



大学英语四级710分 伴读伴听


听力、翻译、快速阅读 专项训练

(含超大容量mp3光盘一张)

第2册



王新博 武学锋 / 编著

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大学英语

伴读伴听四级710分听力、
翻译、快速阅读专项训练

(第二册)

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内 容 简 介

本书是配合《大学英语四级精读课堂》的姊妹篇,随全真课堂教学同步进行的配套用书。全书以主题教学模式为线索,分为 10 个单元,每个单元均配有难易搭配合理的各类与主题相关的阅读短文若干篇。所选文章语言规范,内容新颖,富有时代气息,特别适合朗读与背诵。该书弥补了课堂教学中信息量的不足;通过课堂精讲,再配有本书课外大量同类话题的泛读,既能使学生拓展知识面,培养自主学习的意识和能力,又能使他们凭借广泛的阅读,内化课本知识,迅速提高语言的交际能力。该书还顺应了最新的大学英语四级考试改革,加大了英语听力的训练力度。

本书各章均由两大板块组成。第一板块是 **Reading for Language Enhancement**,是利用语篇进行必要的语言技能训练,是课堂语言知识学习的延伸。通常由三篇短文组成,提供形式多样的语言训练任务,与最新的国家四级考试要求接轨。第二板块是 **Reading for Pleasure and Information**,主要是针对各单元的话题提供更多的相关资料供学生拓展视野,增长知识,培养技能。所有篇章均带有汉语翻译,非常方便学生自学。本书的另一大特色是听读结合。书中所选的阅读短文均配有纯正的外籍专家的录音,从而做到“听读相长”。本书是在大学英语教学面临重大转折形势下的一次积极探索和尝试,特别适合于在校大学生和广大教师使用,对贯彻新的大学英语教学要求,推动大学英语教学改革具有十分重要的参考价值。

序

以听读为先导,培养自主学习能力, 提高综合文化素养

——兼为本书作序

伴随着大学英语课程教学要求的出台,新一轮的大学英语教学改革正在全国各高校蓬勃地开展着。大学英语教学在历经近 20 年的风风雨雨之后迈入了一个崭新的发展阶段。简言之,新的教学要求把以学生**听说能力**为主的英语综合应用能力作为教学的目标,凸显出新的外语教育理念与现代社会需求的融合。新的教学要求把学生外语能力的培养目标定义为以下的四个方面:英语语言知识、英语综合应用技能特别是听说技能、英语学习策略和跨文化交际。新的教学要求是对“曾经不适应现代教育原则和现代社会需求的教学弊端的纠正”(夏纪梅《外语界》2005 年第 2 期)。换言之,新的教学要求把过去大学英语教学中存在的“重教轻学、重知识轻能力、重语言轻文化、重输入轻输出、重笔语轻口语、重讲授轻交际、重结果轻过程”(夏纪梅《外语界》2005 年第 2 期)的不妥做法作了纠正。这无疑引发了对大学英语从教学设计、教学方法与手段到教学评价等的重大改革。要实现这些目标,除了需要教师及时转变教学、教育观念以外,更需要在新形势下处理好以下几个方面的关系:

1) 语言能力与交际能力的关系。一说到交际能力,很多教师就片面地认为以交际能力为培养目标的外语教学不必教授语音、语法等属于语言能力方面的内容。产生这种误解的原因主要是由于在提倡交际教学法的过程中过分地突出了语言运用在语言教学中的地位。在传统的外语教学中,语言能力的培养是教学的主要目的,因此,语音、语法和词汇的教学是外语教学的中心任务。当我们引进并运用交际教学法时,为了纠正或回避传统教学方法的一些不当之处,往往采取“矫枉过正”的办法来强调交际教学法的某些原则,特别是强调语言运用的得体性。结果使得人们误以为交际教学法排斥语言规则的教学。语言能力是交际能力的基础,交际能力的培养必须建立在语言能力的基础之上,二者是皮与毛的关系,“皮之不存,毛将焉附”。因此,以交际能力为培养目标的外语教学决不能忽视语言能力的培养。只有把二者有机地结合起来,才能真正达到培养学习者交际能力的目标。这也是遵循了现代外语教育理论提倡的“在干中学习和应用(learning by doing)”、“在交际中学交际(learning to communicate by communicating)”、“学应用(use)比学用法(usage)更有效”等原则。

2) 听、说、读与综合应用能力培养的关系。首先,新的教学要求提到的以听说为主不是片面地只强调这二者,而是在综合能力的培养中,凸显这两项技能,决不是孤立地看待二者的关系。听、说、读、写这四项语言技能是一个整体,体现着语言学习者的综合应用能力。事实上,交际能力不仅包括口语交际能力,而且还包括书面语的交际能力。因此,用交际教学法来培养学生的交际能力,我们既可以利用小组讨论、对话等形式来组织课堂教学,以便达到培养学生口语交际能力的目的;同时我们也可以让学生各自为政,独立地完成阅读、写作等书面语交际任务来达到培养学生的书面语交际能力。只有把听说训练放在综合应用这个水平上,保证读写不脱离听说,听说不脱离读写,以读写助听说,以听说促读写,才是在培养综合应用能力的过程中强调听说能力的最佳结果,最终达到真正意义上的提高语言综合应用能力的目标。

3) 处理好教与学的关系。就课堂教学而言,以学生为中心并不意味着放任自流,教学完全演变成学生自己的活动。如此以学生为中心的教学是对教学的严重扭曲和误解。教师应该是教学的组织者和指导者,指导学生主动参与语言活动,营造宽松和谐的学习氛围,教学过程是师生交往共同发展的互动过程。师生平等对话,互教互学,构建师生“学习共同体”,变过去的“一言堂”为“群言堂”。同时,课程资源需要由教师有效地组织、开发、利用;使学生能寓教于乐,积极参与,满足学习者的需求和愿望。教师还应该善于激发学生的学习兴趣,通过有效得体的课程资源,引导学生主动学习,满足学习者的求知欲望。所以,以学生为中心的课堂教学应该说对教师提出了更高的要求。这就要求教师转变角色,从讲授语言知识转变为组织交际活动,从单纯语言教师转变为语言文化专家。

学生自主学习的培养,应该作为课堂教学的一项重要内容,这也是当今高等教育的主要任务之一。外语教育说到底就是对人才素质的培养。因此教学活动的设计不应忽略对学习者的自主学习能力的培养。教师可利用教学任务有意识地帮助学生创造一个有利于培养自主学习的良好环境,使学生在一个一个的学习任务中潜移默化地培养自主学习意识和能力。

4) 语言教学与跨文化交际能力的培养的关系。语言既是文化的一部分,同时又是文化的载体。因此语言会直接或间接地反映出文化的方方面面,包括社会体制、科学技术以及人们的思维方式、价值观念、道德准则、风俗习惯、社会地位和处事方式等。外语教学的目的,说到底,是为了实现跨文化的交际,即把本国文化介绍到国外和把国外的文化介绍到国内。这也就是说,作为外语教师,我们在教授语言知识,帮助学生学习和掌握外语的同时,还应帮助学生学习和了解目标文化,并用外语来表达中国文化,从而逐步培养学生的跨文化交际的能力。达成了这样的共识就可以最大限度地避免在教学中无原则漫无边际地讲授语言知识,做到语言知识的讲解为文化交际服务,把语言知识的讲解置于语言交际的背景下进行,实现语言学习从“实践中来”到“实践中去”的过程,避免“纸上谈兵”式的一味灌输。

虽然新教学要求凸显了听说能力的培养,但这并不是孤立或忽视其他技能。听说能力离不

开扎实的读写能力,在强调听说的同时,更应该加强阅读和写作能力的培养。在目前的国内环境下,阅读依然是语言输入和积累的主要来源。关于阅读的重要性,还是以英语专家的话做一验证吧。

吴古华(清华大学):“从长远来说,大量阅读是扩大词汇量的根本途径——大量阅读易上口的、地道的英语阅读材料或书籍,是提高口语的根本途径之一。”(《英语学习》2000年第10期)

胡文仲(北京外国语大学):“对于初、中级英语学习者,我特别推荐英语简易读物,读的材料要浅易,故事性要强,读的速度尽可能快一些,读得越多越好。这是学好英语屡试不爽的一个好办法。”(《英语学习》1999年第8期)

李观仪(上海外国语大学):“要提高英语水平必须依靠不间断的大量阅读,而阅读又必须做到精泛结合,默读与朗读相结合,有了扎实的读与写的基础,听说跟上是不难的。”(个人访谈)

何其莘(北京外国语大学):“用英语思维是许多英语学习者都希望达到的一种境。从自己学习英语的经历中,我体会到坚持大量阅读是实现这一目标最有效的途径之一。”(《英语学习》2000年第4期)

英语专家黄源深:“大量阅读对英语学习至关重要,没有大量阅读很难学好英语。现今学生的一个通病是阅读量太小,拘泥于短文章上的‘精耕细作’,产生不了语感,因而口笔语都缺少外国味。多读文学作品和外国报刊不失为一剂良药。”(访谈摘录)

姚乃强(解放军外国语学院教授、博士生导师):“要强调多读多写,读和写都要精泛结合,不仅要读文学名著,也要读其它类的书以及报纸杂志。要强迫自己写,写日记、写读书心得、写短文。我的口号是:眼快手勤,翻烂一本词典,磨出手指老茧。”(《英语世界》2002年第4期)

董亚芬(复旦大学):“广泛阅读及多读原著是学好外语不可或缺的条件。千万别把背诵、翻译、复述、听写等传统的学习方法视为落后的过时方法。”(《外语界》2003年第1期)

以上几位英语界的著名教授学者对阅读重要性的深刻阐述,值得我们深思。

目前的大学英语教学在强调听说技能培养的同时,要坚决避免出现重听说、轻读写的现象;避免过度夸大甚至听说至上等有违交际原则的倾向。我们还是强调听说技能的培养应建立在综合技能的基础之上。在新的教学形式下,我们理应顺应时代的发展和要求,积极进取,锐意改革,推动大学英语教学走上一个新的台阶。但同时,我们也应清醒地看到,在经过若干年验证并且是行之有效的教学方法不应随意抛弃,因为这些方法是外语教学内在客观规律的体现。违背规律,我们的外语教学会碰钉子,就会走弯路,就会与美好愿望的实现背道而驰。改革的目的是为了提高教学质量,最终培养学生的英语综合应用能力,使他们在以后的工作和社会交往中能用英语有效地进行口头和书面的信息交流。

本书正是在这一大的背景下经过前期几年的酝酿和探索后的一次积极的尝试。它是《新编大学英语全真课堂》第二册的姊妹篇,与之配套使用。全书共分十个单元,每个单元有两大板块

组成。第一版块主要是通过阅读进行语言的技能训练(Reading for Language Enhancement and Comprehension);第二版块是阅读欣赏(Reading for Information and Pleasure),主要是为了获取信息、了解文化、开阔视野、增长知识。每个单元都围绕一个主题从不同侧面展开,从而对该主题进行全方位、多角度的剖析。使学生在获取信息和文化的同时,在逼真的环境下习得语言知识。该书和课堂的主题教学相配套,是课堂教学的必要补充和延伸,与课堂教学互相弥补,互相补充,相得益彰。这一编写模式还最大限度地兼顾了培养学生的自主学习能力。所选篇章短小精悍,难易搭配,语言规范,力求满足学生个性化学习的需要。为了方便自学,书后还配有每篇文章的汉语译文。

该书承蒙中国石油大学外国语学院院长栾述文教授,副院长孙秀丽教授的精心指导,他们为本书提出了许多宝贵的意见、建议和设想。该书的部分内容曾在笔者及部分教师所任教的班级经过近一年的尝试,后在倾听多方反馈意见之后,作了大面积的修订和完善。在本书的成书过程中,还应感谢石油大学外国语学院第一系全体教师,他们对我们这一教学设想给与了莫大的支持和合作。本书能得以出版,还应感谢东华大学出版社张福元编辑,他在百忙中及时审阅了全部书稿,为本书的联系出版做了大量的工作,没有他的支持和帮助实难有拙著的付梓。

本书的编著者们都是多年从事大学英语教学工作,具有丰富教学经验,且教学效果优良的一线教师。他们最了解学生的苦衷和语言学习中的困难和障碍,因而使该书更具有针对性。在长期的编写时间里,编者本着一丝不苟、高度负责的精神,放弃了无数个星期天和节假日的休息时间,克服了各种各样的困难,付出了非常艰辛的劳动。本书由王新博主持策划,王新博、武学锋担任主编,副主编彭翠萍、陈效新、赵宁、武倩、牛力维、孙继平、王朋、王华琴、贾聚年、刘瑞琴、王新福、展伟伟。参与本书编写工作的还有(以姓氏笔划为序)王立新、韦超、邓燕、任杰超、吴易曦、张宁、张青华、张梅雪、张慧丹、周惠玲、顾丽娜、康建云、蔡宏武。

本书在成书的过程中还参阅了大量的国内外公开出版的教材、各种英语学习的报章杂志等。在此无法一一列出,谨向这些书及文章的作者们一并表示衷心的感谢。

由于我们学识水平有限,再加之时间紧、任务重,书中错误和疏漏之处在所难免,敬请广大读者及外语界同仁批评指正。

王新博

2006年3月

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Unit One Love

疑难注释

Part I Reading for Language Enhancement and Comprehension

Passage One

The Scar

Words Within Context

While reading, you are required to choose an appropriate word, phrase, or expression in the following box to fill in each of the blanks in the passage to link the ideas together.

within earshot of
unconscious
entire
appearance

despite
tightly
conference

embarrassed
out of control
sacrifice

A little boy invited his mother to attend his **elementary school's** first teacher-parent conference. To the little boy's **dismay**, she said she would go. This would be the first time that his classmates and teacher met his mother and he was embarrassed by her (1) _____. Although she was a beautiful woman, she had a **severe** scar that covered nearly the (2) _____ right side of her face.

The boy never wanted to talk about why or how she got the scar. At the (3) _____, people were **impressed** by the kindness and natural beauty of his mother (4) _____ the scar, but the little boy was still (5) _____ and hid himself from everyone. He did, however, get (6) _____ a **conversation** between his mother and his teacher, and heard them speaking.

"How did you get that scar on your face?" the teacher asked.

The mother replied, "When my son was a baby, he was in a room that **caught on fire**. Everyone was too afraid to go in because the fire was (7) _____, so I went in. As I was running toward his **crib**, I saw a **beam** coming down and I placed myself over him trying to protect him. I was knocked (8) _____ but **fortunately**, a fireman came in and saved both of us." She touched the burned side of her face. "This scar will be **permanent**, but to this day, I have never regretted doing what I did."

At this point, the little boy came out running towards his mother with tears in his eyes. He **hugged** her and felt an **overwhelming** sense of the

Passage One

scar /ska:/ n. 伤疤, 伤痕
elementary school 小学
dismay /dis'mei/ n. 失望, 气馁
severe /si'viə/ adj. 严重的
impress /im'pres/ vt. 给……以深刻的印象
conversation /,kɒnvə'seɪʃən/ n. 谈话, 交谈
catch on fire 着火
crib /krib/ n. 有围栏的童床
beam /bi:m/ n. 梁, 横梁
fortunately /'fɔ:tʃənətlɪ/ adv. 幸运地
permanent /'pɜ:mənənt/ adj. 永久的
hug /hʌg/ v. 紧抱, 怀抱
overwhelming /,əʊvə'welmɪŋ/ adj. 势不可挡的

Reading and Listening

- (9) _____ that his mother had made for him. He held her hand
(10) _____ for the rest of the day.

Passage Two

Letting Go

There was once a lonely girl who longed **desperately** for love. One day while she was walking in the woods she found two **starving** song birds. She took them home and put them in a small **cage**. (1) She nurtured them with love and the birds grew strong. Every morning they greeted her with a marvelous song. The girl felt great love for the birds. She wanted their singing to last forever.

One day the girl left the door to the cage open. The larger and stronger of the two birds flew from the cage. The girl watched **anxiously** as he circled high above her. (2) She was so frightened that he would fly away and she would never see him again that as he flew close, she grasped at him wildly. She caught him in her **fist**. She **clutched** him tightly within her hand. Her heart **gladdened** at her success in **capturing** him. (3) Suddenly she felt the bird go limp. She opened her hand **stared in horror** at the dead bird. Her desperate clutching love had killed him.

She noticed the other bird **teetering on the edge** of the cage. She could feel his great need for freedom. His need to **soar** into the clear, blue sky. (4) She lifted him from the cage and tossed him softly into the air. The bird circled once, twice, three times.

The girl watched **delighted** at the bird's enjoyment. Her heart was no longer concerned with her loss. She wanted the bird to be happy. Suddenly the bird flew closer and landed softly on her shoulder. It sang the sweetest **melody** she had ever heard.

(5) The fastest way to lose love is to hold on too tight, the best way to keep love is to give it — Wings!

Put the underlined sentences into Chinese

1. She nurtured them with love and the birds grew strong. Every morning they greeted her with a marvelous song.
2. She was so frightened that he would fly away and she would never see him again that as he flew close, she grasped at him wildly.

疑难注释

Passage Two

desperately /'despəritli/ *adv.*

极向往的

starving /'stɑ:vɪŋ/ *adj.* 饥饿的

cage /keɪdʒ/ *n.* 笼子

nurture /'nɜ:tʃə/ *vt.* 养育

marvelous /'mɑ:vɪləs/ *adj.* 绝妙的,了不起的

anxiously /'æŋkʃəsli/ *adv.* 焦虑地,发愁地

frightened /'fraɪt(ə)nd/ *adj.* 害怕的

fist /fɪst/ *n.* 拳头

clutch /klʌtʃ/ *vt.* 紧握,紧抓

gladden /'glædn/ *vt.* 使高兴,使愉快

capture /'kæptʃə/ *vt.* 捕获

limp /lɪmp/ *adj.* 软弱的,无生气的,无精神的

horror /'hɒrə/ *n.* 恐怖

in horror 惊恐万分地

teeter /'ti:tə/ *vi.* 摇晃,摇摇欲坠

on the edge of 在……边缘

soar /sɔ:,sə/ *vi.* 高飞,翱翔

toss /tɒs/ *vt.* 扔,抛,掷

delighted /dɪ'laɪtɪd/ *adj.*

高兴的

melody /'melədi/ *n.* 旋律,曲调

hold on 握住不放

3. Suddenly she felt the bird go limp. She opened her hand stared in horror at the dead bird. Her desperate clutching love had killed him.
4. She lifted him from the cage and tossed him softly into the air. The bird circled once, twice, three times.
5. The fastest way to lose love is to hold on too tight, the best way to keep love is to give it — Wings!

Passage Three

Why We Have Pets

Somewhere between Adam talking to the **serpent** and King Kong climbing the Empire State Building, human beings decided that animals were important to them. **Somehow** in history we went from animals only as a source of food and **raw material** to animals as **beasts of burden** and then to animals as **emotional companions**. These **boil down to** the question: why do we keep pets?

Certainly many people keep pets **purely** for the **companionship** they provide. For many people, animals are an emotionally **contributing** member of the family, an active and important part of their lives. When their pet is hurt or sick, they are worried and concerned. When their pet dies, they **grieve**. When their pet is happy and well, they are lively and **energetic**. Caring for a pet is an emotional journey which helps them to connect with and **react to** the world around them. These people are pet lovers and many animals must think that the world is a better place because of them.

Others keep pets because of a service the pet can provide. These are working animals with a **specific** function or role. There are **countless** examples of animals who serve specific functions with which we are very familiar, police dogs being one of them. Even some **marine mammals**, like **dolphins**, have long been kept by researchers to help in their work.

疑难注释

Passage Three

serpent /'sɜ:pənt/ *n.* 蛇

somehow /'sʌmhau/ *adv.* 不知怎么地

raw material 原材料

beast of burden 驮畜

emotional /i'məʊʃnl/ *adj.* 感情上的

companion /kəm'pænjən/ *n.* 同伴, 伴侣

boil down to 归结为

purely /'pjʊəli/ *adv.* 纯粹地, 完全地

companionship

/kəm'pænjənʃɪp/ *n.* 友谊

contributing /kən'tribju:tiŋ/ *adj.* 做出贡献的

grieve /gri:v/ *v.* 感到悲痛, 伤心

energetic /enə'dʒetik/ *adj.* 精力充沛的, 充满活力的

react to 对……做出反应

specific /spi'sifik/ *adj.* 特定的

countless /'kaʊtlɪs/ *adj.* 数不清的

marine /mə'ri:n/ *adj.* 海洋的

mammal /'mæməl/ *n.* 哺乳动物

dolphin /'dɒlfɪn/ *n.* 海豚

Somewhere **in between** companion pet and working animal is the service animal. These dogs, monkeys and others provide **incredible** services for **physically challenged people**. From **seeing-eye dogs** to guide dogs for the hearing-impaired, there are animals that are **extremely valuable** for the good they do. Without these service providers, fewer **disabled** people would be able to function as contributing members of our society.

If you are likely to spend a weekend wearing funny clothes and **crouching** behind a tree for hours **on end**, then you probably have a hunting dog. This is yet another member of the pet lover's world. These pets are a valuable member of a team. They are well trained and expected to prove themselves in the field. They know when they are "on" and when they are "off" and they know they have a job to do.

Just as sure as there are lots of pets in the world, there are also lots of reasons why people keep them. For some people, it's not really important to know all the reasons: to know that millions of people do is enough. For them it is not a question of "Why pets?" but "Why not?", or better yet, "Why not one more pet?"

Reading Comprehension

Task 1 Read the following passage and work on each of the following statements according to the directions below.

For questions 1—5, mark

Y (for **YES**) if the statement agrees with the information given in the passage;

N (for **NO**) if the statement contradicts the information given in the passage;

NG (for **NOT GIVEN**) if the information is not given in the passage.

- _____ 1. Adam talking to the serpent and King Kong climbing the Empire State Building are imaginary stories chiefly to emphasize the significance of animals to human beings.
- _____ 2. Many people keep pets simply for emotional attachment.
- _____ 3. Pets can severely interfere with people's daily life because of some of their annoying habits.
- _____ 4. Dogs, monkeys and some other animals can cause great inconvenience to the physically challenged people.
- _____ 5. The passage gives a general picture of why people keep pets.

Task 2 Complete the sentences with the information given in the passage.

1. Animals play an important role in human life. They serve as a source of food, _____, _____, and _____.
2. To some pet lovers, attending to their pets is like an emotional journey because _____.
3. According to the passage, some pets can provide a service for human be-

疑难注释

in between 在……中间

incredible /in'kredəbl/ *adj.* 难以置信的

physically /'fɪzɪk(ə)li/ *adv.* 身体上地

physically challenged people 残障人士

a seeing-eye dog 导盲犬

impair /im'peə/ *vt.* 损害, 削弱

extremely /iks'tri:mli/ *adv.* 极度地

valuable /'væljuəbl/ *adj.* 有价值的

disabled /dis'eɪb(ə)ld/ *adj.* 残疾的

crouch /'kraʊtʃ/ *vi.* 蹲, 蹲伏

on end 连续地

ings; they are called _____.

4. Guide dogs are especially used for _____.

5. If you would like to enjoy yourself in a forest or woods, you're very likely to have a _____.

疑难注释

Part II Reading for Information and Pleasure

Passage Four

The "Useless" Books I Treasure Most

One day I was cleaning up my place and found two dust-covered elementary school books. "Why not **discard** them?" said my girlfriend. I held the books tightly in my hands, didn't **respond** for a while.

Mom bought these books for me when I was in high school. She was an ordinary woman of the Miao **minority** who didn't know how to read and write. In my home village, when a woman **passed away**, the **custom** was to put a piece of silver or gold in her mouth to **secure** peace in the world beyond. Therefore, to families of extreme **poverty**, it had become a very big deal in life to save enough money for a small piece of silver **jewelry**. One year, mom worked from **dawn** to **dusk** raising two pigs, which were sold to finally buy her a pair of silver **bracelets**.

As the date of my college entrance exam **approached**, mom often came in town to bring me food and **treats**. She knew that I was **pressed** for time to study; therefore, she'd rush in and out each time. One day, however, mom returned shortly after she had left. She took me to a quiet place and said, "Son, I bought you two books to prepare for the college exam."

"What!" my heart sank at her words, I often heard that outside of our school, **fake** books and printed **handouts** were sold to **illiterate** parents from the **mountainous** areas.

"The guy said that if you use these books, you'll have no trouble getting in college."

"Where'd you get the money?"

"I sold the bracelets."

I **grabbed** the books and tore away the covers; an **enormous** feeling of **despair** immediately **overwhelmed** me. Who would think that two elementary school books actually cheated mom out of her precious bracelets.

"Will they... work, son?"

Seeing mom with a **gaze** that was full of hope, I forced back tears and **humiliation**. "Yes, mom, they sure will."

Later on, I passed the exam and **enrolled** in college. Mom was **overjoyed** with happiness. She said it was well worth the two bracelets; she even thought of finding the guy who sold her the books and thanking him.

"Did your mom ever find out the truth?" asked my girlfriend.

"No, I will never let her know."

Passage Four

treasure /'treʒə/ *vt.* 珍爱, 珍视

discard /dis'ka:d/ *vt.* 丢弃, 抛弃

respond /ris'pɒnd/ *vi.* 做出反应

minority /mai'nɒrɪti, mi/n. 少数民族

pass away 去世

custom /'kʌstəm/ *n.* 习惯, 风俗

secure /si'kjʊə/ *vt.* 得到, 获得

poverty /'pɒvəti/ *n.* 贫穷

jewelry /'dʒu:əlri/ *n.* 珠宝, 首饰

dawn /dɔ:n/ *n.* 黎明

dusk /dʌsk/ *n.* 黄昏

bracelet /'breɪslɪt/ *n.* 手镯

approach /ə'prəʊtʃ/ *v.* 靠近, 接近

treat /tri:t/ *n.* 款待, 招待

press /pres/ *v.* 催促, 逼迫

fake /feɪk/ *adj.* 假的

handout /hændaut/ *n.* 分发的印刷品

illiterate /i'litərit/ *adj.* 不识字的

mountainous /'maʊntɪnəs/ *adj.* 多山的

grab /græb/ *v.* 抓取

enormous /i'nɔ:məs/ *adj.* 巨大的

despair /dis'peə/ *n.* 绝望

overwhelm /'əʊvə'welɪn/ *vt.* (感情上)使受不了, 使不知所措

gaze /geɪz/ *n.* 凝视, 注视

humiliation

/hju:mɪli'eɪʃən/ *n.* 羞辱

enroll /ɪn'reɪl/ *v.* 入学

overjoyed /əʊvə'dʒɔɪd/ *adj.* 高兴的, 喜悦的

Passage Five

Sunshine on a Rainy Day

Have you ever had a day when everything seemed to go wrong, and nothing seemed to go right? Not too long ago I was having one of those days. I was **discouraged**, **weary**, and **plain** sad. My focus was on me, me, me. After all, no one else was experiencing the same **trials** as I was.

I expressed my **downcast** state to my mother, hoping for some pity. Instead, she said, "I heard Jamie was having a difficult day too. Why don't you make her some **cookies** and we'll take them to her this afternoon?" I didn't really want to, but decided that I didn't want to go back to my other problems just yet. I made the cookies and **arranged** them on a little plate. Then I made a card with a sunflower on it and wrote a small note of **empathy**.

That afternoon we **dropped** by my friend's house. I went to the door and rang the bell. Soon, Jamie came to the door and looked at me in surprise for the unexpected visit. Before she could say anything I **rushed**, "I heard you were having a hard day and decided to bring you something. I hope your day goes better." The look that came over Jamie's face was one that I could never **put into words**. It was as if a darkened sky was suddenly lit with the golden **rays** of the sun; it was as if in that small act, her day was brightened.

I got back into the car and for some **amazing** reason I felt a lot better myself. That day I experienced the truth that James Barrie **attempted** to describe. "Those who bring sunshine to the lives of others, cannot keep it from themselves."

Passage Six

"You Don't Love Me"

"You don't love me."

How many times have your kids laid that one on you?

And how many times have you, as a parent, **resisted** the **urge** to tell them how much?

Someday, when my children are old enough to understand the **logic** that **motivates** a mother, I'll tell them.

I loved you enough to **bug** you about where you were going, with whom, and what time you would get home.

I loved you enough to **insist** you buy a bike with your own money that we could afford and you couldn't.

I loved you enough to be silent and let you discover your **handpicked** friend was a **creep**.

I loved you enough to make you return a **Milky Way** with a bite out of it to a drugstore and **confess**, "I stole this."

疑难注释

Passage Five

discouraged /dis'kʌrɪdʒd/ *adj.*

灰心的,泄气的

weary /'wiəri/ *adj.* 疲倦的

plain /pleɪn/ *adv.* 清楚地

trial /'traɪəl/ *n.* 讨厌的事物

downcast /'daʊnkɑ:st/ *adj.* 沮丧的

cookie /'kʊki/ *n.* 小甜饼

arrange /ə'reɪndʒ/ *vt.* 排列, 摆放

empathy /'empəθi/ *n.* 安慰, 同情

drop by 拜访

rush /rʌʃ/ *v.* 脱口而出

put ... into words 用语言表达出来

ray /rei/ *n.* 光线

amazing /ə'meɪzɪŋ/ *adj.* 让人吃惊的

attempt /ə'tempt/ *v.* 尝试, 努力

Passage Six

resist /ri'zɪst/ *v.* 抵住, 忍住

urge /ɜ:dʒ/ *n.* 强烈的欲望

logic /'lɒdʒɪk/ *n.* 逻辑

motivate /'məʊtɪveɪt/ *vt.* 激励, 激发

bug /bʌg/ *v.* (美俚) 烦扰

insist /ɪn'sɪst/ *vt.* 坚持, 坚持主张

handpicked /'hænd'pɪkt/

adj. 精选的, 凭个人挑选的

creep /kri:p/ *n.* 令人厌恶的人

Milky Way 一种巧克力品牌

confess /kən'fes/ *v.* 承认

I loved you enough to **stand over** you for two hours while you cleaned your bedroom, a job that would have taken me fifteen minutes.

I loved you enough to say, “Yes, you can go to Disney World on Mother’s Day.”

I loved you enough to let you see anger, disappointment, **disgust** and tears in my eyes.

I loved you enough not to make excuses for your lack of respect or your **bad manners**.

I loved you enough to admit that I was wrong and ask your **forgiveness**.

I loved you enough to **ignore** “what every other mother” did or said.

I loved you enough to let you **stumble**, fall, hurt and fail.

I loved you enough to let you **assume the responsibility** for your own actions, at six, ten, or sixteen.

I loved you enough to figure you would lie about the party being **chaperoned**, but forgave you for it... after discovering I was right.

I loved you enough to **shove** you off my **lap**, **let go of** your hand, **be mute to** your **pleas**... so that you had to stand alone.

I loved you enough to accept you for what you are, not what I wanted you to be.

But most of all, I loved you enough to say no when you hated me for it. That was the hardest part of all.

Passage Seven

Nurture a Plant

At first glance, this may seem like a strange or **superficial** suggestion. What good could it possibly do to **nurture** a plant?

One of the goals of **spiritual** life and one of the **requirements** of **inner peace** is to learn to love **unconditionally**. The problem is, it’s really hard to love a person, any person, unconditionally. The person we are trying to love **inevitably** says or does the wrong thing, or fails to meet our **expectations** in some way. So, we get upset and put conditions on our love: “I’ll love you, but you have to change. You must act the way I want you to act.”

Some people are better at loving their pets than the people in their lives. But to love a pet unconditionally is hard too. What happens when your dog wakes you up with unnecessary **barking** in the middle of the night or **ruins** your favorite **carpet** with an accident? Do you love him just as much? My children have a **bunny**. It was really hard to love that bunny when he **chewed** a hole in my beautifully **crafted** wooden gate!

疑难注释

stand over 监督

disgust /dis'gast/ *n.* 厌恶,反感

bad manners 不礼貌的行为

forgiveness /fə'givnis/ *n.* 原谅,宽恕

ignore /ig'no:/ *v.* 不理睬,忽视

stumble /'staml/ *v.* 蹒跚,跌倒

assume the responsibility 承担责任

* **chaperon** /'ʃæpəʊn/ *v.* 陪护

shove /ʃʌv/ *v.* 挤,推

lap /læp/ *n.* 膝上

let go of 放开,放手

be mute to 对……表示沉默

plea /pli:/ *n.* 恳求,请求

Passage Seven

at first glance 乍一看

superficial /sju:pə'fiʃəl/ *adj.* 肤浅的,浅薄的

nurture /'nʌtʃə/ *vt.* 养育,培育

spiritual /'spiritʃuəl/ *adj.* 精神的

requirement /ri'kwaɪəmənt/ *n.* 要求,必要条件

inner /'inə/ *adj.* 内心的

inner peace 内心的平静

unconditionally

/ʼʌnkən'diʃənəli/ *adv.* 无条件地

inevitably /in'evitəbli/ *adv.* 不可避免地

expectation /'ekspek'teɪʃən/ *n.* 期待,预期

barking /'bɑ:kiŋ/ *n.* (狗)吠,叫

ruin /ruin; ru:in/ *v.* 破坏,毁坏

carpet /'kɑ:pɪt/ *n.* 地毯

* **bunny** /'bʌni/ *n.* 小兔子

chew /tʃu:/ *vt.* 嚼,咬

crafted /'krɑ:ftɪd/ *adj.* 精雕细作的