

● 国家教委高等学校第三届优秀教材二等奖

总主编 李观仪

# 新编英语教程

第三版

THIRD EDITION

# A NEW ENGLISH COURSE

主编 梅德明



学生用书

Student's Book

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电 话: 021-65425300 (总机)

电子邮箱: bookinfo@slep.com.cn

网 址: <http://www.slep.com.cn> <http://www.slep.com>

责任编辑: 杭 海

李观仪 总主编

梅德明 副主编

王 玉 王 颖 李 颖 李 颖

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## 第三版前言

《新编英语教程》第三版1-4册编写组(下称“编写组”)以《国家中长期教育改革和发展规划纲要》和《高等学校本科英语专业规范》两个文件为编写工作的指导思想,明确新时期我国高等教育的历史使命,即“适应国家经济社会对外开放的要求,培养大批具有国际视野、通晓国际规则、能够参与国际事务与国际竞争的国际化人才”,明确高等院校英语专业的人才培养目标,即“培养具有较高的人文素养、熟练的英语语言技能、厚实的英语语言文学专业知识和其他相关专业知识,能运用英语和本族语从事教育、管理、翻译、外事、外贸、研究等各种工作的英语专业人才。”

编写组十分重视学习者英语综合能力的培养,对“英语综合能力”的认识突破“语言加技能”的传统框架,深刻认识到综合语言运用能力的培养和形成是建立在学生的“语言技能、语言知识、情感态度、学习策略和文化意识”等素养整体发展的基础上,明确新版教程必须体现国际化的时代精神和以人为本的教育理念,有利于培养学生良好的英语语言素质、积极的学习态度和规范的学习习惯;有利于促进学生心智、情感、态度与价值观的发展以及综合人文素养的提高;有利于促进探究式、任务型、交际性的教学的实施;有利于培养学生独立思考的习惯、观察分析的能力、合作参与的意识、勇于创新的精神以及人际沟通的技能。

编写组树立国家级规划教材的精品意识和责任意识,坚持以下编写原则:1) 遵循“题材—结构—功能—任务”的编写原则,融语言知识、语言技能、情感态度、学习策略和文化意识于一体;2) 语言生动、真实、自然,内容健康向上,贴近学生生活,符合学生的心理特征和认知规律,能激发学生的学习兴趣;3) 重视教学过程,重视语言知识的感知和体验,重视语言信息的获取和处理,重视听说读写技能的综合运用,教学内容和形式相统一,输入与输出相协调,循序渐进,合理体现词语和语法项目的复现率;4) 提供丰富的中外文化内容,注重培养学生跨文化交际的能力;5) 精心选材,以经典文和现代文为两大主要取材来源。题材、体裁广泛,以人文社科类的散杂文和短篇小说作品为主,兼收反映自然科学成果以及报道经济法律界人与事方面的文章和报告,小说散文、诗歌戏剧、传志杂记、书信函电、政法公文、广告宣传、叙事议论等体裁均有合理的比例。

编写组认真研究、深入分析了《新编英语教程》第二版1-4册的使用反馈意见,对选文信息、题材内容、语言难度、单元数量、练习设置、配套教辅等方面存在的问题进行了深刻反思和积极的修改,修改幅度达50%。

第三版继承第二版强调英语语言知识和综合技能精确使用的理念,充分考虑人才培养目标、规格以及90后学生的认知特点,摒弃行为主义学习理论所推崇的机械训练方法,强调符合人本主义精神、以跨文化交流为目的的任务交际型的语言能力的培养,合理删减并调整“语言结构”、“对话交谈”和“主副课文”的内容和难度,适当增加具有经典性、时代性、趣味性、多样性等特点的优质选文,同时新增促进语言输入、引导语言输出的“听与说”项目。

第三版的布局和体例基本不变,每册仍然含《学生用书》、《教师用书》、《练习册》三本;削减1-4册的单元数量,第一、二册由原先的18单元降至15单元,第三、四册由原先的15单元降至12单元;提升第一、二册的难度,并适度提高第三、四册的难度;新增与《教师用书》配套使用的电子教案。

第三版1-4册单元布局如下:

#### 第1册单元设计

Language Structures

Dialogue

Reading I

Reading II

Guided Writing

Interaction Activities

#### 第3册单元设计

Listening In & Speaking Out

Text I

Text II

Oral Work

Guided Writing

#### 第2册单元设计

Language Structures

Dialogue

Listening In & Speaking Out

Reading I

Reading II

Guided Writing

Interaction Activities

#### 第4册单元设计

Text I

Text II

Oral Work

Guided Writing

为了确保《新编英语教程》第三版的编写质量,编写组聘请了外籍专家Antony Ward对教材的对话部分进行了审校和修饰。与此同时,编写组还选择了部分有代表性的教学单位,依次对第三版1-4册的试用本进行了全过程的教学。编写组根据试用单位所提出的意见和建议,对教程的相关部分又作了相应的调整和修改。在此,编写组对Antony Ward先生以及参与第三版试用本教学的所有师生,表示最诚挚的感谢。

编写组认为,《新编英语教程》第三版1-4册体现了我国高等教育英语专业的学科属性、专业本色和特色以及培养目标。编写组真诚希望本教程能为培养国家和地区所需要的英语专业人才做出应有的贡献。编写组也殷切希望,本教程使用者本着取精用弘、精益求精的态度,对教材的不当之处不吝指正。

## AN ENGLISH FOREWORD TO THE THIRD EDITION

Great changes have taken place over the last ten years in the field of foreign language education in China, parallel to the changes in both epistemology and technology in the increasingly internationalized world, which has led to the innovation of the English education curriculum as well to the renovation of the English education environment.

Growing up with Web 2.0 in a world that is more flat than ever before, foreign language learners of the network generation cannot but confront the overwhelming diversity of information resources presented in the distinct multimedia manner. Defying the traditional conviction on the one hand and the liberal rhetoric on the other, students of the 90s are more self-conscious than any earlier generation in terms of what to learn and how to learn, and, more importantly, where to seek information. Consequently, the foreign language setting is no longer physically constrained and the student-centered modality is but the classroom norm of the bygone days, an eminent situation recognized by language teachers and curriculum designers.

Conscious of the changed and still changing behavior of the foreign language education community, we, as English textbook developers and classroom teachers, set out revising and updating our knowledge of the more diversified foreign language education practice as well as of the web-generation of foreign language learners, before we set out revising and updating the earlier edition of the textbook *A New English Course*. Grounded in the philosophy of educating English-major students in the direction of preparing them to become foreign language professionals who are, characteristically, conscientious and responsible citizens, enthusiastic and life-long learners, proficient and appropriate cross-cultural communicators, reliable and industrious problem solvers, consistent and unfailing workers, and critical and unbiased thinkers, we develop this new edition considering both national and international dimensions of literary ideas and ideals, drawing upon both technical and rhetorical resources of content, integrating both technological and humanistic approaches of methodology, and promoting both linguistic expertise and academic scholarship of the learner.

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主 编 梅德明  
副主编 吴 贇  
编 者 杨静宽 王 正 侯靖靖  
朱 晔 李 梅 华汀汀



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# Unit 1

## TEXT I

### This Year It's Going to Be Different

#### PRE-READING QUESTIONS

The title of the text discloses very little information, except perhaps that it points to a narrative piece of writing. So here is a clue for you. The hero of the story, who is married and has four children, is talking about his New Year's resolutions.

If you don't know what a New Year's resolution is, look it up in a dictionary. Now the questions for you to think about are: Why does the man say "This year it's going to be different"? What sort of resolutions did he make in previous years? How do his New Year's resolutions for this year differ from previous ones? Make a few guesses and write them down below.

- 1.
- 2.
- 3.

**THE MAIN IDEA** (Suggested time limit: 5 minutes for reading.)

Read the text rapidly once to get the main idea.

#### TEXT

New Year's resolutions<sup>1</sup> are like anything else — you get out of them what you put in. Judging from results of other years, I had never put enough in, but this year was going to be different. I read books on self-improvement<sup>2</sup> before I wrote my list. Find some beauty in everything. ... Make the other fellow feel important. ... About thirty like that. Pretty clearly, anyone who followed my collection of rules would be blessed with a richer life<sup>3</sup>, boundless love from his family, and the admiration of the community. I could hardly wait until New Year's Day.

When I came downstairs Maggie, my wife, was at the kitchen sink<sup>4</sup>. I tiptoed over and kissed her on the back of the neck. (Resolution No.1: Be spontaneous in showing affection.) She shrieked and dropped a cup. "Don't ever sneak up on<sup>5</sup> me like that again!" she cried.

"You're looking lovely this morning," I said. (A sincere compliment is worth its weight in gold.)

"Look," she said, "it wasn't my idea to stay out until four a.m."<sup>6</sup>

I took some aspirin and coffee into the living room. I'd just started reading the paper when Sammy, our five-year-old<sup>7</sup>, came in. He was wearing the watch he'd received for Christmas. "Say, Dad," he said, "what makes a watch run?"<sup>8</sup>

In the old days I would have told him to ask his mother. Instead, I got a pencil and drew a sketch of the escapement mechanism. (Always encourage your child's curiosity.) It took about fifteen

minutes, and Sammy wandered off several times, but I kept calling him back. "There," I said, "that's what makes your watch run."

"Then how come it doesn't?" he asked.

His brother Roy walked by. "You have to wind it," said Roy. Sammy wound it and held it to his ear. He smiled. "Roy sure is smart<sup>10</sup>," he said.

Our daughter Gretchen came in with her doll, Mrs. Robinson. "Good morning, Gretchen," I said. "Happy New Year, Mrs. Robinson." (Meet your child at his own level.)

"It isn't either happy<sup>11</sup>," said Gretchen. "Mrs. Robinson is sick. Probably a coronary<sup>12</sup>."

"Why don't you take her to see Dr. Sammy?" I suggested. "He can use his new doctor's kit."

The phone rang, and I answered it. It was a friend of our daughter Kit. "Happy New Year, Marilyn," I said. "What have you been doing over the holidays?" (Show an interest in your children's friends.) She said she hadn't been doing anything much. "Come now<sup>13</sup>, a pretty girl like you," I said jovially — "I'll bet the fellows are swarming around.<sup>14</sup>... What's that? Yes, of course you can speak to Kit. Certainly."

Kit was in her room with the record player going very loud, I rapped on the door. She called out something, and I went in. She was in her pajamas. "I didn't say you could come in!" she yelled, grabbing a robe and holding it in front of her. At fourteen, she has become extremely aware of being female.

"I'm sorry. I couldn't understand you," I said apologetically. To ease the situation, I picked up her brand-new sweater from the floor and put it over a chair.

"I was going to pick it up," she said defensively, "You don't always put your things away."

There was a series of shrieks down the hall. I found Gretchen in tears. Roy and Sammy were about to perform open-heart surgery on Mrs. Robinson with a scout knife<sup>15</sup>. "She told us Mrs. Robinson was sick," Roy said.

I suggested that they carve something for their mother — like a salad spoon.<sup>16</sup> (Encourage creativity in the young.)

In the kitchen, Maggie wanted to know what was wrong with Gretchen. "Mrs. Robinson had a coronary," I told her.

"I know you're not feeling your best after last night," she said, "but I'm getting a little tired of these smart remarks. Would you mind taking the garbage<sup>17</sup> out?"

"I'd be happy to," I said. (The most trivial chore can prove rewarding if approached with zest.)

"Do you have to be so sarcastic?" she said.

It seemed that my resolutions weren't working the way the books had said. I didn't quit, though. I helped the boys build a snowman — only Sammy got his feet wet<sup>18</sup> and Roy lost his mittens and they went inside. I played jacks with Gretchen<sup>19</sup>, but she said I didn't do it right. I struck up a conversation with Kit, trying to establish some kind of rapport<sup>20</sup>. I touched on hippies, pop music, dating, morality and so on.<sup>21</sup> She contributed very little. Anybody else would have thrown in the

sponge<sup>22</sup>, but I kept trying. For example, Maggie always dreads taking down the Christmas tree, so I thought I'd do it for her. (Take over one of your wife's chores, she'll love you for it.)

I was about two thirds done when Maggie came in. "Oh, no!" she cried. "I wanted it left up for the party tonight. Can't you just sit and watch a football game, please? It's what you usually do on New Year's."

"This year is different," I said.

"Yes, isn't it?" She shook her head. "I swear I don't know.<sup>23</sup> The kids have been impossible all day. I found the boys whittling on my best salad spoon, and then they had the nerve to say you suggested it<sup>24</sup>. And Kit has been in a poisonous mood<sup>25</sup>. She said that Marilyn phoned and you didn't tell her. And that you cross-examined Marilyn about her boyfriends."

"Hold it!" I said. "I was only making small talk."<sup>26</sup> By now the kids were in the room, drawn by the commotion.

"You never bothered with small talk before. Why start now?"

"Because it's New Year's," I said. I explained to the assembled gathering about the books and the resolutions and what I'd been trying to accomplish. Silence. The kids stood there looking uneasily at each other. "A man wants to improve himself," I said. "He wants to be a better husband, a better father —"

"We all want to be better," Maggie said. "Except that when you're so considerate it doesn't seem natural. If the kids do something and you get mad, they know where they stand.<sup>27</sup> But when you're so even-tempered —"

"Yeah," Kit said. "You didn't say a word about my clothes on the floor. You just smiled. It made me sick."<sup>28</sup>

Roy said, "I been in more trouble today."<sup>29</sup> "..."

Gretchen said, "I think it was better when you didn't play jacks."

"And yelled," Sammy said, "and said 'damitall!'"<sup>30</sup>

"All right," I snarled, "I make every effort to be a good father, and this is the thanks I get. The fact is, you don't deserve the father you've got."

I was illustrating my points with gestures. "You're the ones who'd better start making resolutions. Like doing your homework, cleaning your rooms, letting the spoons alone<sup>31</sup>. And when I tell you to do something, jump<sup>32</sup>!"

I reached out to steady a lamp I had brushed with my sleeve. "Furthermore —" At this moment, I realized suddenly that the atmosphere had changed. The kids were sprawled on the floor, relaxed. I turned to Maggie.

"Why is everybody smiling? What's the big joke?"

"No joke," she said. "We're just happy to have you back again."

By Will Stanton

Now decide which of the following statements best sums up the main idea. Put a tick by it.

1. Some of his family members were pleased while others were not when the writer tried to please everybody in the family on New Year's Day.
2. The writer tried to be a better husband and a better father in the new year, and his family members appreciated this.
3. The writer carried out his New Year's resolutions faithfully to improve himself, but the results all went contrary to his expectations.

## VOCABULARY

**A. Guess the meaning of the following words and phrase from the context by matching each item in Column A with the word or phrase in Column B that is similar in meaning.**

A

1. boundless (line 5)
2. shriek (line 8)
3. sketch (line 16)
4. curiosity (line 16)
5. doctor's kit (line 25)
6. pajamas (line 32)
7. creativity (line 42)
8. garbage (line 46)
9. cross-examine (line 63)
10. accomplish (line 68)

B

- a. a rough drawing
- b. a bag or box containing doctor's instruments and medicine
- c. jacket and trousers for sleeping in
- d. without limits, unlimited
- e. question somebody very closely or severely
- f. finish successfully, succeed in doing
- g. cry out with a high sound
- h. the desire to know, find out or learn
- i. the ability to produce new and original ideas and / or things
- j. waste material

**B. Look up the following words in an English-English dictionary and write down the definition of each word that fits the context.**

1. admiration (line 6)
2. tiptoe (line 7)
3. spontaneous (line 8)
4. compliment (line 10)
5. escapement (line 16)
6. jovially (line 29)
7. carve (line 41)
8. whittle (line 61)
9. commotion (line 65)
10. considerate (line 71)
11. snarl (line 79)
12. sprawl (line 85)

## Notes

The author — Will Stanton (1918–1996), American humorist and magazine writer. He published more than 150 articles in such magazines as *Reader's Digest*, *McCall's*, and *The New Yorker*. This text first appeared in his collection *The Old Familiar Booby Traps of Home* (1978).

1. New Year's resolution — something one makes up one's mind to do at the beginning of a new

year in order to be and do better in the year ahead

2. **self-improvement** — the act of improving oneself. This is a compound noun formed with *self-*.

More examples:

self-control                  self-determination                  self-reliance                  self-respect

3. **anyone ... would be blessed with a richer life ...** — anyone ... would be lucky enough to have an interesting and eventful life. The literal meaning of *bless* is “ask God’s favour or protection for”. Example:

The priest *blessed* the people in the parish.

*Be blessed with*, however, only means “have something such as an ability, a good quality, which is admired or which is an advantage to a person.” More examples:

My eighty-year-old grandmother *is blessed with* good health.

His brother *is blessed with* an inquisitive mind.

4. **kitchen sink** — a large basin in a kitchen fixed to a wall with pipes to supply and carry away water, and used for washing plates, vegetables, and various kinds of food 厨房用洗涤槽. Note that 洗脸盆 is a *basin*, a *washbasin* (Brit.) or a *washbowl* (U.S.).

5. **sneak up on** — creep up on, come near quietly and unnoticed. More examples:

My mother’s hair was turning grey as age *sneaked up on* her.

The girls were so absorbed in playing hide-and-seek that they didn’t notice darkness *sneaking up on* them.

Cf.: A grim spectre has *crept upon us* almost unnoticed.

6. **“Look,”** she said, “it wasn’t my idea ...” — *Look* in this context is an interjection which is used for emphasizing a point before making a statement, often when one is angry. Sometimes *look here* is used to express the same meaning and feeling. More examples:

*Look*, I don’t mind your opening the window, but you shouldn’t let the child sit in the draught.

*Look here*, where are your manners? How can you talk to your grandmother like that?

7. **our five-year-old** — our five-year-old son

8. **“Say, Dad,”** he said, “what makes a watch run?” — *Say* used in this way is an Americanism. It is used to attract attention or to express surprise. More examples:

*Say*, how come you’re here!

*Say*, what makes the lid of the kettle go up when the water’s boiling?

9. **Then how come it doesn’t?** — Then why doesn’t it run? *How come* is informally used to ask “how does / did it happen (that) ...?” or “why ...?” More examples:

*How come* many vegetables, such as cucumbers, tomatoes and green peppers, are still in good supply these days despite the recent downpour?

“*How come* so many foreign visitors went to Harbin last winter?” “Because of the annual ice festival held there. Many overseas tourists wanted to see the famous ice sculptures there.”

10. **Roy sure is smart** — Roy certainly is bright / clever. *Sure* meaning “certainly” is an example of American colloquialism. More examples:

He *sure* will come.

It *sure* is hot today.

Cf.: ... but I’m getting a little tired of these *smart* remarks (lines 45 – 46). Here, *smart* implies

sarcasm on the part of Maggie, the wife.

11. It isn't either happy. — The normal order of the sentence is: It isn't happy, either. This is child talk, meaning "It's really unhappy."

12. coronary — an attack of coronary thrombosis 冠状动脉血栓症. Here Gretchen is using a grown-up's medical term which refers to the formation of a clot in the blood vessel which supplies blood directly to the heart, resulting in obstruction of that coronary artery.

13. come now — This is an expression used to encourage the person spoken to, or persuade / convince him or her. It may also express irritation or impatience. More examples:

Come now, you can do it yourself.

Come now, of course you can come to the lecture.

14. I'll bet the fellows are swarming around. — I'm sure many young men are after you. The literal meaning of *bet* is "risk (money) on the result of a future event" 打赌. Example:

He *betted* his friend \$100 that Team A would defeat Team B in the semi-final.

But when informally used, *bet* means "be certain that something will happen". Examples:

I *bet* it'll clear up tomorrow just for the football game.

I'll *bet* our alumni get-together will be a great success.

*You bet* is used informally as an emphatic way of saying "yes". Example:

"Are you coming to the farewell party for Mrs. Thomson?" "*You bet.*" (= Certainly.)

15. scout knife — a knife used by a boy scout, who is a member of an organization for boys intended to develop character and teach self-reliance, discipline and public spirit

boy scout 男童子军

girl guide (Brit.) / girl scout (U.S.) 女童子军

16. I suggested that they carve something for their mother — like a salad spoon. — I suggested that they should carve something for their mother, for example, a salad spoon, using the scout knife.

Carve is in the subjunctive. A subjunctive verb is often used in the *that*-clause after such verbs as *suggest*, *request*, *insist*, *recommend*, etc.

This use of the subjunctive is mainly American English. In British English, *should* + verb is used in the *that*-clause. Example:

He insisted that Tom *should go* alone.

salad spoon — a big wooden or plastic spoon used to serve or mix a dish of cold, sliced vegetables such as lettuce, cucumber and tomato seasoned with oil

17. garbage — *Garbage* is American English, its British equivalent is *rubbish*. The following are a few examples of differences between British English and American English:

	U.S.	U.K.
Spelling	pajamas	pyjamas
Word Choice	garbage	rubbish
	garbage can	dustbin
	garbage collector	dustman
	garbage truck	dustcart
Idiomatic Usage	Say, Dad, ...	I say, Dad, ...
	Roy sure is smart.	Roy is certainly smart.

18. only Sammy got his feet wet — but Sammy got his feet wet. *Only* is here a conjunction meaning “but, except that”. Another example:

You can use any of these tools, *only* you must put them back in good order after using.

19. I played jacks with Gretchen  
jacks — a children’s game in which a set of small objects are tossed in the air and gathered in various ways between bounces. The game is also called jackstones 抛石游戏.

20. rapport — (French) close agreement and understanding, sign of a good relationship. More examples:  
Emperor Titus was always *in rapport with* his people because of his openness, sincerity, and high sense of responsibility.

Our state leaders often visit various countries of the world in order to *develop* some kind of *rapport with* them.

21. I touched on hippies, pop music, dating, morality and so on. — I talked about hippies ... briefly.  
hippie / hippy — a person who rejects established social conventions and institutions and expresses his personality by unusual styles of dress, living habits, etc., associated with the late 1960s  
pop music — music which is popular with the general public, especially young people. It began as a distinctive genre in the 1950s. It is generally characterized by a heavy rhythmic element and the use of electric guitars and electrical amplification. The first manifestation of pop music was “Rock and Roll” which had its roots in the “blues”, that is, dance tunes of black American origin.

dating — going out regularly with someone of the opposite sex

22. would have thrown in the sponge — would have admitted defeat and given up doing ...

23. I swear I don’t know. — I must say I don’t know.  
swear — say firmly and emphatically. This verb is used here informally.

Swear has different meanings in different contexts. Examples:

They *swore on the Bible* (手按《圣经》发誓) that they’d never let out the secret.

She *swore on her honour* (以自己的名誉发誓) that she had done nothing of that sort.

They shouted and *swore at each other*. (相互咒骂)

It is wrong to *swear* (咒骂) under any circumstances.

24. they had the nerve to say you suggested it — They were rude enough to say that ... The literal meaning of *nerve* is 神经, but *have the nerve to do something* means “shock or anger someone by doing something rude or disrespectful”. Example:

How could she *have the nerve to* say such a thing in public!

*Nerve* may also mean “courage, determination, and self-control”. Examples:

I hadn’t the *nerve to* speak before so many people.

*What a nerve!* means “What impudence! How rude of you!”

25. in a poisonous mood — in a very bad temper

26. “Hold it!” I said, “I was only making small talk.” — “Stop talking!” I said, “I was only talking about unimportant matters.” “住嘴!” 我说, “我不过在跟她闲聊。”

hold it — stop something one is doing. This short sentence is usually used as a command.  
Another example:

The space shuttle was about to be launched into space when from the control tower came the order, “*Hold it!*”

27. If ... you get mad, they know where they stand. — If you become angry, they know they are

wrong.

28. It made me sick. — It made me disgusted. It annoyed me.
29. I been in more trouble today. — I've been in more trouble today than any other day. The auxiliary *have* is left out in this sentence because it was said by a child.
30. "And yelled," Sammy said, "and said 'damitall'." — This is a continuation of what Gretchen said a moment ago. So Sammy was saying "I think it was better when you yelled and said 'damitall'." *damitall* — Damn it all. This expression is used to express strong anger, annoyance or impatience.
31. letting the spoons alone — not doing anything to the spoons
32. jump — hurry up and do it

## QUESTIONS

Choose the alternative which best explains the italicized part of each sentence.

1. *Be spontaneous in showing affection.*
  - A. Be ready to show a feeling of fondness.
  - B. Be free to show love.
  - C. Be natural in showing tenderness.
  - D. Be quick in showing warmth.
2. *It wasn't my idea to stay out until four a.m.*
  - A. I didn't like the idea of staying in the open air until four in the morning.
  - B. It wasn't my plan to stay out until four a.m.
  - C. I didn't want to remain outside as late as four in the morning.
  - D. It wasn't my plan to stay outdoors when it was already four a.m.
3. *To ease the situation,* I picked up her brand-new sweater from the floor.
  - A. In order to improve the relationship between us
  - B. In order to give relief to the situation
  - C. To free the situation from anxiety
  - D. In order to make the situation less tense
4. I know *you're not feeling your best* after last night ...
  - A. you're not in your right mind
  - B. you're very ill
  - C. you aren't feeling well
  - D. you're in a bad mood
5. *She contributed very little.*
  - A. She remained silent.
  - B. She said something in our conversation.
  - C. She did not want to talk to me at all.
  - D. She hardly said anything.
6. *The kids have been impossible* all day.
  - A. The children have been very unpleasant and disagreeable
  - B. The children have not been satisfied
  - C. The children have been very hard on me
  - D. It has been impossible for me to endure the kids
7. ... *you cross-examined Marilyn* about her boy friends.
  - A. you spoke to Marilyn carefully
  - B. you asked Marilyn many questions
  - C. you looked into Marilyn's case
  - D. you found out from Marilyn
8. I explained to *the assembled gathering* about the books ...
  - A. my wife and children who came together
  - B. people who were around me
  - C. people who got together for a meeting
  - D. children meeting together



## SOME COMMENTS ON THE TEXT

This is a light, humorous piece of writing. The writer gives us a vivid account of how his New Year's resolutions, perfect as they seemed, ended in total failure. This narrative is a delight to read because of its light touch of humour throughout.

Here are some of the ways the writer uses to make his narration successful, interesting and entertaining.

1. The narrative is strikingly conversational in tone and the writer's style is lively, unaffected, idiomatic and straightforward. What makes the account appeal to the reader is that the writer seems to be actually talking, having a personal, relaxed, down-to-earth conversation with the reader. Further, the talk is filled with colloquialisms. Colloquialisms or colloquial expressions appear more often in speech than in writing, though sometimes they are found in writing too to give it some flavour of a chat, making it informal and entertaining. Letters between close friends, for example, invariably employ colloquialisms. Colloquial expressions are words and phrases that are usually permissible in familiar conversation, but they should be avoided in formal speech and writing. For example, we should not use *all right*, *cute*, *auto*, *right away*, *I'm through* in formal speech or in a research or term paper.

The writer of this narrative uses a lot of colloquial expressions in dialogue; they are characteristic of speech as well as informal writing and so are perfectly appropriate. Examples:

"Then how come it doesn't?" he asked.

"Roy sure is smart," he said.

"Come now, a pretty girl like you," I said jovially — "I'll bet the fellows are swarming around." Anybody else would have thrown in the sponge, but I kept trying.

"If the kids do something and you get mad ..."

"Yeah," Kit said.

2. There is a striking contrast between the informal colloquial English used in conversation and the formal, rigid English found in the writer's list of resolutions on self-improvement, and it is partly through this contrast that the writer succeeds in giving the reader the impression that he is making himself a laughingstock by carrying out his resolutions. Examples:

Be spontaneous in showing affection. (Resolution) — Don't ever sneak up on me like that again. (Response)

A sincere compliment is worth its weight in gold. (Resolution) — It wasn't my idea to stay out until four a.m. (Response)

The most trivial chore can prove rewarding if approached with zest. (Resolution) — Do you have to be so sarcastic? (Response)

3. The writer uses several examples of exaggeration to create comic effect and induce amusement. Besides, he exposes himself to ridicule by following what the books say about resolutions without considering his real situation. Examples:

About thirty like that.

Pretty clearly, anyone who followed my collection of rules would be blessed with a richer life,