《新起点》系列教材

COLLEGE ENGLISH READING & WRITING

大学英语读写教程教师用书

第二册

肖莉 庄红 编写
周莹 俞凤娣
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南京大学出版社

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出版发行　南京大学出版社
(南京汉口路22号南京大学校内　邮编210093)
印刷　盐城市印刷厂
经销　全国各地新华书店
开本　787×1092　1/16　印张　12.25　字数　306千
1999年3月第1版　1999年3月第1次印刷
印数　1—2000
定价　16.00元
ISBN　7-305-03318-9/H·222

前　言

本书为《大学英语读写教程》第二册教师用书，供使用本教程的教师参考。

编写这本教师用书的是本教程南京大学试点班的教师。在经过两轮试用之后，我们按照《大学英语教学大纲》的要求，以及本教程的特点，编写了这本教师用书。在本书中，我们提供了较为丰富的课文相关知识、词语解释，以及课堂活动安排方案、补充练习等。希望能给使用这套教材的教师提供最大限度的咨询材料。

本教程学生用书中，每一单元(unit)包括四篇阅读材料。在本教师用书中，我们将前三篇作为泛读材料处理，将第四篇作为精读材料，对这一篇提供了较多的注释，并提供参考译文。教师在使用本教程时，也可根据学生实际掌握情况，灵活决定采用哪一篇材料作为精读讲解，不必拘泥于我们的安排。

本书各单元大体包括以下内容：

一、前三篇阅读材料

1. 词语(New Words and Phrases)，提供疑难词语解释，一般不提供例句。
2. 难句分析(Difficult Sentences)，对本篇中出现的难句进行分析。
3. 相关知识(Related Information)，提供与课文内容有关的知识。
4. 课堂活动(Suggested Classroom Activity)，提供组织课堂教学的方案。

二、第四篇阅读材料

1. 语言点(Language Points)，其中包括

活用词语(Words and Phrases to be Drilled)，列出应该复用掌握的词语；

有用词语(Other Useful Words)，列出一般性掌握的词语；

对以上两部分词语给予注释，提供例句，进行同义词语比较，总结常用句型等，并对文中部分难句进行分析。

2. 相关知识(Related Information)，提供与课文内容有关的知识。
3. 课堂活动(Suggested Classroom Activity)，提供课堂组织教学的方案。

三、补充练习(Additional Exercises)，主要提供听力理解训练材料。

四、练习答案(Key to the Exercises)

五、参考译文，提供第四篇阅读材料的中文译文。

教师在使用本书时，可根据自己教学的要求，灵活地选用以上各项材料。

本书的编写人员有肖莉(1—2 单元)、庄红(3—5 单元)、周莹(6—8 单元)、俞凤娣(9—10 单元)。陈海负责策划、审定全书。

由于编写过程较为仓促，编写人员水平所限，错误和不足之处在所不免。敬请使用者批评指正。

编　者

1998 年 1 月

总序

振兴民族的希望在教育，振兴教育的希望在教师。21世纪，是知识经济的时代，以高新技术为核心的知识经济将逐步占据经济发展的主导地位，国家的综合国力和国际竞争力将越来越取决于教育的发展、科学技术和知识创新水平。德、智、体、美全面发展的、具有创新精神和能力的人才培养将成为形成综合国力的决定因素。因此，培养一批高水平、高素质的教师是关键。办好师范教育，对教育事业的发展，民族素质的提高，对实施科教兴国和可持续发展战略，推动社会主义经济发展和社会进步具有深远影响；尤其是对加快中等师范学校改革的步伐，培养和造就高素质的小学教师，实施素质教育，不断提高小学教育质量，促进小学教育的改革，更具时代意义和现实意义。

中等师范学校改革的核心是教学改革，而教学改革的关键在于课程和教学内容改革。重庆市教育委员会组织部分高校和中等师范学校有教学经验的教师编写了中等师范学校系列教材，旨在推进中等师范学校的课程和教学改革；建立和完善适应现代科技、文化、教育发展的教师教育体系；体现师范教育的课程特点；培养中师生具备良好的综合素质，为小学教育输送综合型人才。该系列教材以“教育要面向现代化，面向世界，面向未来”为指导，密切联系中等师范学校和小学教育实际，重在基础理论、基础知识和基本技能的掌握；强调科技知识、现代教育技术和教师职业技能的培养，集广泛性和实用性，师范性和可读性于一体，既可作为中等师范学校教材，亦可作为小学教师的教学参考书。

编写系列教材是一次探索，多有疏漏，望得到各方批评指正，使中等师范学校的教材建设工作日趋完善，更上一层楼！

2001年7月

编写说明

为了适应我市中师开展英语教育的需要，提高中师英语教育的质量，加强教材内容的科学性、实用性、时代性、趣味性等，使教学走向科学化、规范化，我们组织了一批英语教育的专家，编写了这套《中师英语》教材。

本教材力求体现以下三个特点：

一、知识点与能力培养的结合

本教材注重基础知识与操作能力的结合，它打破了一般教材的静态的知识点的排列结构，而偏重于听力、口语、阅读、写作四个方面循序渐进的，动态的能力训练。其目的是让学生掌握基础知识以及运用知识，提高学生适应现代社会的基本素质，倡导开拓创新的思想和培养学生实际的操作能力。

二、实用性与审美性结合

中师教育与普通中学教育的培养目标有明显的不同，其专业特色和课程设置均有很强的实用性。本教材紧扣中师教育的特点，在范文的选择与知识点的归纳，听、说、读、写的训练上，皆体现其实用性，即不但要使学生“四会”，还突出教学的示范性，使学生以后“会教会用”，因而除了在内容体系中强化有序的训练外，还设置了大量的训练题，供学生实际操练时使用。让学生从实践中去“学会教”。同时，本教材又十分注重渗透强烈的审美教育观念，选文力求做到精美、鲜活、有趣、生动、实用，使选文与练习有一定的思想情感、道德观念、审美欣赏的教育性和启迪性。

三、针对性与普通性的结合

本教材针对学生普遍口语表达差、读音不标准、不准确的特点，重点在于规范、纠正学生的语音语调，让学生掌握标准的读音。在加强针对性的同时，亦不减少和降低语法常识、阅读与写作的难度与广度。同时兼顾基本的听说训练，加强对英文信函、礼仪文书以及日常应用文的撰写要求与格式的了解。

《中师英语》第一册共有 26 个单元。前 13 个单元供一年级第一学期使用。后 13 个单元供一年级第二学期使用。建议每单元安排 6 学时完成，即听 (Listening) 用 1 学时，说 (Speaking) 用 1 学时，读 (Reading) 和写 (Writing) 用 3 学时，语法 (Grammar) 用 1 学时。

在教学过程中，教师应发挥灵活性和创造性，注重开启学生思维，充分调动学生的积极性和主动参与性，形成师生互动的双向交流场景。力避单一地由老师讲授，学生被动接受的传统教学模式，以期达到培养学生实际语言交际能力的目的。

本套教材配有教师参考书和录音磁带。

全套教材的编稿、修改和审定由覃朝宪负责。第二册主编覃朝宪、唐琪瑶；副主编刘凤鸣、郭明惠；编者 (以姓氏笔划为序)：刘凤鸣，成军，宋元祁，郭明惠，唐光洁，唐琪瑶，谢志芳，覃朝宪。

由于编写时间仓促，教材中错漏之处在所难免。望广大师生在使用这套教材的过程中提出宝贵意见，以便再版时修订。

编　者

2002 年 8 月

Contents

UNIT ONE

Reading Selection 1

What Is REM (Rapid Eye Movement) Sleep?

Ⅰ. New Words and Phrases:

1. **cyclical**: ***adj***. of, relating to, or being a cycle; moving in cycles
2. **eyelid**: ***n***. either of the movable folds of skin and muscle that can be closed over the eyeball
3. **episode**: ***n***. (description of) one event in a chain of events
4. **suspect**: ***v***. to have an idea or feeling (concerning the possibility or likelihood of sth)
5. **subject**: ***n***. an individual whose reactions or responses are studied usually in a test or experiment
6. **indicate**: ***v***. to point out or point to
7. **paradox**: ***n***. a statement that is seemingly contradictory or opposed to common sense and yet is perhaps true; a self-contradictory statement that at first seems true
8. **paradoxical sleep**: REM sleep
9. **well-being**: ***n***. the state of being happy, healthy, or prosperous; welfare
10. **interrupt**: ***v***. to stop or hinder by breaking in
11. **adapt**: ***v***. to make fit (as for a specific or new use or situation) often by modification
12. **distort**: ***v***. to explain a fact, statement, idea, etc. in a way that changes its real meaning; change the appearance, sound, or shape of sth so that it is strange or unclear
13. **maintain**: ***v***. to keep in an existing state

Ⅱ. Difficult Sentences:

1. **The average person has about four or five episodes of REM sleep each night.** The average person goes into REM sleep four or five times every night.
2. **...the storylike episodes that we normally consider dreams occurred far less frequently.** ... we usually have fewer episodes when we seem to be in a story, which we call dreams (during Non-REM periods).
3. **...dreams might in some way be essential to our psychological well-being.** ... dreams might be important to our mental health.
4. **...the brain adapts to like experiences**: ... the brain gets used to the circumstances that are related to the dreams.
5. **REM sleep helps maintain the ability of the brain to respond**: REM sleep helps keep the

reacting ability of the brain (to the external stimuli during waking time.)

Ⅲ. Related Information

Sleep Mechanics

Do We Need Sleep?

One of the most common questions about sleeping is that, "Do we actually need sleep?" The answer is yes, although our bodies can be trained to do with gradually less sleep. There may be some people who claim that they need no sleep at all, but you will find that they tend to take occasional five to ten-minute naps during the day. We need sleep for our body to relieve stress, to grow, and also to balance our bodily chemicals.

Around the beginning of the century it was thought that chemicals such as lactic acid, carbon dioxide, and cholesterol were collected in our brain while we were awake and were depleted during sleep. But about sixty years later we began experimenting on how long a human body could go without sleeping. Randy Gardner, a 17-year-old high-school student from San Diego, stayed awake for eleven complete days. Although he felt nauseous at times, had difficulty reading, and suffered temporary memory lapses, he had no long term emotional or physical side-affects of the experiment. Measurements have been taken, however, to prove that there are some chemical changes during sleep deprivation that concludes the fact that our body needs sleep.

Why Do We Sleep?

So now that we know why we need sleep, we need to know what is the thing that actually puts us to sleep. Some may recognize the name melatonin, because it is sometimes prescribed for jet-lag or sleep deprivation. But we also create this chemical inside our bodies, although it is in much smaller portions. Melatonin is a hormone secreted from the pineal gland in the center of our brain. It is released when our eyes begin to register that the sun is beginning to set and darkness begins to fall. This is what makes you go to sleep and is also used in our body to regulate our sleep-wake cycles. If you wonder why older people tend to sleep less than younger people, it is because the amount of melatonin produced in our body seems to lessen as we age.

The term "rapid eye movements" was coined in 1952 by Fredrick Van Eeden. Van Eeden discovered this while doing a study on sleep. Van Eeden noticed the eyes of his subjects moving beneath their closed eyelids. He watched as they moved back and forth, as if they were watching an intense tennis match. From then on sleep was characterized into two areas, REM sleep and NREM sleep, properly coined by non-rapid eye movement. These two areas are quite different from each other in that people awakened from REM sleep could usually remember vivid dreams whereas only six percent of people awakened during NREM claimed to have been dreaming. In fact, people in the REM state show more brain activity than those in a wakeful state. But those in NREM sleep show more characteristics toward the unconscious brain.

REM sleep seems more psychologically important and less physically important. If someone has a night deprived of REM sleep they tend to become overly sensitive, have bad memory recall,

and unable to concentrate. While people lacking NREM sleep they are clumsy, sluggish, and look to be very tired. Whereas people deprived of NREM sleep only suffer a temporary inconvenience, people who have lost REM sleep have more trouble coping with stress over a long period of time and are irritated very easily.

Stages of Sleep

A typical night's sleep consists of a number of cycles lasting about 90 minutes in length. Each of these cycles is made up of four separate stages.

The Hypnagogic Phase—This stage is the transitory stage between closing our eyes and sleeping. This is a brief period where we have visions that aren't dreams but would rather resemble still images. These images often go unnoticed or are forgotten.

Stage 1—During this period we are just falling asleep. Our heart rate begins to slow and our muscles relax. The EEG is irregular and lacks consistency of alpha waves that occur when we are awake and relaxed.

The Myoclonic Jerk—It is not abnormal for a person during stages one and two of sleeping to have a short convulsion of the body. Researches are quite undecided on this subject. Common views are that this occurrence marks a transition between these two stages and that your brain, noticing your heart and breathing rate decreasing more rapidly than normal, sends out a burst of electrical activity to your muscles.

Stage 2—A deeper sleep than stage one. The EEG would show bursts of activity called "spindles", and an occasional sharp rise and fall in amplitude.

Stage 3—Sleep becomes deeper and spindles disappear from the EEG. The spindles are replaced by long delta waves. The sleeper is more difficult to wake during this stage, but can be aroused by calling out a familiar name. Often a loud sound, such as a door slamming, will be ignored.

Stage 4—At this stage the sleeper enters "delta sleep" and will spend nearly 30 minutes in this stage.

Ⅳ. Suggested Classroom Activity:

Group Discussion: Topic Sentences

Procedure

Step 1: Divide the class into several groups.

Step 2: Ask the students to find the topic sentence of each paragraph if there is any and to explain the reasons of their selection. Give the students 5-10 minutes to have the discussion.

Step 3: Have the groups report to the class their discussion.

Step 4: Ask the students to write a summary of the passage based on the discussion.

Reading Selection 2

Milk—An Ancient Food in Modern Forms

I. New Words and Phrases:

1. **whey**: *n*. liquid part of sour milk after separation of curds (for cheese) 乳清
2. **lactose**: *n*. milk sugar 乳糖
3. **colonist**: *n*. pioneer settler in a colony
4. **dairy**: *adj*. of, for, or relating to milk or milk products
5. **dairy herd**: *n*. number or company of cattle raised to produce milk, not meat
6. **process**: *n*. method, esp. one used in manufacture or industry
7. **bacteria**: (*pl* of ***bacterium***): *n*. simplest and smallest forms of plant life, existing in air, water and soil, and in living and dead creatures and plants, essential to animal life and sometimes a cause of disease
8. **cap**: *v*. to put a cap on; cover the top of
9. **distribute**: *v*. to put (parts of a set of things) in different places; give or send out
10. **churn**: *v*. to make butter, beat and shake (cream) in a mug 搅乳,制(黄油等)
11. **evaporate**: *v*. to remove liquid from a substance, ***eg*** by heating
12. **ferment**: *v*. to undergo chemical changes through the action of organic bodies (esp. yeast) 发酵
13. **protein**: *n*. body-building substance essential to good health, in such foods as milk, eggs, meat
14. **calcium**: *n*. soft white metal (symbol Ca), the chemical basis of many compounds essential to life (occurs in bones and teeth, and forms parts of limestone, marble and chalk) 钙
15. **phosphorus**: *n*. yellowish, nonmetallic, poisonous wax-like element (symbol P) which catches fire easily and gives out a faint light in the dark; red, non-poisonous form used in the manufacture of safety matches 磷
16. **iodine**: *n*. nonmetallic element (symbol I) found in seawater and seaweed, widely used as an antiseptic and in photography 碘
17. **nourishing**: *adj*. (esp. of food) providing much nourishment
18. **casein**: *n*. body-building food (protein) present in milk and forming the basis of cheese 酪蛋白
19. **glossy**: *adj*. smooth and shiny
20. **coating**: *n*. thin layer or covering
21. **cord**: *n*. (length of) twisted strands, thicker than string, thinner than rope 索,索状组织
22. **buckle**: *n*. metal, plastic or bone fastener, with one or more spikes made to go through a hole in a strap, etc., to keep sth in place (皮带等的)搭扣,搭钩
23. **lactic acid** 乳酸
24. **tan**: *v*. (of an animal's skin) to make, be made, into leather (by treatment with tannic

acid, etc.) 鞣(革), 硝(皮)

25. **dye**: *v*. to color, usually by dipping in a liquid
26. **rink**: *n*. specially prepared sheet of ice for skating or hockey, or floor for roller-skating (室内) 溜冰场
27. **chip**: *v*. (of things) to be easily broken at the edge 碎裂

Ⅱ. Difficult Sentences:

1. **Proof that milk was very popular in England can be found in the writings of William Shakespeare**: William Shakespeare's works provide evidence that milk was a favorite drink in England.
2. **But in time new inventions made the dairy industry a big business**: But as time went on, new inventions made it possible for the dairy industry to become a big business.

   in time: 1) soon, in the future, eventually, sooner or later

   Examples:

   You will learn how to do it *in time*.

   In time, people might be living on the moon.

   2) early enough, not late

   Examples:

   We were *in time* for the train.

   The doctor arrived *in time* to save the boy.
3. **But the solid part that remains is rich**: But the remaining solid part contains a large proportion of nourishing substances.
4. **Casein gives a glossy coating to fine book and magazine paper.** Casein gives shining covering to high quality book and magazine paper.

Ⅲ. Related Information

1. Milk Varieties, Processing Terms and Nutritional Information

Milk has long been a popular beverage, not only for its flavor, but also because of its nutritional attributes. Milk is considered one of the best sources of calcium in the American diet and it also provides protein, vitamins and other minerals.

Milk Varieties

Whole Milk must contain not less than 3.25 percent milkfat and not less than 8.25 percent milk solids not fat. Most milk currently sold, including whole, lowfat and skim is fortified with vitamin D at a level of 400 International Units (IU) per quart. Lowfat milk has had enough milkfat removed to produce milk with milkfat contents of 0.5, 1.0, 1.5 or 2.0 percent. All contain at least 8.25 percent milk solids not fat. Because vitamin A is removed with the milkfat, vitamin A is added to lowfat milk at a level of 2,000 IU per quart.

Skim Milk, also called nonfat milk, has had as much fat removed as technologically possible,

bringing it to less than 0.5 percent. It must contain at least 8.25 percent solids not fat and must be fortified with 2,000 IU of vitamin A per quart.

Chocolate Milk is made by adding chocolate or cocoa and sweetener to whole or lowfat milk.

Evaporated Milk is made by evaporating enough water from whole milk under vacuum to reduce the volume by half. The resulting concentrate is homogenized, fortified with vitamin D (400 IU per pint), canned and heat sterilized. It contains at least 7.25 percent milkfat and 25.5 percent milk solids.

Evaporated Skim Milk is concentrated, fortified (vitamins A and D) skim milk containing up to 0.5 percent milkfat and at least 20 percent milk solids.

Sweetened Condensed Milk is a canned milk concentrate of whole or skim milk with a sweetener added. Sweetened condensed whole milk contains at least 8 percent milkfat and 28 percent milk solids.

Skim Milk contains not more than 0.5 percent milkfat and 24 percent milk solids.

Eggnog is a mixture of milk, eggs, sugar and cream. It may also contain flavorings, such as rum extract, vanilla and/or nutmeg.

Cultured Buttermilk is made by adding a bacterial culture to milk to produce the acidity, body, flavor and aroma characteristic of this product. Salt is usually added for extra flavor. Buttermilk most often is made with skim or lowfat milk.

PROCESSING TERMS EXPLAINED

Pasteurization is the process of heating milk to make it bacteriologically safe and to increase its keeping quality.

Ultra-Pasteurization is the process of heating milk to a higher temperature than that used for pasteurization in order to extend the shelf life of this product under refrigeration.

UHT or **Ultra High Temperature** milk is processed in a similar way to ultra-pasteurized milk, but is packaged in sterilized containers. It can be stored without refrigeration up to three months. Once opened, it should be refrigerated.

Homogenization is the process of breaking up and dispersing milkfat throughout the milk, resulting in a smooth, uniform texture.

Fortification involves the addition of one or more vitamins, minerals or protein. For example, vitamin D is added to 98 percent of fluid milk marketed in the U.S. and vitamin A is added to all lowfat and skim milk.

NUTRITIONAL INFORMATION

The proteins in milk are composed of 20 amino acids, eight of which are essential for adults because they can't be made by the body and must be obtained from food. The other 12 can be made by the body and so are non-essential amino acids. Casein makes up 82 percent of the protein in milk. Because it contains the essential amino acids in levels needed by humans, casein is the standard for quality by which protein in other foods is measured.

Minerals in milk include calcium, phosphorus, potassium, magnesium and zinc. Research indicates that a long-term deficiency of calcium may contribute to the development of osteoporosis.

Because it is difficult to obtain enough calcium without milk or other dairy products, the following recommendations have been established for daily milk (or its equivalent) consumption.

Adults (25+): 2 servings

Children: 3 servings

Teenagers and Young Adults (11-24): 4 servings

Pregnant women and lactating women: 4 servings

Vitamins are found in both the fat and nonfat components of milk. Vitamins A and D are the major fat-soluble vitamins present in milk. The B vitamins, thiamin, riboflavin, niacin and B12 are water-soluble vitamins present in milk. Milk is particularly an excellent source of riboflavin (B2), which regulates the body's production of energy from dietary fat, carbohydrate and protein. It also promotes healthy skin and eyes.

2. **Bible, the sacred scriptures of Judaism and Christianity**. The Christian Bible consists of the Old Testament and the New Testament, with the Roman Catholic version of the Old Testament being slightly larger because of Roman Catholic acceptance of certain books and parts of books considered apocryphal by Protestants. The Jewish Bible includes only the books known to Protestants as the Old Testament. The arrangements of the Jewish and Christian canons differ considerably. The Protestant and Roman Catholic arrangements more nearly match one another.

3. **Sanskrit** language (梵语), also spelled Sanscrit (Sanskrit samskrta: "prepared, cultivated, purified, refined"), Old Indo-Aryan language, the classical literary language of the Hindus of India. Vedic Sanskrit, based on a dialect of northwestern India, dates from as early as 1,800 BC and appears in the text of the Rigveda; it was described and standardized in the important grammar book by Panini, dating from about the 5th century BC. Literary activity in so-called Classical Sanskrit, which is close to but not identical with the language described by Panini, flourished from c. 500 BC to AD 1,000 and continued even into modern times. Currently, a form of Sanskrit is used not only as a learned medium of communication among Hindu scholars but also as a language for some original writing. The language, written in the Devanagari script is, in fact, undergoing something of a revival, though it is neither a widespread nor a usual mother tongue.

4. **Canaan** (迦南), area variously defined in historical and biblical literature, but always centered on Palestine. Its original pre-Israelite inhabitants were called Canaanites. The names Canaan and Canaanite occur in cuneiform, Egyptian, and Phoenician writings from about the 15th century BC as well as in the Bible. "Canaan" refers sometimes to an area encompassing all of Palestine and Syria, sometimes to the entire land west of the Jordan River, and sometimes to a strip of coastal land from Acre ('Akko) northward. The Israelites occupied and conquered Palestine ,or Canaan, beginning in the late 2nd millennium BC, or perhaps earlier, and the Bible justifies such occupation by identifying Canaan with the Promised Land, the land promised to the Israelites by

God.

5. **Borden's Milk Factory**

In 1864, Gail Borden constructed a milk condensery at the juncture of Routes 6& 22. The New York Milk Condensery was the largest and most advanced milk factory at that time. A model of cleanliness and efficiency, it was Borden's first commercially successful plant.

Demand for condensed milk was high due to the Civil War, and over 200 dairy farmers supplied 20,000 gallons of milk each day.

In 1879, the plant expanded and a new brick structure was erected around the existing wood building. Construction occurred while the plant continued its operations in the older structure.

In 1935, the building was ravaged by fire. Today, only part of the main factory building and a small outbuilding remain of what was once one of Brewster's most important industries.

6. **Louis Pasteur** (1822-95), French chemist. Noted for his studies of fermentation and bacteria, he disproved the theory of spontaneous generation and advanced the germ theory of infection. Of great economic importance are the process of Pasteurization, which he developed; his studies of silkworm disease and chicken cholera; and his discovery of anthrax and rabies vaccines. In 1888 the Pasteur Institution was founded in Paris, with Pasteur as director, to provide a teaching and research center on virulent and contagious diseases.

Ⅳ. Suggested Classroom Activity:

Group Discussion

Step 1: The class is to be divided into groups.

Step 2: Ask each group to discuss milk in terms of its history, inventions, forms and uses. It is advisable that the students pay attention to the topic sentences and their supporting details.

Step 3: Have four representatives from different groups to complete the following table.

History	New Inventions (And Effects)	Forms	Uses

Reading Selection 3

California's Giants

Ⅰ. New Words and Phrases:

1. **tall tale**: story that is difficult to believe
2. **grove**: ***n***. group of trees; small wood
3. **seedling**: ***n***. young plant newly grown from a seed

4. **piercing**: ***adj***. penetrating (sth.), as a pointed object does
5. **bloom**: ***v***. to be in flower; bear flowers
6. **give way to**: to be replaced by
7. **cone**: ***n***. fruit of certain evergreen trees (fir, pine, cedar) 球果
8. **sprout**: ***v***. to put out leaves; begin to grow
9. **drop off**: to become fewer or less
10. **stump**: ***n***. part of a tree remaining in the ground when the trunk has fallen or has been cut down
11. **put up**: to make; engage in
12. **terrific**: ***adj***. very great, extreme; wonderful
13. **wither**: ***v***. (cause to) become dry, faded or dead
14. **blaze**: ***n***. bright flame or fire
15. **send out**: to produce
16. **hollow out**: to make a hole or holes in
17. **patch**: ***n***. small area of anything
18. **lumber**: ***n***. roughly prepared wood; wood that has been sawn into planks, boards, etc.
19. **liner**: ***n***. large ship
20. **freight**: ***n***. goods train
21. **haul**: ***v***. to pull (with effort or force)

Ⅱ. Difficult Sentences:

1. **reports of these trees were thought to be tall tales**: people thought the reports about these trees were unbelievable.
2. **The flowers give way to bright green cones**: The flowers are replaced by bright green buds.
   give way to: to have one's place taken by sth newer, better or different
   Examples:
   As winter *gave way to* spring, the days began to lengthen.
   The old world was *giving way to* the new.
3. **... a few of the sequoia seedlings manage to live through the first year.** ... only a small number of the young sequoia trees succeed in staying alive in the first year.
   live through: experience and survive
   Example:
   He has *lived through* two wars and three revolutions.
4. **No other trees can put up such a terrific fight for life**: This is the only tree that tries so hard to survive.
   put up: to make; engage in
   Example:
   He *put up* a good fight against his sickness.
5. **... other kinds of trees will die by the hundreds in a single blaze**: ... one fire will kill