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Text I

Pre-reading questions

1. Yours might be one of the families that have moved house or moved from one place to another in recent years. How did you feel when you were about to say goodbye to the house or place in which your family had been living for a long time?
2. Have you ever attended the funeral of someone who had been close and dear to you? If you have, what was in your mind when you paid him or her your last respects?

5. My son had died in some tiny village in Italy.

Synonym:
small (little)

6. When you and your friends must part, I want you to reach deep within you and bring back that first hello.

Antonym:
meet (gather)

7. A year and a half later, my grandfather became gravely ill.

Synonym:
seriously (severely, hopelessly)

8. My whole life, brief as it was, had been spent in that big old house.

Antonym:
lengthy (long)

VI. Fill in the blank in each sentence with an appropriate form of the given capitalized word in brackets.

Example: The bloodstain on her dress was very _____. (NOTICE)

Answer: The bloodstain on her dress was very noticeable.

1. Nobody wanted to live in the industrial part of the town. (INDUSTRY)
2. The police asked him to give a description of the suitcase he had lost. (DESCRIBE)
3. He had no suspicion that he was being watched. (SUSPECT)
4. This is Alexandra, my personal assistant. (ASSIST)
5. Although some of my workmates quickly found new jobs after the factory closed down, my brother and I were unemployed for several months. (EMPLOY)
6. Although I was quite sure that the girl had stolen my ring, I could not find any proof. (PROVE)
7. With very high scores in the entrance examination, he succeeded in entering the world-famous university. (EXAMINE)
8. Completely exhausted and utterly starved after a long day's march, the soldiers could hardly walk any further. (FAR)



Gifts and Cultures

People in all countries enjoy gifts. Sometimes the meanings are different in other cultures.

A. Pre-listening activity

What kinds of gifts do you give when ...

1	you go to a friend's wedding?	Money.
2	you visit a friend or stay with a family in another country?	Food from your country.
3	you celebrate a friend's birthday?	A cake.
4	you go to a business meeting?	A calendar.
5	you want to give something to someone you love?	Roses.

B. Listen to the narrator. What gifts do people give on the following occasions? And why?

1	An Australian girl is celebrating her 21st birthday.	Gift: a key-shaped birthday cake
		Why? It means the girl is an adult and can come home at any time.
2	An African couple is getting married.	Gift: a cow
		Why? It can bring good luck to the newly-weds.
3	A Korean boy is going to take his university entrance tests in a week.	Gift: sticky rice candy
		Why? It expresses the hope that he will "stick to" the university.

C. Listen to the conversations. Which item is not a good gift? Cross it out. And then explain why it is not a good gift.

1	China	<input checked="" type="checkbox"/> A. a handkerchief <input type="checkbox"/> B. a big dinner	Why not? A handkerchief means goodbye.
2	Argentina	<input checked="" type="checkbox"/> A. a tie <input type="checkbox"/> B. a flower vase	Why not? A tie is too personal.
3	Switzerland	<input type="checkbox"/> A. candy <input checked="" type="checkbox"/> B. roses	Why not? Roses mean love and romance.
4	Italy	<input checked="" type="checkbox"/> A. an even number of flowers <input type="checkbox"/> B. an odd number of flowers	Why not? Even numbers (2, 4, 6, 8...) are unlucky.
5	Japan	<input type="checkbox"/> A. a pen and pencil set <input checked="" type="checkbox"/> B. a set of four pens	Why not? "Four" sounds like the word for "death" in Japanese.



Text II

THE DINNER PARTY

*Mona Gardner*¹

1 The country is India. A colonial official and his wife are giving a large dinner party.² They are seated with their guests — army officers and government attachés³ and their wives, and a visiting American naturalist⁴ — in their spacious dining room, which has a bare⁵ marble floor, open rafters⁶, and wide glass doors opening onto a veranda.

2 A spirited discussion springs up⁷ between a young girl who insists that women have outgrown the jumping-on-a-chair-at-the-sight-of-a-mouse era⁸ and a colonel who says that they haven't.

3 “A woman's unfailing reaction in any crisis,” the colonel says, “is to scream. And while a man may feel like it, he has that ounce more of nerve control than a woman has. And that last ounce is what counts.”⁹

4 The American does not join in the argument but watches the other guests. As he looks, he sees a strange expression come over the face of the hostess. She is staring straight ahead, her muscles contracting slightly. With a slight gesture she summons the servant standing behind her chair and whispers to him. The servant's eyes widen, and he quickly leaves the room.

5 Of the guests, none except the American notices this or sees the servant place a bowl of milk on the veranda just outside the open doors.

6 The American comes to with a start.¹⁰ In India, milk in a bowl means only one thing

— bait for a snake. He realizes there must be a cobra¹¹ in the room. He looks up at the rafters — the likeliest place — but they are bare. Three corners of the room are empty, and in the fourth the servants are waiting to serve the next course. There is only one place left — under the table.

7 His first impulse is to jump back and warn the others, but he knows the commotion would frighten the cobra into striking. He speaks quickly, the tone of his voice so arresting that it sobers everyone.¹²

8 “I want to know just what control everyone at this table has. I will count three hundred — that's five minutes — and not one of you is to move a muscle. Those who move will forfeit fifty rupees.¹³ Ready!”

9 The twenty people sit like stone images while he counts. He is saying “... two hundred and eighty ...” when, out of the corner of his eye, he sees the cobra emerge and make for the bowl of milk. Screams ring out as he jumps to slam the veranda doors safely shut.

10 “You were right, Colonel!” the host exclaims. “A man has just shown us an example of perfect control.”

11 “Just a minute,” the American says, turning to his hostess. “Mrs. Wynnes, how did you know that cobra was in the room?”

12 A faint smile lights up the woman's face as she replies: “Because it was crawling across my foot.”

(473 words)

Structural analysis of the text

This text, which is a piece of narration, tells us a simple story that is imagined to have happened on May 17, 2157. The story is told in the third person from a future perspective, with a conversation running through most of the plot. The story is mostly organized and developed in a chronological order, with the exception of the beginning, where the last event of that eventful day is recorded, and with a flashback unfolding in the near middle of the story. What is worth our attention is that the writer describes in detail Margie's psychological activities, which serve as part of the plot and reveal a great deal about the topic. Now try to find some sentences describing Margie's psychological activities.

Refer to Paragraphs 33 and 35. She was thinking about the old school they had when her grandfather's grandfather was a little boy. All the children from the whole neighborhood came, laughing and shouting in the schoolyard, sitting together in the schoolroom, going home together at the end of the day. They learned the same things, so they could help one another with their homework and talk about it. And the teachers were people, not machines. Margie was thinking about how the children must have loved it in the old days. She was thinking about the fun they had.



Grammar

Translation

Exercises
for inte-
grated skills

Phonetics

Oral
activities

Writing

Listening

- I. Explain the underlined part in each sentence in your own words.
- When you're through with the book, you just throw it away.
have finished reading
 - She read the book over his shoulder for a while.
by looking from behind his shoulder
 - Our television screen must have a million books on it and it's good for plenty more.
is capable of providing
 - Her mother sent for the County Inspector.
sent a message asking for the assistance of
 - He smiled at Margie and gave her an apple, then took the teacher apart.
disassembled the machine/computer teacher
 - Margie wasn't prepared to dispute that.
didn't like/want to
- II. Fill in the blank in each sentence with a word or phrase taken from the box in its appropriate form.

neighborhood

tuck

nonchalantly

in no time

awfully

crinkly

scornful

punch

adjust

fit (v.)

- The local people had a new church built in no time, after it was destroyed in the bombing.
- David, with thinning red hair and crinkly eyes, looked already in his seventies.
- He once made a scornful remark about dishonest ways of making money.
- Noises from the construction site are disturbing the whole neighborhood.
- "He looks awfully glad to see you," said Mary Ann.

7. A pacifist is somebody who is against war / the war.
war
8. All books / All the books on the top shelf belong to me.
All the books
9. We have run out of coffee / the coffee. Don't forget to buy some at the supermarket.
coffee
10. I enjoy writing poetry / the poetry.
poetry

IV. Complete the sentences with *the* if necessary.

1. The judge decided to fine the man \$500 instead of sending him to / prison.
2. Ken went to the prison to visit his brother.
3. This morning I had breakfast in / bed.
4. I sat down on the bed and began to read.
5. There were many people waiting outside the school to meet their children.
6. Alice is at / school. She's in the third grade.
7. Tom, who had an accident, was taken to / hospital.
8. When he was ill, we all went to the hospital to visit him.

(In British English, people use "the" before *hospital, school, home, bed, prison, university, church* when referring to a particular place. They do not use "the" when referring to the general idea of these places and what they are used for.

In American English, "the" may be used for both meanings.)

V. Rewrite the following newspaper headlines using articles where necessary.

(Articles are usually not found in newspaper headlines.)

1. **BRITON FALLS TO HIS DEATH ON MATTERHORN**
A Briton falls to his death on the Matterhorn.
2. **OLYMPIC SILVER MEDALLIST DIES IN CRASH**
An Olympic silver medalist dies in a crash.
3. **CALLAGHAN RECALLS BRITISH AMBASSADOR FROM CHILE**
Callaghan recalls the British Ambassador from Chile.
4. **ARMY ENDS CHAOS IN CAPITAL**
The army ends the chaos in the capital.
5. **COLLEGE STUDENT WINS FIRST PRIZE**
A college student wins the first prize.

VI. Make sentences of your own after the sentence given below, using the "It ... to do something" pattern, i.e. starting each of your sentences with *it* as the formal subject, and postponing the infinitive phrase used as the real subject.

It was awfully funny to read words that stood still instead of moving the way they were supposed to — on a screen.

e.g. *It is pretty difficult for you to live in a foreign country if you do not speak and understand the local language.*

Your sentences



DEALING WITH AIDS¹

1 Dealing with AIDS strengthens the bond of friendship, encourages emotional and mature growth. Before the sixteenth of October 1995, I was the most carefree person in the world. I had no worries and was just living life up. I never thought that anything could happen to me or my friends. We were invincible. That is, until the word AIDS came into my life.

2 For 10 years David and I were the best of friends. Then we got to high school and things started to change. We were in different classes, so we didn't hang out as much. It bothered me but I thought that we were both just growing up, and there were more friends where he came from. Then I began to notice that he wasn't in school a lot, and was sick more than usual. So I called him and he hung up on me. I didn't know what to do, so once again I blew it off.² Then one day I saw David in the mall and I confronted him as to why we were not friends any more. He pulled me aside and broke down in tears and said that he was dying. I didn't believe him. Sure, I had heard about AIDS, but that it was a homosexual disease³ and it didn't affect young people, so I said that it was a sick joke⁴ and left.

3 When I got home things started to make sense. I ran to my room and cried. David was only 17; he couldn't die. Then I felt so bad that we had grown so far apart. I called David, asking him to come over so we could talk. When he came over I saw a seriousness in him that I had never seen before. He looked so old, too old for his age. I asked how it happened. David had had unprotected sex once and now had to pay with his life. I was so angry. I have never felt so powerless in my whole life. When things had gone wrong before this, I could always rely on my parents to make things better. There was nothing that they could do this time. I had to handle it all on my own.

4 David and I became very close again, and it seemed that I was the only one there for him. David made the decision to tell people about his disease. There was no use in hiding it; sooner or later people would find out. People looked at him as if he had a plague, and our friends from school wanted nothing to do with him. Soon after that they wanted nothing to do with me. All of a sudden I felt that I had the disease. I didn't know what to do. My whole life was changing so fast that I couldn't keep up. Once again I was growing up and realized that our friendship meant everything to me. Also, I couldn't turn my back on him when he needed me the most. So I stuck it out and lost most of my friends. The ones that still talked with me didn't come too close in fear that they would catch the disease. The thing was, I didn't even have AIDS, so why did my friends treat me like this? I was being treated this way because teenagers are not used to dealing with situations like this, and don't know how to react. So how could I blame them since I would have done the same thing?

5 As time went on, David became very ill. There was nothing that I could do but watch him die. David found out that he had full-blown AIDS⁵. This to me meant death was sure to come and all too quickly. I wasn't ready to let him die, not yet anyway. There were so many things that I wanted to do and say, but couldn't find the words. I went to doctor after doctor with him, and saw him go through so much. Everyone said that I must keep a positive attitude for his sake, because attitude means everything. So, in times of stress I was the one that had to keep things together. I pushed all my emotions aside and was strong for him.

6 My mom had had a trip planned for the whole family for some time now, and still wanted to go. She thought that the trip would do me good; she said that I was not the one that was dying. I couldn't believe that she said that to me, but to make her happy I went. We were gone for about 2 weeks, and when I came back the first thing I did was go to see David. That was when I saw AIDS for the first time. I didn't even recognize him. David had lost weight, had purple lesions all over his body, and was very pale. He couldn't even get up when he saw me. He was bedridden. I still had to be the strong one and keep everything in. I had brought him stuff from the ocean, his favorite place. We talked about my trip and anything else we could think of. Then he fell asleep because he could no longer stay awake for long periods of time.

7 On the second of May 1996, David was put in hospital. This gave him the feeling that there was no more hope left, and that he was going to die. I still had to maintain my positive outlook for him. He needed that in me. One day he looked at me and said, "Faye, I am dying; let's accept that and deal with it. I know what I did was wrong and now I have to deal with it. All I want you to do is to remember me, enjoy life and be careful." For the first time in front of him, I cried. I knew that it wouldn't be long before he was gone forever. He shouldn't have to deal with this at such a young age. Towards the end of May he became so sick that the hospital staff had a bubble around him⁶, so he wouldn't catch our bad germs. I hated to see him like that, and every day it became worse. I had come to realize that any day now he would die. At night I would wonder if he would make it through. School was over now, so I spent every hour I could in the hospital. He was everything to me. I felt bad for the time that we had lost and how I wasn't even going to fight for our friendship.

8 The fifth of June, 1996 marked the end of my best friend David's life. He went peacefully. That was a comfort all in its own. In a way I was glad that it was over, for he was no longer in pain. All the emotions that I had held in came rushing out as I realized that I would never see David again. His mother said that I had kept him alive and that she was grateful that I was her son's last friend. It hasn't been a year yet, but I have done so much since then that I am no longer that carefree teenager. I now educate people about AIDS, which to me is keeping David's memory alive. Even though David is gone, he is still with me and always will be in mind and spirit.

(1,250 words)

Notes

1. **AIDS** (Title): a very serious disease caused by the human immune deficiency virus (人体免疫缺损病毒), which breaks down the body's natural defenses against infection. AIDS leaves an infected person vulnerable to opportunistic infections. Such infections are harmless in healthy people, but in those whose immune systems have been greatly weakened, they can prove fatal. Although there is no cure for AIDS, new drugs are available that can prolong the lifespans and improve the quality of life of infected people.
2. ... **I blew it off.** (Paragraph 2): ... I didn't take it seriously.
3. **homosexual disease** (Paragraph 2): One of the greatest challenges to face the homosexual community was the outbreak of AIDS in the early 1980s. In the United States, the disease first became prevalent among homosexuals and spread with devastating effect.
4. **sick joke** (Paragraph 2): cruel, offensive joke
5. **full-blown AIDS** (Paragraph 5): AIDS in its most complete, extreme, strongest, or developed form. Infection with HIV does not necessarily mean that a person has AIDS. Some people who have HIV infection may not develop any of the clinical illnesses that define the full-blown disease of AIDS for ten years or more. Physicians prefer to use the term AIDS for cases where a person has reached the final, life-threatening stage of HIV infection.
6. ... **the hospital staff had a bubble around him** ... (Paragraph 7): ... the hospital staff put him under a large clear plastic tent ...

(Continuation of "Structural analysis of the text" on Page 67)

1. The first person narration has a number of advantages. Firstly, the first person narration makes it easier or more convenient for the writer to insert his feelings and describe his psychological activities. Secondly, as the story is told in the first person, the activities and events narrated are treated as the writer's personal experiences, and therefore, they are more believable. Thirdly, the first person narration seems to make what is related and described more vivid, and more thought-provoking because the writer tells you directly his own unforgettable personal experiences, which are more likely to arouse your emotion.
2. The ending part is related to the beginning in the following respects: (1) The first sentence of the text points out the good effect of dealing with AIDS, which is illustrated by the last two sentences in the conclusion. (2) In the beginning, the specific date is given when the word AIDS first came into the writer's life, i.e. when he got to know that his best friend David had come down with AIDS, and in the conclusion the actual date is made clear that marked the end of David's life. (3) The beginning draws the reader's attention to the fact that the writer had been the most carefree person in the world before his friend caught AIDS, while in the concluding part it is pointed out that having done so much, he was no longer that carefree teenager he had been, but was much more mature, busily engaged in educating people about AIDS.

Text comprehension

I. Decide which of the following best states the author's purpose of writing. D

- A. To show the cruelty of AIDS.
- B. To explain the causes of AIDS.
- C. To reveal how AIDS attacks youngsters.
- D. To illustrate the right attitude one should adopt towards AIDS patients.

II. Judge, according to the text, whether the following statements are true or false.

1. The author was a happy boy with nothing to worry about before his friend David suffered from AIDS. (Refer to Paragraph 1.)
2. David and the author were very close friends until they entered high school. (Refer to Paragraph 2.)
3. One day David told the author the truth, and he believed David without any doubts. (Refer to Paragraph 2. The author didn't believe it and said it was a sick joke.)
4. The author's friends became estranged from him because they were too young to know how to deal with a situation like that. (Refer to Paragraph 4.)
5. The author was only too happy to spend a two-week holiday with his family. (Refer to Paragraph 6. This is a false statement since he went on holiday only for the sake of his mother and he was actually worrying about David's health all the time.)



III. Answer the following questions.

1. Why didn't the author and David hang out much when they were at high school according to the author?
2. Why did David pull the author aside in the mall and break down in tears?
3. What caused David's lethal disease?
4. What did the author realize when he and David were estranged from their schoolmates?
5. The author lost most of his friends, didn't he? Why?
6. When was David put in hospital?
7. Why did the author cry in front of David for the first time?
8. Why does the author now educate people about AIDS?

Refer to Paragraph 2. They were in different classes, and he thought that they were both just growing up and that David had new friends from his own class.

Refer to Paragraph 2. Because David knew he was dying of AIDS.

Refer to Paragraph 3. The unprotected sex caused it.

Refer to Paragraph 4. He realized that their friendship meant everything to him.

Refer to Paragraph 4. Yes, he did. Because most of his friends didn't want to come too close to them in fear of catching the disease.

Refer to Paragraph 7. He was put in hospital on the second of May 1996.

Refer to Paragraph 9. Because he knew that it wouldn't be long before David was gone forever.

Refer to Paragraph 8. Because by so doing he can keep David's memory alive.

Your answers

IV. Explain in your own words the following sentences.

1. We were invincible until the word AIDS came into my life.
2. We didn't hang out as much.
3. I confronted him as to why we were not friends any more.
4. I couldn't turn my back on him when he needed me the most.
5. All the emotions that I had held in came rushing out.

David and I felt so young and healthy that we couldn't believe we would fall victim to any disease before the word AIDS appeared in my life.

We didn't spend as much time together as before.

I asked him face to face to explain why we were not friends any more.

I couldn't go away from him when he needed me badly.

I was unable to control any more the strong emotions which I had been trying to hold back until this moment.



Text II

AIDS (ACQUIRED IMMUNE DEFICIENCY SYNDROME)

1 The disease known as AIDS is a complicated illness that may involve several phases. It is caused by a virus that can be passed from person to person. AIDS impairs the human body's immune system — the system responsible for warding off disease — and leaves the victim susceptible to various infections.

2 AIDS was first conclusively identified in the United States in 1981, when 189 cases were reported to the Centers for Disease Control¹. Within a decade the disease had spread to virtually all populated areas of the world. In the United States alone there are about 65,000 new cases every year. The origin of the AIDS virus is uncertain, but it may have originated in Central Africa.

3 The first AIDS patients in the Americas and Europe were almost exclusively male homosexuals. Later patients included those who used unsterilized intravenous needles² to inject illicit drugs; hemophiliacs³ (persons with a blood clotting disorder) and others who had received blood transfusions; females whose male sexual partners had AIDS; and the children of such couples. However, since 1989, heterosexual sex was found to be the fastest growing means of transmission of the virus, with 90% of new cases originating from heterosexual sex.

4 Public awareness of the disease gradually built up as high-profile victims began to die:

actor Rock Hudson⁴ (1985), clothes designer Perry Ellis (1986), choreographer Michael Bennett (1987), photographer Robert Mapplethorpe (1989), and Oscar-winning director Tony Richardson (1991). When basketball superstar Magic Johnson⁵ announced in 1991 that he had contracted the AIDS virus, the feeling spread quickly that anyone, not just particular groups of people, could be at risk. This was again confirmed as tennis legend Arthur Ashe⁶ announced in 1992 that he had been infected with the virus for several years.

5 **The AIDS virus.** American researchers initially named the virus that causes AIDS the human T-lymphotropic virus, type III or HTLV⁷-III. After researchers discovered in the late 1980s that there were several forms of the AIDS virus, the original virus was renamed the human immunodeficiency virus type I, or HIV-I.

6 The virus enters the bloodstream and destroys certain white blood cells, called T-lymphocytes, that play a key role in the functioning of the immune system. The virus can also infect other types of cells in the body, including the immune-system cells known as macrophages⁸. Unlike T-lymphocytes, however, macrophages are not killed by the virus. In fact, research has suggested that macrophages may carry the AIDS virus to healthy brain cells, to the lymphatic system, and to

**Bosses or Workers**

A. Listen carefully. Complete the following chart with information about Caroline and George.

	Caroline	George
Position in the firm	Personnel Manager	Sales Manager
Deal with	People	Facts and figures
Problem	Everything she deals with is secondhand.	He just sits there in his comfortable office with three telephones, but he can make or break a man just by looking at a sales chart.
Solution	Be one of the workers.	Go out on the road and try to get orders from people.

B. Listen again and answer the following questions.

1. According to Caroline, what is the trouble with the firm?
There are too many bosses and too few workers.
2. According to George, what is the key to a prosperous firm?
So long as there's a good relationship between the managers and the workers the firm will prosper.
3. What does Caroline think every boss should do?
She thinks every boss should spend at least three months every year working on the factory floor, subject to the same rules and discipline as all the other workers.
4. What does Caroline have to admit at last?
In practice, she'd be of no use because she hasn't got any practical skills.

- e.g.** *She's working for some insurance company in Birmingham.*
10. **vital to** (Paragraph 5): extremely important and necessary for sth. to succeed or exist
e.g. *Your support is vital to the success of my plan.*
Such measures are vital to national security.
11. **it feels like** (Paragraph 5): it gives one a particular feeling of
e.g. *I was only there two days but it felt like a week!*
12. **contaminated** (Paragraph 6): made a place or substance dirty and dangerous by adding sth. to it, for example chemicals or poison
e.g. *People feared that dumped waste would contaminate water supplies.*
13. **man's relationship to his environment** (Paragraph 7): A *relationship* to somebody or something, like a connection, is usually about a simple fact.
e.g. *Jane's relationship to Jeff is that he is her boss.*
A *relationship* with somebody or something is usually close, and may involve strong feelings.
e.g. *What kind of relationship does she have with her mother?*
A *relationship* between people and other people or things may be either close and full of emotion, or simply a matter of fact.
e.g. *They're both called Smith, but there is no relationship between them.*
What's the relationship between temperature and humidity?
14. **..., this will start them on this path.** (Paragraph 7): ..., this will help them learn to respect the environment in which they live because it will be good for them.
15. **conserve** (Paragraph 8): Compare *conserve* and *preserve*. To *conserve* something is to protect it and try to prevent it from changing or being damaged.
e.g. *We must conserve our woodlands for future generations.*
To *preserve* something is to keep it as it is for a long time in a good condition, or keep it as it is now.
e.g. *I think these traditional customs should be preserved.*
The wreck was preserved by the muddy sea bed.
16. **It is not too soon to help ...** (Paragraph 9): Something must be done about it right away ...



Questions for discussion

1. What is the twofold task of parents and children the author talks about in this text?
2. How important is it for children to discover the beauty of nature?
3. Why is children's discovery of nature an exciting adventure?
4. Why does the author ask parents to share their own experience with their children?
5. Why does the author suggest that parents use interesting objects from their children's everyday lives?
6. What does the author regard as the main value of giving children examples?
7. What is the importance of imitation?
8. What can we conclude from the text about parents' participation in the educational development of their children?

MEMORABLE QUOTES

An honest man's the noblest work of God.
— Alexander Pope

I hope I shall always possess firmness and virtue enough to maintain what I consider the most enviable of all titles, the character of an "Honest Man."
— George Washington

Notes

1. **an only child (Title)**: a child who has no brothers or sisters
2. **the pros and cons of having a second child (Paragraph 1)**: the advantages and disadvantages of having one more child
the pros and cons the advantages and disadvantages
e.g. *Before we make a decision, we must weigh up the pros and cons.*
After hours' discussion, everybody at the meeting could see clearly the pros and cons of the proposal.
3. **Many single-child parents feel a stigma associated with their decision to have only one child. (Paragraph 2)**: Many single-child families have a strong sense of shame in their decision to have only one child.
4. **... this may lead to the child feeling lonely at times, ... (Paragraph 2)**: ... such a situation will probably result in the child having a sense of loneliness from time to time, ...
lead to sb. doing sth. cause sth. to happen to sb. or cause sb. to do sth.
e.g. *His actions could lead to him losing his job.*
at times sometimes
e.g. *The saying "Even Homer nods" means that even very smart people may make mistakes at times.*
5. **Another common argument against having just one child is that an only child may be more spoiled than one with siblings. (Paragraph 3)**: Another reason some people usually hold against having only one child is that an only child is more likely to be given too much love and care than one that has brothers and/or sisters.
6. **respect the give-and-take involved in many relationships (Paragraph 3)**: realize the importance of cooperation and mutual understanding between themselves and other people in various situations
7. **..., 14 percent of women between 18 and 34 plan to have just one child, and this percentage is expected to rise. (Paragraph 4)**: Use *percent* only with a number, e.g. *30 percent, 9 percent*, etc. If you mean "an amount expressed as part of a total," use *percentage*.
e.g. *A high percentage of the population was illiterate.*
8. **the Family Policy Studies Center (Paragraph 4)**: The Family Policy Studies Center was a charity which carried out independent policy studies research and policy analysis on family issues and trends. It was based at the University of Oxford. Its research included the understanding of contemporary family structures and patterns, the changes taking place, and the implications of such changes for policy and practice; the analysis of the impact of public policy decisions on families of different kinds. The center acted as a center of information, dissemination and debate, and aimed to serve as a bridge between policy-makers, academics and practitioners. It produced a range of publications aimed at a variety of audiences, many of which are still available on its website. The center closed at the end of April 2001, after twenty-three years, following funding difficulties.
9. **while latest statistics cite less than one child (Paragraph 4)**: while latest statistics show that the average number of children born per family has declined to less than one child
10. **favoritism or sibling jealousy (Paragraph 6)**: parents' unequal treatment of their children or the competition between brothers and sisters for their parents' attention or love
11. **quality time (Paragraph 6)**: the time that the parents spend giving their children full attention when they are not busy
12. **The circumstances affecting each set of parents are unique, ... (Paragraph 7)**: The conditions that affect parents' decisions concerning child-birth vary from family to family, ...

- II. Read the following sentences aloud, paying special attention to strong and weak forms. Strong forms are indicated by boldfaces, while weak forms by italics.
1. **Many** couples, *who* already have **one** healthy, happy child, *are* facing a dilemma, namely, *the* issue of **whether** or **not** to have a second child.
 2. **That** *is what* **so many** couples are **very much** concerned *about and* eager to understand.
 3. *There are* **no other** children *in the family for the* child to associate *with, and this may* lead to the child feeling lonely *at* times, especially *during* vacations.
 4. **Some** think *this may* leave the child **less** capable *of* interacting well *with* people *his or her* own age than one *who has been* raised *with* siblings.
 5. *For some* single-child parents, particularly *those with* busy careers, *the* pressures *of* devoting time and energy *to a* second child *can* seem **too** overwhelming, resulting *in them* electing to have **no** more children.
 6. *With* just **one** child, *they* suggest, *there is* **no** potential *for* family arguments arising *from* favoritism or sibling jealousy.
 7. **This** often leads *to* increased self-esteem *which,* combined *with* increased independence, *can* lead *to the* child being **more** confident.
 8. Unfortunately, *there is* **no** simple answer *to the* question of **whether** or **not** to have a second child.



Giving a talk

Ever since the adoption of the “One Couple, One Child” policy, China has succeeded in slowing down the rapid expansion of her population. But every coin has two sides, and so does China’s population policy. Probably you are the only child of your family. Tell your fellow students, on the basis of your own life experience, the advantages and disadvantages of being the only child at home.

Probably you could begin your talk with “As the only child of my parents, I have suffered a lot from their tyrannical control and pressure despite their love and care for me. Now let me tell you some of my experiences with them.”

Having a discussion

It is generally believed that the only child in the family tends to be spoiled as too much love and care are lavished on him. Most of those born in the 80s and 90s of the 20th century are the only child in their families. People tend to think they are selfish, self-centred, and lacking in the ability to communicate and negotiate with others. You may not agree with them. Now hold a discussion, in groups of four or five, on how to demonstrate to society that you, the only child in your respective families, can prove useful, valuable, and trustworthy.

Parallelism

Parallelism is a balance of two or more grammatically and semantically similar words, phrases, or clauses. The application of parallelism in sentence construction improves writing style and readability. Parallelism may also be known as parallel structure or parallel construction.

Faulty parallelism: She likes cooking, jogging, and to read.

Parallelism: She likes cooking, jogging, and reading.

Rewrite the following sentences in a parallel form.

- You can go there on foot, by bike or by taking a bus.
You can go there on foot, by bike or **by bus**.
- A gossip is someone who talks to you about others, a bore is someone who talks to you about himself, and a brilliant conversationalist is one talking to you about yourself.
A gossip is someone who talks to you about others, a bore is someone who talks to you about himself, and a brilliant conversationalist is one **who talks** to you about yourself.
- Faith sees the invisible, feels the intangible and achieves the impossibility.
Faith sees the invisible, feels the intangible and achieves the **impossible**.
- Dream what you want to dream; go wherever you like; be what you want to be.
Dream what you want to dream; go **where you want to go**; be what you want to be.
- My father's income is smaller than my mother.
My father's income is smaller than my **mother's**.
- What you say reflects your mind; what you do reflects how able you are.
What you say reflects your mind; what you do reflects **your ability**.
- A single dollar could save a man's life, and a thousand dollars could better it, while a man's life could be ended by a million.
A single dollar could save a man's life, and a thousand dollars could better it, while **a million dollars could end it**.
- I am at a loss what to do and where I should go.
I am at a loss what to do and where **to go**.
- Your semester grade is not only based on how well you do on each test but also how you participate in class.
Your semester grade is **based on not only** how well you do on each test but also how you participate in class.
- Endeavor, being confident and opportunity are the basic elements of one's success.
Endeavor, **confidence** and opportunity are the basic elements of one's success.