



普通高等教育“十五”国家级规划教材

新世纪高等院校英语专业本科生系列教材

总主编 戴炜栋

综合教程

AN INTEGRATED ENGLISH COURSE

主 编 何兆熊

本册主编 顾大偉

第一册

Book 1



学生用书

Student's Book

上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



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编 者 顾大僖 蔡龙权 程星华 谭卫国

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总序

普通高等教育“十五”国家级规划教材
新世纪高等院校英语专业本科生系列教材

随着改革开放的日趋深入,社会各界对外语人才的需求持续增长,我国英语专业的招生规模逐年扩大,教学质量不断提高。英语专业本科生教育的改革、学科建设及教材的出版亦取得了巨大的成绩,先后出版了一系列在全国有影响的精品教材。21 世纪的到来对英语人才的培养提出了更高的标准,同时也为学科建设和教材编写提出了新的要求。随着中国加入世界贸易组织,社会需要的不是仅仅懂英语的毕业生,而是思维科学、心理健康、知识面广博、综合能力强,并能熟练运用英语的高素质的专门人才。由于中学新的课程标准的颁布,中学生英语水平逐年提升,英语专业本科生入学时的基础和综合素质也相应提高。此外,大学英语(公外)教育的迅猛发展,学生英语能力的提高,也为英语专业学生的培养提出了严峻的挑战和更新更高的要求。这就规定了 21 世纪的英语教学不是单纯的英语培训,而是英语教育,是以英语为主体,全面培养高素质的复合型人才。教材的编写和出版也应顺随这种潮流。

为了迎接时代的挑战,作为我国最大的外语教材和图书出版基地之一的上海外语教育出版社(外教社)理应成为外语教材出版的领头羊。在充分调研的基础上,外教社及时抓住机遇,于新世纪之初约请了全国 25 所主要外语院校和教育部重点综合大学英语院系的 50 多位英语教育家,在上海召开了“全国高等院校英语专业本科生系列教材编写委员会会议”。代表们一致认同了编写面向新世纪教材的必要性、可行性和紧迫性,并对编写思想、教材构建、编写程序等提出了建议和要求。而后,外教社又多次召开全国和上海地区的专家、学者会议,撰写编写大纲、确定教材类别、选定教材项目、讨论审核样稿。经过一年多的努力,终于迎来了第一批书稿。

这套系列教材共分语言知识和语言技能、语言学与文学、语言与文化、人文科学、测试与教学法等几个板块,总数将超过 150 余种,可以说几乎涵盖了当前我国高校英语专业所开设的全部课程。编写内容深入浅出,反映了各个学科领域的最新研究成果;编写体例采用国家最新有关标准,力求科学、严谨,满足各门课程的具体要求;编写思想上,除了帮助学生打下扎实的语言基本功外,还着力培养学生分析问题、解决问题的能力,提高学生的人文、科学素养,培养健康向上的人生观,使学生真正成为我国 21 世纪所需要的外语专门人才。

本套教材编写委员会由我国英语界的知名人士组成,其中多数是在各个领域

颇有建树的专家,不少是高等学校外语专业教学指导委员会的委员。教材作者均由编写委员会的专家在仔细审阅校稿后商定,有的是从数名候选人中遴选,总体上代表了中国英语教育的发展方向和水平。

鉴于该套教材编写理念新颖、特色明显、体系宏大、作者权威,国家教育部已经将其列入了“十五”重点教材规划项目。我们相信,继“高等院校英语语言文学专业研究生系列教材”之后,外教社该套教材的编写和出版,不仅会满足 21 世纪英语人才的培养需要,其前瞻性、先进性和创新性也将为外语乃至其他学科教材的编写开辟一条新的思路,拓展一片新的视野。

戴 炜 栋

上海外国语大学校长

前 言

《综合教程》第一至四册是为高等院校英语专业一、二年级学生编写的英语基础课教材,由上海外国语大学、复旦大学、华东师范大学和上海师范大学四所大学合作编写。

经教育部批准实施的《高等学校英语专业英语教学大纲》指出:英语专业的学生应具有扎实的语言基本功、宽广的知识面、一定的相关专业知识、较强的能力和较高的素质。这套教材正是依照这一培养目标编写的。

在四年本科教学中,前两年是基础阶段,这一阶段的主要教学任务是对学生进行全面、严格的基本技能训练,培养他们实际运用语言的能力,为进入高年级的学习打下扎实的专业基础。因此本教程十分注意对学生的听、说、读、写、译等方面能力的训练,以及对基础语法和词汇的熟练掌握和正确运用。除此之外,我们还着力在语言学习的过程中提高学生的综合素质,培养学生的思维能力,使学生在思想上、心理上更趋成熟。英语语言教学应该避免让学生单纯地作机械的重复和模仿,必须为他们开拓独立思维的空间,培养他们用外语来表达自己思想的能力。我们在教材编写中力求体现这一精神。

随着我国中小学英语教学水平的不断提高,学生中学毕业、进入大学英语专业学习时,一般都已比较系统地掌握了英语语法的主要内容,也已经掌握了主要的语言功能。因此,本教程不把语法或语言功能作为编写的主线,而是以课文的主题和内容作为编写的基础;每一单元围绕一个中心思想,同一单元中的两篇课文基本围绕同一个主题,练习内容也都尽可能地贴近该单元的主题,目的是使学生通过一个单元的学习能就该单元的主题进行口头和笔头交际,陈述自己的观点,发表自己的意见。

本教程第一至四册的课文绝大多数为英美作者的原文,我们只在个别情况下做了删节和改动。除个别经典文章外,绝大多数的课文选自20世纪70年代以来国外原版的教科书、报刊杂志和其他读物。文篇的类型包括叙述文、说明文、论证文和描述文;涉及的主题包括社会、文化、政治、生态、科技,以及人文修养、人际关系、伦理道德、性格塑造,等等。我们认为外语学习应该有助于增加学生的人文知识,提高他们的人文素养。为此,我们在选材上十分注意课文内容的人文性。

从第一册到第四册每册包括16个单元,供一个学期的教学使用。每个单元的内容构成如下:

Text I

Text comprehension

Structural analysis of the text

Rhetorical features of the text (第三、四册)

Vocabulary exercises

Grammar exercises

Translation exercises

Exercises for integrated skills

Phonetics (第一册)

Oral activities

Writing practice

Listening exercises

Text II

由于《综合教程》是英语专业基础阶段的综合英语课程的教材,该课程旨在全面提高学生的听、说、读、写、译等各个方面的能力,因而本教程包括了所有这些方面的练习;但听力课、口语课、写作课等均有自己的体系和专门技能,我们无意用本教程中相对有限的练习来替代这些课程,使用学校仍应参照大纲的要求和学校的具体情况单独开设这些课程。

为了方便教师使用,本教程配备了较为详尽的教师用书,每个单元的教师用书由两部分组成:第一部分是 Text explanations,该部分按课文内容的顺序把课文分成若干部分,每一部分包括 Analysis 和 Language work,为教师提供了进入课文教学时引导性的问题、讲解词汇时所需要的例句;第二部分是 Key to exercises,在必要之处我们对所给答案做了简单的解释。我们的意图是把教师用书编写成一本十分实用、使用方便的教学参考书。

本教程第一至四册的主编分别为上海师范大学的顾大僖教授、华东师范大学的张春柏教授、上海外国语大学的史志康教授和复旦大学的朱永生教授。上海外国语大学的赵美娟副教授负责编写了四册书的全部语法练习,华东师范大学的张铎副教授提供了四册书的全部听力练习,复旦大学的朱永生教授编写了第一册和第四册的写作练习,徐健博士编写了第二册和第三册的写作练习,上海师范大学的蔡龙权教授提供了每课词汇练习中的最后一个练习。上海外国语大学的史志康教授为每个单元提供了名人名言。

本教程的编写从一开始便得到戴炜栋教授(上海外国语大学)、李观仪教授(上海外国语大学)、孙骊教授(复旦大学)、黄源深教授(上海外贸学院)和黄次栋教授(上海师范大学)等多位英语教学界老前辈、资深专家的关心和指导,上海外语教育出版社自始至终对编写工作给予大力支持。在此,我们对他们一并表示衷心的感谢。

何兆熊

2004年5月

编写说明

《综合教程》基础阶段共分四册,本册为其中第一册,供英语专业一年级第一学期使用。

第一册共有16个单元,每个单元由Text I、Text II和相关的练习构成。建议使用本书的教师在一周时间内完成一个单元的教学任务。

本册所有的课文都选自第一手英文资料,除原文偏长需要删节以及个别冷僻词语需要替换外,一律保持原文的风貌,尽最大可能给学生提供原汁原味的英语语言素材。

本册课文内容广泛,涉及家庭生活、伦理道德、惊险经历、未来世界、文化教育、网络科技、社会问题等一系列课题,使学生在学习英语的同时,扩展个人视野,提高人文素养。

本册练习种类较多,目的在于采取不同的方式提高学生的理解能力和应用能力。

与Text I相关的练习包括11个部分:Pre-reading questions; Text comprehension; Structural analysis of the text; Vocabulary exercises; Grammar exercises; Translation exercises; Exercises for integrated skills; Phonetics; Oral activities; Writing practice; Listening exercises。

Pre-reading questions与课文的话题有关但不涉及课文的具体内容,起“热身”作用,引导学生进入本单元的主题。除了我们提供的问题外,教师也可以自行增加其他类似的问题。

Text comprehension设计的问题都与课文直接有关,其中既有对课文字面的、局部意义的理解,又有对课文的整体把握以及对内涵和寓意的理解,从而帮助学生在课文理解方面做到既见树又见林。

Structural analysis of the text着重课文的总体结构分析,使学生对课文的层次、话题的展开获得比较清晰的认识,从而提高学生在篇章层面理解和把握课文的意识。

Vocabulary exercises包含多个类型的词汇练习,旨在通过多种练习形式帮助学生正确把握一些积极词汇的意义,拓展用法,熟练运用。

Grammar exercises挑选课文中出现的某一突出的语法现象进行操练;此外还包括针对某一常见语法项目的练习,从而增强学生的语法识别能力和应用能力。这个部分的最后一个练习是模仿课文中的句型造句,以增强学生的语言活用能力。

Translation exercises为句子层面的汉译英翻译练习,检查学生运用所学词汇和短语进行翻译的能力。

Exercises for integrated skills分两个部分:一是听写,综合检查学生的听力、理解、语法和拼写能力;二是填空练习,检查学生的英语搭配能力、语法能力以及对语篇的整体理解能力。

Phonetics旨在帮助学生更准确地读出课文中的生词与词组,同时也复习基础的英语发音问题,如:语音语调、失爆、连读、强读与弱读等。

Oral activities是为学生围绕课文内容开展口语活动而设计的练习,教师也可以另行设计,关键是促使学生开口,培养他们用英语表述自己的观点和意见、与他人交流思想、进行辩论的能力。

Writing practice是有指导的写作练习,要求学生连词成句、扩句、连句、改写等,加强他们遣词造句的能力,为今后的段落写作、短文写作打下基础。

Listening exercises的编写是为了帮助学生提高英语听力。这个练习如何处理,可由教师灵活掌握,但应以适当的方式对学生进行检查。

Text II 是对 Text I 主题的扩展和深化,如果处理得好,前后两篇课文可以起到相辅相成的作用。Text II 只配 Questions for discussion 一个练习,所提的问题可以开拓学生的思路,就相关问题提出自己的观点和看法,有利于进一步培养学生分析问题和解决问题的能力。

第一册的编写工作主要由上海师范大学承担,并得到上海外国语大学、华东师范大学和复旦大学的协助。具体分工如下:顾大僖负责编写组织、协调和定稿工作;蔡龙权负责 New words and expressions 的选择, Vocabulary exercise V, Glossary, 以及全书编写的协调工作;程星华负责 Text I 的 New words and expressions 的注释和 Notes, Text II 的 Notes 和 Questions for discussion; 谭卫国负责 Structural analysis of the text, Translation exercises; 萧春麟负责 Pre-reading questions, Text comprehension, Oral Activities; 苏承志负责 Grammar exercise V, Exercises for integrated skills, Phonetics; 武成负责 Vocabulary exercises I-IV; 赵美娟(上海外国语大学)负责 Grammar exercises I-IV; 张锬(华东师范大学)负责 Listening exercises; 朱永生(复旦大学)负责 Writing practice; 史志康(上海外国语大学)提供 Memorable quotes。在编写过程中,张向红做了打字和词汇注音工作。在整个编写过程中,本教程总主编何兆熊教授提供了及时的指导。

本教程配有《教师用书》,里面有学生用书的编写者们为各自负责的练习编写的参考答案。此外,我们还为每个单元的 Text I 设计了 Text explanations, 为帮助教师讲解课文以及部分词汇和句型的用法提供了相当详细的建议和参考意见。这个部分的课文解释均由谭卫国负责。《教师用书》的定稿工作由顾大僖负责。

由于时间仓促,加上水平有限,本册教材可能还存在一些问题。我们真诚地希望同行专家和广大教师不吝赐教。

编 者
2004 年 2 月

Contents

An Integrated English Course (1)

UNIT 1

TEXT I	<i>Never Say Goodbye</i>	1
TEXT II	<i>The Dinner Party</i>	13

UNIT 2

TEXT I	<i>Whatever Happened to Manners?</i>	16
TEXT II	<i>An Educator's Moral Responsibility</i>	28

UNIT 3

TEXT I	<i>When Lightning Struck</i>	32
TEXT II	<i>Dad Had Lost Any Purpose in Life</i>	44

UNIT 4

TEXT I	<i>World of the Future</i>	48
TEXT II	<i>How Technology Shapes Our World?</i>	60

UNIT 5

TEXT I	<i>Dealing with AIDS</i>	64
TEXT II	<i>AIDS (Acquired Immunodeficiency Syndrome)</i>	76

UNIT 6

TEXT I	<i>Towards a Gender Free Society</i>	80
TEXT II	<i>Women and Men</i>	92

UNIT 7

TEXT I	<i>The Fun They Had</i>	96
TEXT II	<i>The Laughter</i>	109

UNIT 8

TEXT I	<i>Five Traits of the Educated Man</i>	113
TEXT II	<i>When Does Education Stop?</i>	125

Contents

An Integrated English Course (1)

UNIT 9

- TEXT I *World Wide Web Technology: What's Hot and What's Not?* ... 132
 TEXT II *Computer Technology Keeps People Worlds Apart* 144

UNIT 10

- TEXT I *Hollywood* 149
 TEXT II *The Disney Company* 161

UNIT 11

- TEXT I *How to Be True to Yourself* 167
 TEXT II *Becoming a Child of Nature: It's a Twofold Task of Parents and Children* 178

UNIT 12

- TEXT I *She's Leaving Home* 183
 TEXT II *On Going Home* 196

UNIT 13

- TEXT I *Darkness at Noon* 201
 TEXT II *He Rocked, I Reeled* 213

UNIT 14

- TEXT I *Cultural Encounters* 219
 TEXT II *Does Your Body Betray You?* 233

UNIT 15

- TEXT I *Salvation* 237
 TEXT II *The Capture of Kunta Kinte* 250

UNIT 16

- TEXT I *My Forever Valentine* 255
 TEXT II *Make Today Count* 267

- GLOSSARY 273



UNIT 1

An Integrated English Course (1)

TEXT I

Never Say Goodbye

*P*re-reading questions

1. Have your family ever moved from one place to another? If you have, how did you feel when you were going to be away from the old house for good?
2. Have you ever attended a funeral of someone you knew very well? If you have, what were you thinking when you saw him for the last time?

1 When I was ten I was suddenly **confronted** with the **anguish** of moving from the only home I had ever known. My whole life, brief as it was, had been spent in that big old house, **gracefully** touched with the **laughter and tears** of four generations¹.

2 When the final day came, I ran to the **haven** of the small back **porch** and sat alone, **shuddering**, as tears **welled up** from my heart. Suddenly I felt a hand **rest** on my shoulder². I looked up to see my grandfather. "It isn't easy, is it, Billy?" he said softly, sitting down on the steps beside me.

3 "Grandpa," I replied **through my tears**, "how can I ever say goodbye to you and all my friends?"

4 For a moment he just **stared off into** the apple trees. "Goodbye is such a sad word," he said. "It seems too final, too cold, for friends to use. We seem to have so many ways of saying goodbye and they all **have one thing in common**: sadness."

5 I continued to **look into** his face. He **gently** took my hand in his. "Come with

me, my friend,” he whispered.

6 We walked, hand in hand, to his favorite place in the front yard, where a huge red rosebush³ sat conspicuously alone.

7 “What do you see here, Billy?” He asked.

8 I looked at the flower, not knowing what to say, and then answered, “I see something soft and beautiful, Grandpa.”

9 Kneeling, he pulled me close. “It isn’t just the roses that are beautiful, Billy. It’s that special place in your heart that makes them so.”

10 His eyes met mine again. “Billy, I planted these roses a long, long time ago — before your mother was even a dream⁴. I put them into the soil the day my first son was born. It was my way of saying thank-you to God. That boy’s name was Billy, just like yours. I used to watch him pick roses for his mother⁵. ”

11 I saw my grandfather’s tears. I had never seen him cry before. His voice became hoarse.

12 “One day a terrible war came, and my son, like so many sons, went away to fight a great evil. He and I walked to the train station together ... Three months later a telegram came. My son had died in some tiny village in Italy. All I could think of was that the last thing I said to him in this life was goodbye.”

13 Grandpa slowly stood up. “Don’t ever say goodbye, Billy. Don’t ever give in to the sadness and the loneliness of that word. I want you to remember instead the joy and the happiness of those times when you first said hello to a friend. Take that special hello and lock it away within you⁶ — in that place in your heart where summer is an always time. When you and your friends must part, I want you to reach deep within you and bring back that first hello.”

14 A year and half later, my grandfather became gravely ill. When he returned from several weeks in the hospital, he wanted his bed next to the window, where he could see his beloved rosebush.

15 Then the family was summoned and I returned to the old house. It was decided that the oldest grandchildren would be allowed to say their goodbyes.

16 When it came to my turn, I noted how tired he looked. His eyes were closed and his breathing was slow and hard.

17 I took his hand as gently as he had once taken mine.

18 “Hello, Grandpa,” I whispered. His eyes slowly opened.

19 “Hello, my friend,” he said, with a brief smile. His eyes closed again and I

moved on.

- 20 I was standing by his rosebush when an uncle came to tell me that my grandfather had died. Remembering Grandpa's words, I reached deep within me for those special feelings that had made up our friendship⁷. Suddenly, and truly, I knew what he had meant about never saying goodbye — about refusing to give in to the sadness.

676 words

WORDS AND EXPRESSIONS

confront / kən'frʌnt / v.	be faced with and have to deal with
anguish / 'æŋɡwɪʃ / n.	very great pain and suffering
gracefully / 'ɡreɪsfʊli / ad.	politely and pleasantly
laughter and tears	happiness and unhappiness
haven / 'heɪvən / n.	a place of calm and safety
porch / 'pɔ:tʃ / n.	a roofed entrance built out from a house
shudder / 'ʃʌdə / v.	shake uncontrollably for a moment
well up	start to flow
rest / rest / v.	fall on
through one's tears	when one is crying
stare off into	stop watching sth. and look at sth. else steadily
have sth. in common	share the same quality or interest
look into	try to find out about
gently / 'dʒentli / ad.	softly
whisper / '(h)wɪspə / v.	speak or say very quietly, so that only a person close by can hear
hand in hand	holding each other's hands
conspicuously / kən'spɪkjʊəsli / ad.	easily seen or noticed
kneel / ni:l / v.	go down onto one's knees
hoarse / hɔ:s / a.	sounding rough and hard
evil / 'i:vəl / n.	great wickedness
tiny / 'taɪni / a.	extremely small
give in	accept the fact that you will be defeated
lock sth. away	keep sth. secret
part / pa:t / v.	be no longer together
bring back	make sb.' remember sth.
gravely / 'ɡreɪvli / ad.	very seriously
beloved / bɪ'lʌvɪd; bɪ'lʌvd / a.	deeply loved

summon / 'sʌmən / v.	tell or request sb. to come
when it comes to one's turn	when it is one's turn to do sth.
note / nəʊt / v.	observe
breathing / 'bri:ðɪŋ / n.	喘气

Notes

- My whole life, brief as it was, had been spent in that big house, gracefully touched with the laughter and tears of four generations. (Paragraph 1) I spent my whole life, although it was so brief, in that big house, in which four generations had lived harmoniously and experienced both happiness and sadness.
brief as it was In a formal style, *as* can be used in a special word order to mean *although*. The construction suggests a very emphatic contrast.
Cold *as* it was, they went out. (Although it was so cold, they went out.)
Bravely *as* they fought, they had no chance of winning. (Although they fought so bravely, they had no chance of winning.)
- I felt a hand rest on my shoulder. (Paragraph 2) The word *feel* can be followed by the “object + infinitive (without *to*)” structure in an informal style.
Did you *feel* the earth move?
He *felt* her hand tense up in his.
- rosebush (Paragraph 6) 玫瑰丛
- ... before your mother was even a dream (Paragraph 10) ... before we could think about having a daughter / long before your mother was born
- I used to watch him pick roses for his mother. (Paragraph 10) The word *watch* can be followed by the “object + infinitive (without *to*)” or “object + -ing” structure. There is often a difference of meaning. We use an infinitive after *watch* to indicate the whole of an action or event, and we use an -ing form to suggest part of an action.
I *watched* her *cross* the road. (from one side to the other)
I *watched* her *crossing* the road. (in the middle of the road, on her way across)
- Take that special hello and lock it away within you — in that place in your heart where summer is an always time. (Paragraph 13) Remember that special hello and keep it to yourself so that you will be always filled with the joy and happiness of summer.
By the way, the word *always* is an adverb, hardly ever used as an adjective. It is used as an adjective, however, by the writer in the meaning of “everlasting.”
- Remembering Grandpa's words, I reached deep within me for those special feelings that had made up our friendship. (Paragraph 20) Remembering Grandpa's words, I tried to bring back to my mind the joy and the happiness that I had shared with him.

***T*ext Comprehension**

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

- A. To express his anguish of moving from his old home.
- B. To describe the laughter and tears of the four generations of his family.
- C. To explain the real meaning of his grandpa's words "Never say goodbye."
- D. To tell the story of his grandpa's death.

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

- 1. When he turned ten the author felt very sad because he was leaving his old home and friends he knew so well.
- 2. His grandmother came up to him as the author was shuddering at the porch when the final day for departure approached.
- 3. Grandpa thought it was too cold for friends to use the word "goodbye."
- 4. The author was led to the rose garden in the front yard as his grandpa wanted to show him how beautiful his roses were.
- 5. Grandpa had planted the roses before the author's mother had a dream of having a child.

III. Answer the following questions.

- 1. What made the author's grandpa cry sadly?
- 2. How long had Grandpa's son been in the war?
- 3. What is the implication of the author's grandpa's words "never say goodbye"?
- 4. What did Grandpa ask the author to do even if he and his friends had to part?
- 5. What caused the author to return to the old house?
- 6. Why do you think the author's grandfather smiled at him during his last few minutes of life?

IV. Explain in your own words the following sentences taken from the text.

- 1. Our big old house was touched with the laughter and tears of four generations.
- 2. I planted these roses a long, long time ago before your mother was even a dream.
- 3. Many sons went away to fight a great evil.
- 4. Take that special hello and lock it away within you.

***S*tructural analysis of the text**

This text can be roughly divided into three parts. In the first part (Paragraphs 1 to 4), the author brings up the problem he was confronted with; he found it hard to overcome the sadness as the moment of parting drew near. So he turned to his grandpa for help. Now try to identify the