flat structure built beside the sea or a river where boats can be tied up and goods unloaded

(*pl.*) the place where sb. or sth. is 下落; 去向

to move very quickly, making a high continuous sound; ~ *around the moon*: 绕着月球飞速行驶

to send sb. a message by telegram 给某人发电报

Language Focus

1 Study how the following words are formed.

1. indisputable, irresistible, foresee, receptionist, submarine, convertible, conditioning, transatlantic
2. ascend, descend, convert, avert, revert, divert, pervert
3. stay-at-home, matter-of-fact, automobile-ship-helicopter-plane

2 List useful phrases from the text.

1. Verb phrases

2. Prepositional phrases

3. Other phrases

3 List useful verb + noun collocations from the text.

4 Underline useful sentence patterns from the text and study how they are used.

► Reading Comprehension

1 Read the text and complete the summary.

This text is a biographical sketch of the great French science-fiction writer Jules Verne. Verne the writer was a(n) (1) _____; Verne the man, on the other hand, was a(n) (2) _____, who took very few trips and knew little about hunting and fishing. Even though he had never held a test tube, Jules Verne was the father of science fiction, and he foresaw (3) _____ with scientifically precise and accurate details.

Jules Verne was born in 1828, a time when (4) _____ brought all kinds of goods, curiosities, and fascinating stories from faraway places. As a child Verne was adventurous; at 18 he went to Paris to study law, but his real interest was writing, and his encounter with Alexandre Dumas (5) _____. He had a few (6) _____ after his father cut off his allowance, but he never gave up writing.

Verne's first book, *Five Weeks in a Balloon*, was published in 1862 and became (7) _____ after being turned down by 15 publishers. Verne turned out (8) _____ in his lifetime, and the most famous one of them is perhaps *Around the World in 80 Days*. While it was serialized in *Le Temps*, the world (9) _____, waiting to see if the hero, amidst all his adventures, romances, and mishaps, could (10) _____.

In his last years Verne was upset by (11) _____, but at the time of his death he was honored and highly praised.

2 Explain the following sentences from the text, paying attention to the underlined parts.

1. Verne, who lived to see many of his fancies come true, was matter-of-fact about it all. "What one man can imagine," he said, "another man can do." (para. 8)
2. You could have knocked Jules over with a breadstick. (para. 17)
3. Jules, urged on by the older man, made up his mind he would do for geography what Dumas had done for history. (para. 18)
4. "My stockings," he told a friend, "are like a spider-web in which a hippopotamus has been sleeping." (para. 19)
5. To his colleagues he wired: "There is no Jules Verne and Company—there is only Jules." (para. 32)

3 Answer the following questions according to your understanding of the text.

1. How does the author begin the essay? Why does he do so? What can we infer from this beginning?
2. Why is Jules Verne so popular? What did he write about? Why doesn't the author introduce him as the Great Traveler or the Great Hunter since his novels reveal so much fascinating information about strange places, people, and animals? Would it be suitable to consider what Verne is like as a man instead of as a writer?
3. We can understand why ordinary people, especially children, should find Verne's novels entertaining, but why is it his stories have also attracted the attention of so many serious scientists? And why is it Verne didn't seem to be particularly flattered when many of his fancies turned out to be the blueprints of later inventions? Which did he think was more important, imagination or invention? What do you think?
4. Do you know how many novels Verne wrote? How many of them have you read? Do you think he deserves to be called the "Father of Science Fiction"? Do you believe that a stay-at-home could really have written all those books about world geography purely from his imagination? Why or why not? Where did all his knowledge about world geography come from? How about all his knowledge of science and technology?
5. Can you think of other important reasons why Verne became the Father of Science Fiction in addition to his unusual imagination?
6. Why does the author mention particularly Verne's dramatic encounter with Alexandre Dumas? What did this encounter have to do with Verne's career? How important was this chance meeting to Verne?
7. To what extent can we attribute Verne's success to his character? What was his life like before he became famous as a writer?
8. Why does the author say that the last years of Verne were not happy ones? The American philosopher Ralph Waldo Emerson once said, "To be great is to be misunderstood." Do you think Verne can serve as a good example of this?
9. How was Verne honored by the world when he died? Why does the author say Verne would most likely have been happy to know that his death was compared to the passing of Santa Claus?
10. How do you like this biography of Verne? What do you think of the author's style?
11. Would you consider Chinese novels like *Journey to the West* (《西游记》) or *Romance of the Overthrow of the Shang Dynasty* (《封神榜》) Note, the English translation is done by the author of this textbook) as science fiction? Do you think we should have more science fiction? Why or why not?
12. What do you have to say about imagination? Is it important for students? Is it important for students majoring in languages? Isn't it easy to be imaginative? Can't we all think wildly? How can we be trained to be imaginative if it indeed is not something determined by our genes?

► Language Exercises

1 Expand your vocabulary.

1. Group the following words according to the different meanings of the prefix “re-.”

react	revisit	recover	recall	rebound	recycle
rearm	rearrange	readjust	rebuild	reassure	reawaken
reconsider	reform	repay	return	reject	remind
replace	reconstruct	review	reproduce	reorganize	renew
rethink	rewind	reprint	remarry	retell	retort
reverberate	respond				

re- (meaning “back”): _____

re- (meaning “again”): _____

2. Read the following sentences aloud. Pay attention to the pronunciation of the words in bold type and then translate these words into Chinese.

1) He is a very **learned** man.

You can't really understand a culture unless you have **learned** the language.

2) He will never forget that **blessed** morning when he got up in the middle of the night to get the milking done as a Christmas gift for his father.

She was so happy that her father finally **blessed** her marriage with the cowboy.

3) The problem was finally resolved by an **aged** farmer.

Two years later when I saw him again, he seemed to have **aged** beyond recognition.

4) These desperate people regarded him as their **beloved** leader because he was the only person who could read and write.

Beloved by young people, he soon became a star.

5) He was a queer **ragged** millionaire.

3. Translate the following expressions into verb + noun collocations.

1) 出版一本书

6) 忽视学习

2) 越过大西洋

7) 得到一份工作

3) 贴补他的收入

8) 找某人出主意

4) 上楼梯

9) 重写这个故事

5) 增强他的欲望

10) 引起很大兴趣

- 11) 报告某人的下落
- 12) 失去联系
- 13) 包租一条船

- 14) 赢得赌局
- 15) 研制一艘潜艇
- 16) 扔一块石头

4. Give corresponding synonyms for the following words.

- | | |
|-----------------------|-------------------------|
| 1) reverently _____ | 13) urge _____ |
| 2) marvel (n.) _____ | 14) rarely _____ |
| 3) precise _____ | 15) seek _____ |
| 4) indisputable _____ | 16) promptly _____ |
| 5) check _____ | 17) handsome _____ |
| 6) figure (n.) _____ | 18) fidgeting _____ |
| 7) visualize _____ | 19) artfully _____ |
| 8) fancy (n.) _____ | 20) place (v.) _____ |
| 9) sweetheart _____ | 21) propel _____ |
| 10) fortunately _____ | 22) virtually _____ |
| 11) fetch _____ | 23) synthetically _____ |
| 12) abruptly _____ | 24) fatal _____ |

2 Rewrite the following sentences with the correct form of the words and expressions from the text, paying attention to the parts in bold type.

1. She had a son who was handicapped. So she often had to ask to leave early **because of him**. But gradually she **encouraged him to** learn to take care of himself.

2. Jack London was a sailor for quite a few years before he quit the job and began to **devote himself to literature**.

3. The affordable prices and fine quality made the products we **manufacture** popular in Africa.

4. Although she had retired, many people still came to **ask her for advice** when they came across difficulties in their work.

5. Before the bridge was built the kids living in that area were practically **unable to enjoy the right** to have a good education.

6. He **managed to get on board a ship unnoticed** with only five minutes to **go**, without a ticket and without a single penny in his pocket.

7. I'm tired of working at that factory **producing year after year** things that do such serious harm to people's health.

8. His father was a famous space scientist. But his dream is to **search for** the secrets of deep sea.

9. Three years ago, she was made general manager of the factory, and she is now **making the factory profitable**.

10. The opportunity was so inviting that it was almost **impossible to reject**. Many people therefore **volunteered to** go on the voyage.

11. I think China **will soon** put a man on the moon. Our dream will soon **be realized**.

3 Fill in the blanks with the correct prepositions or adverbs.

1. Just when we were almost desperate, a gleam of hope seemed to suddenly appear _____ the horizon.
2. _____ all these extra expenditures, you must be financially quite hard _____.
3. _____ any doubt, by that time some people had become impatient _____ the slow progress of the project.
4. The people living there mostly have yellow hair and blue eyes. No wonder they are said to be descended _____ the Jews who were forced to leave their homeland.
5. In his multi-volume book, this English scholar credited China _____ many scientific discoveries and technological inventions in ancient times.
6. _____ legend, Hua Tuo's medical book was lost because, _____ a rage, his wife flung the book _____ the fire believing that it was _____ account of this book that her husband had suffered such misfortune. Hua Tuo tried to rescue it _____ the fire, but he was not quite quick enough.
7. _____ the Cold War, American soldiers once nearly took some specks _____ their screen for enemy missiles. Luckily, they didn't respond _____ missiles immediately. A few seconds later, these specks _____ the horizon turned _____ to be nothing _____ harmless swans.

4 Study the following examples and translate the sentences, paying attention to the type of complex object used.

Example 1

The French Academy did not elect Verne a member.

1. We found her an inspiring professor.
2. The Second Continental Congress appointed George Washington the commander of the Continental Army.
3. He picked up this little beggar by the roadside, and finally made him successor of his career.

Example 2

Italian intellectuals ... delegated a novelist to go to France to find the proof. (para. 32)

4. Verne's father wanted him to study law.
5. The world opinion strongly wished the two sides of the conflict to cease fire.
6. Of all the people I know, she is the most sweet-tempered. I have never known her to lose her temper.

Example 3

Fortunately for his later admirers, a friend of the family saw him go on board and told the family. (para. 9)

7. We must not let any company dominate the market.
8. It was heartbreaking for him to watch the trees he had planted die one by one, but he refused to give up.
9. We should have our students learn how to handle cross-cultural communication as they are going to be interpreters in the future.

Example 4

He had TV working before simple radio had been invented. (para. 5)

10. Customers found that company cheating in their advertisement.
11. One day, he saw an old man sitting by the River Wei, with a fishing rod in his hand, three feet above the water and without a hook.
12. We knew we had to keep the fire burning to keep off the wolves.

5 Change the complex objects in the following sentences into clauses.

1. We don't want there to be any misunderstanding between us.

2. I'd like you to meet a good friend of mine. You'll find him extremely interesting.

3. I consider it possible to recite all the texts. It's merely a matter of time. But I don't think it a good idea to do that.

4. The boy at first did not understand why his father found it necessary to punish him by sending him to school.

6 Turn the following sentences into the passive voice.

1. The sales manager instructed his staff to respond to customer complaints promptly.

2. The police have recently caught people pushing drugs among school kids in the neighborhood.

3. A year later, the doctor discovered the patient completely recovered without taking any medicine.

4. Their study proves it true that many students feel it stressful to have more examinations.

5. We mean our students to solve these problems on their own.

6. The extremely bad weather conditions may cause more people worldwide to suffer hunger.

7. I want you to take care of the dog during my absence. Don't forget to feed and walk it every day.

8. One of the guards noticed a group of youngsters regularly hanging around the bank. He reported it to the manager.

7 Study the following examples and complete the sentences by translating the Chinese in the brackets, using "could/may/might/should/would/must + have done."

Examples

Jules Verne **should have been worn out**. (para. 2)
(*expressing expectation*)

You **could have knocked Jules over** with a breadstick. (para. 17)
... Jules Verne **would have liked best these two sentences** from a Paris newspaper ... (para. 34)
(*expressing possibility*)

1. —Lin Li is late for class.

—
(他很可能是睡过了头。他凌晨两点才上床睡觉。)

2. —It is reported that the city has just spent 2 million dollars redecorating its office buildings.

—
(是吗！我觉得这笔钱应该用来在农村地区建两三所小学。)

3. —Why are the police questioning the shopkeeper?

—
(我猜想他肯定目击了那起车祸。那两辆车是在他的店前相撞的。)

4. —Have you heard of the Bermuda Triangle, an area in the West Atlantic where ships and aircrafts have been said to disappear mysteriously?

—
(听说过，我认为它们肯定是遇到突然的恶劣天气掉到海底了。)

—
(如果是那样，人们现在应该已经能够找到一些线索了。)

—
(也有人认为他们也许被外星人抓走了。)

5. —I have just received a report that the city is completely unguarded.

—
(敌人肯定放弃这座城市了。)

—
(但是它们为什么要放弃这座城市？这毕竟是他们的最后一道防线了。)

—
(也许他们试图给我们设个圈套？)

—
(我想不会。他们根本没有时间来计划给我们设圈套。)

8 Translate the following sentences, using the words in the brackets.

1. 她自称是美国最古老家族之一的后裔。(claim; descend)
2. 这个实验引起了人们的极大兴趣。所以当伽利略沉着地走上楼梯，抵达塔顶，将两个球扔向地面时，他们都来看了。(arouse; ascend)
3. 直到 1920 年，美国妇女仍然被剥夺投票的权利。(deprive)
4. 历史学家们通常把历史上中国的首次统一归功于秦始皇。(credit)
5. 所有人都屏住呼吸，望着火箭升空直到变成天空中的一个点。(hold; launch)
6. 那么多的社交活动实在是让我精疲力竭，更重要的是，这让我的学习也被忽略了。(neglect)

7. 就在这时，他突然听到有人砰砰敲门，于是飞快地将那封信扔进火里。(fling)
8. 她本来就一直对医学有兴趣。现在她父亲长期的病痛更使她决意当一名医生了。(confirm)
9. 我们敦促竞争各方采取必要措施，以确保竞争不会失控。(urge)

9 Fill in each blank of the passage with ONE suitable word.

On October 30, 1938, the night before Halloween, a dramatization of H. G. Wells' 1898 novel, *The War of the Worlds*, was performed on radio. Although it was (1) _____ at the beginning and middle of the radio program that the Martian invasion of New Jersey was only fiction, thousands of listeners (2) _____. They believed the "news bulletins" that reported a "monster" attack (3) _____ the northeastern United States.

It is doubtful that a similar program, (4) _____ on radio or on television, would have such an effect today. To put people on the moon is no longer a(n) (5) _____; unmanned spacecraft (6) _____ being propelled beyond the planets of the solar system; and satellites circle the earth.

It was fitting that the broadcast of 1938 (7) _____ have selected an H. G. Wells novel. Though he did not invent the type, he charted the course that science fiction has taken. Wells wrote (8) _____ kinds of science-fiction stories. In some, such as *The Time Machine*, he dealt with the possibilities of future (9) _____ wonders. In others, however, his aim was social criticism. Few modes of literature are (10) _____ useful for criticizing human nature and institutions as science fiction.

10 Find and correct the TWO mistakes in each exercise.

1. I should gladly have gone to the get-together, as I had a temperature that day.
2. Doctors told them that their disease must have been caused by years of exposure of poisonous smoke in the air, though they were not 100% sure yet.
3. Your proposal has obviously succeeded in arising the department chairman's interest, so he will have his secretary to arrange a special meeting to discuss it.
4. To be honest, I find it almost humanely impossible to keep all my promises, but I must avoid to make empty promises.
5. He refused taking back the criticism, but he did admit that he would have expressed his ideas in a better way.
6. It was your fault. You must have told me that you were desperately in need of help. I might certainly have been able to do something.
7. He was a linguistic genius. He claimed to be fluent in a dozen foreign languages. Never in my life I have met anybody who is that good.
8. The tea-house standing by the lake was owned by a kindly old woman, and although she must have had a name, but everybody in the village called her as Sister Ah-qing (Ah-qing was her husband's name).



课文录音

Mr. Phileas Fogg's Wager¹ of £20,000

Jules Verne

Mr. Phileas Fogg was a precise man living in London. He was one of the most noticeable members of the Reform Club. On October 2, 1872, Wednesday, at the Club, he wagered £20,000 against five club members and bet that he could go around the world in 80 days.

- 1 After dinner, at twenty minutes before six, Mr. Fogg re-appeared in the reading-room, sat down and began to read the newspapers again. Half an hour later several members of the Reform came in and drew up to the fireplace, where a coal fire was steadily burning. They were Mr. Fogg's usual partners at **whist**²: Andrew Stuart, an engineer; John Sullivan and Samuel Fallentin, bankers; Thomas Flanagan, a brewer; and Gauthier Ralph, one of the Directors of **the Bank of England**³—all rich and highly respectable people.
- 2 “Well, Ralph,” said Thomas Flanagan, “what about that robbery?”
- 3 “Oh,” replied Stuart, “the Bank will lose the money.”
- 4 “On the contrary,” broke in Ralph, “I hope we may catch the robber. Skilful detectives have been sent to all the principal ports of America and **the Continent**⁴, and he'll be a clever fellow if he slips through their fingers.”
- 5 “But have you got the robber's description?” asked Stuart.
- 6 “In the first place, he is no robber at all,” returned Ralph, positively.

1 **wager**: an arrangement to risk money on the result of a particular event

2 **whist**: a card game

3 **the Bank of England**: the central bank of the United Kingdom

4 **the Continent**: (BrE, old-fashioned) Western Europe, not including the British Isles

- 7 “What! A fellow who **makes off with**⁵ fifty-five thousand pounds, no robber?”
- 8 “No.”
- 9 “Perhaps he’s a manufacturer, then.”
- 10 “*The Daily Telegraph*⁶ says that he is a gentleman.”
- 11 It was Phileas Fogg who made this remark. He entered into the conversation. The affair they were talking about had occurred three days before at the Bank of England. A pack of banknotes worth 55,000 pounds had been taken from the chief cashier’s table, while he was writing the receipt of three shillings and sixpence. Of course, he could not have his eyes everywhere. The Bank of England has confidence in the honesty of the public. There are neither guards nor **gratings**⁷ to protect its treasures: gold, silver, banknotes.
- 12 As soon as the robbery was discovered, detectives hurried to Liverpool, Glasgow, New York, and other ports, for the reward of two thousand pounds, and five percent of the sum that might be recovered.
- 13 There were good reasons for supposing, as *The Daily Telegraph* said, that the thief did not belong to a professional band. On the day of the robbery a well-dressed gentleman of perfect manners, with a well-to-do air, had been seen going to and fro in the paying room where the crime was committed. A description of him was sent to the detectives. The papers and clubs were full of the affair, and everywhere people were discussing the probabilities of a successful pursuit; and the Reform Club was especially anxious, for several of its members were Bank officials.
- 14 Ralph would not admit that the work of the detectives was likely to be in vain, for he thought that the prize offered would greatly stimulate their zeal and activity. But Stuart was far from sharing this confidence; and, as they placed themselves at the whist-table, they continued to argue the matter. Stuart and Flanagan played together, while Phileas Fogg had Fallentin for his partner. As the game continued, they stopped talking about the robbery, but picked up the topic again between **rubbers**⁸.

5 **make off with:** (*informal*) to steal sth. and take it away

6 *The Daily Telegraph:* a daily newspaper published in London and generally regarded, with *The Times* and *The Guardian*, as one of Britain’s “big three” quality newspapers

7 **grating:** 格栅

8 **rubber:** 一局 (牌)

- 15 “I maintain,” said Stuart, “that the chances are in favour of the thief, who must be a shrewd fellow.”
- 16 “Well, but where can he fly to?” asked Ralph. “No country is safe for him.”
- 17 “**Pshaw**⁹!”
- 18 “Where could he go, then?”
- 19 “Oh, I don’t know that. The world is big enough.”
- 20 “It was once,” said Phileas Fogg, in a low tone. “Cut, sir,” he added, handing the cards to Thomas Flanagan.
- 21 The discussion fell during the rubber, after which Stuart **took up its thread**¹⁰.
- 22 “What do you mean by ‘once’? Has the world grown smaller?”
- 23 “Certainly,” returned Ralph. “I agree with Mr. Fogg. The world has grown smaller, since a man can now go round it ten times more quickly than a hundred years ago. And that is why the search for this thief will be more likely to succeed.”
- 24 “And also why the thief can get away more easily.”
- 25 “Be so good as to play, Mr. Stuart,” said Phileas Fogg.
- 26 But Stuart was not convinced, and when the **hand**¹¹ was finished, said eagerly: “You have a strange way, Ralph, of proving that the world has grown smaller. So, because you can go round it in three months—”
- 27 “In eighty days,” interrupted Phileas Fogg.
- 28 “That is true, gentlemen,” added John Sullivan. “Only eighty days, now that the section between Rothal and Allahabad, on the Great Indian Peninsula Railway, has been opened. Here is the estimate made by *The Daily Telegraph*:

From London to **Suez**¹² via Mont Cenis and Brindisi, by rail and steamboats 7 days
 From Suez to **Bombay**¹³, by steamer 13 days

9 **pshaw**: a sound used to show annoyance, disapproval, or disagreement

10 **take up its thread**: to start again after an interruption

11 **hand**: a single round of play in a card game 一局牌

12 **Suez**: 埃及的苏伊士港, 苏伊士运河的南部终点

13 **Bombay**: 孟买 (印度城市) 的旧称, 1995 年以后称 Mumbai

From Bombay to Calcutta ¹⁴ , by rail	3 days
From Calcutta to Hong Kong, by steamer.....	13 days
From Hong Kong to Yokohama ¹⁵ (Japan), by steamer	6 days
From Yokohama to San Francisco, by steamer	22 days
From San Francisco to New York, by rail.....	7 days
From New York to London, by steamer and rail.....	9 days
Total	80 days”

- 29 “Yes, in eighty days!” exclaimed Stuart, who in his excitement dealt cards wrong, “But that doesn’t take into account bad weather, contrary winds, shipwrecks, railway accidents, and so on.”
- 30 “All included,” returned Phileas Fogg, continuing to play despite the discussion.
- 31 “But suppose the Indians pull up the rails,” replied Stuart; “suppose they stop the trains, plunder the luggage-vans, and **scalp**¹⁶ the passengers!”
- 32 “All included,” calmly retorted Fogg; adding, as he threw down the cards, “Two **trumps**¹⁷.”
- 33 Stuart, whose turn it was to deal, gathered them up, and went on: “You are right, theoretically, Mr. Fogg, but practically—”
- 34 “Practically also, Mr. Stuart.”
- 35 “I’d like to see you do it in eighty days.”
- 36 “It depends on you. Shall we go?”
- 37 “Good Heavens! But I would wager four thousand pounds that such a journey, made under these conditions, is impossible.”
- 38 “Quite possible, on the contrary,” returned Mr. Fogg.
- 39 “Well, make it, then!”
- 40 “The journey round the world in eighty days?”
- 41 “Yes.”
- 42 “I should like nothing better.”

14 **Calcutta**: 加尔各答（印度城市）

15 **Yokohama**: 横滨（日本城市）

16 **scalp**: to remove the skin and hair from the top of sb.’s skin and head

17 **trump**: a card that belongs to the group of cards that has been chosen to have the highest value in a particular game 王牌

- 43 “When?”
- 44 “At once. Only I warn you that I shall do it **at your expense**¹⁸.”
- 45 “It’s absurd!” cried Stuart, who was beginning to be annoyed at the persistency of his friend. “Come, let’s go on with the game.”
- 46 “Deal over again, then,” said Phileas Fogg. “**There’s a false deal**¹⁹.”
- 47 Stuart took up the pack with a feverish hand; then suddenly put them down again.
- 48 “Well, Mr. Fogg,” said he, “it shall be so: I will wager the four thousand on it.”
- 49 “Calm yourself, my dear Stuart,” said Fallentin. “It’s only a joke.”
- 50 “When I say I’ll wager,” returned Stuart, “I mean it.” “All right,” said Mr. Fogg; and, turning to the others, he continued: “I have a deposit of twenty thousand at Baring’s which I will willingly risk upon it.”
- 51 “Twenty thousand pounds!” cried Sullivan. “Twenty thousand pounds, which you would lose by a single accidental delay!”
- 52 “The unforeseen does not exist,” quietly replied Phileas Fogg.
- 53 “But, Mr. Fogg, eighty days are only the estimate of the least possible time in which the journey can be made.”
- 54 “A well-used minimum suffices for everything.”
- 55 “But, in order not to exceed it, you must jump mathematically from the trains upon the steamers, and from the steamers upon the trains again.”
- 56 “I will jump—mathematically.”
- 57 “You are joking.”
- 58 “A true Englishman doesn’t joke when he is talking about so serious a thing as a wager,” replied Phileas Fogg, solemnly. “I will bet £20,000 against anyone who wishes that I will make the tour of the world in eighty days or less; in nineteen hundred and twenty hours, or a hundred and fifteen thousand two hundred minutes. Do you accept?”
- 59 “We accept,” replied Messrs. Stuart, Fallentin, Sullivan, Flanagan, and Ralph, after consulting each other.

18 **at your expense**: you pay for the journey

19 **There’s a false deal**: 出错牌了

- 60 “Good,” said Mr. Fogg. “The train leaves for Dover at a quarter before nine. I will take it.”
- 61 “This very evening?” asked Stuart.
- 62 “This very evening,” returned Phileas Fogg. He took out and consulted a pocket **almanac**²⁰, and added, “As today is Wednesday, the 2nd of October, I shall be due in London in this very room of the Reform Club, on Saturday, the 21st of December, at a quarter before nine p.m.; or else the £20,000, now deposited in my name at Baring’s, will belong to you, in fact and in right, gentlemen. Here is a cheque for the amount.”
- 63 A **memorandum**²¹ of the wager was at once drawn up and signed by the six parties, during which Phileas Fogg remained calm. He certainly did not bet to win, and had only risked the £20,000, half of his fortune, because he knew that he might have to spend the other half to carry out this difficult, not to say unattainable, project. As for his **antagonists**²², they seemed much agitated; not so much by the value of their stake, as because they felt that betting under conditions so difficult to their friend was somehow morally wrong.
- 64 The clock struck seven, and the party offered to **suspend**²³ the game so that Mr. Fogg might make his preparations for departure.
- 65 “I am quite ready now,” was his tranquil response. “Diamonds are trumps: Be so good as to play, gentlemen.”

(1,516 words)

20 **almanac**: 历书; 年鉴

21 **memorandum**: an informal legal agreement

22 **antagonist**: 对手

23 **suspend**: 暂停

Unit Project

Choose ONE of the two tasks given and work on it as instructed.

1. What do you think made Verne what he was? What were his secrets to success? Do you think his secrets are also true for other creative geniuses? Is genius gene-determined? Is it “1 percent inspiration and 99 percent perspiration”? Does it require special social conditions? Work in groups and discuss these questions. Give a 5-minute presentation in class on the results of your discussion.
2. Einstein said, “Imagination is more important than knowledge.” What do you think of this view? Write an essay of about 200 words on this view.

Memorable Quotes

What is now proved was once only imagined.

—William Blake

Imagination is everything. It is the preview of life's coming attractions.

—Albert Einstein

Science, my lad, is made up of mistakes, but they are mistakes which it is useful to make, because they lead little by little to the truth.

—Jules Verne

The great successful men of the world have used their imagination. They think ahead and create their mental picture, and then go to work materializing that picture in all its details, filling in here, adding a little there, altering this a bit and that a bit, but steadily building, steadily building.

—Robert Collier

Discovery consists of seeing what everybody has seen and thinking what nobody has thought.

—Albert Szent-Györgyi



Lead-in

- 1 Have you ever heard about the Great Depression of the United States? How much do you know about it? What caused it and what impact did it have in history?
- 2 Is unemployment still a relevant subject worldwide? Why or why not? What influence does unemployment have on society? Do you know some of the measures or policies that countries have adopted to tackle this issue?



The Happiest Man on Earth

Albert Maltz

- 1 Jesse felt ready to weep. He had been sitting in the office waiting for Tom to appear. For two weeks he had been pushing himself, from Kansas City, Missouri, to Tulsa, Oklahoma, through nights of rain and a week of scorching sun, without sleep or a decent meal, sustained by the vision of that one moment. Tom had come into the office quickly; he had glanced at Jesse casually, but he had turned away ... And Tom Brackett was his brother-in-law.
- 2 Was it his clothes? Jesse knew he looked terrible ... or was it just that he had changed so much in five years?
- 3 Brackett finished his telephone call. He leaned back in his chair and glanced over at Jesse. He was a heavy, paunchy man of forty-five. He surveyed Jesse with cold indifference, obviously unwilling to spend time on him.
- 4 “Yes?” Brackett said suddenly. “What do you want?”
- 5 “I guess you don’t recognize me, Tom,” he said falteringly, “I’m Jesse Fulton.”



- 6 “Huh?” Brackett said.
- 7 “Yes, I am, and Ella sends you her love.”
- 8 Brackett rose and walked over to the counter until they were face to face. He surveyed Fulton incredulously. This man was tall, about thirty. That fitted! He had straight good features and an erect body. That was right too. But the face was too gaunt, the body too spiny under the baggy clothes. His brother-in-law had been a solid, strong young man. The resemblance was there but the difference was tremendous.
- 9 Jesse stood there. Inside he was seething. Brackett was like a man examining a piece of horse flesh. It made Jesse furious. He knew he wasn’t as far gone as all that.
- 10 “Yes, I believe you are,” Brackett said finally, “but you sure have changed.”
- 11 “By God, it’s five years, isn’t it?” Jesse said resentfully. “You only saw me a couple of times anyway.”
- 12 “You were solid looking,” Brackett continued softly, in the same tone of incredulous wonder. “You lost weight, I guess?”
- 13 Jesse kept silent. He needed Brackett too much to risk antagonizing him. But it was only by deliberate effort that he could keep from boiling over. The pause lengthened, became painful. Brackett flushed. “Jesse, excuse me,” he burst out in apology. He jerked the counter up. “Come in. Take a seat. Good God, boy”—he grasped Jesse’s hand and shook it—“I am glad to see you; don’t think anything else! You just looked so peaked.”
- 14 “It’s all right,” Jesse murmured. He sat down, thrusting his hand through his curly, tangled hair.
- 15 “Why are you limping?”
- 16 “I stepped on a stone; it jagged a hole through my shoe.” Jesse pulled his feet back under the chair. He was ashamed of his shoes. They had come from the Relief originally, and two weeks on the road had about finished them.
- 17 Brackett kept his eyes off Jesse’s feet. He knew what was bothering the boy and it filled his heart with pity. The whole thing was appalling. He had never seen anyone who looked more down and out. His sister had been writing to him every week, but she hadn’t told him they were so badly off.

- 18 “Well now, listen,” Brackett began, “tell me things. How’s Ella?”
- 19 “Oh, she’s pretty good,” Jesse replied absently.
- 20 “And the kids?”
- 21 “Oh, they’re fine ... Well, you know,” Jesse added, “the young one has to wear a brace. He can’t run around, you know. But he’s smart. He draws pictures and he does things, you know.”
- 22 “That’s good.” Brackett said. He hesitated. There was a moment’s silence. Jesse fidgeted in his chair. Now that the time had arrived, he felt awkward. Brackett leaned forward and put his hand on Jesse’s knee. “Ella didn’t tell me things were so bad, Jesse. I might have helped.”
- 23 “Well, you’ve been having your own troubles, haven’t you?” Jesse returned softly.
- 24 “Yes,” Brackett leaned back. His ruddy face became mournful and darkly bitter. “You know I lost my hardware shop. But tell me about yourself. What happened to the job you had?”
- 25 Jesse burst out abruptly with agitation, “Let it wait, Tom, I got something on my mind.”
- 26 “It ain’t you and Ella?” Brackett interrupted anxiously.
- 27 “Why no!” Jesse sat back. “Why however did you come to think that? Why Ella and me—” he stopped, laughing. “Why, Tom, I’m just crazy about Ella. She’s my whole life, Tom.”
- 28 “Excuse me. Forget it.” Brackett chuckled uncomfortably. The intensity of the youth’s burst of love for his sister made him wish savagely that he could do something for them.
- 29 “Tom, listen,” Jesse said, “I come here on purpose.” He thrust his hand through his hair. “I want you to help me.”
- 30 “Damn it, boy,” Brackett groaned. He had been expecting this. “I can’t do much. I only get thirty-five a week and I’m damn grateful for it.”
- 31 “Sure, I know,” Jesse emphasized excitedly. “I know you can’t help us with money! But we met a man who works for you! He said you could give me a job! And as soon as I heard it I started out. For two weeks now I’ve been pushing ahead like crazy.”
- 32 Brackett groaned aloud. “You come walking from Kansas City in two weeks so I could give you a job?”
- 33 “Sure, Tom. What else could I do?”
- 34 “God Almighty, there ain’t no jobs, Jesse! It’s a slack season. My friends here could do

nothing now. Don't you think I'd ask for you as soon as there was a chance?"

35 Jesse felt stunned. The hope of the last two weeks seemed rolling up into a ball of agony in his stomach. Then frantically he cried, "But listen, this man said you could hire! He told me! He drives trucks for you! He said you always need men!"

36 "Oh! ... You mean my department?" Brackett said in a low voice.

37 "Yes, Tom."

38 "Oh, no, you don't want to work in my department," Brackett told him in the same low voice. "You don't know what it is."

39 "Yes, I do," Jesse insisted. "He told me all about it, Tom. You're a dispatcher, aren't you? You send the dynamite trucks out?"

40 "Who was the man, Jesse?"

41 "Everett, Everett, I think."

42 "Egbert? Man about my size?" Brackett asked slowly.

43 "Yes, Egbert. He wasn't a phony, was he?"

44 "No, he wasn't," said Brackett. "But Jesse, boy, you should have asked me before you trekked all the way down here."

45 "Oh, I didn't want to," Jesse explained. "I knew you'd say 'no.' He told me it was risky work, Tom. But I don't care."

46 Brackett locked his fingers together. His solid, meaty face became very hard. "I'm going to say 'no' anyway, Jesse."

47 Jesse cried out. It had not occurred to him that Brackett would not agree. "Oh, no," he begged, "you can't. Ain't there any jobs, Tom?"

48 "Sure, there're jobs. There's even Egbert's job if you want it."

49 "He's quit?"

50 "He's dead!"

51 "Oh!"

52 "On the job, Jesse. Last night."

- 53 “Oh!” ... Then, “I don’t care!”
- 54 “Now you listen to me,” Brackett said. “I’ll tell you a few things that you should have asked before you started out. It ain’t dynamite you drive. They don’t use anything as safe as dynamite in drilling oil wells. It’s nitroglycerin!”
- 55 “But I know,” Jesse told him reassuringly. “He told me, Tom. You don’t have to think I don’t know.”
- 56 “Shut up a minute,” Brackett ordered. “For God’s sake just put your mind to this. I know you had your heart set on a job, but you’ve got to understand. This stuff goes only in special trucks! At night! They get to follow a special route! They can’t go through any city! If they lay over, it’s got to be in a special garage! Don’t you see what that means? Don’t that tell you how dangerous it is?”
- 57 “I’ll drive careful,” Jesse said. “I know how to handle a truck.”
- 58 Brackett groaned. “Do you think Egbert didn’t drive careful or know how to handle a truck?”
- 59 “Tom,” Jesse said earnestly, “you can’t scare me. I got my mind fixed on only one thing. Egbert said he was getting a dollar a mile. He was making five to six hundred dollars a month, he said. Can I get the same?”
- 60 “Sure, you can get the same,” Brackett told him savagely. “A dollar a mile. It’s easy. But why do you think the company has to pay so much? It’s easy—until you run over a stone that your headlights didn’t pick out. Or get a blowout! Or get something in your eye, so the wheel twists and you jar the truck! Or any other God damn thing that nobody ever knows! We can’t ask Egbert what happened to him. There’s no truck to give any evidence. There’s no corpse. There’s nothing! Maybe tomorrow somebody’ll find a piece of twisted steel way off in a cornfield. But we never find the driver. Not even a finger nail. All we know is that he didn’t come in on schedule. Do you understand now? That’s what you get for your God damn dollar a mile!”
- 61 There was a moment of silence. Jesse sat twisting his long thin hands. His mouth was sagging open, his face was agonized. Then he shut his eyes and spoke softly. “I don’t care about that, Tom. You got to be good to me and give me the job.”
- 62 Brackett slapped the palm of his hand down on his desk. “No!”
- 63 “Listen, Tom,” Jesse said softly, “you just don’t understand.” He opened his eyes. They were filled with tears. They made Brackett turn away. “Just look at me, Tom. Don’t that tell you

enough? Tom, I just can't live like this any more. I got to be able to walk down the street with my head up."

64 "You're crazy," Brackett muttered. "Every year there's one out of five drivers gets killed. That's the average. What's worth that?"

65 "Is my life worth anything now? We're just starving at home, Tom."

66 "Then you should have told me," Brackett exclaimed harshly. "It's your own damn fault. A man has no right to have false pride when his family ain't eating. I'll borrow some money for you. Then you go home and get back on relief."

67 "And then what?"

68 "And then wait, God damn it! You're no old man. You got no right to throw your life away. Sometime you'll get a job."

69 "No!" Jesse jumped up. "No. I believed that too. But I don't now," he cried passionately. "I ain't getting a job any more than you're getting your hardware store back. There have been no jobs for me for six years, and it's been too hard waiting so many weeks to get back on relief."

70 "Well you got to have some courage," Brackett shouted. "You've got to keep up hope."

71 "I got all the courage you want," Jesse retorted vehemently, "but no, I ain't got any hope. The hope has dried up in me in six years' waiting. You're the only hope I got."

72 "You're crazy," Brackett muttered. "I won't do it. For God's sake think of Ella for a minute."

73 "Don't you know I'm thinking about her?" Jesse asked softly. "That's what decided me, Tom!" His voice became a hushed, pained whisper. "The night Egbert was at our house I looked at Ella like I'd seen her for the first time. She ain't pretty any more, Tom! Ella was like a little doll, you remember. I couldn't walk down the street without somebody turning to look at her. She ain't twenty-nine yet, Tom, and she ain't pretty any more."

74 Brackett sat down with his shoulders hunched up wearily.

75 Jesse stood over him, his gaunt face flushed with emotion. "I ain't done right for Ella, Tom. Ella deserved better. I've just been a failure."

76 "Don't talk nonsense," Brackett said. "You ain't a failure. No more than me. There are millions of men in the identical situation. It's just the depression, or the recession, or the God damn New Deal, or ...!" He swore and lapsed into silence.

- 77 “Oh, no,” Jesse corrected him, in a sorrowful tone, “those things may excuse other men, but not me. It was up to me to do better. This is my own fault!”
- 78 “Oh, no!” Brackett said. “It’s more sun spots than it’s you!”
- 79 “Well, I don’t care,” Jesse cried wildly. “You got to give me this! I got to lift my head up. I went through one stretch of hell but I can’t go through another. You want me to keep looking at my little boy’s legs and tell myself if I had a job he wouldn’t be like that? Every time he walks he says to me, ‘I got soft bones from the rickets and you gave it to me because you didn’t feed me right.’ Tom, you think I’m going to sit there and watch him like that another six years?”
- 80 Brackett leaped to his feet. “So what if you do?” he shouted. “You say you’re thinking about Ella. How’s she going to like it when you get killed?”
- 81 “Maybe I won’t,” Jesse pleaded. “I’ve got to have some luck sometime.”
- 82 “That’s what they all think,” Brackett replied scornfully. “When you take this job, the only thing certain is that sooner or later you get killed.”
- 83 “Okay then,” Jesse shouted back. “But meanwhile I got something, don’t I? I can buy a pair of shoes. I can buy a suit that doesn’t say ‘Relief’ by the way it fits. I can buy some candy for the kids. I can eat some myself. Yes, God, I want to eat some candy. I want a glass of beer once a day. I want Ella dressed up. I want her to eat meat three times a week, four times maybe.”
- 84 Brackett sat down. “Oh, shut up,” he said wearily.
- 85 “No,” Jesse told him softly, passionately, “you can’t get rid of me. Listen, Tom,” he pleaded. “I got it all figured out. On six hundred a month, look how much I can save! If I last only three months, look how much it is—a thousand dollars—more! And maybe I’ll last longer. Maybe a couple of years. I can fix Ella up for life!”
- 86 “I suppose you think she’ll enjoy living when you’re on a job like that?”
- 87 “I got it all figured out,” Jesse answered excitedly. “She doesn’t know, see? I tell her I make only forty. You put the rest in a bank account for her, Tom.”
- 88 “Oh, shut up,” Brackett said. “You think you’ll be happy? Every minute, waking and sleeping, you’ll be wondering if tomorrow you’ll be dead.”
- 89 Jesse laughed. “I’ll be happy! Don’t you worry, I’ll be so happy. Lord God, Tom, I’m going to

feel proud of myself for the first time in seven years!"

90 "Oh, shut up, shut up," Brackett said.

91 The little office became silent. After a moment Jesse whispered, "You got to, Tom. You got to."

92 Again there was silence. Brackett raised both hands to his head, pressing the palms against his temples.

93 "Tom, Tom—" Jesse said.

94 Brackett sighed. "Oh God damn it," he said finally, "all right, I'll take you on, God help me." His voice was low, hoarse, infinitely weary.

95 Jesse didn't answer. He couldn't. Brackett looked up. The tears were running down Jesse's face.

96 "I'll send a wire to Ella," Brackett said. "I'll tell her you got a job, and you'll send her some money in a couple of days—that is, if you last the week out, you jackass!"

97 Jesse only nodded. His heart felt so close to bursting that he couldn't speak.

98 "Come back here at six o'clock," Brackett said. "Here's some money. Eat a good meal. And here's my address. Take a bath and get some sleep."

99 "Thanks," Jesse said. "Thanks, Tom."

100 "Oh, get out of here," Brackett said.

101 "Tom."

102 "What?"

103 "I just—" Jesse stopped. Brackett saw his face. The eyes were still glistening with tears, but the gaunt face was shining now, with a kind of fierce radiance. Brackett turned away. "I'm busy," he said.

104 Jesse went out. The wet film blinded him but the whole world seemed to have turned golden. He limped slowly, with a wild joy in his heart. "I'm the happiest man in the world," he whispered to himself. "I'm the happiest man on the whole earth."

(2,729 words)

Notes on the Text

1. About the author and the text

Albert Maltz (1908–1985) was a left-wing American playwright, fiction writer, and screenwriter. He joined the Communist Party of the U.S. in 1935, and was one of the Hollywood Ten who were jailed in 1950 and subsequently blacklisted for many years. Most of his works are concerned with sociopolitical issues. The text, “The Happiest Man on Earth,” was first published in *Harper’s Magazine* in 1938 and won the O’Henry Award of the year.

2. the Great Depression

It is clear that the story is set at the time of the Great Depression, the most severe economic depression ever experienced by the Western world. It began in the U.S. soon after the New York Stock Market Crash of 1929, impacted most of the countries in Europe, and lasted until the late 1930s. It was a decade of numerous bank and business failures. Millions of workers lost their jobs, bringing untold sufferings and misery to their families.

3. Kansas City, Missouri, and Tulsa, Oklahoma (para. 1)

Kansas City is the largest city in Missouri, a state in the Midwest of the U.S.; Tulsa is the second-largest city in Oklahoma, a neighboring state of Missouri. The distance between Kansas City and Tulsa is about 440 kilometers.

4. “ain’t” (para. 26), “drive careful” (para. 57), and “Every year there’s one out of five drivers gets killed.” (para. 64)

In spoken English, there are many ungrammatical usages, usually used by less educated people. The above are a few examples from the text.

5. the New Deal (para. 76) 新政

The New Deal was a series of programs, public work projects, financial reforms, and regulations adopted by President Franklin D. Roosevelt in the U.S. between 1933 and 1939, in order to stop the continued economic free fall of the Great Depression and bring the economy back on its feet. Opposed to the traditional American political philosophy of laissez-faire (free market economy), the New Deal generally embraced the concept of a government-regulated economy and attempted to achieve a balance between conflicting interests of capital and labor.

The New Deal focused on the “3 R’s”: relief for the unemployed and poor, recovery of the economy, and reform of the financial system. Relief was the immediate effort to help the one-third of the population hardest hit by the depression in the form of cash payments, temporary employment, and provision of such daily necessities as second-hand clothing.

6. sun spots (para. 78)

It was suggested by some scholars during the Great Depression that the cycle of sun spots was a cause of the periodic economic crisis. The idea has been explored by many other scholars, although no significant correlation has ever been found.

Glossary

absently /'æbsəntli/ *adv.*

agitation /,ædʒɪ'teɪʃən/ *n.*

antagonize /æn'tæɡənaɪz/ *v.*

baggy /'bæɡi/ *adj.*

bitter /'bɪtə/ *adj.*

blowout /'bləʊaʊt/ *n.*

brace /breɪs/ *n.*

corpse /kɔ:ps/ *n.*

deliberate /drɪ'lɪbəreɪt/ *adj.*

dispatcher /drɪ'spætʃə/ *n.*

dynamite /'dʌnəmaɪt/ *n.*

earnestly /'ɜ:nɪstli/ *adv.*

erect /ɪ'rekt/ *adj.*

falteringly /'fɔ:ltərɪŋli/ *adv.*

fault /fɔ:lt/ *n.*

feature /'fi:tʃə/ *n.*

fidget /'fɪdʒɪt/ *v.*

flush /flʌʃ/ *v.*

frantically /'fræntɪkli/ *adv.*

furious /'fjuəriəs/ *adj.*

gaunt /ɡɔ:nt/ *adj.*

gone /ɡɒn/ *adj.*

groan /ɡrəʊn/ *v.*

headlight /'hedlaɪt/ *n.*

hunch /hʌntʃ/ *v.*

in a way that shows you are not looking at or thinking about what is happening around you 心不在焉地

worry that you show by behaving in a nervous way

to cause sb. to be hostile and angry 冒犯; 得罪

(of clothes) too big and not fitting tightly on one's body

feeling angry and upset because you think you have been treated unfairly 愤愤不平的; 充满怨恨的

a sudden bursting of a tire 爆胎

a metal support for sb. with weak legs 支架; 支撑物

the dead body of a person

cautious, careful, and considered

sb. whose job is to send out people or vehicles for a special purpose 调度员

an explosive 甘油炸药

in a very serious and sincere way

in a straight upright position

(to speak) in a nervous or unsteady way 犹豫地; 结巴地

the responsibility for sth. wrong that has happened or been done (usually pl.) a part of sb.'s face

to keep moving one's hands or feet in a nervous way 手足无措

to become red in the face when angry or embarrassed

in an extremely worried and frightened way without controlling one's own feelings 疯狂地; 情绪失控地

very angry

very thin and pale, esp. because of illness or continued worry 瘦削的; 憔悴的

far ~: in such a bad state or condition that not much can be done to help or improve 无可救药的; 无可挽回的

to make a long deep sound because you are annoyed, upset, or in pain

(usually pl.) one of the large lights at the front of a vehicle

~ one's shoulders: to raise one's shoulders into a rounded shape because one is cold, anxious, etc. (因寒冷、焦虑等) 耸起双肩

identical /aɪ'dentɪkəl/ *adj.*

intensity /ɪn'tensəti/ *n.*

jackass /'dʒæk-æs/ *n.*

jag /dʒæg/ *v.*

jar /dʒɑː/ *v.*

lapse /læps/ *v.*

lay /leɪ/ *v.*

limp /lɪmp/ *v.*

meaty /'miːti/ *adj.*

nitroglycerin *n.*

/ˌnaɪtrəʊ'glɪsərən/

palm /pɑːm/ *n.*

paunchy /'pɔːntʃi/ *adj.*

peaked /'piːkɪd/ *adj.*

phony /'fəʊni/ *n.*

radiance /'reɪdiəns/ *n.*

reassuringly /ˌriːə'sʊərɪŋli/ *adv.*

recession /rɪ'sefən/ *n.*

resemblance /rɪ'zembləns/ *n.*

resentfully /rɪ'zentfəli/ *adv.*

rickets /'rɪkəts/ *n.*

ruddy /'rʌdi/ *adj.*

sag /sæg/ *v.*

scorching /'skɔːtʃɪŋ/ *adj.*

scornfully /'skɔːnfəli/ *adv.*

exactly the same

the quality of being serious and having very strong feelings or opinions (情感或观点的) 强烈, 激烈

(*AmE, spoken*) a stupid person 蠢货; 傻瓜

to stab, pierce, or prick 刺; 戳

to bang; to bump against 撞上

~ into silence: 陷入沉默

~ over: (*AmE*) to stay somewhere for a short time before continuing your trip

to walk slowly and with difficulty because one leg or foot is injured

(*informal*) big and fat, with a lot of flesh

a chemical used to make a powerful liquid explosive 硝化甘油

the inside surface of your hand 手掌

with a fat stomach

(*AmE*) looking pale and ill

(=phoney) (*informal*) a person who is not honest or sincere 弄虚作假的人

(*literary*) great happiness that shows in sb.'s face and makes them look attractive 容光焕发

in a way that makes people feel less worried or frightened

a difficult time when there is less trade, business activity, etc. in a country than usual 衰退; 萧条

similarity between two people or two things, esp. in the way they look

in a way that shows you feel hurt, angry, or unfair 愤愤不平地; 委屈怨恨地

a children's disease caused by a lack of vitamin D, which makes the bones soft and bent 佝偻病

looking pink and healthy 红润的

to hang down or bend in the middle, esp. because of the weight of sth. 下垂; 下陷; 下弯

extremely hot

in a way that shows contempt 鄙视地; 轻蔑地

seethe /si:ð/ *v.*

to feel an emotion, esp. anger, so strongly that you are almost shaking

slack /slæk/ *adj.*

with less business activity than usual 萧条的; 不景气的

solid /'sɒlɪd/ *adj.*

strong and well-built 结实的

spiny /'spɪni/ *adj.*

(here) very thin; bony; all skin and bones 瘦骨伶仃的

stretch /stretʃ/ *n.*

a continuous period of time

survey /sə'veɪ/ *v.*

to look at or consider sb. or sth. carefully, esp. in order to form an opinion about them

sustain /sə'steɪn/ *v.*

to provide what is needed for sb. or sth. to exist or continue

tangled /'tæŋɡəld/ *adj.*

twisted together in an untidy mass 纠结的; 缠绕在一起的

temple /'tempəl/ *n.*

(usually *pl.*) one of the two fairly flat areas on each side of your forehead 太阳穴

trek /trek/ *v.*

(*informal*) to make a long and difficult journey, esp. on foot 长途跋涉

vehemently /'vi:əməntli/ *adv.*

in a way that shows very strong feelings or opinions

weary /'wiəri/ *adj.*

very tired, esp. after you have been working hard or doing sth. for a long time

Language Focus

- 1** Study how the word “blowout” is formed and give a few more examples of words that are formed in a similar way.

- 2** Give words that belong to the same word family as the following words according to the word-formation rules you have learned so far.

1. agony _____

2. uncomfortably _____

3. excitedly _____

- 3** List useful phrases from the text.

1. Verb phrases

2. Prepositional phrases

3. Other phrases

- 4** List useful verb + noun collocations from the text.

- 5** Underline useful sentence patterns in the text and study how they are used.

- 6** The text is rich with words that give vivid descriptions of appearances and emotions. Find these words and try to appreciate their subtle use.

► Reading Comprehension

1 Read the text and complete the summary.

This text is a long dialog between Jesse, a(n) (1) _____ worker during the Great Depression of America and his (2) _____, Tom Brackett. Jesse has trekked on foot for two weeks to ask the latter for help.

Brackett doesn't recognize Jesse at first, because Jesse has (3) _____ so much. Brackett remembers him as being a strong young man with fine features and an erect body. He never (4) _____ him to become so thin, so poor, so down and out.

Brackett knows Jesse has come for help, but he can't (5) _____ much. He has lost his hardware store, and is not (6) _____ much for his present job, and there is no job available.

But Jesse tells him that he knows Brackett needs people to (7) _____ stuff somewhere in special trucks, and wants him to (8) _____ him the same job he desperately needs.

Brackett is (9) _____ by Jesse's request. He tells Jesse that the work the people he (10) _____ have to do is so dangerous that they are sure to get (11) _____ sooner or later, and he will not send him to an early grave by letting him do the same thing. But Jesse tells him that he doesn't care. Brackett tries everything to talk him out of the crazy idea, but Jesse's (12) _____ is made up. In the end Brackett, moved by Jesse's determination to sacrifice himself in order to give his wife and children a decent life, is forced to (13) _____ him on.

Jesse knows he could get killed any time, but while he is alive he can feed his family and walk down the street with his head up and prove that he is not a(n) (14) _____. As a result, he considers himself (15) _____.

2 Explain the following sentences from the text, paying attention to the underlined parts.

1. For two weeks he had been pushing himself ... sustained by the vision of that one moment. (para. 1)
2. Jesse felt stunned. The hope of the last two weeks seemed rolling up into a ball of agony in his stomach. (para. 35)
3. I got to be able to walk down the street with my head up. (para. 63)
4. I ain't getting a job any more than you're getting your hardware store back. (para. 69)
5. It's more sun spots than it's you! (para. 78)
6. His heart felt so close to bursting that he couldn't speak. (para. 97)

7. The eyes were still glistening with tears, but the gaunt face was shining now, with a kind of fierce radiance. (para. 103)

3 Answer the following questions according to your understanding of the text.

1. When do you think the story is supposed to have taken place? How do you know?
2. What is your first impression of Jesse? Why does Jesse decide to go to see his brother-in-law? Is it an easy decision?
3. Does Brackett give Jesse a warm welcome at first? Why or why not? How does Jesse feel about it? How does Jesse feel about himself?
4. What does Brackett mean when he says he can't do much for Jesse? Isn't he doing reasonably well during the Great Depression?
5. Is Jesse expecting the kind of help Brackett has in mind? What does he want from Brackett? How does Brackett feel when he hears Jesse's request? Why does he give Jesse a flat refusal?
6. How does Brackett try to talk Jesse out of his crazy idea? What are his arguments against Jesse's decision? Does he succeed in changing Jesse's mind? How does Jesse respond to his arguments?
7. How would you describe Brackett and the relationship he has with his relatives? Does he love his sister and Jesse? Does he care about their sufferings? Why does he say that it is all Jesse's own fault? What does he mean?
8. Why can't Jesse keep on hoping and get back on relief? Why can't he count on the New Deal? Why should he do something that will mean certain death? Should Brackett be able to think of any other strong arguments? What more would you have said if you were in Brackett's position?
9. Why does Brackett finally agree to take Jesse on? Do you think he does the right thing? What would happen if he insisted on saying no?
10. Do you think Jesse makes the right choice? Would you do the same thing if you were in his position? Would his wife and children let him take the job if they knew what he planned to do?
11. The whole story is extremely sad, but why does Jesse feel that he is the happiest man on earth? Is he being ironical?
12. How do you like this story? Does it give you food for thought? Do you think that work is your first priority in life? If you could live comfortably without a job, would you still look for one? What for? How can we ensure full employment?

► Language Exercises

1 Expand your vocabulary.

1. Give the corresponding nouns for the following adjectives.

- | | |
|------------------|-------------------------|
| 1) baggy _____ | 8) resentful _____ |
| 2) meaty _____ | 9) mournful _____ |
| 3) curly _____ | 10) agonizing _____ |
| 4) spiny _____ | 11) exciting _____ |
| 5) paunchy _____ | 12) original _____ |
| 6) furious _____ | 13) uncomfortable _____ |
| 7) anxious _____ | 14) passionate _____ |

2. Give the corresponding verbs for the following words.

- | | |
|--------------------|-----------------------|
| 1) scorching _____ | 7) faltering _____ |
| 2) seething _____ | 8) reassuringly _____ |
| 3) appalling _____ | 9) depression _____ |
| 4) agonizing _____ | 10) apology _____ |
| 5) stunned _____ | 11) average _____ |
| 6) excitedly _____ | 12) resemblance _____ |

3. Give corresponding synonyms for the following words.

- | | |
|--------------------|-------------------------|
| 1) ready _____ | 14) stun _____ |
| 2) scorching _____ | 15) agony _____ |
| 3) sustain _____ | 16) hire _____ |
| 4) vision _____ | 17) dynamite _____ |
| 5) obviously _____ | 18) handle _____ |
| 6) terrible _____ | 19) scare _____ |
| 7) survey _____ | 20) evidence _____ |
| 8) recession _____ | 21) fault _____ |
| 9) murmur _____ | 22) incredulously _____ |
| 10) bother _____ | 23) gaunt _____ |
| 11) abruptly _____ | 24) resemblance _____ |
| 12) anxious _____ | 25) mournful _____ |
| 13) crazy _____ | |

4. Translate the following expressions.

Into Chinese

- 1) the scorching sun
- 2) a decent meal
- 3) straight good features
- 4) a solid looking young men
- 5) a slack season
- 6) a sagging open mouth
- 7) lock one's figures together
- 8) be badly off/down and out
- 9) be on relief
- 10) be about one's size
- 11) pick out a stone
- 12) talk nonsense

Into English

- 1) 一个大腹便便粗壮的男子
- 2) 红润的脸庞
- 3) 胖嘟嘟的脸
- 4) 憔悴的脸
- 5) 挺拔的身体
- 6) 松松垮垮不合身的衣服
- 7) 卷曲蓬乱的头发
- 8) 佩戴支架
- 9) 在椅子上坐立不安
- 10) 挖油井
- 11) 走一条特殊路线
- 12) 跳起来

2 Translate the following sentences, paying attention to the words in bold type which may have different meanings in different contexts.

1. My father is what you might call a handy man, who can practically **fix** everything. The other day, suddenly our toilet would not flush. My father simply rolled up his sleeves and **fixed** it in a matter of a few minutes.
2. As a historian, she does not believe we can have a **fixed** vision of the future, and no one can claim to have the final victory in his **palm**.
3. It is not a good habit to work on the computer for hours at a **stretch**. You should walk around and **stretch** your arms and legs every now and then.
4. This **palm** tree-lined **stretch** of the river is renowned for its good fishing.
5. Our first National Day celebration procession **stretched** for miles that year.
6. Don't panic! This is a fire **drill**. Just follow those instructions on basic life-saving skills.
7. The laser, powerful enough to **drill** a hole in a diamond, can also be used in delicate eye operations.
8. During years of **depression**, there always tends to be an increase in patients who suffer from mental **depression**.

3 Try to express more or less the same idea in as many ways as you can.

1. Are you crazy?

2. You must be good to me and give me a job.

3. He could see clearly that Jesse was determined to get the job.

4. He never expected his brother-in-law would be so poor.

5. Jesse had no more confidence that things would improve by and by.

4 Fill in the blanks with the correct prepositions or adverbs.

1. In the old days, the Lantern Festival was always an occasion _____ which rich, fully dressed _____ young ladies would show their faces.
2. _____ this new digital information era, people must make sure to keep _____ being misinformed.
3. One only has to glance _____ the statistics to realize the seriousness of the problem. Many natural resources we can't do _____ are quickly drying _____ worldwide.
4. I think she knows how crazy I am _____ her, and she is very good _____ me too. But she is good _____ everybody. And I am afraid I am not good enough _____ her.
5. Only when all people in the world put their minds _____ controlling the arms race will the world be able to keep itself _____ self-destruction.
6. The man _____ the street was actually a police officer _____ plain clothes. While he was busy pretending to sell hot cakes, he never kept his eyes _____ those people who were obvious _____ him to be _____ to no good.
7. We have been working _____ crazy day _____ and day _____ to complete the project _____ schedule.
8. Inspired by the bright future of the economy, many business companies have their minds set _____ taking _____ more workers.
9. —You remember the first time I invited you to dance _____ me?
—How can I forget! You kept stepping _____ my toes.
—And you kept telling me to dance _____ the music.
10. The expedition pushed all the way from the North Pole _____ to Florida. However, only five _____ of the ten members arrived _____ schedule, with the other five dropping _____ along the way for various reasons. When they finally got _____ Miami, the welcoming crowds burst _____ cheers.

5 Study the following examples and complete the sentences by translating the Chinese in the brackets.

Examples

... was it just **that** he had changed so much in five years? (para. 2)

That's **what** decided me ... (para. 73)

That's **what** they all think ... (para. 82)

1. What we Chinese people discovered back in the Spring and Autumn Period and the Warring States Period was _____ (最好的政策就是允许百花齐放、百家争鸣).
2. Today the question is no longer just _____ (我们是否能战胜自然, 而是我们如何以敬畏之心对待自然).
3. An interesting conclusion social scientists have come to is _____ (一般而言, 有负女性的国家就会失败).
4. I want to be successful like others, but I'm not sure whether I understand what it means to be successful. I guess that's _____ (我错的地方).
5. The only reason for my support for globalization is _____ (我们的问题很多都是全球性问题, 必须全球共同解决).
6. The course itself is not that challenging, but the trouble to us all is _____ (我们能否管理好自己的时间).

6 Decide when to use the continuous tense of the verbs in the brackets and explain why.

1. During the summer vacation you guys _____ (swim) in Hainan while I _____ (work) on my Ph.D. paper. How I envy you!
2. He _____ (open) the door quietly and _____ (tiptoe) into the bedroom, afraid to wake up the baby who _____ (sleep) already.
3. You must _____ (feel) hungry after the long trek; I _____ (make) you a sandwich and some hot milk.
4. Joanna and I _____ (not come) to the party if it should still _____ (snow) heavily tomorrow.
5. I can't _____ (return) home tomorrow for lunch or supper because I _____ (perform) major operations the whole day.
6. Go and see Prof. Hunter as soon as you _____ (arrive) at school tomorrow. He _____ (wait) for you in his office.
7. You _____ (complain) for almost an hour. And you _____ (always criticize) people. That is not a good habit.

8. You _____ (be) careless. It is quite unlike you. What's the matter? What _____ (trouble) you?

7 Translate the following sentences, using the words and expressions in the brackets.

1. 各国领导人都借此次国际会议的机会呼吁共同努力保护生物多样性。(plead)
2. 两位领导人一致同意,为了两国的根本利益,必须和平理性地处理他们的争端。(handle)
3. 安全专家被派去调查水灾造成人员严重伤亡的原因,以便找到办法以后能将人民的痛苦降低到最低限度。(survey; figure out)
4. 他答应先安排我的生活,等我找到工作自己能够安顿下来为止。(fix sb. up)
5. 政府决心要弥合教育资源的区域差别。各地之间不会完全一样,但必须平等。(be set on; identical)
6. 村里的很多老人都还记得那些日子里,每家都得派一个人跋涉十几里地,到唯一的水井取他们分到的水。(trek)
7. 如果我们仍然对环境问题置之不理,我们现在的消耗将会无法维持,因为我们的生活方式已经超出了生态系统的承受力。(sustain)
8. 她经常晚上把手机关掉几个小时,以免分心。(stretch; keep from)

8 Fill in each blank of the passage with ONE suitable word.

People rarely expect their jobs to make them happy. They may like what they do, but few (1) _____ of their work as a path to happiness. (2) _____ relatively recently happiness was not an important factor in our business culture.

A few decades ago, however, the situation began to change. Study after study emphasized the important (3) _____ between happiness and production. Statistics showed that happy (4) _____ were 12% more productive on the average.

The numbers were significant enough (5) _____ business owners and managers to start paying attention. They began to see happiness as a way to (6) _____ productivity and lower costs in the new technological environment (7) _____ employee contributions were measured in innovations and improvements (8) _____ than in the number of hours spent on the job. Companies today spend much money (9) _____ happiness. Jobs may come with extensive benefits, not only traditional coffee, retreats, and parties, (10) _____ free haircuts, health food, swimming pools, rock climbing walls, and laundry facilities.

This is not to create an impression that such extensive ways of enhancing the well-being of employees are (11) _____. Only those very successful companies can (12) _____ to offer such benefits. However, the climate in business has definitely (13) _____. Many companies take the business of keeping their employees happy extremely (14) _____ and are looking to researchers to unlock the secrets of a happy life.

9 Find and correct the TWO mistakes in each exercise.

1. Jesse pleaded his brother-in-law again and again to let him have the job because he really could not live another ashamed day like this.
2. I am never too crazy of mango, but these mangoes are incredulous, absolutely out of this world. Where did you get them?
3. I promised him that I would wait for him at that exact time and place twenty years later no matter however far away I was.
4. The sailor did not return home on schedule that day, and he did it in purpose because he knew that an enemy he had way back where he was young was planning to murder him on his way home.
5. It has been suggested that we may have reached a critic point beyond that it will be too late to avoid fatal climate changes.
6. Only those who really push themselves hard can find out how far they can go. If they always count for easy results, our hidden power will go to waste.
7. Our harvesting machines have been in need of repair for quite sometime. It is time we got them fixed up.
8. The policy attracted investors and new factories sprang up like mushrooms. They hired on quite a lot of young people and greatly improved people's lives, including the lives of many families which used to be bad off.
9. Looking back, I have made quite a few serious faults. But I don't blame anybody. It is all my own mistake.
10. Soapy had everything figured up. He would go to a restaurant, order a cheap meal, and then say he couldn't pay. In this way he would be able to go to prison and stay there until the cold winter was over.

Smashup



课文录音

William E. Leuchtenburg

- 1 The prosperity of the 1920s produced the **contagious**¹ feeling that everyone was meant to get rich. The decade witnessed a series of wild parties from the “get-rich-quick” plans to the Florida real estate boom, climaxed by **the Great Bull market**². It was frequently said that by the end of the twenties, “everyone was in the market.” There was a general conviction that anything was possible, and since commodity prices were remarkably stable throughout the boom, economists were reassured that the economy was basically sound.
- 2 The year 1928, the volume of sales on **the New York Stock Exchange**³ leaped from 236 million shares in 1923 to 1,125 million. It was a year when everything one touched seemed to turn to gold. Customers crowded into brokers’ offices. They borrowed money to buy more stock, watched the stock go up, and borrowed still more money to buy still more stock. By 1928, the stock market was carrying the whole economy.
- 3 In early September, 1929, the stock market broke, **rallied**⁴, then broke again. In the last week in October, the situation turned suddenly worse. On Thursday, October 24, prices broke violently. The gains of many months were wiped out in a few hours. For a few days a determined effort by bankers led by **the House of Morgan**⁵ held the market steady, but the next week the downward plunge resumed with reckless fury. October 29, Tuesday was a day of sickening disaster. The **ticker**⁶ closed two and a half hours behind, and the industrial stocks had dropped down 43 points.

1 **contagious**: affecting other people quickly

2 **the Great Bull market**: 大牛市（指 1920 年到 1929 年间，美国股市持续 10 年大涨）

3 **the New York Stock Exchange**: commonly abbreviated as NYSE 纽约证券交易所

4 **rally**: to begin to recover or improve after having been weak

5 **the House of Morgan**: 摩根财团（美国著名财团，在金融界影响巨大）

6 **ticker**:（股票行情）自动收录机，电子显示器

- 4 The prosperity of the 1920s had been founded on construction and the automobile industry. Residential construction was down by 1929 from 5 billion to 3 billion. The automobile industry—and steel, rubber, glass and other industries were badly over-built. The slackening of these key industries inevitably made things worse.
- 5 The market crash played a major role in creating the Great Depression. It shattered business confidence, ruined many investors, and wiped out holding companies and investment **trust**⁷ structures. It destroyed an important source of long-term capital and sharply cut back consumer demand.
- 6 A year after the crash, six million men walked the streets looking for work. By 1932, there were 660,000 jobless in Chicago, a million in New York City. In heavily industrialized cities the toll of the depression read, as one observer noted, like British casualty lists at **the Somme**⁸—so awesome as to become meaningless, for the sheer statistics numbed the mind. In Cleveland 50 percent were jobless; in Akron, 60 percent; in Toledo, 80 percent. In Donora, Pennsylvania, only 277 of 13,900 workers held regular jobs. In the three years after the crash, 100,000 workers were fired on the average every week.
- 7 By 1932, the output of manufacturing had fallen to 54 percent of what it had been in 1929; the automobile industry was operating at only one-fifth of its capacity, and steel plants at 12 percent.
- 8 The farmer, who had seen little of the prosperity of the 1920s, was devastated by the depression. Crop prices dropped to new lows; foreign trade and the domestic market both suffered heavy losses. Gross farm income fell from nearly \$12 billion to the pitiful sum of \$5 billion.
- 9 **President Hoover**⁹ and his government did not do much, and their policies did not improve things. Many business leaders believed that business cycles were inevitable, and there was nothing to do but **wait out**¹⁰ this latest disaster. Any attempt to interrupt the process would only make things worse. One business leader openly declared that it was important to make people understand that the suffering of the unemployed was not the product of an economic

7 **trust**: a financial arrangement in which a group of people or an organization keeps and invests money for sb. 信托

8 **the Somme**: 索姆河战役, 发生于 1916 年 7 月到 11 月间, 是第一次世界大战中规模最大、最惨烈的战役

9 **President Hoover**: 美国第 31 任总统胡佛, “大萧条”期间任美国总统

10 **wait out**: to wait for sth. (esp. unpleasant) to finish

breakdown but was the direct result of moral failures.

- 10 In the cities, long queues of hungry men, their shoulders hunched against December winds, edged sidewalks to get a bowl of broth from charity “soup kitchens.” While most families were able to make out on short **rations**¹¹, the **plight**¹² of the utterly **destitute**¹³—and by 1932 they numbered millions—was appalling. In the St. Louis dumps, small groups of men, women, and children dug for rotten food. In Chicago, they stood outside the back doors of restaurants for **leavings**¹⁴ or **scoured**¹⁵ the market districts for spoiled fruit and vegetables. In the coal hills of Pennsylvania, families were fed on weeds and roots.
- 11 In the three years after the crash, factory wages shrank from \$12 billion to \$7 billion. Sweatshops had **mushroomed**¹⁶ all through the East. In one factory, 13-year-old packing girls were paid 50 cents a day; in another plant, apron girls received a daily wage of 20 cents.
- 12 Nothing struck a harder blow at the prestige of American business than the phenomenon of want in the midst of plenty. While people went hungry, granaries bulged with wheat no one could sell. While people froze for lack of fuel in winter, snow drifted over the mouths of idle coal pits.
- 13 Many Americans who had never had a “radical thought” before in their lives began to question the virtues of American capitalism. How, critics asked, could one justify a system that wilfully destroyed its crops and cast aside its machines?
- 14 As the **bread lines**¹⁷ lengthened, the mood of the country became uglier. In July, 1931, 300 unemployed men stormed the food shops of Henryetta, Oklahoma. An army of 15,000 **pickets**¹⁸ marched on Taylorville, Illinois, and stopped operations at the Christian County Mines in 1932. In Washington, D.C., 3,000 Communist “hunger marchers” paraded. None of these demonstrations matched in importance the rebellion of American farmers. From Bucks County, Pennsylvania, to Antelope County, Nebraska, farmers banded together to prevent

11 **ration**: the amount that you are allowed to 配给量

12 **plight**: a difficult and sad situation

13 **destitute**: without money, food, and the other things necessary for life

14 **leavings**: 残羹剩饭

15 **scour**: to make a thorough search of

16 **mushroom**: to grow or come into existence very quickly

17 **bread lines**: 排队等候领救济品的队伍

18 **picket**: (罢工设置的) 纠察员

banks and insurance companies from **foreclosing**¹⁹ **mortgages**²⁰. When sheriffs attempted to carry out foreclosures, mobs of farmers, brandishing pitchforks and dangling hangman's nooses, persuaded the sheriffs to retreat. In Iowa—the center of stable Republican farm life—once prosperous farmers, leaving their neat white houses and rich lands behind, **barricaded**²¹ highways to prevent milk from getting to market in a vain effort to force up prices. In a national radio broadcast, the president of the National Farmers' Union, denounced the wealthy as “**cannibals**²² that eat each other and who live on the labor of the workers.” ...

- 15 Demanding immediate and full pay of bonuses for their service in World War I, an army of 15,000 to 20,000 unemployed veterans moved on Washington in the spring of 1932. They had no jobs, no homes, no place else to go. Most of them camped in unused government buildings. As the men stayed on day after day, Hoover panicked. The government decided to turn them out of the vacant buildings on **Pennsylvania Avenue**²³. Two veterans were killed and several police were injured. President Hoover had to call out the U.S. Army led by **the Army Chief of Staff**²⁴, **Douglas MacArthur**²⁵ to take over.
- 16 With machine guns, tanks, tear gas, and drawn bayonets, the army dispersed the marchers. The government released a report that the marchers were composed of Communists and criminals, and MacArthur added to the sense that the government had lost its sense of proportion with his declaration “If Hoover had ‘let it go on another week’ ... I believe that the institutions of our Government would have been very severely threatened.”
- 17 By the summer of 1932, Hoover was subject to open contempt. The country was convinced that Hoover was a cold-blooded man, indifferent to suffering. His name became a trademark for every artifact of the depression. Men who slept on park benches described the newspapers with which they covered themselves “**Hoover blankets**²⁶.” A pocket turned inside out was a “Hoover flag.”

19 **foreclose**: to take possession of a property that is bought with borrowed money, because regular repayments have not been made 取消（抵押品的）赎回权

20 **mortgage**: 抵押贷款

21 **barricade**: 在……设置路障

22 **cannibal**: people who eat the flesh of other human beings, here referring to the wealthy

23 **Pennsylvania Avenue**: the major thoroughfare of Washington, D.C., lined with government buildings between the Capitol and the White House

24 **the Army Chief of Staff**: 陆军参谋长

25 **Douglas MacArthur**: 道格拉斯·麦克阿瑟, 美国将军

26 **Hoover blankets**: “胡佛毯”, 美国人用“胡佛毯”及“胡佛旗”(Hoover flag)来讽刺“大萧条”期间胡佛领导不力

18 On March 4th, 1933, **Roosevelt**²⁷ captured all but six states and replaced Hoover as the new American president. The vote was less a triumph for Roosevelt than a rejection of Hoover.

(1,293 words)

27 **Roosevelt**: 美国第 32 任总统富兰克林·罗斯福，美国历史上唯一连任四届（病逝于第四届任期中）的总统

Unit Project



Work in pairs. Choose one of the following parts of the story based upon Text A, write a dialog about it and act it out in class.

1. The two men meet and Jesse tells Brackett about his two-week trek.
2. The two men exchange information about each other's life. In the dialog, Brackett should say he is deeply sorry to hear what Jesse has told him, and he promises to help although he admits that there isn't much he could do.
3. Jesse describes what he has in mind and how Brackett tries his best to talk him out of that crazy idea. In the dialog, Jesse should convince Brackett that he cannot bear to go on like this any longer, and he must have the job. In the end Brackett has to give in.
4. Brackett tells his wife that evening about his agreeing to take Jesse on.

Memorable Quotes

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

—Franklin D. Roosevelt

There's no dignity, no decency, or health today for men that haven't got a job. All other things depend on work today.

—Nevil Shute

Honor lies in honest toil.

—Grover Cleveland

Your profession is not what brings home your weekly paycheck, your profession is what you're put here on earth to do, with such passion and such intensity that it becomes spiritual in calling.

—Vincent van Gogh

► Grammar Terms

Absolute construction 独立结构

Abstract noun 抽象名词

Adjective 形容词

Adjective phrase 形容词短语

Adverb 副词

Adverbial 状语

Adverbial clause 状语从句

Affirmative sentence 肯定句

Agreement 谓语动词和主语的一致

Alternative question 选择疑问句

Anticipatory it 先行词 it

Apostrophe 撇号

Appositive 同位语

Appositive clause 同位语从句

Article 冠词

Aspect 体

Attribute 定语

Attributive 定语 (名词前)

Attributive clause/Relative clause 定语从句

Auxiliary verb 助动词

Brackets 括号

Cardinal numeral 基数词

Clause 从句/分句

Collective noun 集体名词

Colon 冒号

Comma 逗号

Common noun 普通名词

Comparative degree 比较级

Complement 补语

Complex object 复合宾语

Complex sentence 复合句

Compound sentence 并列句

Conditional sentence 条件句

Conjunction/Connective 连接词

Contraction 缩约形式

Countable noun 可数名词

Dash 破折号

Declarative sentence 陈述句

Definite article 定冠词

Demonstrative pronoun 指示代词

Determiner 限定词

Direct address 称呼语

Direct object 直接宾语

Direct speech 直接引语

Disjunctive question 反意疑问句

Double negative 双重否定

-ed form -ed形式

Ellipsis 省略

Ellipsis/Ellipsis dots 删节号

Emphatic sentence 强调句

Exclamation 感叹

Exclamatory sentence 感叹句

Formal object 形式宾语

Formal subject 形式主语

Gender 性

General question 一般疑问句

Gerund 动名词

Hyphen 连字号

Imperative mood 祈使语气

Imperative sentence 祈使句

Impersonal it 非人称 it

in apposition to 是……的同位语

Indefinite article 不定冠词

Indefinite pronoun 不定代词

Indicative mood 陈述语气

Indirect object 间接宾语

Indirect speech 间接引语

Infinitive 不定式

-ing form -ing形式

Interjection/Exclamatory word 感叹词

Interrogative pronoun 疑问代词

Interrogative sentence 疑问句

Intransitive verb 不及物动词

Inversion 倒装

Inverted sentence 倒装句

Irregular verb 不规则动词

Italics 斜体

Link-verb 连系动词/系动词

Main clause 主句

Material noun 物质名词

Modal verb 情态动词

Modifier 修饰词语

Modify 修饰

Mood 语气

Negative 否定

Negative sentence 否定句

Non-defining clause 非限定性从句

Non-finite verb 非限定动词

Non-restrictive relative clause

非限制性定语从句

Note of exclamation/Exclamation mark

感叹号

Note of interrogation/Question mark 问号

Noun 名词

Noun clause 名词从句

Noun phrase 名词词组

Number 数

Numeral 数词

Object 宾语

Object clause 宾语从句

Object complement 宾语补足语

Objective case 宾格

Ordinal numeral 序数词

Parenthesis 插入语

Part of speech/Word class 词类

Passive voice 被动语态

Past participle phrase 过去分词短语

Past tense form 过去式

Period 句号

Personal pronoun 人称代词

Phrasal verb 短语动词

Plural noun 复数名词

Plural number 复数

Possessive case 所有格

Possessive pronoun 物主代词

Predicate 谓语

Predicate verb 谓语动词

Predicative 表语

Predicative clause 表语从句

Preposition 介词

Prepositional phrase 介词短语

Present participle phrase 现在分词短语

Present tense form 现在式

Pronoun 代词

Proper noun 专有名词

Punctuation marks 标点符号

Quantifier 量词

Quotation marks 引号

Double quotation marks 双引号

Single quotation marks 单引号

Regular verb 规则动词

Relative adverb 关系副词

Relative pronoun 关系代词

Root form of the verb 动词原形

Self/Reflexive pronoun 自身代词

Semicolon 分号

Sentence 句子

Sentence analysis 句子分析

Set construction 固定结构

Simple sentence 简单句

Singular noun 单数名词

Singular number 单数

Slash 斜线 (号)

Special question 特殊疑问句

Stage direction 舞台指导语

Subject 主语

Subject clause 主语从句

Subjunctive mood 虚拟语气

Subordinate clause 从句

Superlative degree 最高级

there be + ... construction

there be 结构

Third person singular 第三人称单数

Transitive verb 及物动词

Uncountable noun 不可数名词

Verb 动词

Verb phrase 动词短语

Voice 语态

Word order 词序

Tense 时态

Indefinite tense 一般时态

Present indefinite tense 现在一般时

Past indefinite tense 过去一般时

Future indefinite tense 将来一般时

Future in the past indefinite tense

过去将来一般时

Continuous tense 进行时态

Present continuous tense 现在进行时

Past continuous tense 过去进行时

Future continuous tense 将来进行时

Future in the past continuous tense

过去将来进行时

Perfect tense 完成时态

Present perfect tense 现在完成时

Past perfect tense 过去完成时

Future perfect tense 将来完成时

Future in the past perfect tense

过去将来完成时

Perfect continuous tense 完成进行时态

Present perfect continuous tense

现在完成进行时

Past perfect continuous tense

过去完成进行时

Future perfect continuous tense

将来完成进行时

Future in the past perfect continuous tense

过去将来完成进行时

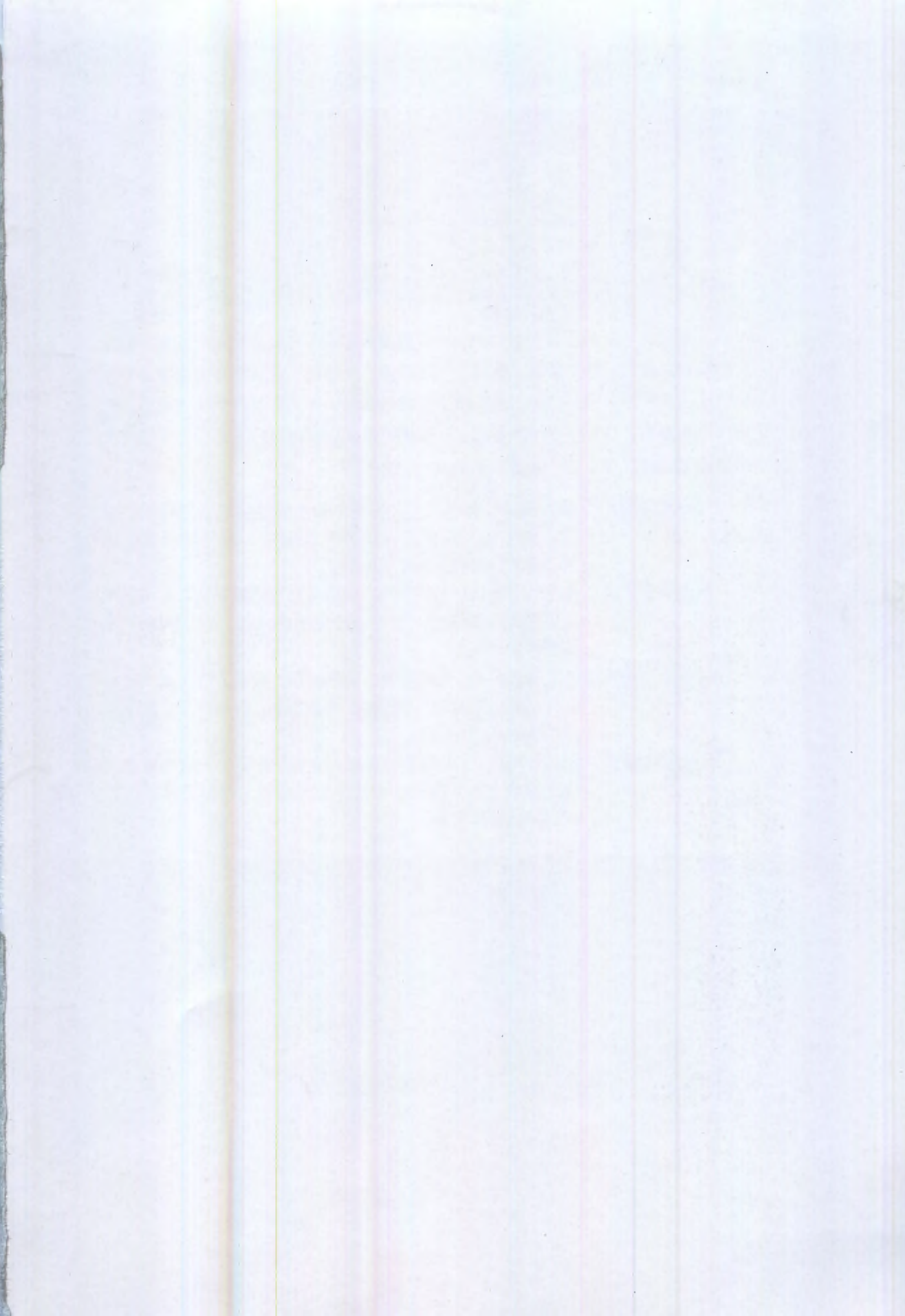
外研阅读（大学版）介绍

为进一步提升英语专业学生语言能力，增进人文素养，本教材依托“外研阅读（大学版）”平台提供拓展阅读书目——“高等学校英语专业经典必读丛书”。丛书对接《普通高等学校本科外国语言文学类专业教学指南（上）——英语类专业教学指南》必读书目，体现《指南》要求，彰显全人教育宗旨。

丛书参考国内外相关语言能力等级标准、重要考试和权威语料库，从词频、句长、语法、篇幅、体裁等多个维度，对文本的可读性进行了分析，按难易程度分为4个级别，分别对应蓝、绿、橙、紫4种封面颜色。学生可按学期分级阅读，每学期选择对应级别的一本电子书进行阅读，便于制订科学的阅读计划，同时满足不同层次的阅读需求。

外研阅读（大学版）使用指南请见封二。

级 别	书 名
一级	《鲁滨孙漂流记》 《双城记》 《老人与海》 《爱默生与梭罗作品选》
二级	《红字》 《简·爱》 《嘉莉妹妹》 《曼斯菲尔德短篇小说选》
三级	《哈克贝利·费恩历险记》 《德伯家的苔丝》 《傲慢与偏见》 《了不起的盖茨比》 《印度之行》
四级	《培根散文选》 《威尼斯商人》 《华兹华斯诗选》 《都柏林人》



CONTEMPORARY 现代 COLLEGE ENGLISH 大学英语

第三版

精读 2

“现代大学英语”系列教材由北京外国语大学多位知名专家领衔编写，供高等院校英语类专业学生使用。教材自出版以来广受好评，连续被评为普通高等教育“十五”“十一五”“十二五”国家级规划教材。为适应新时期英语类专业教学改革与发展，在广泛调研的基础上，我们对本系列教材进行了修订。《现代大学英语 精读》（第三版）具有以下特点：

- **注重课程育人** 精良选材，精心设计，在潜移默化中塑造学生正确的世界观、人生观、价值观，培养思辨能力，提升综合文化素养，落实立德树人根本任务。
- **传承语言传统** 传承原版教材对语言的精细训练，在语言练习编写上注意纵向连贯和横向配合，循序渐进，梯度合理，语言训练更具系统性。
- **提升人文素养** 选文体裁多元、题材丰富、内容新颖，涉及人际关系、社会文化、人与自然等各个方面，主题深刻，议题广泛，重视文化内涵和人文价值。
- **创新教学模式** 依托外研社“U校园智慧教学云平台”全新开发数字课程，倡导混合式教学模式，引导学生养成自主学习习惯，助力教师打造智慧课堂。

◎项目策划：冯涛 ◎责任编辑：王茜 ◎责任校对：曹妮 ◎封面设计：孙莉明 ◎版式设计：涂炯

《现代大学英语 精读 2》（第三版）验证码



请使用外研阅读 App 扫码兑换电子书

高等英语教育出版分社宗旨：

推动科研·服务教学·坚持创新
外研社·高等英语教育出版分社

FLTRP Higher English Education Publishing

教材咨询电话：010-88819595

数字课程电话：400-898-7008

E-mail: ced@fltrp.com

网址: <http://hceep.unipus.cn>

unipus



U校园App



外研阅读App



记载人类文明
沟通世界文化
www.fltrp.com

ISBN 978-7-5213-3189-9



定价：73.90元