

English

21世纪

高职高专教育 公共英语
系列规划教材

NEW HOPE COLLEGE ENGLISH

胡胜利大学英语 教师用书 2

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NEW HOPE COLLEGE ENGLISH

- 陕西省高等教育教学改革研究项目
- 高职高专教育系列规划教材·公共英语

新希望

教师用书

2

大学英语

江苏工业学院图书馆

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NEW HOPE COLLEGE ENGLISH

前言 PREFACE

随着改革开放的深入，我国与世界各国的交往日益频繁，英语作为国际通用语言，在我国的地位日益重要。

早在 2003 年，在陕西省教育厅的指导下，西安外国语大学和陕西省高职高专教育学会即牵头组织相关院校专家，对高职高专英语教学情况进行全面调研。经过一年多的深入调研，提出了按照“实际、实践、实用”的“三实”原则，针对传统教材在体系和结构上存在的学科性特点过于突出、篇幅过长等问题进行教改研讨，进而形成了编写蕴涵现代教学理念、内容清新实用、操作简单有效的教材的设想；2005 年秋，该设想以高职高专公共英语教材为题，获准陕西省高等教育教学改革研究立项。

随后，我们在已有调研的基础上，组织专家队伍，邀请教学一线教师参与，遵循“人类对语言本质属性的认识直接作用于对外语教学的认识，进而直接影响外语教学的原则的制定”这一规律，根据学习者的认知需要、情感需要、语言交际需要编写教材。

经过两年多的努力，数十次会议的反复研讨，本套教材初见雏形。

这套教材含《综合教程》一至三册，《教师用书》一至三册，《阅读教程》一至三册，以及为学生学习配套的《拓展训练》一至三册。教材中所蕴涵的主要思想、观念体现在以下几个方面：

1. 在编写中，我们充分注意所选材料丰富的社会生活内涵，内容朴实而贴近生活。在遵循学科知识系统性的前提下，努力做到从学生已有的知识出发，指导学生从语言知识和语言所负载的信息及内容入手，激发和满足其学习欲望，获取语言知识。

2. 教学活动的设计及安排着力体现“以学生为中心，以教师为主导”的观念。书中为学生提供生动活泼、具有丰富社会生活内容的知识背景，将学习材料置于学生生活环境之中，教师可在课堂活动设计中充分发挥自身动态语言示范作用，从而准确把握学生语言发展和交际需要之间的关系，使学生的学习欲望进一步得到激发，学习进入良性发展过程。

3. 教材安排的大量任务性活动 (Task-based-Activities) 为教学的有效开展提供了丰富的内容、素材和方法。学生在有意义的思维活动的基础上，在有真实交际需要的推动下，其学习语言和使用语言的潜能得到发挥。教师的角色是为学生自主学习不断地创造有利的环境，鼓励他们将自己的生活经验与语言活动及语言学习联系起来。该教材为高职高专层次具有不同认知能力的学生提供了丰富的学习素材，使他们对英语国家的文化有较深入的了解，从而达到语言交际的目的。

4. 教师用书除了提供教学必需的学科知识和背景知识以外，主要是为教师合理有效地组织课堂教学活动编排的。课堂教学效率达到最大化，要求学生和教师对课前准备的内容进行强化，这样，有助于完成教学任务，也可对学生以后的自主学习奠定良好的基础。

《新希望大学英语》系列教材以其《综合教程》为核心，以《阅读教程》和《拓展训练》为支撑，突出“实用为主”的原则，以“够用为度”统筹全套教材。

《综合教程》每册安排八个单元，每单元包括同一题材的两篇课文。课文前安排有听说训练，内容为学生熟悉并与其生活相关的话题。每单元均安排“Word Building, Grammar Building, Basic Writing, Practical Writing 以及 Translation Skills and Practice”等五个练习项目。这些项目贯通整个教材，从不同侧面强化《高职高专教育英语课程教学基本要求》和《高等学校英语应用能力考试》中

NEW PEOPLE COLLEGE ENGLISH

PREFACE

要求掌握的英语语言知识和交际技能,使学生进一步了解语言,认识语言,从而把握语言并提高使用语言的能力。

《阅读教程》是本套教材的重要支撑之一,每册安排亦为八个单元,每单元安排两篇阅读文章。文章内容为学生喜闻乐见的一般性知识,以使学生在较好了解人类丰富的文化知识的同时,提高自己的英语水平。阅读课的宗旨是培养学生的阅读兴趣,提高学生的阅读能力,阅读课后安排的练习也是为此而设计的。当然,大量的语言实践使学生熟能生巧,应考的能力也会大大提高。

《拓展训练》在《综合教程》和《阅读教程》出现的语言知识及语言技能所涵盖的空间内,设计并安排了适量的练习题。这些项目不是一般意义上的应试练习,而是在学生已具备的英语基础上,提出具有普遍意义的词汇、语汇、语法等语言现象,让学生进一步加强对英语的认识,逐步建立英语语感,为将来适应社会工作打好基础。

本套教材在编写中参考了国内外多种同类书籍和资料,吸收了众多教学科研工作者有益的科研成果,在此谨向他们表示衷心的感谢。

本套教材作为陕西省高等教育教学改革研究项目的成果,是集体智慧的结晶。在编写过程中,得到了西北大学、西北工业大学、西安外国语大学、西京学院、西安思源学院、西安培华学院、西安欧亚学院、杨凌职业技术学院、陕西工业职业技术学院、西安航空高等专科学校、陕西职业技术学院、陕西国防工业职业技术学院、陕西交通职业技术学院、陕西青年职业学院、陕西铁路工程职业技术学院、西安铁路职业技术学院、陕西财经职业技术学院、陕西电子信息职业技术学院、西安海棠学院、西安电力高等专科学校、陕西航空职业技术学院、陕西能源职业技术学院、西安职业技术学院、安康职业技术学院、连云港市委党校、连云港职业技术学院等二十余所高等院校领导的大力支持和骨干教师的积极参与。在教材的前期调研和后期编写中,陕西省高职高专教育学会基础学科委员会主任孙燕、副主任魏水利多次主持调研工作,对教材的编写倾注了心血。在此,向支持和关心教材编写的各院校领导、同事和朋友表示衷心的感谢。

本套教材由教育部高等学校外语专业教学指导委员会委员、西安外国语大学原校长、英语教授杜瑞清博士和毕胜利教授担任总主编;教育部高等学校高职高专英语类专业教学指导委员会委员、西北工业大学辛柯教授任主审;西安外国语大学的美籍专家 Pat Robinson 和 Robert Wright 审阅了书稿英文稿件并为听力部分和课文录音;西北工业大学的宋雪玲等老师为教材制作了课件;西北大学出版社的编辑同志在付梓前仔细编审,精心设计。他们都付出了大量劳动,在此一并表示衷心的感谢。

由于编者水平和经验及编写时间有限,不足之处在所难免。我们恳切地希望专家、同行和使用本套教材的广大师生提出宝贵的意见,以利于今后做好修订工作,使其日臻完善。

《新希望大学英语》编写组
2008年1月

NEW HOPE

COLLEGE ENGLISH

编写及使用说明

《新希望大学英语》教材之《综合教程》以打好语言基础，同时强调培养学生综合应用能力和用英语进行交际的实用能力为目的。

在《综合教程》的编写过程中，编者走访了全国多所使用不同教材的高职高专院校，征询并采纳了许多英语教师的意见，制定了编写提纲，确定了编写内容。整套教材由多所大学的教授，包括高职高专院校有教学经验的中青年骨干教师参与编写，保证了教材的编写与高职高专的英语教学规律紧密结合，教学内容和水平体现高职高专英语教学的实际需求。

本教材全部语料来自地道的英语环境，材料新颖，语言规范，题材多样，内容侧重学生生活和需求。整个材料具有时代性、趣味性、可思性和前瞻性。

与《综合教程》配套的有《拓展训练》《教师用书》以及多媒体教学光盘等材料。

《综合教程》第一部分“Listening and Speaking”，围绕学生熟悉和与学生生活相关的话题，以听为导入，听说融合学习，从而使学生感觉最难的英语听说学习变得轻松而富有成效。本部分每单元建议安排2课时，教学的重点应放在听力部分，然后根据各班的实际情况，即班级大小、学生的语言基础适度组织口语训练。

第二部分“Reading”以阅读为宗旨，听、说、读、写、译综合训练。每个单元两篇阅读由同一题材的文章组成，课前的导入活动旨在激发学生对本单元内容的学习兴趣，开阔思路，使学生进入积极的学习状态；课后练习紧扣本单元学习内容，突出课文中的难点和重点。本部分第一篇课文为必讲精讲精练课文，第二篇课文可以根据各班的教学实际进行精讲或略讲，或者作为课外阅读材料，老师在课堂上结合重点知识和语言点进行读写或者口头操练。《高等学校英语应用能力考试》(A / B级)要求掌握的词汇在词汇表中用黑体标出，以便于学生重点学习和记忆。

贯穿整套教材的“Word Building, Grammar Building, Basic Writing Skills and Practice, Practical Writing Skills and Practice 以及 Translation Skills and Practice”各部分从不同侧面强化《高职高专教育英语课程教学基本要求》及《高等学校英语应用能力考试》中要求掌握的英语语言知识和交际技能。

“Word Building”通过基本构词法的学习，帮助学生掌握基本的词汇构成规律，解决学生基本的单词记忆问题。

第三部分“Grammar”从语法规则讲解入手，进行实际操练，解决语法的重点和难点问题。

第四部分“Writing”由“Basic Writing Skills and Practice”和“Practical Writing Skills and Practice”两部分组成。“Basic Writing”遵循少讲和适度练习的原则，主要解决学生从句子到篇章的基础写作问题；“Practical Writing”部分旨在通过对各种日常应用文和商业函件的写作方法及技巧的学习与实践，使学生熟悉日常应用文和商业函件的写作要求与方法，读懂通用的简短实用文字材料，借助参考资料能写出简短的英语应用文和商业函件。

第五部分“Translation Skills and Practice”，技巧学习和操练并重，通过系统的学习，学生可以掌握·译的基本技能和技巧。

第二至第五部分建议安排6~8课时，教师可以根据本校的教学计划与学生实际进行适当的调整和取舍。

NEW WHOPE COLLEGE ENGLISH

教师用书

《教师用书》为教师提供讲解《综合教程》的基本材料，包括教学目标、有关背景知识、课堂活动材料、教学导言、难句解释、语言点释例、课文参考译文和练习答案等。各部分尽可能做到详尽具体，最大限度地帮助教师解决教学中资料不足的问题，减轻教师的教学负担，在编排上尽量方便教师使用。例如，教参中讲解的语言点在课文中用黑体标示，教师讲课时可以很方便地查阅。当然，任何详细的教参都不能代替老师的备课，更不能满足所有层次教学的需求。因而，教师还需要根据教学实际认真备课，精心组织教学。

《拓展训练》是《综合教程》的补充材料，通过更多的相关练习，旨在进一步加强和巩固学生的听、读、写、译能力，并能使学生为参加高等学校英语应用能力考试做好充分的准备。

《综合教程》与《拓展训练》以及《教师用书》分工不同、各有侧重，相互间紧密配合，形成一个有机的整体，以期实现高职高专教育英语课程教学要求应达到的目的。

魏水利
2008年1月

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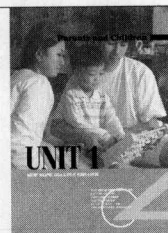
《教师用书》为教师提供讲解《综合教程》的基本材料，包括教学目标、有关背景知识、课堂活动材料、教学导言、难句解释、语言点释例、课文参考译文和练习答案等。各部分尽可能做到详尽具体，最大限度地帮助教师解决教学中资料不足的问题，减轻教师的教学负担，在编排上尽量方便教师使用。例如，教参中讲解的语言点在课文中用黑体标示，教师讲课时可以很方便地查阅。当然，任何详细的教参都不能代替老师的备课，更不能满足所有层次教学的需求。因而，教师还需要根据教学实际认真备课，精心组织教学。

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NEW HOPE COLLEGE ENGLISH

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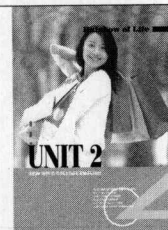


Unit One: Parents and Children

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Reading One: From the Heart

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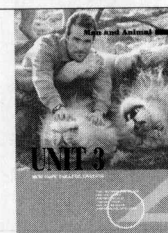


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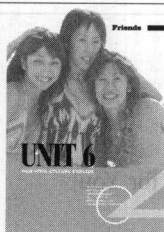
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Reading One: American Etiquette

Reading Two: English Meals

NEW HOPE COLLEGE ENGLISH

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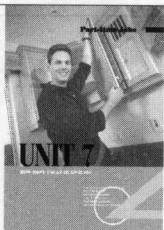


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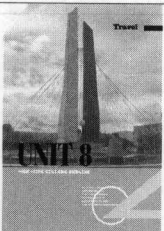


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Parents and Children

UNIT 1

NEW HOPE COLLEGE ENGLISH

PART ONE: LISTENING AND SPEAKING

PART TWO: READING

PART THREE: GRAMMAR

PART FOUR: WRITING

PART FIVE: TRANSLATION

PART SIX: READING FOR PLEASURE



OBJECTIVES

Part One: Listening and Speaking

- Finish some listening tasks and oral practice on love and gap between parents and children.

Part Two: Reading

- Understand the importance of love between parents and children.
- Learn some useful words and expressions to describe love between parents and children.

Part Three: Grammar

- Explain the definitions and functions of different tenses of verbs, esp. the present / past indefinite tense, the future simple tense and the continuous tense. The students can form a clear understanding of these tenses with examples and comparisons in this part.

Part Four: Writing

- Learn some rhetorical devices.
- Learn the differences between simile & metaphor and between metonymy & synecdeche.

Part Five: Translation

- Learn how to translate the tense in English-Chinese translation.

RELATED INFORMATION

1. Memorial Day in the U.S.

It was 1866 and the United States was recovering from the long and bloody Civil War between the North and the South. Surviving soldiers came home, some with missing limbs, and all with stories to tell. Henry Welles, a drugstore owner in Waterloo, New York, heard the stories and had an idea. He suggested that all the shops in town close for one day to honor the soldiers who were killed in the Civil War and were buried in the Waterloo cemetery. On the morning of May 5, the townspeople placed flowers, wreaths and crosses on the graves of the Northern soldiers in the cemetery. At about the same time, retired Major General Jonathan A. Logan planned another ceremony, this time for the soldiers who survived the war. He led the veterans through the town to the cemetery to decorate their comrades' graves with flags. It was not a happy celebration, but a memorial. The townspeople called it Decoration Day. The two ceremonies were joined in 1868, and northern states commemorated the day on May 30. The southern states commemorated their war dead on a different day. In 1882, the name was changed to Memorial Day and soldiers who had died in previous



wars were honored as well. In 1971, along with other holidays, President Richard Nixon declared Memorial Day a federal holiday on the last Monday of May.

2. Christmas Gift Guide

Christmas is the magical time of a year, both for kids and adults. They say that the joy of Christmas is the giving, not the receiving of gifts. The look of happiness on someone's face once he has opened his perfect Christmas gift is indeed a wonderful sight.

In order to achieve those joyous looks, much thought is required. A hurried Christmas gift will almost certainly lead to disappointment. To achieve the desired effect the gift must be something that they both want and don't expect. If the Christmas gift has been asked for or requested then it shows a lack of thought and imagination on your part. To get the perfect surprise gift, a subtle approach is required. Pay attention to what your friend or loved one says and does. Often they will provide clues regarding the gift that they would like, or at least give you some clues regarding the general area to look in.

Once you have a rough idea about what Christmas gift they might like, don't be afraid to think laterally to find the perfect gift. Often you can find an ideal gift in the most unlikely places and the fact that you've thought so hard about the gift will make it extra special.

Remember, it really is the thought that counts.

Each person is unique, so from here it is up to you to find the Christmas gift that will best suit the friend or loved one for whom you are buying.

LISTENING AND SPEAKING

Vocabulary Task

Complete each of the following sentences with the help of the Chinese hints in brackets. Then listen and compare your sentences with the ones you hear.

1. I feel like my mom's always spying on me. (我妈妈总是在监视我)
2. This is one of the finest museums I've ever been to. It's a shame he couldn't make it. (很遗憾他不能来)
3. He can't go on being depressed forever. He has to start looking for something else. (必须得找点别的事情做)
4. Great changes have been made in family life because of science and industry. (家庭生活)



已经发生重大变化)

5. A small number of families may take child rearing as their chief work. (可能会把抚养孩子当成他们的主要工作)

Listening Task

Task 1 My Mom Is Annoying

Listen to the conversation and fill in the blanks with the words you hear.

Judy: Hi, Ted!

Ted: Hi, Judy! My mom is so annoying. She doesn't give me any personal space.

Judy: What do you mean?

Ted: I mean, I feel like she's spying on me all the time. Whenever I try to call someone on the phone, she hangs around listening to what I say.

Judy: She is probably just curious.

Ted: It's more than just curious. Even if I take the phone into the bedroom, she will suddenly come in, without knocking, and pretend to be looking for something, just to check up on me. I wish I could move out!

Judy: Well, maybe you can talk to her about it.

Task 2 He Hasn't Been Himself

- I. Listen to the conversation and try to understand the main idea of it. Then read each of the following statements. Write "T" for True, "F" for False and "N" for Not Mentioned.

Laura: Dad, what do you think of the museum?

Dad: This is one of the finest museums I've ever been to, and I've been to a lot of museums. It's a shame Edward couldn't make it. We've seen so little of him this trip.

Laura: Well, he hasn't been himself lately.

Dad: Is he still upset about the job?

Laura: Yes, he was really disappointed.

Dad: He can't go on being depressed forever. He has to start looking for something else.

Laura: Oh, he has. Actually, there is one possibility, but I'm not too excited about it.

Dad: Why not? It's not a good job?

Laura: Oh, no, it's a great job — very similar to the one he didn't get. It's an even larger recreation program, but it's in Los Angeles. Edward has a brother who lives there.

Dad: Does it look promising?

Laura: No, I really don't think he'll get it, and, well, I know this sounds selfish, but in a way I'm relieved. I mean, L.A. is two thousand miles from here.



II. Listen to the conversation again and fill in the blanks with the information you get from the conversation.

Key for Reference

I. 1. T 2. F 3. F 4. N 5. T

- II. 1. disappointed; failed to get a job
2. looking for something else; Los Angeles
3. is two thousand miles away from where they live

Task 3 Changing Family Life

I. Listen to the passage and choose the best answer to each question you hear.

Great changes have been made in family life because of science and industry. In the past, when more Americans lived on farms, a family had many children. In a farm family, parents and their children often lived with grandparents. Often, too, uncles and aunts lived nearby. But when industry became more important than farming in American life, families became smaller. Industry required workers who are ready and able to move off the land and to move again whenever necessary. And large families cannot be moved from place to place as smaller families can. So, at present people tend to have smaller families. In the future, a family will be required to move even more often than now, so families will be even smaller. A family may remain childless and consists of only a man and a woman. A small number of families may take child rearing as their chief work.

Questions:

- Which of the following topics is discussed in the passage?
- What kinds of families are described in the passage?
- Who will take the responsibility of raising children in the future?

II. Listen to the passage again and describe the three typical families with what you get from the passage.

Key for Reference

I. 1. B 2. C 3. B

- II. 1. a family of many children; many family members lived together or nearby
2. smaller families
3. even smaller families; childless family; free to move from job to job

Task 4 Jingle Bells

Listen to a famous Christmas carol, *Jingle Bells* and fill in the blanks with what you hear.

Jingle bells jingle bells jingle all the way



Oh what fun it is to ride in a one-horse open sleigh

Jingle bells jingle bells jingle all the way

Oh what fun it is to ride in a one-horse open sleigh

Dashing through the snow in a one-horse open sleigh

Over the fields we go laughing all the way

Bells on bobtail's ring making spirits bright

What fun it is to ride and sing a sleighing song tonight

Jingle bells jingle bells jingle all the way

Oh what fun it is to ride in a one-horse open sleigh

Speaking Task

Key for Reference

I. Discuss the following questions in pairs or small groups and then present your ideas to the whole class.

1. As a teenager, do you have a good relationship with your parents? Would you like to bring up your children similarly to the way your parents brought you up?

I have a good relationship with my parents. They love me very much and I always find it great to have them as my parents though sometimes we do have different ideas on some problems. After I have my own kids, I will give them as much love and care as my parents gave me. Of course, I will give them more freedom in making their own choices which will help them to be independent.

2. If you have a problem, do you think it's easier to talk to your parents or to your friends? Why?

I would choose my father. It's not always proper to ask for your friend's ideas because they may not know the exact feeling you get when you are in trouble and most of them are not experienced enough to offer helpful suggestions since they are the same age of you. In my home, my mother cares for my life and my father is always ready to have a "man to man" talk with me. Talking to my father should be a good choice for me.

3. Would you fall in love with or marry a person from a different family background? Why or why not? What would your parents say if you want to do this?

Personally, I think people from similar family backgrounds are more likely to fall in love and get married. They have similar experiences and similar expectations for life, so it's easier for them to share the same values. That is not to say people from totally different family backgrounds cannot fall in love. Anyway, we have Cinderella romances in the real world. My parents have enough trust on

me and I believe they will not say “no” to my choice.

II. Role-play.

Work in a group of three or four to make up a conversation according to the given situation.

Role A is a student, who wants to rent a house with his/her friends off the campus. Role A is calling his/her parents (Role B and Role C) to get their approval.

Open.

PART TWO

READING

Before You Read

Key for Reference

1. When I was six or seven years old, we lived in an old and crowded apartment, not far from this campus. Though the living environment there was far from being ideal, we felt life was very happy. One day, one stone hit my head and caused it to be bleeding while I was playing a fighting game with some boys downstairs. Hearing my crying, my dad rushed to my help. He checked my wound and took me to the hospital right away. I recovered soon with his and my mom's intensive care. Even today, the scar on my head reminds me not only of my childhood and being naughty, but also of my parents' love.

2. People always debate on which kind of love is more important to a person, romantic love from one's lover or parental love from one's parents. I am still too young to understand so-called romantic love. To me, parental love is so important I rely on it. Parents are willing to devote their whole life to their kids and they don't ask for anything in return. No matter what the kids may become in their life, a common farmer or the president of this country, their parents are ready to welcome them back home. A parent's love is always great and unselfish.

Reading One

From the Heart

Introductory Remarks

When the author was fourteen years old, she and her mom had hard times. They didn't have money for a Christmas dinner, not to mention gifts. But she was determined not to let it get them down. She decided to give her mother the thing she treasured most, a nice piece of jewelry. When



they exchanged gifts with each other, they were surprised to find that they had their best Christmas ever. The ring given by her mother was gone when her home was stolen four years ago. Thanks to God, the ring was returned because of her ad. in the local paper. Now her mother has some disease and no longer knows her. When the author looks at the precious gift, however, it reminds her of her mother's gentle and wise spirit, which has helped them to go through the hard times.

Detailed Study of the Text

1. When I was fourteen years old (same age as my daughter is today), my mom and I didn't have money for a Christmas dinner, much less gifts. (Para. 1)

— When I was fourteen, my daughter's age now, my mom and I didn't have enough money to afford a common Christmas dinner, not to mention Christmas gifts for each other.

译文: 我十四岁那年 (就像我女儿现在这么大的时候), 我和妈妈没有钱, 我们连圣诞晚餐都准备不了, 更不要说买圣诞礼物了。

much less not to mention (used to introduce something as being less likely or suitable than something else already mentioned)

e.g. What woman would consider a date with him, much less a marriage.

Theresa is not above average in her class, much less being a top student.

2. I was determined we wouldn't let it get us down. (Para. 1)

— I decided that we should be strong-minded and nothing could make us feel defeated.

译文: 我决定不能就这么算了。

get down do something with difficulty; to get depressed

e.g. Come on, get the pill down.

The bad weather is getting us down.

3. broke (Para. 1) adj. having no money; lacking funds; bankrupt

e.g. After the Great Depression, he was flat broke.

Following the election, the Democrats were demoralized, discredited, and broke.

4. wrap (Para. 2) v. to cover; to surround in a specified atmosphere; to engross

e.g. My mom carefully wrapped my head in a scarf.

The plan was wrapped in secrecy.

She was wrapped in thought.

5. Single moms have it hard (as I know firsthand now), and I really wanted to see her smile. (Para. 3)

— Single moms don't lead an easy life. I know this because now I'm a single mom myself. At that Christmas, I really wanted my mom to be happy.

译文: 单身母亲日子过得非常辛苦 (我现在就是这样的处境), 我真的很想看她笑起来。

have it hard to lead a hard life; to be in a difficult situation

e.g. My mom had it hard in 1980s; she had lost her job and had to take care of a large family.