

■ 外教社 基础外语系列教材

# 新世纪

## ENGLISH FROM SCRATCH

# 基础英语

# 3

教师用书

(供成人教育用)

总主编 张伯香 张福林  
主 编 郑孟霞 曾 静 张文涛



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## 前 言

随着中国加入世界贸易组织以及申办 2008 年奥运会和 2010 年世博会的成功,中外交流的规模日益扩大,英语显得越发重要。为了适应这一形势,政府官员、企事业单位的职员(如:银行保险、邮政通讯、医疗卫生、交通运输、旅游观光、商品贸易、文化体育、社会服务等各种窗口性行业)甚至普通的市民都有学习英语的强烈愿望。许多从未接触过外语的人也开始学习英语。正是在这一背景下,我们编写了这套全新的《新世纪基础英语》丛书,以期满足广大英语初学者的需要。

《新世纪基础英语》以初学英语的读者为对象,按照以学习者为中心的原则编写,突出自主性学习的作用和对语言实际运用能力的培养。全套教材分为学生用书和教师用书两种,各 4 册,除第一册分 18 个单元外,其他 3 册每册 12 单元。本套教材的突出特点是:(1)基础性:最基本的语音、语调、语法知识,最基本的词汇,最常用的短语、句型;(2)简单性:课文语言简单、生动、直接、明了;(3)实用性:词汇、语法、句子、课文、练习不仅简单有趣,而且易学易用;(4)时代性:语言新(词汇、短语、句型都具有时代感)、题材新、编排新。

本书是教师用书的第 3 册,包括爱情、亲情、成长的烦恼、语言与文化、互联网、心理分析、求职、人生的思索、幸福的涵义、科普、时事等主题。每个单元由以下几个部分组成:

1. 教学目的:明确每单元的教学内容、重点、难点以及应掌握的知识。
2. 热身练习:让学生阅读课文之前先听课文录音,完成听写填空练习,并进行有关课文主题的讨论,从而激发他们的兴趣,开阔他们的思路,为正式进入课文学习做好准备。
3. 课文学习:为帮助学生理解课文,除检测应重点掌握的基本词汇外,我们着重提供了 A、B 两篇课文的背景知识,对课文中出现的较难的词汇、短语、句子结构、语法现象等语言点作了进一步的分析和讲解,并增加了部分问答题和讨论题。
4. 对话学习:就如何学习对话给学生提出了一些建设性意见。
5. 习题全解:提供了第 3 册学生用书各单元所有练习的参考答案。
6. 参考译文:提供了第 3 册学生用书各单元 A、B 两篇课文的汉语参考译文。
7. 补充阅读材料:为那些基础好、学有余力的学生额外准备了 1—2 篇相关的阅读

材料,以扩大其知识面。

8. 教师用书练习参考答案:提供了教师用书中新增加的问答题和讨论题的参考答案。

本册教师用书的编写具体分工如下:第1单元、第6单元由严霁洁执笔,第2单元、第5单元、第7单元、第10单元由张文涛执笔,第3单元、第8单元由郑孟霞执笔,第4单元由代高洁执笔,第9单元、第11单元、第12单元由曾静执笔。然后由郑孟霞统稿,对全书的内容做了认真、仔细的修改。最后由张福林和张伯香审订。

本套教材从编写计划的提出、样课的编写、书稿的审校和多媒体的制作等方面都得到了上海外语教育出版社的领导和编辑们的大力支持和协助,在此,我们谨表示诚挚的谢意。

由于系统教材的编写涉及方方面面,难度很大,加之编者水平有限,疏漏之处在所难免,恳请广大读者批评指正。

张伯香 张福林

2003年12月于珞珈山

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# *Unit 1*

## *Love*

### *Objectives*

This unit aims to help students improve their narrating skills. The teacher should encourage students to tell stories and express their ideas on things closely related to their lives. By the end of this unit, students should be able to understand the main idea and the structure of the texts, to grasp the key language points and grammatical structures of them, and get familiar with different types of sentences (simple, compound, complex and compound-complex sentences).

### *Warm-up activities*

#### **I. Talk about it — Lead-in questions**

These are open-ended questions.

Encourage the students to tell about the relationship between their family members. Are they close to each other? Who is the center of the family? ...

#### **II. Listen to it**

- |  |                                      |
|--|--------------------------------------|
| 1. family; father; money               | 2. spend; keep; while                |
| 3. wooden; sold; packing               | 4. dinnertime; fishing; serve; place |
| 5. watering; cutting; fetching; secret | 6. climbed; uncovered; poured        |
| 7. treasure; wiped; wrapped            | 8. carefully; blue; appeared         |

## *Study Text A*

- I. Vocabulary check:** Check students' understanding of just a few key words from the text by giving their English explanations and asking students to give the words and their Chinese meanings.

1. a flexible, stretchable band made of rubber 橡皮圈;松紧带 (elastic)
2. extended over an irregular area; sprawling 蔓延的;杂乱的 (rambling)
3. throw away; reject 丢弃;废弃 (discard)
4. the state of being healthy, happy, or prosperous 幸福;美满 (well-being)
5. things that need attention or consideration before others 优先权;需优先考虑的事 (priority)
6. support the spirits, vitality, or resolution of; encourage 支持;鼓舞 (sustain)
7. sacredly; seriously 神圣地;庄严地 (solemnly)
8. elaborate adornment, especially fine clothing and accessories; jewelry 华丽的饰物;首饰珠宝 (finery)

- II. Background information:** Provide some background information for students.

### *About Mother's Day*

Mother's Day is a holiday in the United States, Canada, Australia, Belgium and the Netherlands, typically celebrated on the second Sunday in May, to celebrate motherhood — whilst in the United Kingdom and many other countries Mother's Day applies to what is more formally known as Mothering Sunday, a Christian holiday on the fourth Sunday of Lent. Often the mother receives gifts.

In 1907 Mother's Day was first celebrated in a small private way by Anna Jarvis in Grafton, West Virginia, to commemorate the anniversary of her mother's death two years earlier on May 9, 1905. Jarvis's mother, also named Anna Jarvis, had been active in Mother's Day campaigns for peace and worker's safety and health. The younger Jarvis launched a quest to get wider recognition of Mother's Day. The celebration organized by Jarvis on May 10, 1908 involved 407 children with their mothers at the Andrew's Methodist Church in Grafton. As the custom of Mother's Day spread, the emphasis shifted from the pacificism and reform movements to a general appreciation of mothers. The first official recognition of the holiday was by West Virginia in 1910. A proclamation designating the second Sunday in May as Mother's Day was signed by U. S. president



**III. Detailed study:** Ask the students to read the text carefully and provide them with some detailed explanations of the difficult language points and structures.

1. *Nevertheless, he opened the shop's weathered door and went inside.* (para. 2) 然而, 鲁本还是推开商店陈旧褪色的大门走了进去。

Here “weathered” means “seasoned by exposure to the weather”. It is the past participle of “weather” and used as an adjective to modify “door”. The word “weather” has the following meanings as a verb.

- a. expose to the open air; subject to the action of the elements

*e.g.* Copper turns green as it weathers. 铜风化后变成绿色。

- b. discolor, disintegrate, wear, or otherwise affect adversely by exposure

*e.g.* The sun weathered the paint. 日晒使油漆褪色了。

- c. come through (something) safely; survive

*e.g.* weather a crisis 平安度过危机

2. *Standing proud and straight in his flour-sack shirt and washed-out trousers, he told the shopkeeper what he wanted...* (para. 2) 虽然鲁本身上穿的是面粉口袋布做的衬衣和洗破了的裤子,可他仍旧很精神地站在店主面前自豪地说出了他想买的东西……

The word “stand” is not a link verb in this sentence though it is followed by two adjectives “proud” and “straight”. The participle phrase means “The boy was standing in front of the shopkeeper and he was proud and straight though he was in his flour-sack shirt and washed-out trousers.” Apart from adjectives, noun or noun phrases can also be used in this structure. Here is an example:

*e.g.* He left home young and returned an old man. 他离开家时还很年轻,可回来时已是一位老人了。

3. *a freshening wind* (para. 3) 一阵清新的风

The suffix “-en” is added to an adjective or a noun to form a verb with the meaning of “cause to be...” or “cause to have”.

- (1) *adj.* + “-en”

*e.g.* darken, deepen, harden, loosen, sharpen, shorten, soften, tighten, widen

- (2) *n.* + “-en”

*e.g.* frighten, hearten, heighten, lengthen, strengthen

4. *The boy's hand tightly clutched the five-cent pieces as he ran the two kilometers home.* (para. 5) 那孩子手里紧紧攥着那两枚五分钱的硬币,一路跑了两公里回到家。

The word “as” is a conjunction introducing the adverbial clause of time with the meaning of “at the same time that; while”.

*e.g.* Reuben exclaimed as he ran to her side. 鲁本高喊着跑到她身边。

When used as a conjunction to introduce adverbial clauses, “as” also means:

a. for the reason that; because:

**e.g.** As there was very little support, the strike was not successful. 因为得不到支持, 罢工并不成功。

b. in the manner or way that:

**e.g.** Type it again as I showed you a moment ago. 按照我刚才演示给你看的方法再打一遍。

c. to the same degree or quantity that; often used as a correlative after “so” or “as”.

**e.g.** He is as quick in answering as his sister (is). 他和他姐姐反应一样快。

The situation is not so bad as you suggest. 情况并不像你说的那么糟。

5. *Near his house stood the ancient barn that housed the family's goats and chickens.* (para. 6) 在他家房子旁边有一个很旧的牲口棚, 里面养着自家的羊和鸡。

The subject-verb order of this sentence is reversed because the subject is long. The normal order should be: “The ancient barn that housed the family's goats and chickens stood near his house.”

In the sentence the word “stand” means “to be placed or situated”.

**e.g.** The building stands at the corner. 那座大楼位于拐角处。

6. *Dora lifted the lid, tears beginning to blur her vision.* (para. 21) 朵拉打开盒盖, 泪水模糊了她的视线。

The second half of the sentence “tears beginning to blur her vision” is called an absolute construction in English grammar. The subject of the absolute construction is different from that of the main sentence. An absolute construction functions as an adverbial in a sentence and is always used to describe an activity or a situation that happens or exists at the same time. Here are several basic types of absolute constructions:

a. noun/pronoun + participle

**e.g.** He lay on his back, his hands crossed under his head. 他仰面躺着, 手交叉放在脑后。

b. noun/pronoun + adjective

**e.g.** He entered the room, his nose red with cold. 他进了屋, 鼻子冻得红红的。

c. noun/pronoun + infinitive

**e.g.** Here are the first two volumes, the third one to come out next month.  
这里是前两辑, 第三辑将在下个月面世。

d. noun/pronoun + prepositional phrase

**e.g.** After killing the Japanese soldier, the two partisans ran away, rifle in hand. 那两个游击队员打死了那个日本兵之后逃脱了, 他们手里还拿着来复枪。

e. noun/pronoun + adverb

**e.g.** He put on his socks, the wrong side out. 他把袜子穿反了。

#### IV. More questions for comprehension

1. Why did Reuben stand proud and straight in front of the shopkeeper although he was in rags and had no money to buy what he wanted? (para. 2)
2. What does the sentence "There was purpose in his loping stride" (para. 3) mean?
3. Please paraphrase "All summer long, despite chores at home — weeding and watering the garden, cutting wood and fetching water — Reuben kept to his secret task." (para. 9)
4. In paragraph 10 there is such a sentence: "The time had come!" What does "the time" refer to?
5. What is Reuben's mission?

#### Answers for reference:

1. Because Reuben was encouraged by the thought of buying a gift for his mother on Mother's Day and he felt very proud of doing so. He also firmly believed that he would make enough money by himself to buy the brooch in the near future.
2. This sentence shows the happiness and determination of Reuben.
3. During the whole summer, Reuben never stopped doing his secret task although at the same time he had to do many chores at home. He had to weed and water the garden, cut wood and fetch water.
4. Here "the time" refers to the time when Reuben had saved enough money for the brooch. And it also means Mother's Day had come.
5. Reuben's mission is to earn enough money with his own hands to buy his beloved mother a precious gift on Mother's Day.

#### V. Useful expressions: Draw students' attention to the following useful expressions from the text and ask them to make sentences with those in bold.

- |                            |               |
|----------------------------|---------------|
| 1. right now               | 立刻, 马上        |
| 2. in a flurry             | 慌慌张张          |
| 3. <b>burst into</b>       | (花蕾等)绽放; 突然出现 |
| 4. arrive at               | 到达; 抵达        |
| 5. <b>be about to</b>      | 将要; 正打算       |
| 6. close up                | 关闭; 停止        |
| 7. be close to             | 接近; 靠近; 就要    |
| 8. wipe off                | 擦去; 去除        |
| 9. <b>burst through</b>    | 推开; 拨开        |
| 10. gather into one's arms | 抱起; 抱紧        |

**VI. Discussion (pair work or group work):** Ask students to discuss the following questions.

1. Suppose you were Ruben, what would you do to make enough money to buy a gift for your mother?
2. Children's love for their parents always seems unmatchable to their parents' love for them. Do you agree with this opinion? Why or why not?

**About the discussion:**

1. The question will stimulate the students to look at their life experience in the light of the text. Nowadays young people are more capable and smarter. Students may come up with many good ideas and suggestions in dealing with such problems. For example, they may mention doing part-time jobs or the money award they get in some academic programs.
2. This is an open-ended question. The teacher could first make out how many students agree with this view and how many don't, and then ask the students to seek for some examples in literary works, history and real life. The teacher could organize a debate between the students who go for the opinion and who go against it. Let the students use the examples they just found to support their views.

## *Study the dialogue*

### **I. Listen to the dialogue**

1. Ask students to listen to the tape and see if they can get the main idea of the dialogue. If they have any problem, find out where the difficulty lies.
2. Ask students to listen to the tape again and try to figure out the meaning of these expressions:  
be interested in (对……感兴趣); as a matter of fact (事实上, 实际上); keep fit (保持健康); in great shape (身材很好, 形体好); spare time (业余时间, 消遣时间)
3. Ask students to listen to the tape the third time and try to understand the dialogue with the help of the notes given.
  - (1) As a matter of fact, I think my favorite non-work activity is dancing. 事实上, 我认为我最热衷的业余活动是跳舞。  
non-work activity 指的是工作以外的活动。
  - (2) Sure do. 当然喜欢。  
这里的 Sure do. 是 Sure I like disco. 的简单说法。
  - (3) Tell me about your other hobbies beside travel and dance. 跟我说说除了旅行和跳舞之外你的其它爱好。

beside = in addition to 除……之外

In modern English the meaning of “in addition to” and “except for” is conveyed more often by “besides” than “beside”.

- (4) And I have heard that “love works in mysterious ways”. 我也听过这样的话:“爱情是让人无法理解的。”

mysterious = arousing wonder and inquisitiveness

*e.g.* mysterious truths 神秘而不可理解的真理

## II. Practice speaking

1. Ask students to read the dialogue aloud and try to imitate the pronunciation and intonation of the speakers on the tape.
2. Ask students to role-play the dialogue.
3. Ask students to make a dialogue with the help of the words and expressions given below.

A:

What kinds of... do you like in your spare time?

Do you like...?

Tell me about... besides...

B:

I am interested in...

Oh, my favorite... is...

I enjoy...

sport	novel	music	tennis	badminton	skate
science fiction	thriller	biography	pop	classical	blues

## Study Text B

- I. **Vocabulary check:** Check students' understanding of just a few key words from the text by giving their English explanations and asking students to give the words and their Chinese meanings.

1. the state of being directed or drawn toward a common center 集中, 集合  
(concentration)
2. thin; weak 消瘦的; 瘦弱的  
(emaciated)
3. fit to be eaten 可食用的  
(edible)
4. understand the meaning or nature of something; comprehend 领会; 理解 (fathom)
5. carefully; prudently 小心地, 谨慎地  
(cautiously)

- |  |          |               |
|--|----------|---------------|
| 6. victory; conquest   | 胜利;征服    | (triumph)     |
| 7. feeling; sensibility  | 情感;感情    | (emotion)     |
| 8. a dream arousing feelings of intense fear, horror, and distress | 噩梦,梦魔    | (nightmare)   |
| 9. unwillingly; loathly  | 不情愿地;勉强地 | (reluctantly) |
| 10. sensitive; easily broken or damaged                            | 敏感的;脆弱的  | (delicate)    |

**II. Background information:** Provide some background information for students.

*About Nazi Concentration Camps*

A concentration camp is a detention site outside the normal prison system created for military or political purposes to confine, terrorize, and, in some cases, kill civilians. In Germany, the Nazis established concentration camps almost immediately after assuming power on January 30, 1933. A decree in February removed the constitutional protection against arbitrary arrest. The security police had the authority to arrest anyone and to commit that person to a camp for an indefinite period. The political police, known as the Gestapo, imposed “protective custody” on a wide variety of political opponents: communists, socialists, religious dissenters, Jehovah’s Witnesses, and Jews. The criminal police, known as the Kripo, imposed “preventive arrest” on professional criminals and numerous groups of so-called asocial people: Roma (Gypsies), homosexuals, and prostitutes. They operated the camps with brutal military discipline. During the 1930s six major camps were established. In 1939 these camps held about 25,000 prisoners.

During World War II the camps increased in size and number. Auschwitz, one of the most notorious camps was built during this period of time. Millions of prisoners entered these camps from every occupied country of Europe: Jews, partisans, Soviet prisoners of war, and impressed foreign laborers. Inmates were worked to death in industries. Those who could no longer work were killed by gassing, shooting, or fatal injections. Inmates were also used for “medical experiments”. Early in 1945 the camp population exceeded 700,000.

During World War II the Nazis also established extermination centers to kill entire populations. There the Nazis systematically gassed millions of Jews and thousands of Roma and Soviet prisoners of war. More than 6 million people, the majority of whom were Jews, perished in the Nazi camps.

**III. Detailed study:** Ask students to read the text carefully and provide them with some detailed explanations of the difficult language points and structures.

1. *Edible food seems like a dream.* (para. 2) 可吃的东西像梦一样不可及。
2. *She stops and looks at me with sad eyes, eyes that seem to say that she understands...*

(para. 2) 她停了下来,用哀伤的眼神看着我。那双眼睛似乎在说,她理解我,……  
In the first sentence “seem” is a link verb while in the second one “seem” is an intransitive verb.

When used as a link verb, the word “seem” is always followed by adjectives, participles, nouns, and prepositional phrases.

**e. g.** The doctor seemed very capable. 那个医生看起来很能干。

His first memories seemed connected with work. 他最初的记忆似乎和工作有关。

Well, that seems not a bad idea. 嗯,这似乎是个不错的主意。

You seem in high spirits, Mary. 玛丽,你好像很有精神啊。

When used as an intransitive verb, “seem” is always followed by infinitive phrases.

**e. g.** He seemed to regard it as a small triumph. 他似乎只把这当成一次小小的胜利。

He seems to have lost all desire to write. 他似乎失去了写作的全部欲望。

They seemed to be doing alright. 他们看起来干得还不错。

- 3. *The next day, I cannot help myself — I am drawn at the same time to that spot near the fence.* (para. 4) 第二天,我禁不住还是在同一时间被吸引到了靠近铁丝网的那个地方。

The phrase “cannot help oneself” means “cannot refrain oneself from”. Other phrases with “cannot help” are:

a. “cannot help (it)”: cannot avoid, cannot control

**e. g.** I cannot help his being so foolish. 他这么愚蠢,我也没办法。

b. “cannot help doing”: cannot resist doing

**e. g.** She couldn't help laughing. 她忍俊不禁。

4. ... *we are being shipped to another camp.* (para. 6) 我们将被运到另一个集中营。  
The present progressive can be used to refer to activities and events planned for the future. Generally an adverbial is necessary unless the meaning is clear from the context.

**e. g.** We are spending next winter in Australia. 明年冬天我们将在澳大利亚度过。

The use of the present progressive is also commonly associated with future arrival and departure and occurs with verbs like “arrive”, “come”, “go”, “leave”, etc. to describe travel arrangements:

**e. g.** Don't go away. The bus is coming. 别走开。车就要来了。

He is arriving tomorrow morning on the T37 train. 他明早乘 T37 次列车抵达。

5. *Roma gets a far away look in her eyes, as if she is remembering something painful yet sweet.* (para. 13) 罗玛的眼神迷迷蒙蒙,仿佛她正回忆着什么辛酸却又甜蜜的往事。  
In this sentence the word “look” is a noun meaning “a gaze or glance expressive of

something”, in Chinese “眼神”.

The conjunction “as if” means “in the same way that it would be if”. Usually, the clause introduced by “as if” should be in the subjunctive mood.

**e. g.** He closed his eyes as if he too were tired. 他闭上了双眼,似乎也很疲惫。

We felt as if we had witnessed the whole thing. 我们感到仿佛亲眼目睹了整件事情。

I remember it as vividly as if it occurred tonight. 我清晰地记得它,生动得就好像是发生在今夜。

But sometimes the clause could be in the indicative mood when the predicate verb of the sentence is in present tense, and especially when they are verbs like “look”, “seem”, “taste”, “smell”, and etc.

**e. g.** This meat tastes as if it has already gone bad. 这肉吃起来好像坏了。

It looks as if it is going to rain. 看上去就像要下雨了。

The phrase “as if” could always be substituted by the phrase “as though”.

**e. g.** They sat and looked at him as though he was disturbing them. 他们坐下来看着他,好像在说他打扰了他们。

He spoke so casually as though the matter was of little consequence. 他如此轻松地谈论着这件事,就好像它不怎么重要。

6. *There was a boy there, a prisoner, and for a long while. I used to visit him every day and bring him apples.* (para. 15) 集中营里有一个囚犯,是个男孩,曾经有很长一段时间,我天天去看他,还给他带去苹果。

The phrase “used to do” means “something often happened in the past”.

**e. g.** He didn't use to/used not to like fish (but now he does). 他过去不喜欢吃鱼[现在喜欢了]。

It used to be believed that the Earth is flat. 人们过去一直以为地球是平的。

Another similar phrase “be used to something/doing something” should be paid attention to. It means “in the habit of; be accustomed to”. In this phrase “used” is actually an adjective.

**e. g.** I am used to the noise. 我对这噪音已经习惯了。

I am not used to spicy food. 我不习惯吃辛辣的食物。

I never got used to going to bed so late. 我始终没能习惯这么晚上床睡觉。

#### IV. More questions for comprehension

1. Analyze the structure of “She stops and looks at me with sad eyes, eyes that seem to say that she understands, that she, too, cannot fathom why I am here.” (para. 2)
2. Why did the author feel ashamed for the girl to see him like that when they first met? (para. 2)



3. How do you understand the sentences “She is feeding more than my belly, this angel from heaven. She is feeding my soul. And somehow, I know I am feeding hers as well.” (para. 5)?
4. Why do immigrants talk “in that delicate way” (para. 11) when they ask one another about the years during the war?

**Answers for reference:**

1. “She” is the subject of the sentence. The part “stops and looks at” is the predicate of the sentence. “Me” is the object and the prepositional phrase “with sad eyes” is the adverbial of the sentence. The clause “that seem to say that she understands, that she, too, cannot fathom why I am here” is an appositive clause to explain the former “eyes”. This appositive clause also contains three minor objective clauses, which are “that she understands”, “that she, too, cannot fathom” and “why I am here”.
2. Because he wished to project a fine image before her.
3. The apple the girl brought to the boy is not only feeding his belly but also a symbol of love and friendship. During that hard times, the bonds between people were very weak and nobody dared to be friendly to Jews. So to the boy the girl’s kindness is the cure against his fear and pain and the remedy for his wounded soul. And it is the same to the girl. Friendship is also very precious to her.
4. Because they are afraid of mentioning the painful years. They don’t want to touch the saddest and darkest part of their memories.

**V. Useful expressions:** Draw students’ attention to the following useful expressions from the text and ask them to make sentences with those in bold.

- |                               |              |
|-------------------------------|--------------|
| 1. back and forth             | 来来往往地, 来回地   |
| 2. glance up                  | 朝上一看         |
| 3. in time                    | 及时           |
| 4. <b>cannot help oneself</b> | 情不自禁; 不能自制   |
| 5. hold to                    | 紧握; 抓牢       |
| 6. gaze at                    | 盯住           |
| 7. at least                   | 至少           |
| 8. <b>used to do</b>          | (指过去) 惯常; 惯于 |
| 9. after all                  | 毕竟           |
| 10. on earth                  | 究竟           |

**VI. Discussion (pair work or group work):** Ask students to discuss the following questions.

1. What do you think of Herman and Roma’s love story? Is it romantic or heart-breaking?
2. Herman and Roma have been through the most difficult time together. An English