



世纪英语专业系列教材

“十一五”国家重点出版规划项目

学生用书·第一册

英语综合教程



程幼强 / 主编

The English Intensive Reading



北京大学出版社
PEKING UNIVERSITY PRESS

21 世纪英语专业系列教材
“十一五”国家重点出版规划项目

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英语综合教程

第 1 册

(学生用书)

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北京大学出版社
PEKING UNIVERSITY PRESS

图书在版编目(CIP)数据

英语综合教程.第1册(学生用书)/程幼强主编. —北京:北京大学出版社,
2007.7

(21世纪英语专业系列教材)

ISBN 978-7-301-12235-8

I. 英… II. 程… III. 英语-高等学校-教材 IV. H31

中国版本图书馆CIP数据核字(2007)第080724号

书 名: 英语综合教程.第1册(学生用书)

总 策 划: 张 冰

著作责任者: 程幼强 主编

责任编辑: 刘 爽

标准书号: ISBN 978-7-301-12235-8/H·1777

出版发行: 北京大学出版社

地 址: 北京市海淀区成府路205号 100871

网 址: <http://www.pup.cn>

电 话: 邮购部 62752015 发行部 62750672 编辑部 62767315 出版部 62754962

电子邮箱: zbing@pup.pku.edu.cn

印 刷 者: 北京大学印刷厂

经 销 者: 新华书店

787毫米×1092毫米 16开本 16.5印张 380千字

2007年7月第1版 2007年7月第1次印刷

定 价: 29.80元(附赠光盘)

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邮购部电话: 010-62752015

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英语语境语法

系列(第四版)



本套书由美国语言教学研究专家特为非英语母语的英语学习者编写的“英语语境语法系列”(分为“1、2、3级,共6册”和“教师参考用书1、2、3册”)。

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/ N.艾尔鲍姆·桑德拉 / 68.00

北京大学出版社

外语编辑部电话: 010-62767347 010-62765014

市场营销部电话: 010-62750672

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总序

北京大学出版社自 2005 年以来已出版“语言与应用语言学知识系列读本”多种,为了配合第十一个五年计划,现又策划陆续出版“21 世纪英语专业系列教材”。这个重大举措势必受到英语专业广大教师和学生的欢迎。

作为英语教师,最让人揪心的莫过于听人说英语不是一个专业,只是一个工具。说这些话的领导和教师的用心是好的,为英语专业的毕业生将来找工作着想,因此要为英语专业的学生多多开设诸如新闻、法律、国际、经济、旅游等其他专业的课程。但事与愿违,英语专业的教师们很快发现,学生投入英语学习的时间少了,掌握英语专业课程知识甚微,即使对四个技能的掌握并不比大学英语学生高明多少,而那个所谓的第二专业在有关专家的眼中只是学到些皮毛而已。

英语专业的路在何方?有没有其他路可走?这是需要我们英语专业教师思索的问题。中央领导关于创新是一个民族的灵魂和要培养创新人才等的指示精神,让我们在层层迷雾中找到了航向。显然,培养学生具有自主学习能力和能进行创造性思维是我们更为重要的战略目标,使英语专业的人才更能适应 21 世纪的需要,迎接 21 世纪的挑战。

如今,北京大学出版社外语部的领导和编辑同志们,也从教材出版的视角探索英语专业的教材问题,从而为贯彻英语专业教学大纲做些有益的工作,为教师们开设大纲中所规定的必修、选修课程提供各种教材。他们把英语专业教材的出版看作是第十一个五年计划期间组织出版“十一五”国家重点出版规划项目——《面向新世纪的立体化网络化英语学科建设丛书》的重要组成部分。这套系列教材要体现新世纪英语教学的自主化、协作化、模块化和超文本化,结合外语教材的具体情况,既要解决语言、教学内容、教学方法和教育技术的时代化,也要坚持弘扬以爱国主义为核心的民族精神。因此,今天北京大学出版社在大力提倡专业英语教学改革的基础上,编辑出版各种语言、文学、文化课程的教材,以培养具有创新性思维、具有实际工作能力的学生,充分体现了时代精神。

北京大学出版社的远见卓识,也反映了英语专业广大师生盼望已久的心愿。由北京大学等全国几十所院校具体组织力量,积极编写相关教材。这就是

说,这套教材是由一些高等院校有水平、有经验的第一线教师们制定编写大纲,反复讨论,特别是考虑到在不同层次、不同背景学校之间取得平衡,避免了先前的教材或偏难或偏易的弊病。与此同时,一批知名专家教授参与策划和教材审定工作,保证了教材质量。

当然,这套系列教材出版只是初步实现了出版社和编者们的预期目标。为了获得更大效果,希望使用本系列教材的教师和同学不吝指教,及时将意见反馈给我们,使教材更加完善。

航道已经开通,我们有决心乘风破浪,奋勇前进!

胡壮麟
北京大学蓝旗营
2007年2月

前 言

《英语综合教程》是根据《高等学校英语专业英语教学大纲》编写,致力于培养学生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人文素质。本套教材为基础英语课程教材,共四册,可供高等院校英语专业一二年级学生使用。本册为第一册,适用于一年级第一学期。

本册教材共分 15 个单元,每个单元由 Text A 和 Text B 两篇课文、辅学资料及相关的练习构成。全书 30 篇课文均选自英语原文文本,根据学生现阶段的语言能力和水平,编者仅对其中语言难度过大的部分进行了必要的删改。

本册教材的选题旨在帮助学生树立正直的人生态度。注意由浅入深、难易结合。全书 30 篇课文分别涉及家庭亲情、生活准则、道德伦常、民生关爱、文化教育、国际政治、哲学宗教、古典艺术等多个主题,在夯实学生语言基本功,拓展其知识面的同时,提高英语专业学生的人文素养,健康、向上,具有代表性。课文收录了有关乔达摩·悉达多、苏格拉底和米开朗基罗等历史巨人的生平,旨在为学生树立高尚、坚韧的人生楷模;有关非洲贫困问题的报道分析、前德国总理施罗德就二战期间德国纳粹对犹太人所犯罪行的诚挚致歉以及乔姆斯基对美国政府尖锐的抨击,则有助于唤起学生对正义、良知的深入思索。

本册教材的每一单元由 Unit Goals, Before Reading, Text A, Better Know More, Check Your Understanding, A Sip of Phonetics, You'd Like to Be, Text B, Comprehension Questions, Writing Practice, Further Study 共十一个部分组成:

- ☞ 每个单元以 Unit Goals 开篇,明确指出该单元的学习重点和难点,让教与学均做到目的清晰,增强学生的学习意识。
- ☞ 每个单元设有特色的预热练习,引导学生进入单元学习。Hands-on Activities and Brainstorming 以文化补充为目的使学生在对本单元前对背景知识等有一个初步了解,并培养学生的动手能力和表达能力。A Glimpse at Words and Expressions 展示 Text A 课文中的部分重点词语,让学生在学课文之前能够了解课文的语言特色,并培养学生的语感。
- ☞ Better Know More 就 Text A 涉及的人物、文化背景和专有名词进行必

要的解释和说明。

- ☞ Check Your Understanding 以口头形式考查学生对 Text A 内容的理解。这一部分练习旨在鼓励学生开口,强化其语用能力和对语法的感知能力。
- ☞ A Sip of Phonetics 分阶段向学生介绍语音知识,训练学生正确发音。
- ☞ You'd Like to Be 为 Text A 的练习,共分六个部分,着重操练课文中的语言点,培养学生在语篇和语境中学习语言的能力。其中 A Strong Bridge Builder, A Smart Word Player 和 A Skilled Text Weaver 侧重词汇练习;A Sharp Interpreter 检验学生对课文关键句和难句的理解;A Solid Sentence Constructor 训练学生对课文中重点句型和新词语的运用能力;A Superb Bilingualist 是汉译英的练习。练习的标题一气呵成,正是培养英语专业学生的目的所在。
- ☞ Comprehension Questions 鼓励学生对课文深入思考并展开讨论。
- ☞ Writing Practice 围绕 Text B 以撰写课文梗概的方式,训练学生的短文写作能力。这一部分在不同的单元,设计有所不同。1—5 单元的练习较简单,先向学生提供一系列有关课文内容的引导性问题,同时提供关键词,然后要求学生将问题答案连接起来,稍作处理即成为 Text B 的梗概。在 6—10 单元,编者有意取消了关键词,仅保留引导性问题,要求学生通过熟读课文独立找到答案,进而形成课文梗概。在 11—15 单元,编者要求学生就 Text B 的内容自主提问,然后自行回答,并独立形成撰写课文梗概的思路。该写作练习由易到难,逐步培养学生的阅读能力和逻辑思维能力。
- ☞ Further Study 对学有余力的学生进行宽泛知识的推介,例如相关电影及网站,使学生可以深入学习。

本教材由天津外国语学院和南开大学共同编写。程幼强负责教材的设计和创意,并与李正鸿、王世庆、魏巍、李四清和何健芬分担各个单元的选材和编写。在编写过程中,总主编胡壮麟教授给予了专业指导,提出了很多宝贵的建议。在此全体编者向胡壮麟教授表示衷心的感谢!外籍专家 Michael DeRabo, Joshua Parker 审读了本书稿,我们也一并在此表示谢意。

本教材同时配有教师用书,为教师提供讲解教材所需的教学思路、必要的补充材料和练习参考答案。本册教材如有疏漏和不完善之处,恳请广大读者批评指正。

编者

2007 年 3 月

choose to learn from it. Every time someone comes to me complaining, I can choose to accept
20 their complaining or I can point out the positive side of life. I choose the positive side of life.”

“Yeah, right, it’s not that easy,” I protested.

“Yes, it is,” Jerry said. “Life is all about choices. When you cut away all the junk, every
situation is a choice. You choose how you react to situations. You choose how people will
affect your mood. You choose to be in a good mood or bad mood. The bottom line: It’s your
25 choice how you live life.”

I reflected on what Jerry said. Soon afterwards, I left the restaurant industry to start my
own business. We lost touch, but I often thought about him when I made a choice about life
instead of reacting to it.

Several years later, I heard that Jerry did something you are never supposed to do in a
30 restaurant business: he left the back door open one morning and was held up at gunpoint by
three armed robbers. While trying to open the safe, his hand, shaking from nervousness,
slipped off the combination lock. The robbers got scared and shot him.

Luckily, Jerry was found relatively quick-
ly and rushed to the local trauma center. After
35 18 hours of operation and weeks of intensive
care, Jerry was released from the hospital with
fragments of the bullets still in his body.

I saw Jerry about six months after the ac-
cident. When I asked him how he was, he
40 replied, “If I were any better, I’d be twins.
Wanna see my scars?” I declined to see his
wounds, but did ask him what had gone through
his mind as the robbery took place.

“The first thing that went through my
45 mind was that I should have locked the back
door,” Jerry replied. “Then, as I lay on the
floor, I remembered that I had two choices: I
could choose to live, or I could choose to die. I
chose to live.”

50 “Weren’t you scared? Did you lose con-
sciousness?” I asked.

Jerry continued, “The nursing staff was
great. They kept telling me I was going to be
fine. But when they wheeled me into the emer-
55 gency room and I saw the expressions on the
faces of the doctors and nurses, I got really

junk /dʒʌŋk/ *n.* things that are considered useless or
of little value

react /rɪˈækt/ *v.* to change or behave in a particular
way as a result of or in response to sth.

bottom line the most important thing one considers
or accepts

reflect /rɪˈflekt/ *v.* to think carefully and deeply about
sth.

armed /ɑːmd/ *adj.* carrying a weapon

safe /seɪf/ *n.* a strong metal box or cupboard with a
complicated lock, used for storing valuable things

slip off to slide away

combination /ˌkɒmbɪˈneɪʃən/ *n.* a series of numbers
or letters used to open a particular lock

trauma /ˈtrɔːmə/ *n.* physical wound or injury

release /rɪˈliːs/ *v.* to let sb./sth. come out of a place
where they have been kept or trapped

fragment /ˈfræɡmənt/ *n.* a small part of sth.

scar /skɑː/ *n.* a mark that is left on the skin after a
wound has healed

decline /dɪˈklaɪn/ *v.* [formal] to refuse politely to ac-
cept or to do sth.

consciousness /ˈkɒnʃənsɪs/ *n.* the state of being
able to use one’s senses and mental powers to under-
stand what is happening

wheel /wiːl/ *v.* to move sb./sth. that is in or on sth.
that has wheels

emergency /ɪˈmɜːdʒənsi/ *n.* the part of a hospital
where people who need urgent treatment are taken

days. "How come? Allergic _____ what, my dear?" she asked _____ a worried expression _____ her face. "Nothing serious, really. I... I just feel allergic _____ the housework you assigned me."

4. After the presentation I reflected _____ what Dr. Nord said. Yes, it is far _____ enough for a student to just remember what the professor and the textbooks are saying. _____ terms _____ memory we are definitely no better than modern computers. But we do have our strength: the creativity. Not only are we expected to acquire the knowledge passed _____ older generations, but also we are supposed to create new knowledge of our own. This is why we are always asked to write something original in our term papers.

A Smart Word Player

Fill in the blanks with the proper words that need to be transformed from the ones provided in the brackets.

- To be a real researcher, one is expected to possess a number of qualities including open-mindedness, _____ (create), _____ (curious), honesty, and a continual interest in _____ (reflect).
- Each group applying for the award must consist of members from at least three countries. Such a rule was set up to _____ (encouraging) young scientists to _____ (intensive) international collaboration (协作).
- There are many _____ (complain) about the inefficiency of that company. But I made an order earlier today and was _____ (amazing) at how quickly the delivery boy came.

A Skilled Text Weaver

Fill in the blanks with the words you have learned in this text. One word is for each blank. Here is a piece of advice: You must be really familiar with the text to accomplish the following tasks.

- I have a lot to say about the fiction *The Bridge of Madison County*—the theme, the language, the suspense and so on, but the _____ is quite simple: it is so far the best love story that gives respect for family.
- Five years after the 9·11 attack, New York has witnessed a(n) _____ recovery. While people give much of their sympathy to the _____ of the disaster, many people start to _____ where this country has been, where it is going next and how it may get there.
- It was the first time that Mary _____ come to my birthday party. I was

really _____ about what had _____ her mind, because we had been friends for years.

4. He had a bad day yesterday. He was _____ to attend an important meeting at 9, but he got up late. When he got off the bus, it was 8:55. In a hurry, one of his shoes _____ before the bus door closed. He had to stop by a shoe store before hurrying for the meeting. Guess what? When he arrived at the company, it was 10:30.

A Sharp Interpreter

Please paraphrase the following sentences. Change the sentence structure if necessary.

1. Jerry was the kind of guy you love to hate.
2. "If I were any better, I would be twins!"
3. He was recognized as a special manager because he had several waiters who had followed him around from restaurant to restaurant.
4. I reflected on what Jerry said.
5. We lost touch, but I often thought about him when I made a choice about life instead of reacting to it.

A Solid Sentence Constructor

Please make a sentence with each word or expression listed below.

1. in a good mood
2. to be recognized as
3. to react to
4. the bottom line
5. to go through one's mind
6. to be allergic to
7. thanks to

A Superb Bilingualist

Please translate the following sentences into English with the prompts provided in the brackets.

1. 尽管我们失去联系多年了,我还是会时常想起她。(lose touch, think about)
2. 比尔·盖茨是那种让人又爱又恨的人,他居然能在别人的一个简单的理念上营造起自

20 became more mobile and he did what doctors didn't expect: He got better.

There's plenty of debate about whether Cousins's humor treatment was really responsible for his recovery. What's undeniable is that his story led to a wave of interest in humor therapy.

25 Research studies followed in the book's wake and continue today. And many of them seem to support the notion that humor does a body good. Researchers at the University of Texas followed 2,478 people 65 and older for six years. They found that subjects who scored high on a happiness questionnaire had a much lower risk of stroke than others. The happier folks were, the more protective the effect seemed to be.

30 In May 2003, Japanese researchers announced that a little laughter around the dinner table might help people with Type II diabetes, the most common form of the disease.

It turns out that being able to laugh at yourself—or at least being able to see humor in difficult situations—may help your heart, too. At an American Heart Association meeting in November 2000, University of Maryland Medical Centre doctors presented research findings suggesting laughter may be a buffer against heart attacks.

35 The researchers asked 300 people, half of whom had heart disease, a long list of “what if” questions. What if they arrived at a party wearing exactly the same clothes as someone else there? What if the waiter spilled a drink on them at a meal out with friends?

40 The investigators found that people with heart disease were 40 percent less likely to see the humor in their everyday life than were people the same age with healthy hearts.

45 But researchers said that laughter might protect against stress and the inflammatory changes that can injure our blood vessels.

“We know that exercising, not smoking and eating foods low in saturated fat will reduce the risk of heart disease,” says Michael 50 Miller, who led the study. “Perhaps regular, hearty laughter should be added to the list.”

You might think that all of this would have us running to the comedy section of the nearest Blockbuster. While watching comedy 55 can't hurt, not all the research on its healing powers is sound, says Rod Martin, professor at the University of Western Ontario in London.

mobile /'məʊbaɪl/ *adj.* able to move or travel around easily

undeniable /,ʌndɪ'neɪəbəl/ *adj.* true or certain

therapy /'θerəpi/ *n.* the treatment of a physical problem or an illness

in sth.'s wake coming after or following sb./sth.

subject /'sʌbdʒɪkt/ *n.* a person or thing being used to study sth., esp. an experiment

score /skɔː/ *v.* to gain marks in a test or an exam

questionnaire /,kwɛstʃə'neə/ *n.* a written list of questions that are answered by a number of people so that information can be collected from the answers

stroke /strəʊk/ *n.* a sudden serious illness when a blood vessel in the brain bursts or is blocked, which can cause death or the loss of the ability to move or to speak clearly 中风

diabetes /,daɪ'bi:tɪz/ *n.* 糖尿病

present /prɪ'zent/ *v.* to show sth. for other people to look at or consider

buffer /'bʌfə/ *n.* a thing that reduces a shock or protect sb. against difficulties

spill /spɪl/ *v.* to accidentally flow over the edge of a container

inflammatory /ɪn'flæmətəri/ *adj.* 发炎的

blood vessel 血管

saturated fat 饱和脂肪

“The evidence is really not as strong as people think,” Martin says. He questions the
60 validity of many of the published studies, saying some are too small or poorly designed to draw any meaningful conclusions.

Martin is also quick to point out that some humor-health studies hold up surprisingly well.

65 “The evidence is pretty strong that laughter increases pain tolerance,” he says. Few know that better than Lonnie Zeltzer, director of UCLA’s child pain program. Zeltzer and

70 another colleague are trying to see if laughter lessens the pain for kids sick with cancer and other pain problems.

So far, the project has revealed some interesting results. Zeltzer’s team found that healthy children were able to keep their arms in ice water longer while watching funny videos. The kids also reported less pain and had lower levels of stress hormones. “I think humor is a way of helping the body’s natural pain-control system work better.” Zeltzer said.

75 While medical researchers try to get a better handle on humor’s medicinal function, doctors who have seen comedy brighten the face of a sick child or lift the spirits of a cancer patient continue to believe that humor works.

A popular anecdote in hospital wards goes like this: a mother told her little boy in serious pain, “Be sure to call me if you need a girlfriend,” on her way out of his room.

80 “Yeah, right,” the preschooler said, rolling his eyes. “You’re an old lady!” And with that, everyone had a good laugh.

validity /və'liditi/ *n.* the state of being logical and true
lessen /'lesən/ *v.* to become weaker
reveal /ri'veil/ *v.* to make sth. known
hormone /'hɔ:məʊn/ *n.* 荷尔蒙, 激素
get a handle on to understand or know about sb. or sth., especially you can deal with it or them later
lift /lɪft/ *v.* to become or make sb. more cheerful
anecdote /'ænikdəʊt/ *n.* a short, interesting or amusing story about a real person or event
ward /wɔ:d/ *n.* a separate room or area in a hospital for people with the same type of medical condition

Comprehension Questions

After reading Text B, please answer the following questions with the words and expressions given in the brackets.

1. What did best-seller author Norman Cousins say in his book? (genuine belly laughter)
2. According to the researchers at the University of Texas, what might be the function of laughter? (a much lower risk of)
3. What did Japanese researchers announce? (diabetes)
4. What research findings did the doctors of the University of Maryland Medical Centre present? (buffer)

5. What did Zeltzer's team find? (less pain)
6. What can we conclude about laughter? (the best medicine)

Writing Practice

Put your answers to the above questions together and form a summary about the text and share with your classmates the summary you have completed.

Further Study

This is the end of Unit One; you can also gain more knowledge by accessing the following resources.

1. Please go to the website of joke and humor which is located at: <http://www.comedy-zone.net/home.htm> .
2. Recommended film: “*Patch Adams*”—Hunter “Patch” Adams was criticized in his official medical school record for “excessive happiness” and was once told by a faculty advisor, “If you want to be a clown, join a circus.” Patch did, in fact, want to be a clown. But he also wanted to be a physician. Combining vastly different sides of his personality, he became both. Patch’s remarkable story, which includes having been a patient and a doctor at a mental institute, celebrates the triumph of spirited individualism and the unending pursuit of an idealistic dream.

A Glimpse at Words and Expressions

Please read the following sentences. Pay attention to the underlined part in each sentence in Column A, and match it with the corresponding meaning in Column B.

Column A

- A Of course, I was blissfully unaware of all this at the time.
- B I adored my grandfather, the first male influence in my life.
- C When I was in Hope running for attorney general, I had a talk with one of those boys.
- D He looked for that dime for hours to no avail.
- E I remember one Easter in the 1950s, when I was fat and self-conscious.
- F The grocery store was a different sort of adventure.
- G He never denied them groceries on credit.

Column B

- 1 with no result at all
- 2 kind of interesting business
- 3 with payment delayed
- 4 big and felt embarrassed for appearing that way
- 5 felt so happy that I didn't notice
- 6 trying to win the position as
- 7 liked very much

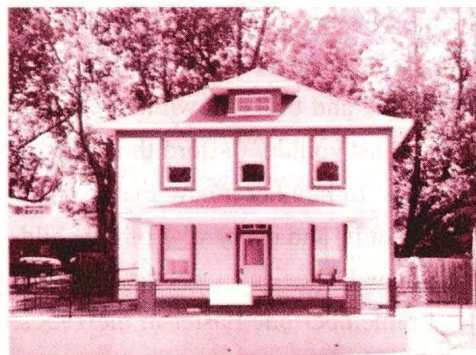
Text A

My Childhood

By Bill Clinton

(Abridged and Edited)

While Mother was in **New Orleans**, I was in the care of my grandparents. They loved me very much; sadly, much better than they were able to love each other or, in my grandmother's



case, to love my mother. Of course, I was **blissfully** unaware of all this at the time. I just knew
5 that I was loved. Later, when I became interested in children growing up in hard circumstances and

New Orleans /nju:'ɔ:lɪənz/ 新奥尔良(路易斯安那州的城市)
blissfully /'blɪsfəli/ *adv.* extremely happily