

北 极 星 英 语 系 列 教 程



# 学生配套用书

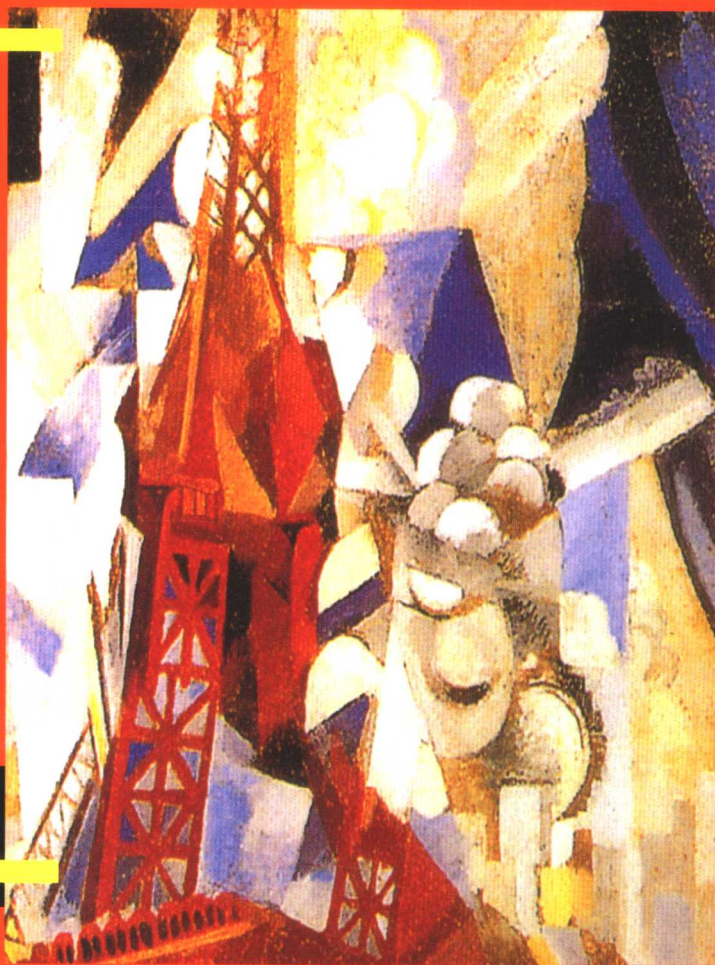
Student Companion Book

# NORTHSTAR

系列主编 刘 骏

高 级

Advanced



清华大学出版社

北极星英语系列教程



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Student Companion Book

# NORTHSTAR

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高级

Advanced

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## 内 容 简 介

《北极星英语系列教程——学生配套用书》从单元内容简介、生词及语言难点讲解、相关文化背景介绍、相关网站推介、课外文章阅读、附加练习、学生单元自测八个方面帮助学生从语言和文化背景两方面更好地理解《北极星英语系列教程——学生用书》的内容,从而达到开阔学生视野,提高学生的实际交际能力、批判意识和创新能力的目的。

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# 前言

教材对于外语教学而言是不可或缺的,而教材的选择往往与培养学生的目标是分不开的。我们选用由清华大学出版社引进的《北极星英语系列教程》(NorthStar),是因为该教程具有选材广泛、注重语言综合技能训练以及语言真实地道等特点。然而,由于这一系列教程并非完全针对把英语作为外语的学习者而编写的,在两年来的教学实践过程中,学生普遍反映该系列教程生词量大、文化信息较为浓缩等问题。为了帮助学生从语言和文化背景两方面更好地理解教材的内容,开阔学生的视野,提高他们的交际能力、批判意识和创新能力,汕头大学英语语言中心组织中外教师30多人共同参与编写了《北极星英语系列教程——学生配套用书》。该学生配套用书与系列教程一样共分5级,即:入门级(Introductory)、基础级(Basic)、中级(Intermediate)、中高级(High Intermediate)和高级(Advanced)。

该系列配套用书每单元包括以下八个部分的内容:

## 1. 单元简介

该部分为学生提供了单元概述,主要针对主题进行简要说明,同时说明该单元的学习目的。

## 2. 生词

该部分所选词语意义的解释主要依据其在语境中的含义,同时通过加注音标、词性以及附上例句和译文,使学生能更好地理解词语的用法。选词的标准参照了《大学英语课程教学要求》,一般要求的词语不设标记;较高要求和更高要求的词语分别标记为“★”和“▲”;超出要求的词语标记为“◆”。

## 3. 语言难点

该部分主要解释那些在语言方面或文化方面可能会造成理解困难的词语,如某些表达方式和习语。为了减少学生预习课文的难度,语言点的解释尽量做到简明扼要,并为学生提供了参考译文。

#### 4. 相关文化背景介绍

该部分从历史、人物传记、文化等方面为学生提供与目标文化相关的背景知识,旨在提高学生的批判性思维能力。

#### 5. 相关网站推介

该部分介绍了与课文主题相关的网站,提供了有效使用网站资源的方法,为学生进一步了解相关知识提供了便利。

#### 6. 课外阅读材料

该部分选编了与学生本土文化相关的课外阅读材料并配以相应的练习活动,让学生从不同角度加深对同一主题的理解,进而开阔他们的视野。

#### 7. 附加练习

该部分提供了独立完成或小组活动等形式多样的附加练习,为学生创造了更多提高自身语言与文化技能的机会,其中特别为学生提供了既富于培养创造性思维又能激发学习兴趣的写作练习。

#### 8. 学生自评

该部分从背景知识、词汇、语法和写作技巧等方面让学生对所学知识的实际掌握情况进行自我评价,进而调整自身的学习策略。

《北极星英语系列教程——学生配套用书》是汕头大学英语语言中心30多位中外老师团结协作、辛勤劳动的结果。在此,我们感谢所有参与编写的人员,同时感谢马兰和苏珊·斯宾塞两位老师为该系列配套用书的编写提供了样张。在编写的过程中,清华大学出版社一直非常关心和支持编写工作,特别是该社的蔡心奕编辑为提高书稿的质量做了大量的工作,在此一并致谢。

我们希望该系列配套用书的出版将有助于促进学生提高学习效率和兴趣,对培养学生的批判性思维和英语交际能力起到指导性的作用。由于参与编写的人员较多,时间紧迫,不足之处在所难免,恳请广大读者批评指正。

系列主编:刘 骏

系列副主编:肖亮荣

2005年6月

# SERIES FOREWORD

There are three fundamental considerations for any language educator: What to teach, when to teach it, and how to teach it. “What to teach” is related to teaching materials, without which teaching cannot be focused. “When to teach it” addresses the issues of curriculum and syllabus, without which teaching will not be efficient. “How to teach” addresses teaching methodology, without which teaching cannot be effective. Among these three considerations, teaching materials are by far the most essential, indispensable for language teachers and learners. The selection of materials is largely dependent on the projected teaching objectives. Among the various materials in teaching English as a Foreign Language (EFL) on the market, we have chosen the *NorthStar* series for its comprehensive coverage of topics, integrative skills training, and authentic presentation of materials.

In order to maximize the potential of imported textbooks to benefit Chinese students of English, Chinese culture and language, learner styles and strategies, and a sensitivity to students’ prior exposure to English all need to be taken into consideration. This has been consistently agreed upon by curriculum developers, syllabus designers, materials writers, as well as English language teachers in China. At the English Language Center (ELC) in Shantou University, we have used the *NorthStar* textbook series for our English courses for a number of years, focusing on training students’ communicative competence and critical thinking. While we applaud the merits in the textbook series, we have found ourselves busy searching for additional materials, interactive tasks, bilingual annotations, and cultural/intercultural notes to accompany the text and to facilitate the learning process in the Chinese context. As the *NorthStar* series was not originally designed for Chinese students of English *per se*, there is a need to substantiate more culturally appropriate and pedagogically-tailored materials as a complement to the existing textbooks. As such, the faculty at the ELC has produced this *NorthStar Student Companion Book* series as counterparts to the textbooks.

There are five student companion books in the series, parallel to the textbooks, with each book covering both strands of reading and writing, and listening and speaking at each of the five levels (Introductory, Basic, Intermediate, High Intermediate, and Advanced). Every unit in each student companion book in this series is comprised of eight sections as follows:

### **A Brief Introduction to the Unit**

In this section, students are given unit overview, which provides a brief explanation of the theme, imparts some relevant learning information, and states the objectives of the unit.

### **New Words**

This section helps to clarify the meanings and usage of selected words and expressions from the unit in context, adding International Phonetic Alphabets (IPA) and providing examples with a Chinese translation. In addition, words and expressions are all selected and marked in accordance with the “Reference Word List of College English Curriculum Requirements” issued by the Ministry of Education in China. “★” and “▲” correspond to “intermediate requirements” and “higher requirements,” respectively, as stated in the Word List. Words and expressions marked with “◆” indicate that they are beyond the scope of the Word List. Selected words and expressions without any symbol match to “basic requirements” stated in the Word List.

### **Language Points in the Unit**

The focus of this section is to clarify the meanings of words and phrases that are linguistically and/or culturally challenging (e.g., expressions and idioms). They pose potential difficulties for Chinese students previewing the text; therefore, succinct explanations of the language points are provided in both English and Chinese.

### **Additional Information and Explanations**

This section mainly focuses on providing further information (e.g., historical, chronological, biographical, cultural, and thematic) and explanations related to the target culture, while at the same time enhancing the students’ critical thinking.

### **Recommended Websites for Further Information**

This section is intended to provide additional information and resources for students who are eager to learn more about the subject matter and issues presented in the textbook. A few websites related to the theme of each unit are recommended, along with some guidance on the scope and the effective utilization of those websites.

### **Supplementary Reading Materials with Tasks**

This section is designed to expose Chinese students to different perspectives on the same theme, through individual work or group activities, in the hope that students will broaden their outlook and consider contrasting opinions. With sensitivity to the Chinese and Asian context, the additional readings and materials are easier for the Chinese students to relate to.

### **Suggested Activities and Tasks**

To facilitate self-study and group work, the various activities and tasks in this section are designed to provide more opportunities for students to develop their linguistic and cultural competences. In particular, we have provided some additional writing assignments that are more creative and imaginative—even playful—in nature.

### **Self-Checklist**

This section enables students to monitor their own progress and comprehension of the content in terms of cultural background, vocabulary, grammar, and writing style. After completing each unit, students will be able to assess how well they have learned the materials and what skills they need to focus on to further their learning.

About 35 ELC teachers at Shantou University participated in the creation of the *NorthStar Student Companion Books*. We would like to take this opportunity to thank all of our contributors, in various roles, for their involvement in the construction of this *Student Companion Book* series. In particular, we would like to thank our book editors for their leadership throughout the process. Thanks also go to Ma Lan and Susan Spencer for providing a sample unit that served as a model for the development of the series. We are grateful to the editors at Tsinghua University Press, especially Ms. Cai Xinyi, for her conscientiousness in ensuring that we deliver the highest quality possible.

We hope that the publishing of this *NorthStar Student Companion Book* series will greatly facilitate our students by making their learning more efficient, effective, and enjoyable. We encourage our students to take advantage of this series for lesson preparation and unit review. It is our intention that this series will play an instrumental role in developing students' critical thinking and communicative competence in English.

Jun Liu, Series Chief Editor

Liangrong Xiao, Series Deputy Chief Editor



# CONTENTS

<b>1</b>	<b>Theme: Addiction</b>	<b>1</b>
	I A Brief Introduction to the Unit	1
	II New Words	1
	III Language Points in the Unit	5
	IV Additional Information and Explanations	8
	V Recommended Websites for Further Information	10
	VI Supplementary Reading Materials with Tasks	11
	VII Suggested Activities and Tasks	14
	VIII Self-Checklist	15
<b>2</b>	<b>Theme: Aging</b>	<b>17</b>
	I A Brief Introduction to the Unit	17
	II New Words	17
	III Language Points in the Unit	21
	IV Additional Information and Explanations	23
	V Recommended Websites for Further Information	25
	VI Supplementary Reading Materials with Tasks	25
	VII Suggested Activities and Tasks	31
	VIII Self-Checklist	32
<b>3</b>	<b>Theme: Personality</b>	<b>35</b>
	I A Brief Introduction to the Unit	35
	II New Words	35
	III Language Points in the Unit	43
	IV Additional Information and Explanations	48
	V Recommended Websites for Further Information	50
	VI Supplementary Reading Materials with Tasks	51
	VII Suggested Activities and Tasks	53
	VIII Self-Checklist	54

<b>4</b>	<b>Theme: Our Environment — Water</b>	<b>57</b>
I	A Brief Introduction to the Unit	57
II	New Words	57
III	Language Points in the Unit	63
IV	Additional Information and Explanations	67
V	Recommended Websites for Further Information	69
VI	Supplementary Reading Materials with Tasks	69
VII	Suggested Activities and Tasks	72
VIII	Self-Checklist	72

<b>5</b>	<b>Theme: Cross-Cultural Insights</b>	<b>75</b>
I	A Brief Introduction to the Unit	75
II	New Words	75
III	Language Points in the Unit	79
IV	Additional Information and Explanations	83
V	Recommended Websites for Further Information	85
VI	Supplementary Reading Materials with Tasks	86
VII	Suggested Activities and Tasks	88
VIII	Self-Checklist	89

<b>6</b>	<b>Theme: Religion</b>	<b>91</b>
I	A Brief Introduction to the Unit	91
II	New Words	91
III	Language Points in the Unit	93
IV	Additional Information and Explanations	95
V	Recommended Websites for Further Information	97
VI	Supplementary Reading Materials with Tasks	97
VII	Suggested Activities and Tasks	100
VIII	Self-Checklist	100

<b>7</b>	<b>Theme: Business</b>	<b>103</b>
I	A Brief Introduction to the Unit	103
II	New Words	103
III	Language Points in the Unit	109
IV	Additional Information and Explanations	110
V	Recommended Websites for Further Information	112
VI	Supplementary Reading Materials with Tasks	113

VII	Suggested Activities and Tasks	116
VIII	Self-Checklist	117

<b>8</b>	<b>Theme: The Military</b>	<b>119</b>
I	A Brief Introduction to the Unit	119
II	New Words	119
III	Language Points in the Unit	125
IV	Additional Information and Explanations	126
V	Recommended Websites for Further Information	127
VI	Supplementary Reading Materials with Tasks	128
VII	Suggested Activities and Tasks	130
VIII	Self-Checklist	131

<b>9</b>	<b>Theme: The Arts</b>	<b>133</b>
I	A Brief Introduction to the Unit	133
II	New Words	133
III	Language Points in the Unit	138
IV	Additional Information and Explanations	140
V	Recommended Websites for Further Information	142
VI	Supplementary Reading Materials with Tasks	142
VII	Suggested Activities and Tasks	144
VIII	Self-Checklist	145

<b>10</b>	<b>Theme: First Amendment Issues</b>	<b>147</b>
I	A Brief Introduction to the Unit	147
II	New Words	147
III	Language Points in the Unit	152
IV	Additional Information and Explanations	154
V	Recommended Websites for Further Information	156
VI	Supplementary Reading Materials with Tasks	157
VII	Suggested Activities and Tasks	158
VIII	Self-Checklist	159

# 1 THEME: Addiction

*Focus on Reading and Writing:*

## My Time in a Bottle

*Focus on Listening and Speaking:*

## The Internet and Other Addictions

### I

## A Brief Introduction to the Unit

Unit 1 explores the impact of alcohol and Internet addiction on addicts, their families, and society in general. It explores how people in our lives influence us and affect the choices that we make, as well as how celebrities play role models in our society. The readings also explore relationships between family members and raise questions of how society could allocate scarce healthcare resources.

### II

## New Words

### Preparing to Read

- ▲ **celebrity** / si'lebriti / *n.* a famous living person, often associated with music, movies and sports 名人, 知名之士

*This magazine always has a celebrity on its cover.* 这家杂志总是请名人做封面人物。

- ◆ **distraction** / dis'trækʃən / *n.* something that takes your attention away from what you are doing 分心, 分心的事

*The loud music was too much of a distraction, so he went to the library to study.* 喧闹的音乐声吵得他无法静下心来, 所以他只好到图书馆去学习。

- ◆ **fascination** / ˌfæsiˈneɪʃ(ə)n / *n.* the condition of holding attention or interest 迷惑力; 魅力

*The little boy's fascination with matches made his parents fear he would set fire to the house.*  
看到小儿子痴迷地玩弄着火柴, 父母真担心房子会被烧着。

- grace** / greɪs / *n.* beauty of movement or style 优美, 雅致, 优雅

*She walks with the grace of a ballerina.* 她走路都像芭蕾舞演员那样优美雅致。

- prosperity** / prɒsˈperɪti / *n.* a condition of having success or wealth 繁荣

*He argued that money was not the only measure of prosperity in life.* 在他看来, 钱并不是衡量生活是否富足的惟一标准。

### Reading 1 My Time in a Bottle

- ◆ **abstinence** / ˈæbstɪnəns / *n.* the practice of not having or partaking of something 节制, 节欲, 戒酒

*Their religious beliefs required abstinence from sex before marriage.* 根据他们的宗教信仰, 婚前绝不允许出现性行为。

- ◆ **alcoholism** / ˈælkəhɒlɪzəm / *n.* dependency on alcohol 酗酒

*Bill lost his job when his boss learned of his alcoholism.* 因为被老板发现酗酒, 所以比尔丢了工作。

- anchor** / ˈæŋkə / *n.* a source of security or stability; a heavy object attached to a vessel by a cable or rope and cast overboard to keep the vessel in place 给人安全感之物(或人); 锚

*Her family was an anchor for her.* 她把家作为自己可停靠的港湾。

- controversial** / ˌkɒntreɪˈvɜːʃəl / *adj.* something that brings out disagreement or disapproval 争论的, 争议的

*The teachers were advised to avoid discussing certain controversial subjects.* 教师们最好不要讨论某些有争议的话题。

- ◆ **dejection** / diˈdʒekʃən / *n.* a feeling of extreme sadness or disappointment 沮丧, 灰心

*His parents hoped the boy's dejection would pass quickly but it stayed with him for months.*  
那个男孩的父母希望他能很快走出沮丧的心情, 但几个月过去了, 他的情绪依旧。

- ▲ **devastated** / ˈdevəsteɪtɪd / *adj.* condition of being shocked, upset or extremely sad 大为震惊的; 极为不安的; 极度悲伤的

*The tragedy left him feeling devastated.* 那场灾难给他带来了巨大的伤痛。

- ◆ **donor** / ˈdəʊnə / *n.* person, persons or organization(s) that give something of value without monetary compensation 捐赠人

*The hospital always needs more blood donors.* 医院总是需要更多的献血者。

- ◆ **epilogue** / ˈepɪlɒɡ / *n.* text added to the end of a book, movie, or play for the purpose of explanation 结语, 尾声, 【戏】收场白

*I was confused about what happened until I read the epilogue.* 一直读到尾声, 我都不太明白其中的故事情节。

▲ **hereditary** /hi'reditəri/ *adj.* a trait or condition that is passed from one generation to the next through genes 世袭的, 遗传的

*We now have a better understanding of some hereditary diseases, but we are still looking for their cures.* 我们现在已对某些遗传疾病有了进一步的认识, 但有关的治疗方案仍然有待探索。

**inherit** /in'herit/ *v.* to receive something from someone (sometimes after a death) 继承, 遗传而得

*He hoped to inherit his uncle's money, so he spent his own quite foolishly.* 他想着可以继承伯父的财产, 便随意挥霍自己的积蓄。

**reconcile** /'rekənsail/ *v.* to resolve differences to improve something or make it right 和解, 调停

*He hoped to reconcile his relationship with his father by helping on the farm.* 他想通过帮助父亲做农活的方式来改善父子关系。

## Reading 2 Mick's Toughest Inning

**cynical** /'sinikəl/ *adj.* distrust or disbelief in the good of people or things 愤世嫉俗的

*Bill's friends were getting tired of his cynical views on university life.* 比尔的朋友已听腻了他那些对大学生活的抱怨之辞。

▲ **ethics** /'eθiks/ *n.* a system guiding moral or correct action and behavior 道德规范

*Business ethics has become a popular topic for speeches.* 商业道德已成为演讲中的时髦话题。

◆ **prioritize** /praɪ'ɔrɪtaɪz/ *v.* to give things an order of importance 把……区分优先次序

*I must prioritize my homework assignments, for I cannot possibly do them all.* 由于不能一下做完所有的作业, 所以我首先得把全部作业按先后次序加以划分。

▲ **ration** /'ræʃən/ *v.* to limit or control the supply of something 配给

*They were forced to ration food and water at the camp until the supply trucks arrived.* 在供应卡车来到之前, 他们只能在营地接受定量配给的食物和水。

◆ **terminally** /'tɜːminəli/ *adv.* at the end, a condition that cannot be reversed or changed and eventually causes death 晚期地

*We don't learn that the hero is terminally ill until the last few minutes of the movie.* 直到影片即将结束时, 我们才发现片中主人公已进入疾病晚期。

## Listening 1 Interview with an Internet Addiction Counselor

- ◆ **consultation** /ˌkɒnsəl'teɪʃən/ *n.* a meeting or discussion in which advice is sought 请教, 咨询  
*The attorney interrupted the consultation to take a phone call from a news reporter.* 咨询过程中, 律师突然停止谈话, 去接听一个新闻记者打来的电话。
- ◆ **counselor** /'kaʊnsələ/ *n.* a person who gives counsel; an adviser 顾问, 法律顾问  
*The counselor helped her with her depression after her mother's death.* 顾问在帮助她逐步摆脱母亲去世的阴影, 使她不再悲观、沮丧。
- gamble** /'gæmbəl/ *v.* to play a game of chance for stakes 赌博  
*He gambled away so much money that he had to sell his house.* 他因嗜赌而倾家荡产, 连房子都卖掉了。
- ◆ **groupie** /'gru:pi/ *n.* an enthusiastic supporter or follower 追星族  
*The groupies followed the band from one city to another to hear them play.* 那些流行乐队迷为了欣赏乐队表演, 随着乐队辗转于各个城市。
- ◆ **indicator** /'ɪndikeɪtə/ *n.* something that points out or points to 指示器, 【化】指示剂  
*Her test scores were an indicator of how well she would do at college.* 她的考试成绩反映了她在大学时的学习情况。
- ◆ **MUD games** Multi-User Dungeon (or Multi-User Dimension) computer games in which users can assume different characters and interact with each other 多用户网络游戏  
*The teenagers enjoyed playing MUD games on-line.* 十几岁的年轻人都喜欢玩在线多用户网络游戏。
- session** /'seʃən/ *n.* a period of time used for a particular purpose 一段时间  
*I can't bear to sit through one more session of these public debates.* 我简直无法继续呆在这里听这些公开场合的争论。
- ◆ **strategize** /'strætɪdʒaɪz/ *v.* to plan a strategy for (a business or financial venture, for example) 制订战略 [行动计划]  
*He planned to meet with the group and strategize a plan for finishing the project.* 他打算和小组的成员共同计划, 一起完成这个项目。
- therapy** /'θerəpi/ *n.* treatment especially of bodily, mental, or behavioral disorders 疗法  
*The therapy helped him overcome the injuries from the accident.* 这种疗法有效治疗了他在那次意外中所造成的伤害。

## Listening 2 Is "Internet Addiction" a Real Illness? A Debate

- ▲ **obsessive** /əb'sesɪv/ *adj.* quality of thinking, worrying about, or concentrating on something to the exclusion of other things 使人着迷的; 缠人的  
*Michael is obsessive about motorcar racing and talks of nothing else.* 迈克尔只对赛车感兴趣, 除此之外, 他什么都不谈。

◆ **savvy** / 'sævi / *adj.* having insight and understanding, sometimes to an unexpected degree 有见识的, 有悟性的

*John was a savvy businessman who was able to make the company profitable in its first year.* 约翰是个有悟性的商人, 他能在第一年就使公司赢利。

**symptom** / 'sɪmptəm / *n.* a condition or sign that reveals another problem 征兆, 症状

*Some people go to the doctor at the first symptoms of a cold or flu.* 有些人刚有一点感冒或流感的症状, 就会立即看医生。

◆ **willpower** / 'wɪlpauə(r) / *n.* the strength of will to carry out one's decisions, wishes, or plans 意志力, 毅力

*Her strong willpower enabled her to succeed where many others had given up and failed.* 因为意志坚强, 其他很多人半途而废的事情她却成功地做到了。



## Language Points in the Unit

### Preparing to Read

#### ...fairy tale version of the American Dream... ( Paragraph 3, Line 3 )

The American dream is the idea held by many in the United States of America that through hard work, courage and determination, one can achieve prosperity.

……童话似的美国梦……

### Reading 1 My Time in a Bottle

#### 1. ...he'd head for the icebox... ( Paragraph 1, Line 10 )

“Head for” means to go towards something. The usual implication is that someone is moving toward a place purposefully and directly.

……他会走向冰箱……

#### 2. ...the Hall of Fame catcher... ( Paragraph 2, Line 5 )

The National Baseball Hall of Fame and Museum is a museum dedicated to the history of baseball in North America. The museum displays baseball-related artifacts and exhibits, and honors people who have excelled in playing, managing, and serving the sport. When someone is referred to as a “Hall of Fame” catcher, it means that the museum has honored that person for playing the position of “catcher” really well. Players elected to the “Hall of Fame” are also sometimes referred to as “Hall of Famers.”

……著名接球员纪念馆……

#### 3. Even though he was dog tired... ( Paragraph 3, Line 1 )

“Dog tired” means really, really tired. It is usually used to refer to the kind of tiredness people



get after very strenuous physical labor, when their muscles are so tired from exertion that they can barely move.

虽说他已变得极度疲倦……

**4. ...finished instructing me from the right and left sides of the plate... ( Paragraph 3, Lines 7-8 )**

In this context, the “plate” refers to the home plate in baseball. This is where the batter stands and tries to hit the ball thrown by the pitcher. Mickey Mantle was a “switch hitter,” his father first threw the ball to him when he stood with his left side facing the pitcher, then had him move so his right side faced the pitcher.

……完成了指导我在（棒球）投球板（本垒）上左右来回的投球动作……

**5. I won't do it no more, Dad. ( Paragraph 3, Lines 11-12 )**

This phrase, which means “I won't do it anymore” is grammatically incorrect in standard English, but native English speaking children often make this kind of mistake when they are young, and this kind of grammar is also common and accepted in certain English dialects. The author probably used these particular words to show how young he was at the time.

我不会再犯这样的错了。

**6. ...I think it left a hole in me... ( Paragraph 6, Lines 5-6 )**

By using this phrase, Mickey Mantle meant that his friends were a very important part of his life. He really missed them when they weren't around anymore, and didn't feel like a complete person without them. There was a part of him missing (psychologically) when his friends weren't there.

……（没有朋友在身边）我心里感觉空荡荡的……

**7. ...why you ended up at the Center. ( Paragraph 8, Lines 1-2 )**

“Ended up” generally refers to the result of an action. So in this case, Mickey Mantle was supposed to talk about the sequence of events that resulted in him needing to check-in to an alcohol rehabilitation center.

……为什么原因来到了戒酒中心。

**8. ...would have been better off... ( Paragraph 9, Lines 11-12 )**

This is commenting on the author's speculation about what might have happened if his past had been different. If he hadn't been an alcoholic and abused his body, then he would not have had to attend the rehabilitation center. He would have been “better off” —his life would be better than it was. In reality, he is “worse off” than he would have been if he had taken care of himself.

……生活就会宽裕很多……