

(第三册)

# 新思路

## 大学英语阅读教程

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New Way  
Reading  
Course

3



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(第三册)

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## 大学英语阅读教程

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# 前言

## 编写此教程的意义

众所周知,阅读是提高外语水平的关键。学生课内外自主大量地阅读,会提高听、说、读、写、译的综合能力。在有意义的语境中记忆单词有助于扩大词汇量,从而使学生外语水平达到从量变到质变的飞跃。为提高大学生的英语综合应用能力和综合文化素养,同时增强其自主学习能力,我们课题组策划、设计和编写了《新思路大学英语阅读教程》系列。

### (1)所针对的问题

目前的阅读教学普遍使用精读、泛读和快速阅读三种类型的教材,本教程是针对后两者而言的。本课题组在教学中发现,目前学生急需趣味性强、文章篇幅适中的英语阅读教材。如果阅读文章词汇过难,生词的处理方法不当,会阻碍学生思维的积极参与,不利于学生从篇章结构的角来理解文章。我们认为,为了更好地让学生理解阅读文章,应适当教给学生一些阅读策略。例如:回避策略。在三个层次上采取回避策略——词汇,句法,篇章。所谓词汇回避就是对不影响文章大意的生僻词汇采取放弃的策略;所谓句法回避就是对于结构复杂的句子,要抓住主体结构,放弃附属结构;对于篇章,我们则采用非重要信息放弃的回避策略。在教学实践中我们发现在阅读中使用回避策略,可以帮助学生提高逻辑思维能力,养成良好的阅读习惯,激发学生学习的兴趣,从而大大提高学生的阅读速度、理解力、判断力及推断能力,最终达到培养学生自主学习能力的目的。

### (2)本教程的特点

本教程的宗旨是遵循现代外语教学理念,注重为学生创造自主学习环境,强调个性化学习,全面培养学生的英语综合应用能力,以阅读来带动说和写的能力。文章所选题材尽可能多地体现现实生活的方方面面,提炼出惯用的或地道的表达方式,以利于学生在今后工作实践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。同时,利用贴近现实的选材增强学生的社会认知能力和解决生活实际问题的能力,例如,有关价值观方面的文章,这样能有效地解除为学语言而学语言的尴尬。此外,学习者通过阅读获取最大量的语言输入不仅扩大了词汇量,而且温习了所学的词汇。我们认为,死记硬背对在特定语境下应用语言无甚裨



益,但在理解的基础上熟记一些好的句型和文章,对学习者说和写的能力的提高有很大的帮助。因此在阅读过程中,尽可能多背熟一些好的文章,大脑中多储存好的句型和文章,学习者在用英语表达自己思想的时候,无论是口语还是写作上都会感到得心应手。

### (3)本教程的结构

本教程共设计为4册。每册24个单元,3套自测题(每8个单元1套自测题)。我们从心理学角度去构思和设计每单元的编写框架及内容。如:每单元一个主题,分A、B篇,内容集泛读与快速阅读于一体,并且强调其趣味性与知识性。

**A篇**为泛读。根据不同级别选择字数在200~500词左右的文章,主题涉及生活哲理、名人轶事、智趣故事及科普知识等方面,每篇文章的生词量控制在5~6个左右。**B篇**为快速阅读。同样,根据不同级别选择字数在700~1200词左右的文章,主题涉及生活哲理、名人轶事、智趣故事及科技知识等方面,每篇文章的生词量最多不超过12个。

**A篇**后设有三种类型的题:第一题,仔细阅读词汇填空。这是阅读文章的概述,所填词汇均为常用词汇,此题要求学生从整体上理解文章,教师从写作技巧上指导学生如何写文章的摘要和概要。第二题,阅读理解题。考查学生对篇章结构及具体信息的理解及判断推理。第三题,翻译。本题意在培养学生在口语和写作学习中使用惯用的或地道的表达方式。**B篇**后设有判断对错和信息简答题。目的是培养、训练学生在最短的时间内很快地查找信息的能力,为学生在今后的工作中查找大量的信息铺平道路。

本教程是在经过两轮教学实践的基础上,历时一年的时间完成的。教程的第一册和第二册遵照教育部“大学英语课程教学要求”的三个层次中的“一般要求”编写:阅读速度达每分钟70词,快速阅读达每分钟100词,并在阅读中使用有效的阅读方法(在三个层次上采取回避策略);教程的第三册和第四册则遵照其“较高要求”编写:阅读速度达每分钟70词,快速阅读达每分钟120词,并在阅读中使用有效的阅读方法进行略读或寻读。四册教程总体要求学生能正确理解大意,并抓住主要事实和有关细节。

本教程从策划、构思、选材到编写得到了大连理工大学教务处的支持与资助。承蒙孔庆炎、姜怡教授对全稿的悉心审定,他们提出的宝贵修改意见提高了本教程的质量,在此表示由衷的感谢。

由于编者水平有限,纰漏难免,敬请读者批评指正。

编者

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# Unit 1

## Animals

### Text A

#### Jake (I)

**J**ake was in disgrace. It is true he didn't know it was his owner's birthday. But he shouldn't eat the whole box of chocolates that was meant to be her birthday present.

When the box arrived on the **doormat**, Jake thought it was wonderful. Mrs. Foster's sister had called and, finding the Fosters out, posted her present through the letter box. But she'd forgotten about Jake. Jake had eaten most of the chocolates, and the ones he didn't like had left, half chewed and stuck to carpet. Mr. and Mrs. Foster came home to a terrible mess in the hall.

To make matter worse, Jake had dug up some roses that Mr. Foster had just planted. They were another present. Mr. Foster always **sprinkled** a handful of bone-meal around the roots of plants to help them grow. Jake hated the smell of roses but he loved bone-meal. So, to get to the bone-meal, he dug up the roses and spoiled Mr. Foster's best efforts.

Of course, he was sorry afterwards. Jake always was.

Jake did like having a good dig. He had found some very interesting things in digging. Once, he'd found some old tools that eventually ended up in a museum. Jake wasn't impressed. He'd been hoping to find a bone to eat.

Jake went to the local park with his great friend Sam every day. Sam was an old man who lived in a house that backed onto Jake's garden. Sam and the Fosters had become friends through Jake, and Sam took Jake for his daily walks. In the





park, they would meet up with their pals; Jake with his doggy friends and Sam with their owners.

Today, Jake crawled through the hole in the fence to Sam's garden. Sam had heard about the chocolates and roses, but he gave Jake a hug and pat, and a dog biscuit, as he always did. Sam knew Jake was a dog who tried to be good but sometimes temptations were too much for him.

"Hello, Jake. You are a **rascal**," said Sam. "I wonder why you hate roses so much. They're my favourite flowers. I am going to finish my cup of tea and then we'll try out our new football in the park."

Jake was a very good footballer. He was good at **dribbling** and heading the ball. Football was his favourite game.

—Adapted from *Short Stories*

(396 words)

**1 Study the words and phrases in the box and fill in the following blanks.**

- |            |                |                 |
|------------|----------------|-----------------|
| A) present | B) disgrace    | C) birthday     |
| D) doormat | E) owner       | F) pals         |
| G) digging | H) bone-meal   | I) sprinkled    |
| J) crawled | K) temptations | L) a handful of |
| M) spoiled | N) museum      | O) efforts      |

Jake was clever and faithful to his (1) \_\_\_\_\_. He had some hobbies. One of them was (2) \_\_\_\_\_. He really found some wonderful things that later were sent to a (3) \_\_\_\_\_. But Jake had been in (4) \_\_\_\_\_ recently. He dug up some roses that his owner had just planted because he wanted to eat the (5) \_\_\_\_\_ which his owner (6) \_\_\_\_\_ around the roots of plants. He (7) \_\_\_\_\_ Mr. Foster's hard work. He also ate the (8) \_\_\_\_\_ which Mrs. Forster's sister sent for her (9) \_\_\_\_\_. Of course, his owners forgave him because Jake was a good dog. He couldn't just resist (10) \_\_\_\_\_ sometimes.

**2 Read the text again and choose the best answer from the four choices marked A, B, C and D.**

- 1) Mrs. Forster's sister \_\_\_\_\_.  
 A. didn't know Jake also liked eating chocolates  
 B. brought the present to her house

- C. mailed the present to her  
D. asked her servant to put the present on the doormat
- 2) **Perhaps Mrs. Foster's sister** \_\_\_\_\_.  
A. was a careless woman  
B. was a large-minded woman  
C. thought that Jake was a good dog  
D. lived not far away from her
- 3) **Why did Jake like digging?**  
A. Because he wanted to find something useful.  
B. Because it was a dog's natural instinct.  
C. Because he was good at it.  
D. Because he wanted to find a bone.
- 4) **In Para. 4, the sentence "he was sorry afterwards" implied that** \_\_\_\_\_.  
A. Jake realized he did something wrong afterwards  
B. Jake was not a good dog  
C. Jake's owners read him a lesson when they knew the truth  
D. Jake sometimes did something wrong
- 5) **What can be inferred from the text?**  
A. Jake was a dog and liked eating bone-meal.  
B. Fosters were too busy to take Jake for daily walks.  
C. Sam was a servant of Fosters, so he took Jake for daily walk.  
D. Mrs. Foster was busier than her husband.

### 3 Complete the following sentences by translating the Chinese given in brackets into English.

- 1) Jake ate his owner's birthday present. \_\_\_\_\_  
\_\_\_\_\_ (更糟的是,它弄脏了门厅).
- 2) The invaders start with the aim of doing harm to the people of other countries only to \_\_\_\_\_ (以害己告终).
- 3) "God only helps those who help themselves". \_\_\_\_\_  
\_\_\_\_\_ (这些话使我深深铭记心头).

### NEW WORDS AND EXPRESSIONS

doormat	['dɔ:mæt]	n.	(放在门前的)擦鞋垫
sprinkle	['sprɪŋkl]	v.	撒(某物)于某物之表面
rascal	['rɑ:skl]	n.	淘气鬼, 坏蛋, 无赖
dribble	['dribl]	v.	运球

## Text B

### Jake (II)

**J**ake and Sam arrived at the park. Jake's friends and their owners were at the entrance. Jake's favourite friend, Holly, a rough collie<sup>①</sup>, was there. Holly had her nephew Harry staying at the moment. Holly and Harry were not as clever as Jake but they were very kind and Harry was very excited to see Jake, who was his hero. Harry wanted to look like Jake when he grew up. Holly didn't like to disappoint him by telling him he wouldn't grow up any further. Holly thought that, anyway, he was quite big enough.

Charles, the Irish wolfhound<sup>②</sup>, was standing next to his owner, Mr. Grant. He gave Jake a friendly **nudge**. Charles lived on the other side of Jake's garden. To begin with, the two had not got on, but now they were firm friends.

The dogs and their owners were gathered reading a poster on the park notice board. They had very miserable faces.

Mrs. Thirkettle, Holly's owner, greeted Sam. "Look, isn't it awful? The Council are going to sell the park!" "Sell the park! They can't do that, can they?" Sam said.

"It seems they can," said Mr. Grant.

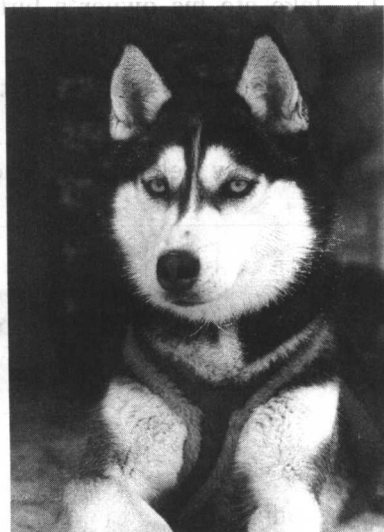
"The poster says the park is to become an industrial and business park with factories and office outlets."

The dogs understood enough to know what the notice meant. Harry wondered if a business park would still be a place where dogs could go. But Jake told him that this sort of park wasn't really a park at all. There would be no grass, no trees, no tennis courts, no lake, no ducks, no animals at all. And, saddest of all for Jake — no football **patch**.

Sam was very sad. Without the park, there would be no more walks with his great friend, Jake, and no more chats with the people there. These were the only friends Sam had. Jake could see Sam was sad. He didn't know how to save the park, but he knew he must.

The dogs and their owners drifted on through the park, but they were not their usual lively selves.

"Of course, you know, the park belongs to the people of the town," said Mrs. Thirkettle. "The land was given to us by King Edward the Confessor nearly a thousand years ago! People were allowed to leave their sheep and goats here to graze. There used to be



an old piece of sheep skin **parchment** hanging in the Town Hall. That was the Royal Charter<sup>●</sup>, a very important document. The Charter said that Edward the Confessor gave the land to the town. If it hadn't gone missing, the Council wouldn't be able to sell the park."

"If only we had that Charter," said Mr. Grant, "we could prove that the park belongs to the town."

"Well, I haven't seen that Charter since I was a young girl, and that's a long time ago," said Mrs. Thirkettle. "But I suppose it must be somewhere."

The dogs were trying to understand. Jake didn't know what sheepskin parchment was, but he did know what sheep were. He had seen them on the common<sup>●</sup>. He knew their smell. He thought they needed to find a piece of a sheep. Charles thought perhaps this Charter thing was a special sort of bone and the other dogs agreed. They must find a special bone and then the park would be safe.

On Monday, Jake was woken very early by the telephone ringing. Mrs. Foster answered it. "Yes. Really? Well, that's wonderful news, thanks so much for letting me know so quickly. Yes, we'll meet you at the Town Hall at ten o'clock."

Mrs. Foster put the telephone back and told Mr. Foster about the message. Mr. Grant had telephoned. Technicom, a rich man had sent him a cheque. Now the townsfolk could buy the park.

Jake rushed out to tell Holly, Harry and Charles.

Everyone was feeling very excited. The Fosters, Sam and Mrs. Thirkettle gathered all the money together to go to the Town Hall an hour early to give the Council the money.

After a short time, Jake's group were asked into the mayor's office. The Mayor's office was very large and **lavishly** decorated. The furniture looked new and expensive with several beautiful paintings hanging on the walls. In pride of place<sup>●</sup>, there was a large and very old painting of the park.

Mrs. Forster stepped forward. "Mr. Mayor, I'm very pleased to tell you that the people of the town have managed to raise the money to buy the park," she said.

For an awkward moment, the Mayor was silent. "Oh dear," he said at last. "Oh dear, you see, I'm afraid that's not possible."

"You can't do this," said Mr. Foster. "You must listen to us. It's our park." shouted Mr. Grant. And then everybody started shouting. The Mayor panicked and called for his security guards to throw them all out.

Suddenly, things happened very quickly. A table was knocked over, which sent a large pot plant flying. As the plant fell, it knocked the painting of the park off the wall. The painting crashed onto a filing cabinet and ended up on the floor. The frame was damaged and the canvas was **ripped** open.

"Now look what you've done!" shouted the Mayor. "That painting is extremely valuable, more valuable than you could possibly know." He rushed to get hold of

the painting but Jake got there first.

Jake **scratched** at the ripped canvas and made it even worse. "Look at what your dreadful dog is doing," yelled the Mayor. "Stop him. He's ruining the painting."

Everybody was horrified. Jake was scratching away **frantically**.

"Oh, Jake," Mrs. Foster cried. "What are you doing?"

Sam went to stop Jake, who was, by now, tearing **furiously** at the painting.

Then something caught Sam's eye. Something was stuck between the canvas and the back of the painting.

Sam looked closer. "All right, boy, I can see it. I'll get it now," Sam said to Jake. Carefully he took hold of the painting and out slid an old brown document.

"So, what is this?" he said. He handed it to Mrs. Thirkettle. She stared at it for a moment. Then a huge smile spread over her face.

"This, everyone, is the Royal Charter," she said, "which gives the parkland to the people of this town 'in **perpetuity**.' That means forever. It says here that the land must always be a park for the town 'by order of King Edward.'"

"So the park isn't yours to sell," Mrs. Forster said to the Mayor.

"Just a minute," said Mr. Grant, "I hope you didn't know the Charter was in that painting, Mr. Mayor."

The Mayor just sat red-faced at his desk, his eyes **bulging**, unable to speak.

"Well done, Jake!" said Sam. "You've saved the day. I think you could smell the Charter, couldn't you boy?"

"Yes, well done, Jake!" said Mrs. Foster. "What a good job you came with us." And everybody, except the Mayor made a big fuss of Jake.

As soon as the painting had ripped, Jake recognized the smell. It was the same as the sheep on the common.

"Sheepskin, not sheep's bone!" thought Jake.

—Adapted from *Short Stories*

(1198 words)

### ***Reading Comprehension (Skimming and Scanning)***

(15 MINUTES)

**Directions:** You will have 15 minutes to go over Text B quickly and answer the questions as follows.

**For questions 1-7, mark**

Y (for YES) if the statement agrees with the information given in Text B;

N (for NO) if the statement contradicts the information given in Text B;

NG (for NOT GIVEN) if the information is not given in Text B.

For questions 8–10, complete the sentences with the information given in Text B.

1. Harry wouldn't grow as big and strong as Jake because he was another kind of dog.  
(Y N NG)
2. Charles and Jake did not get on well because Jake was afraid of this Irish wolfhound.  
(Y N NG)
3. Jake seemed to know more than his friends.  
(Y N NG)
4. Jake decided to save the park because he liked playing football there.  
(Y N NG)
5. The townspeople could buy the park because they collected enough money.  
(Y N NG)
6. The mayor was trying to stop Jake from ruining the painting.  
(Y N NG)
7. Jake was disappointed to find the document was not a piece of bone.  
(Y N NG)
8. The dogs became friends because \_\_\_\_\_.
9. Thanks to Jake, the park \_\_\_\_\_.
10. Everybody was pleased with the job Jake had done except \_\_\_\_\_.

### NEW WORDS AND EXPRESSIONS

nudge	[nʌdʒ]	n.	用肘轻推
patch	[pætʃ]	n.	一小块地
parchment	['pɑ:tʃmənt]	n.	羊皮纸
lavishly	['lævɪʃli]	ad.	浪费地, 奢侈地
rip	[rɪp]	vt.	撕开, 划破
scratch	[skrætʃ]	vi.	抓, 扒开
frantically	['fræntɪkəli]	ad.	发疯似地, 狂暴地
furiously	['fju:riəsli]	ad.	狂暴地, 猛烈地
perpetuity	['pə:pi'tju:əti]	n.	永恒
bulge	[bʌldʒ]	v.	凸出

### NOTES

1. rough collie 毛茸茸的牧羊狗
2. the Irish wolfhound 爱尔兰猎狼犬
3. Royal Charter 皇家宪章
4. on the common 公地
5. pride of place 最重要的位置, 最引人注目的地方



## Unit 2

# Care for Children

### Text A

## Care for Children

**A**n American doctor has observed that without love children tend to die. He said, "The child who has not been loved is **physiologically** and **psychologically** very different from the one who has been loved. The former even grows differently from the latter. Lack of love can have serious long-range effects on learning and memory."

These findings emphasize the need for the physical presence of parents. But sorry to say, even in the developed world, the tendency now is to try to supply a child's needs apart from his or her parents. Children are sent away to school, sent away to summer camp<sup>①</sup>, and given money and sent away to places of recreation<sup>②</sup>. Away from the family, circling in **orbit** at a distance, millions of children naturally come to feel neglected, unwanted, and unloved. Such a prevailing feeling among children may be one reason why there are so many street children.

According to the German newspaper Die Welt, "more and more children are growing up to be social cripples<sup>③</sup>. The emotional ties between children and parents are becoming weaker, or they are never established in the first place. Such children feel neglected, and their desire for security goes unfulfilled."

A decade ago, a Canadian report signaled the need for action lest a whole generation "who think society doesn't care about them" be lost.

Unloved and unwanted youngsters may be



tempted to run away from home to escape their problems, only to find bigger ones in cities **plagued** with crimes, drugs, and immorality. In fact, police have estimated that 20, 000 runaways under 16 were living in one U.S. city area alone. They were described as "the products of broken homes and cruelty, often the products of their alcoholic or drug-addicted parents. They take to the streets, use their bodies for survival." Sad to say, despite honest efforts to change this terrible situation, it still exists.

Children growing up in the circumstances described above developed into unbalanced adults, often being unable to rear children of their own properly.

—Adapted from *Reading Material*

(338 words)

**1** Study the words and phrases in the box and fill in the following blanks.

- |                  |              |               |
|------------------|--------------|---------------|
| A) rear          | B) establish | C) social     |
| D) at a distance | E) orbit     | F) tempted    |
| G) cripples      | H) immediate | I) recreation |
| J) camp          | K) tendency  | L) unbalanced |
| M) apart from    | N) neglected | O) emotional  |

There is a (1) \_\_\_\_\_ that children are sent away from their parents to the places (2) \_\_\_\_\_. Children's lack of parental care creates (3) \_\_\_\_\_ problems. It weakens the (4) \_\_\_\_\_ ties between children and parents. Without these ties, millions of children feel that they are (5) \_\_\_\_\_. Youngsters who have this kind of idea are (6) \_\_\_\_\_ to go out of home. They will either become social (7) \_\_\_\_\_ or develop into (8) \_\_\_\_\_ adults. In the future they are unable to (9) \_\_\_\_\_ their own children properly. So we should take (10) \_\_\_\_\_ actions to attend to these lost children.

**2** Read the text again and choose the best answer from the four choices marked A, B, C and D.

- 1) What is the main idea of this text?
- A. Children need to be loved psychologically.
  - B. Children tend to die without love.
  - C. Lack of love has serious effects on children.
  - D. Neglected children will grow up into unbalanced adults.

- 2) **What is implied in the text?**
- A. Parents can establish close ties with their children by letting them stay at home.  
 B. Children should receive education from their parents, not from schools.  
 C. Children should not be forced to stay away from the family.  
 D. Children should circle their parents in orbit at a distance.
- 3) **The reason why so many children have grown up to be social cripples is that**
- A. some parents didn't fulfill their responsibilities  
 B. children could only get warmth from other street children  
 C. children wanted to revenge their parents in this way  
 D. children wanted to break the ties with their parents
- 4) **According to the Canadian report, immediate actions should be taken to attend to those who think society doesn't care about them**
- A. unless the whole generation of them will be lost  
 B. so that we can save the society as a whole  
 C. though a whole generation of them has been lost  
 D. in case that a whole generation of them is lost
- 5) **According to the author, children take to streets**
- A. to build up their sense of independence  
 B. to enjoy the freedom from family control  
 C. to attract the attention of their parents  
 D. to escape from their miserable condition at home

**3 Complete the following sentences by translating the Chinese given in brackets into English.**

- 1) \_\_\_\_\_ (父母与孩子联系的情感纽带) is to communicate with children.
- 2) Some children \_\_\_\_\_ (成为社会渣子) just because of lack of love.
- 3) Students are tempted by computer games to \_\_\_\_\_ (逃学).

**NEW WORDS AND EXPRESSIONS**

physiologically	[ˌfiziə'lɒdʒikli]	ad.	生理学地
psychologically	[ˌsaɪkə'lɒdʒikli]	ad.	心理上地; 心理学地
orbit	['ɔ:bit]	n.	轨道; 势力范围; 生活常规
plague	['pleɪg]	vt.	折磨; 使苦恼