

全国普通高等学校优秀教材一等奖 **第一版**

普通高等教育“十五”国家级规划教材

# Integrated Skills of English

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( Student's Book )  
( 学生用书 )

## 综合英语教程 (第二版)

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主 编 邹为诚



高等教育出版社  
HIGHER EDUCATION PRESS

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## 综合英语教程

**(第二版)**

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## 内容提要

《综合英语教程》(第二版)是高等学校英语专业综合英语课教材,也可供师专、师范、教育学院及社会上英语自学者学习使用。全套书共分6册,均配有教师用书和录音磁带。

本书为第一册,共15个单元,每单元由三大部分组成:听说训练(Listening and Speaking Activities)、阅读理解和语言操练(Reading Comprehension and Language Activities)以及扩展性练习(Extended Activities)。为了满足师范教育的特殊要求,本书试图在语言训练活动中融入教学技能训练。编者将若干重要的教学技能穿插到全书各单元的语言活动之中。如“教学演讲”(Presentation)体现在各课课文复述和讨论中;“课堂英语”(Classroom English)体现在练习指令(Exercise Instructions)中。

此外,本书专门设计了点面结合的语音训练练习。点的训练体现在第一册书后所附的四课语音集中训练中,面的训练体现在各课的语音练习中。

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## 第二版前言

《综合英语教程》第一版问世以来,得到了全国上百所普通高等院校英语专业老师和学生的支持,为我国英语专业基础阶段的教学作出了很大的贡献。随着社会的发展,我国英语专业基础阶段的教学出现了许多变化,为了适应这些变化,编写组于2002年起对本教材进行了全面的修改。第二版充分反映了教师们开展教学实验的结果,修改和删除了一些不受学生和教师欢迎、课堂操作困难或过于机械的项目,增加了课堂效果良好的、有助于促进学生在语言和知识两方面发展的任务和内 容,并根据课堂实验重新编写了内容更加丰富的教师用书。

编写组认为,教材的修订不应仅仅是课堂操作层面上的改进,还应反映学科的最新变化,以及当前外语教学领域开展的一些重要变革。

众所周知,在最近5年里,教育界发生了翻天覆地的变化,外语教育也不例外。传统的教学观念、教学手段、学习目的和学习方法都已产生了巨大的变化,其中最突出的是对学生主体的重新认识。教学界重新认识到教师必须根据学生的认知需要、情感需要和语言交流的需要来开展教学,这一原则在第二版教材中有如下体现:

1. 强调“以学生为中心,以教师为主导”的观念。第二版教材在教学活动的设计上,强调从学生已有知识出发,引导学生去探索未知的知识;教师在引导过程中,及时为学生传授语言和知识。

2. 第二版教材强调教材和教师在语言示范方面的共同作用。传统教材以教学材料为主要的语言示范工具,这对学习者的语言习得有极大帮助。但是,这种静止式的语言示范有很大的局限性,它排斥了语言教师的动态语言示范作用,教师无法准确地把握学生语言发展和学生交际需要之间的关系。第二版教材采用“静止式示范(Single-mode Modeling)”与“动态式示范(Interactive Modeling)”相结合的模式,强调教师通过语言交流活动,发现学生的交际需要,采用有针对性的“动态语言示范”,创造让学生“顿悟”语言的机会。

3. 第二版教材同时强调语言的“正面”和“负面”输入(Positive and Negative Input)。语言的“正面输入”指的是教师、教材以及教学活动和环境为学生提供的正确的语言形式,“负面输入”指的是学生在语言活动中得到的有关其语言错误的信息。近年来的研究已经证实,有些语言错误可以随着语言的发展而自行得到纠正,但也有许多语言错误必须得到及时的纠正,这种动态“负面”输入对学生的语言发展极为重要。

4. 第二版教材更加强调语言学习的自主性。语言教学要让学生获得语言知识,但是也要让学生学会自己去发现语言知识。学生通常必须在有意义的思维活动的基础上,在真实性交际需要的驱动下才能寻找到能刺激语言发展的语言形式。第二版教材重新设计了许多符合当代青年学生特点的任务,鼓励他们将自己的生活经验与语言活动以及语言学习联系起来,从而获得自主发现语言形式的机会。

5. 第二版教材增加了大量的任务型活动(Task-based Activities)和研究型活动(Enquiry-based Activities)。有的活动印在学生用书上,有的放在教师用书上。一般来讲,在学生用书中提供的活动要求学生独立思考,锤炼语言;安排在教师用书上的任务在开展活动时由教师复印后发给学生,这更有利于教师组织课堂活动。编写组在实验中发现,语言学习的机会不仅产生于课前已经准备好的活动中,也产生于课堂活动的过程中。

第一册学生用书修改了部分对话和阅读文章;调整了阅读理解题,使之更加简练,概括性更强。原来的“角色表演”改为“任务型”活动,第三部分的扩充阅读后也增加了“任务型”活动。第三部分的词汇学习(In other words)作了较大的改动,改动后的训练强调在语境中理解词语的意义和用法的能力,数量上由原来的10个左右的词语改为现在的5个,每个词语的例句印在教师用书上。写作部分(Writing)的

改动主要在第二项(b)上, 第二版教材重新设计了大部分练习, 使写作的目的更加明确、具体, 教师用书上增加了辅助材料, 教师可以根据学生的实际情况组织活动, 帮助学生完成写作任务。第二版教材中的文化学习(Cultural Information)增加了练习, 以期提高学生理解英美文化的能力, 学会文化对比和文化批评。这些补充练习都印在教师用书中, 教师可根据实际情况决定取舍。

编者建议教师在教学前仔细阅读教师用书, 在掌握基本教学技巧和活动组织技巧的基础上进行发挥和创造。

编写组特别感谢两位美国语言教育和教师培训方面的专家Randi Steckler 和Michael Steckler夫妇, 他们耐心地帮助我们修改书稿, 他们的无私帮助使我们的第二版教材在教学设计和语言质量上都更臻于完善, 教材中若还有谬误, 则是编写组的责任。

编写组抱着认真负责的态度开展修改工作, 在修改中尽量考虑到我国英语专业基础阶段外语教学的情况、学生的常用学习策略和广大教师的教学习惯。但是百密一漏, 第二版教材中一定还会有许多疏漏, 我们恳请广大教师和学生提出宝贵的批评意见。

《综合英语教程》编写组

于华东师范大学

2004年7月

# 第一版前言

《综合英语教程》为教育部委托编写的普通高等教育“九五”国家级重点教材出版项目，是为我国师范院校英语专业学生编写的一本面向二十一世纪的英语专业基础教材，也可供教育学院和社会自学者使用。全书共四册，由学生用书，教师用书和录音磁带组成。

本教材力图反映近年来国内外在应用语言学、心理学和英语教学研究方面的成果。编者认为，基础英语的教材应该处理好基础知识的掌握，能力培养和文化知识的学习三者之间的关系。

## 一、基础知识的掌握

基础知识指英语语言基础知识，具体地说，基础阶段的学生应该掌握下列内容：

### 1. 语言体系知识 (Knowledge of language system)

语言体系知识指语音、词汇和语法结构等方面的内容。基础阶段一般只有两年的时间，要在这么短的时间内完成大纲所规定的语言知识的传授，是一件十分艰巨的工作。这就要求教材提供严密、详细而又完整的训练项目，有效地覆盖和循环各个阶段的语言知识。本书编者力图通过循序渐进的方式，使学生逐步掌握系统的英语语言基础知识，为他们提高语言交际能力打下坚实的基础。

### 2. 话语知识 (Knowledge of discourse)

教材还必须向学生提供话语知识。语言教学必须努力创造交际气氛，在这种氛围中，学生和教师的语言要带有明确的交际目的。他们不仅用语言进行意义交流，还进行情感交流。唯有这样，语言才能真正发挥交际功能，学生才能真正从心理上感受到语言的力量。这样的语言学习就具有了高度的心理真实性。然而，一切具备这种氛围的语言活动都必须建立在连续的话语基础之上，学生必须学习种种话语交际所要求的知识，譬如，如何开始谈话，如何结束谈话，如何有效地组织信息，如何利用和处理对方的信息，如何掌握使用语言的分寸等等。系统地获取这些知识，不能仅仅依靠教师的讲解，必须以大量的在话语环境下进行的实践活动作保证。本教材的每一个单元都围绕一个话题展开，其目的就是为了给学生营造一个话语环境，使学生能将语言形式和话语情景紧密地结合在一起，以利于学生提高运用语言的“得体程度”(Appropriacy)。

### 3. “常用语”知识 (Knowledge of formulae)

大量的语言研究证实，语言交际并不完全依靠百分之百的创造性。“流利性”和“准确性”(Native-like fluency and native-like accuracy)都是有条件的。在交际者谈论熟悉的话题时，语言的流利性和准确性要明显高于谈论陌生的话题。所谓“熟悉”，事实上就是满足两个基本条件：(1)说话者知道要说什么，也就是说，说话者对谈话内容有大体上合适的知识范围；(2)说话者知道若干谈论此话题和内容所要用的关键性的词语。这种词语就是谈论该话题的“常用语”(Formulae 或 Routinized expressions)。研究还证实，一个人在自然的谈话(Spontaneous conversation)中，大部分语言是属于“常用语”范畴的。因此，掌握大量英美人士日常生活中的常用语，并且懂得何时何地地使用它们，是提高流利性和准确性的重要手段。本教材在这方面提供了大量的内容，并且有足够的练习以达到巩固的目的。

## 二、能力的培养

本书着重培养学生以下几方面的能力：

### 1. 学习者的学习策略能力 (Learner's strategies)

本教材吸收了近年来心理语言学研究方面的若干成果。编者在关心语言内容的同时，也十分关心学习

者学习策略和学习能力的培养。心理学家认为,学习效果与学习者的心理准备状态(Preparedness)有着密切的关系,准备状态越好,学习效率就越高。其次,第二语言的习得与语言学习者的语言意识程度(Language awareness)有密切的关系,良好的语言意识能促进语言习得。第三,在语言学习中,语言活动的过程比语言活动的结果更为重要。因此如何提高学习者对语言学习的准备程度和对语言形式的意识程度,同时又能将其吸引到参与语言活动中来,这是编者十分关心的问题。为了培养学生正确的学习策略,本教材采用了两种方法:(1)提高学生有意识的准备程度;(2)为学生创造“隐性准备”的条件。前者通过大量的自主学习项目来实现,这些活动项目要求学生通过自我发现、独立工作和自由活动来完成(Self-discovery, autonomous study and uninhibited practice)。而“隐性准备”的条件主要是通过重复话题来创造。教材中的每一个单元为一个话题,每一个话题虽然在本册中只出现一次,但在全套教材中反复出现。编者通过控制语言练习的项目和难度,使得前面的单元成为后续单元的“隐性准备”,而后续单元又成为前面单元的复习。

#### 2. 语言尝试能力(The ability to experiment with language)

“语言冒险”(Linguistic adventure)精神与语言发展速度有着直接的关系。为学生创造“语言冒险”的机会是一本好教材必须具备的条件。学生的这种能力并不是自动产生的,而是需要语言教师的培养和教材提供机会。因此编者在设计语言练习时,充分考虑到学生所关心的话题,设计了大量的学生可以自由发挥的训练项目,为他们思想的飞翔开辟广阔的空间。

#### 3. 语言思维能力(Higher-order thinking ability)

语言学习的最高境界是学习者能完全用目标语进行符合交际要求的思维活动。但是我们的外语教学长期以来重视记忆、背诵,忽视语言学习过程中所发生的认知活动。没有思想的语言是无用的语言,长久依赖背诵而获得的语言是苍白空洞的,用这种方法培养出来的人必定是“流利准确”的废话制造者(Fluent fool)。同时,近年来的一些研究报告也认为,语言活动与认知活动的结合是获得语言交际能力的必经之路。因此,本教材的编者在编写过程中,十分重视那些有助于开拓学生认知能力,促进思维能力发展的语言训练项目。

#### 4. 语言教师的职业能力(Professionalism)

由于《综合英语教程》是我国师范类院校的教材,我们是在为未来培养教师,因而如何把职业特点体现在语言学习中也是我们重点考虑的一个问题。我们通过大量的与师范职业有关的语言活动,使学生在学习语言的同时能够接受初步的职业训练。因此,书中的许多练习既有语言训练的价值,又有职业训练的作用。

### 三、文化知识的学习

语言是文化的载体,文化又是语言的土壤。现代语言学认为,无论语言理解(Understanding)还是语言使用(Production)都必须依赖使用语言的人所具有的社会、文化和语言等方面的知识。语言使用者在语言活动中,不断地将其自身的社会经历、文化背景和文化知识作为其思维活动的重要依据。缺乏这些知识,语言理解就会变得异常困难或是错误百出。倘若学生在初级阶段尚能应付过关,而他们在中级和高级阶段的学习将难以为继。文化学习的另一个特殊意义是可以使人开拓视野,避免采用母语文化的框架去阐释异邦文化,从而加深文化间的隔阂。因而,本教材的编者认为,学生在学习英语的同时,必须高度重视英语国家的社会文化知识。在这方面,本教材做了大量的工作,每一单元之后列出了英语国家的文化背景专栏,使学生能够接受到比较系统的文化知识的熏陶。

本书是《综合英语教程》学习用书第一册,全书共15个单元,每单元由三大部分组成:听说训练(Listening and Speaking Activities)、阅读理解和语言操练(Reading Comprehension and Language Activities)以及扩展性练习(Extended Activities)。

在第一部分听说训练中,每单元教一至两个常用的交际功能,以对话的形式介绍给学生。学生的口语练习,从有控制的对话开始,逐步过渡到半开放性的训练。最后,学生要能够在预定的场合中,得体地表达这种语言功能。该部分还提供了大量的口语常用句型(Formulae),熟练掌握和正确理解其交际含义,可以使学生较快地学会说地道的英语口语。第一部分还附有一些较为高级的口语表达方式,可供学有余力的学生选学。

第二部分围绕课文阅读以及课文中所涉及的语言重点和难点,展开全面的语言交际活动。目的是通过不同的交际方式,使学生能够深刻地理解课文,掌握规定的若干词语和句型用法,并能简明扼要地复述课文大意。在复述课文时,本册为学生提供了语言和内容两方面的提示。课文中的语言重点和难点通过随后的书面练习进行训练。

第三部分为扩展性训练。针对第一和第二部分的教学重点,该部分提供了听写、阅读、语法、惯用法、翻译和写作等训练项目,其目的是巩固已学到的知识,同时开阔学生的视野。写作练习分别由有控制的练习与自由写作两部分组成。有控制的练习要求学生练习单句,如句子的扩展、简单回答问题和评论;自由写作要求学生根据课文填写表格、改写、仿写段落等等。建议教师批改有控制的写作部分,并定期与学生交流。自由写作部分,教师可以只检查,不批改,以此为营造一个较为宽松的写作练习气氛。

为了满足师范教育的特殊要求,本书试图在语言训练活动中融入教学技能训练。编者将若干重要的教学技能穿插到各单元的语言活动之中。如“教学演讲”(Presentation)体现在各课课文复述和讨论中;“课堂英语”(Classroom English)体现在“练习指令”(Exercise Instructions)中。

考虑到我们今天的学生是明天的教师,所以他们语音基本功十分重要。为此,本册专门设计了点面结合的语音训练练习。点的训练体现在第一册书后所附的四课语音集中训练中,它们基础上覆盖了基础英语阶段的语音要求,面的训练体现在各课的语音练习中,使学生有机会在细水常流式的练习中逐步纠正各种语音顽症。但是由于各地学生方言和中学教学状况的差异,教师在教学时可根据实际情况决定取舍。

本册的教学进度,编者建议每周1单元,每单元6课时。

本教材的前期编写工作共有十多位人员参与,其中有华东师范大学外语系的朱钟毅教授、张春柏教授,戴天佑副教授、王世静副教授以及镇江师专的贾德霖教授和原山西师专的白世俊副教授。安徽六安师专、广西柳州师专、河南新乡师专、佳木斯大学师范学院,福建南平师专、四川成都师专、广东韶关大学外语系、山东菏泽师专、河北廊坊师专、湖北黄冈师范学院、漳州师范学院、浙江湖州师专(排名不分先后)承担了本教材的试用工作,他们为本书贡献了不少宝贵的意见和建议。上海外国语大学的李观仪教授和美国圣奥洛夫大学(St. Olaf College)的Richard C. Buckstead教授在本教材的设计和成书过程中给予了不少指点和帮助。我们在此向他们表示诚挚的感谢。

复旦大学孙骊教授(主审)、教育部高等学校外语专业教学指导委员会委员华南理工大学秦秀白教授(主审)、教育部高等学校外语专业教学指导委员会委员北京师范大学王蔷教授、北京师范大学武尊民教授、湖北黄冈师范学院蓝葆春教授和河南新乡师专郭爱先副教授审阅了本书,在此深表谢意。作者同时欢迎读者提出宝贵的意见和批评。

编者

1998年5月

于华东师范大学

# 1 My First Job

P1

## Listening and Speaking Activities

### 1 Introduction of functions

You may greet people informally like this:

*Hi, I'm Jack Smith. Are you Tom Brush?*

*This is Mary, my friend.*

You may say this if you want to say goodbye to your friends:

*See you later.*

### 2 Listen and speak

Imagine a teacher is speaking to a group of students. Read the following passage and fill in the blanks.

#### Classroom English



**Attention, everyone. Now we're going to listen (1) \_\_\_\_\_ two conversations about how people (2) \_\_\_\_\_ when they meet and part from each (3) \_\_\_\_\_. I want you to tick the (4) \_\_\_\_\_ to the following questions as you listen. I will play the tape twice for you. As you listen the first time, make (5) \_\_\_\_\_ you understand what people are talking about. As you listen the second time, (6) \_\_\_\_\_ the answers to the questions. If there is a word you don't understand, just (7) \_\_\_\_\_ me.**



**Conversation One**

**Listen to the conversations and complete the following tasks.**

1. How does the man greet the student?
  - a. Hi, what do you want?
  - b. Hello, what help do you want?
  - c. Hi, may I help you?
2. How does the man confirm the student's name?
  - a. Is your name Li Wenqing?
  - b. Are you Li Wenqing?
  - c. Tell me your name again.
3. How does the student repeat her name?
  - a. My name is Li Wenjin.
  - b. I'm Li Wenjin.
  - c. I am Li Wenjin.
4. How does the man ask the student to spell her given name?
  - a. What's the spelling of your name?
  - b. How do you spell your name?
  - c. Spell your name, please.

**Conversation Two**

1. How does Linlin show Mr. Thompson that she is going to finish the conversation?
  - a. Well, the train will be arriving at Shanghai in ten minutes.
  - b. It's been nice talking to you.
  - c. Let's finish the conversation here.
2. What does Mr. Thompson say when he gives Linlin his address in the United States?
  - a. Here is my address.
  - b. Please write to me.
  - c. This is my address.
3. How does Mr. Thompson respond when Linlin says "goodbye"?
  - a. Goodbye!
  - b. Goodbye and good luck!
  - c. Happy journey home!

**3 Try to speak more**

Read the following conversations. Make similar ones with the substitute words boxes.

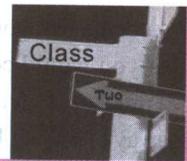
**Conversation One** (Pair Work) (A: An office clerk in the English Department)

**Conversation**

- A **Hi, may I help you?**<sup>1</sup>  
 B Yes. I'm Li Wenjin, I'm a **first year student**<sup>2</sup> in the **English Department**<sup>3</sup>. I'd like to find out which **class**<sup>4</sup> I am in.  
 A Just a moment, please. ... Sorry, are you Li Wenqing?  
 B No. I'm Li Wenjin.  
 A How do you spell your **given name**<sup>5</sup>?  
 B W-E-N-J-I-N.  
 A Oh, yes. Here it is. You're in Class Two.  
 B Thanks.

**Substitutes**

- 1 What can I do for you?/Can I help you?/ Is there anything I can do for you?
- 2 new staff member/new employee
- 3 a company/football team
- 4 department/group
- 5 family name



**Useful Structures and Expressions**

1. I'm ...
2. May I ...? /Can I ...?
3. I'd like to ...

office clerk 办公室工作人员  
 staff member 职员  
 employee 雇员  
 company 公司  
 department (高等学校中的)系;(公司中的)部门

**Conversation Two** (Pair Work) (Two acquaintances on the train)

**Conversation**

- A Well, the train will be arriving at Shanghai in ten minutes. Mr. Thompson, it's been nice **talking to**<sup>1</sup> you.  
 B It's been nice talking to you, too, Linlin. I'm **flying back to America**<sup>2</sup> tomorrow<sup>3</sup>. Please **write to**<sup>4</sup> me. **This is my address**<sup>5</sup>.  
 A Sure, I will. I'll tell you what my new **school life**<sup>6</sup> is like.  
 B Yes, and don't forget to send me a picture of your college.  
 A No problem. Goodbye, Mr. Thompson!  
 B Goodbye and good luck!  
 A Thanks. **Have a good trip**<sup>7</sup>!

**Substitutes**

- 1 meeting/seeing
- 2 be back home/be back to my school/be back to my company
- 3 the day after tomorrow/next week
- 4 call
- 5 phone number
- 6 teaching position/work/college/company
- 7 have a safe trip home/happy journey/happy landing



**Useful Structures and Expressions**

1. It's been nice talking/meeting ...to you
2. This is ...

teaching position 教师职位  
 a safe trip 一路平安

## 4 Make your own dialogue

Read the following monologue and dialogue. Then make your own with your partner.

### Monologue

#### An informal farewell party speech

Hello everyone! What a wonderful surprise to see you all here today! It is a sad job for me to put my feelings to words. For six years I have taught you in this school. I'm lucky to have had so many good students like you here. I'm honored that so many of you would come here today to say goodbye. Tomorrow I will leave for the new job in a far-away place, but I shall miss you a lot. Thanks again for everything ...

#### Your speech

Think about your middle school farewell party. Can you make a similar speech? You may start like this:

**My dear friends and teachers ...**



#### Useful Structures and Expressions

1. It's a sad job for me to ...
2. I'm lucky to have ...
3. ... is a surprise.
4. Thank you for ...

farewell party 告别晚会  
leave for 赴; 去(…地方)  
faraway 远方的  
miss 想念

### Conversation (Pair work) At the school gate

#### Conversation

- A Hi, I'm Linda Su. We are in the same class, aren't we? Your name's Jack, Jack Kim.  
B Yes, you're right. I'm from China. Where are you from?  
A I'm from Singapore. I'm very glad to meet you.  
B Me too. Oh, excuse me, here comes my bus. I must run. Maybe we can talk sometime tomorrow after class.  
A Maybe. Go ahead. See you later.  
B Bye!

#### Your Conversation

Suppose you meet one of your new classmates at the canteen. You may start a conversation like this:

**A Hello, ...**



#### Useful Structures and Expressions

1. Your name is ... , isn't it?
2. I'm very glad to ...

canteen 餐厅; 食堂

## 5 What are they for?

The following are more ways of greeting and bidding farewell. Read the actual words spoken and then match them with the functions.

### Actual Words Spoken

- a I'm afraid I must leave now.
- b Let's have lunch sometime.
- c How are you getting on?
- d How's your mother?
- e Fancy meeting you here!

### Functions

- 1 Saying you have to leave.
- 2 Saying you hope to see someone again sometime.
- 3 Saying you're surprised to see someone.
- 4 Greeting your friend.
- 5 Asking about someone.

## 6 If you want to learn more

In the above exercise, we learnt and practised ways of greeting and bidding farewell to people in different situations. In this part, additional sayings are listed. Do you know when and where they can be properly used? Read the sentences below and do the matching exercise that follows.

1. Couldn't be better.
2. See you.
3. Hi! How are you doing?
4. Hi, John! What a surprise!
5. It's a small world!
6. It's been a long time since we last met.
7. How are you getting along?
8. I'll be seeing you!
9. Take care!

### **Matching exercise**

Which of the above sentences match the following situation? Put the numbers into appropriate blanks.

- a. You greet somebody and emphasize that you haven't seen him/her for a long time. \_\_\_\_\_
- b. You use a casual way of saying goodbye to someone you know very well. \_\_\_\_\_
- c. You greet somebody in passing on your way to work. \_\_\_\_\_
- d. You can't believe your eyes! You meet your old classmate in a foreign country! \_\_\_\_\_
- e. You respond to someone's greeting by saying that your life is really good. \_\_\_\_\_



**proverb**

*A good beginning is half the battle.*

**P2**

**Reading Comprehension and Language Activities**



**My First Job**

**Pre-reading Tasks**

**Discuss the following questions.**

1. Would you like to take shoe-shining as your job? Why and why not?
2. Should children get paid for what they have done for their families? Why and why not?
3. Which of the following qualities does one need in order to do a good job? Tick your choices from the list.

intelligence	ability	loyalty	devotion
creativity	willness to work hard	team-spirit	

**Read the text**

Now, read the following story. When you finish, return to question 3. What does the narrator think is the most important quality one needs to do a good job?

**M**y parents ran the Pagonis Restaurant, a small eatery in Charleroi, Pa. The Pagonis was open 24 hours a day, seven days a week, and my first real job, when I was six years old, was shining diners' shoes. My father had done it when he was young, so he taught me how to do it right, telling me to ask the customer if I'd done a good job and to offer to reshine the shoes if the customer wasn't satisfied.

My duties increased as I grew older. By age ten, I was clearing tables and working as the janitor. Dad beamed when he told me that I was the best "mop guy" he'd ever had.

Working in the restaurant was a source of great pride because I was pitching in for the good of the whole family. But my father made it clear I had to meet certain stan-

dards to be part of the team. I had to be punctual, hard-working, and polite to the customers.



Except for the shoe shining job, I was never paid for any work I did at the restaurant. One day, I made the mistake of telling Dad I thought he should give me \$10 a week. He said, “Okay, then how about you paying me for the three meals a day you eat here? And for the times you bring in your buddies for free sodas?” He figured I owed him about \$40 a week. This taught me that when you negotiate, you’d better know the other side’s arguments as well as your own.

I remember coming home to Charleroi after being away in the Army about two years. I had just been promoted to captain and was full of pride as I walked into my parents’ restaurant. The first thing Dad said was, “It’s the janitor’s day off. How about you cleaning up tonight?”

I can’t believe this! I thought. I’m an officer in the United States Army! But it didn’t matter. As far as Dad was concerned, I was just another member of the team. I reached for the mop.

Working for Dad had taught me that loyalty to a team comes first. It doesn’t matter whether that team is involved in a family restaurant or Operation Desert Storm.

### Proper Names



1. Charleroi: a city in Pennsylvania
2. Pa.: Pennsylvania, a state in the eastern United States
3. Operation Desert Storm: also called “Desert Storm”, a military operation carried out by the United Nations countries under the leadership of the US army to take back the control of Kuwait from Iraq during the gulf war of 1990—1991

### Useful Structures and Expressions

1. My father made it clear (that) ...
2. I owed him ...
3. How about ...
4. I can’t believe ...!
5. As far as ... (be) concerned ...

## 1 Comprehension work

### A Read the text carefully again and discuss the following questions.

1. What kind of family was the narrator from? Give a brief account of his family

background.

2. How did the father teach him to do a good job?
3. How did the boy feel about working for the family business?
4. What mistake did he make one day?
5. What lesson did he learn from his mistake?
6. What kind of reception did the narrator expect when he returned home?
7. What was the lesson the narrator learned from working for his father?

**B Retell the text using the following key words.**

- small restaurant, first job, shoe-shining
- teach how to do it right, ask the customer, offer to reshine the shoes if he is not satisfied
- duties increased, mop guy, janitor
- source of pride, pitch in for the good of the family
- mistake, ask for pay, owe more to Dad, a lesson, to know the other's arguments in negotiation
- officer in the US Army, still a boy in the family team, cleaning up
- lesson from working with his father, loyalty to team, come first

**C Activity**

**Read the story critically and think about the following question.**

In many Western countries and even in China, some parents do pay their children for the work they have done for their family. What are the advantages and disadvantages of paying children for doing household jobs? Discuss the question and then complete the worksheet on the teacher's book.

**2 Language work**

**A Fill in the blanks with word(s) from the text that match the descriptions below.**

1. A place where one can buy meals to eat. \_\_\_\_\_, \_\_\_\_\_
2. A person who buys the meal and eats it in a restaurant. \_\_\_\_\_, \_\_\_\_\_
3. A person whose job is looking after a building or a business place. \_\_\_\_\_
4. A man's close friend, especially a male friend, can be called his \_\_\_\_\_ in informal American English.
5. A man or a boy is referred to as a \_\_\_\_\_ in informal English.
6. A man can be addressed as \_\_\_\_\_, especially by someone who is his superior, in informal English.

**B Find the expressions in the text for the following italicized words or phrases.**

1. The author's parents *managed* a small restaurant in Charleroi. \_\_\_\_\_