



教育部推荐使用大学外语类教材
全国高等学校第二届优秀教材特等奖
国家教委高等学校第二届优秀教材一等奖

第三版
Third Edition

大学英语 泛读 College English


总主编 董亚芬

EXTENSIVE READING

学生用书 STUDENT'S BOOK

Book 2

主 编 张砚秋 解又明

 上海外语教育出版社

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总 序

《大学英语》是遵照 1986 年国家教委审定的《大学英语教学大纲(文理科本科用)》编写的一套系列教材,分精读、泛读、听说、快速阅读和语法与练习五种教程,由全国六所重点大学合作编写。教材于 1986 年出版试用本,1992 年出版正式本,并于同年 9 月荣获全国高等学校第二届优秀教材特等奖,以及国家教委高等学校第二届优秀教材一等奖。

1998 年,在广泛征求意见的基础上,《大学英语》系列教材根据《大学英语教学大纲(高等学校本科用)》进行了第一次修订。修订本更加注意文、理、工、农、医等各科的通用性,力求给学生打好“宽、厚、牢”的语言基础。

为了推进大学英语教学改革,适应社会各界对大学生英语能力的要求,教育部于 2004 年颁布了《大学英语课程教学要求(试行)》(以下简称《课程要求》)。遵照《课程要求》对大学英语提出的教学目标,即“培养学生的英语综合应用能力”,编者于 2004 年决定对教材进行第二次修订,以满足新时期国家和社会对人才培养的需要。

本次修订原则:

1. 教材的定位不变。《大学英语》是综合教育型(English for integrative purposes)而非特殊目的型(English for specific purposes)的教材,旨在帮助大学本科各专业学生进一步打下扎实的语言基础。

2. 选材原则不变。正因为《大学英语》是综合教育型的,选材必须做到题材广泛,体裁多样,语言规范,有利于打好语言基础。选材遵循三性原则,即趣味性、知识性、可思性,以激发学生学习英语的兴趣。

3. 在更新课文时注意经典性与时代性的融合,科普性与文学性的融合,使选文内容经得起时间考验,文字经得起反复咀嚼。这两个融合是教材可教性与可学性的保证,也是教材生命力之所在。

4. 本次修订按照《课程要求》所提出的培养“英语综合应用能力”这一目标,着重考虑增强听与说的训练,提高听与说尤其是说的要求。

本次修订重点:

精读:

1. 更新部分课文。选用一些时代感更强、更贴近现代生活、语言更地道的文章取代部分

相形见绌的课文。

2. 梳理全教程的练习。除了设置新的听、说练习外,还针对近年来学生在口、笔试中经常出现的语言错误设计了用法方面的练习,以提高学生在使用英语时的准确性。

3. 为了帮助学生集中精力学好基本词语,这次修订继续遵循前次修订时的方法,把全书单词分为三类:(1)words to drill(通过反复操练能熟练掌握其用法的单词);(2)words to remember(能记住其形、音、义的单词);(3)words to have a nodding acquaintance with(能于再次出现时根据上下文识别其词义的单词),并进一步调整各项练习,以确保常用词语的复现率。

4. 为了提高学生的写作能力,这次修订还强调微观与宏观的写作技能同时发展,即一方面训练学生如何写好各类句子,同时从第一课开始就要求学生写成段的文章。

泛读:

在第一次修订的基础上进一步选用时代感较强、故事情节动人的文章取代内容相对陈旧的课文。丰富了练习类型(如增加了词汇练习和翻译练习),以帮助学生在提高阅读理解能力的同时适当扩大词汇量。

听说:

除了大幅度更新听力材料,适当提高听力理解的要求之外,这次修订还有针对性地增强了说的训练。根据不同话题提供了丰富的口语素材,并通过多种练习方式为培养学生具有实质性的口语能力打下基础。

快速阅读:

除了原有的版本继续发行之外,还另外编写了一套全新的快速阅读教程,内容侧重科普,供各类院校选择使用。

语法与练习:

把原有四册书删繁就简为两册,以便于学生携带。删除部分章节,增补和替换了大量例句和练习。为方便学生自学,例句都附有中文译文。本教程既可作为语法参考书,也可作为补充练习手册。

精读(预备级)、泛读(预备级)、听说(预备级):

分别将精读(预备级)和泛读(预备级)由原来的各两册修订成各一册。精读(预备级)为重新设计编写,不仅课文与练习是全新的,对听与说的要求也比原书有较明显的提高。泛读(预备级)和听说(预备级)也作了相应的更新与改进。

本教材的起点为1800单词,从这个起点开始要为学生打下扎实的语言基础并达到培养英语综合应用能力这一目标,教材除了必须提供丰富的语言素材之外,还必须编写出多种口笔头练习以保证学生有足够的语言实践机会。因此本教材的精、泛读教程仍坚持每册编写10单元。但目前大学英语的有效授课时间有限,各校可以根据学生的具体情况制定自己的教学计划,灵活选用练习,不必每题必做。与此同时还应当尽可能争取合理的周学时并充分调动学生课外自学的积极性。如果师生双方能共同努力,相互配合,认真学好每一单元,则必能取得良好的教学效果。

《大学英语》从试用本问世到本次修订本完稿历时20余载,跨越两个世纪。使用者一度遍

及全国千余所高等院校,受到了师生们的广泛欢迎。教材之所以有这样的规模和影响力主要可以归结为以下几个原因:

(1) 一支优秀的编写队伍:《大学英语》的编者来自全国六所重点大学的骨干教师,他们都有长期的大学英语教学经历,具备深厚的英、汉语功底与高度负责的工作态度。这是本套教材获得大学英语教学界普遍认同的基础。

(2) 精心挑选的精、泛读课文和听力材料:课文为教材之本,能否为读者提供理想的课文是教材成功的关键。不少人认为当前选材自由度很大,各类原版的素材铺天盖地,俯拾即是,选材不存在困难。然而事实证明,选材却是编写工作中最为辛苦费力的环节。《大学英语》的编者虽然长期积累了大量素材,但为了找出更合适的内容,往往需要翻阅数十篇甚至上百篇文章才能筛选出一段文字优美纯正,内容引人入胜的选文材料,正是这样,才确保了课文的趣味性、知识性和可思性。

(3) 科学设计和认真编写的练习:在编写和历次修订的过程中,本书编者不仅重视练习的针对性和实用性,还十分注重练习的语言质量。几乎每个例句都经过了集体讨论、反复推敲和论证,以确保语言规范、内容完整和难易度适中,使学生能够在轻轻松松的课堂气氛中进行语言操练。

(4) 审稿层层把关:为了使教材更完善,在正式定稿前,约请了多位中外专家多次审阅和润饰。

除了上述各点外,本教材经久不衰的另一重要原因是广大读者多年来的支持和关爱。他们通过文章、书信和座谈等渠道,在充分肯定我们教材的同时,还向我们提出了不少宝贵的意见和建议,对我们的再修订工作助益颇丰。对此,我代表编写组全体成员向他们表示最诚挚的感谢,并衷心希望他们能够一如既往地支持我们的教材,随时向我们反馈各种意见和建议。

《大学英语》系列教材(第三版)由复旦大学、北京大学、华东师范大学、南京大学、四川大学、苏州大学等高校的资深教授、英语教学专家通力合作,修订编写而成。英籍专家 Anthony Ward 协助编写与审阅。出版社的同志协助编写组安排修订日程,随时提出改进的意见和建议,协调有关编写和编辑工作,为保证这次修订工作的顺利完成付出了辛勤的劳动。在此一并致以诚挚的感谢。

总主编 董亚芬

2006 年 3 月

《大学英语》系列教材自1986年问世以来,为适应教学形势的变化,几经修改,于1992年出版正式本,并于1998年进行了修订。这套教材使用了20年,受到使用院校的广泛欢迎,曾先后获国家级奖项,它的生命力在于与时俱进,不断更新,不断完善。

本书为《大学英语》系列教材(第三版)泛读教程。本次修订是按照2004年教育部颁布的《大学英语课程教学要求(试行)》并结合当前我国大学英语的实际情况而进行的。因此,我们的修订的方向是:在提高阅读能力的同时,要注重培养学生综合应用英语的能力。

本次修订时不改变原书的体例,即每册十个单元,每单元三篇课文。由于各院校课程安排不同,各地学生阅读能力存在差异,各院校可视具体情况有选择地使用本教材。我们在编排时,每个单元的第一课内容更精彩些,使用时可着重处理。

每篇课文后有两种练习,一是阅读练习,二是词语应用练习。词语应用练习的形式力求多样、新颖,例如多义词用法小结、小词的活用及搭配、同形异义词辨析、以及词的派生等,既能帮助归纳已学知识,又能锻炼学生的应变和适应能力。阅读练习是一定要做的,词语练习可根据个人需要和能力,或全做或选做一部分。为了提高学习兴趣,每十五课后增加一个自测练习,备有供休闲阅读的篇章,学生可自己检查阅读能力的提高。(英译汉及词语练习答案均在“教师用书”里。)

在此次修订时,我们侧重于方便读者,把脚注改为边注。我们的注释原则是:根据2000版《大学英语教学大纲词汇表》,中学词汇一律不注,只注四级以上词汇。同根词,在释义不变的情况下,不予重注。由于全国外语教学发展不平衡,各地学生的词汇量相差悬殊,我们的出发点是尽量照顾英语基础相对薄弱的学生。有些单词对某些学生不是生词,但对另一些学生可能是生词,边注详尽为后者提供便利,免去他们查阅字典的麻烦。不过读者应当记住,边注的目的是有利于阅读,而不是给阅读造成障碍。当你阅读时,最好养成一气呵成的阅读习惯,培养从上下文猜测词义的能力,如无阅读障碍,不必顾及边注。当你遇到词语障碍时,再去求助于边注。此外,课文后面列有某些背景知识和长句释义,供贯通理解课文时参考。注码不带圈者为边注,注码带圈者为篇末注释。

总之,泛读教程力求为英语学习提供阅读的园地,注重培育学习兴趣,有助于学生课外积极主动地进行学习,以达到巩固词汇、拓宽知识面、熟悉英语国家文化的目的。我们希望这本泛读教程能成为读者掌握和应用英语的好帮手。

《泛读》(试用本)于1986年问世时,曾得到主审王岷源老先生的耐心指导。此次的再修订得到了北京大学大学英语教研室的鼎力相助,并得到中国人民大学外语学院田育英教授等几位老师的大力支持,在此深表谢意。

焦英、吕钰凡、胡之璉、朱荔、周学艺、张梅老师曾参加本书以前的编写修订工作,特此致谢。

由于编者水平与精力有限,教材中难免还有缺憾,衷心希望读者像往常一样关心爱护这套教材,多加批评指正。

编者

2006 年 3 月



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Unit One

1. The Pickle Jar

A.W. Cobb



Text

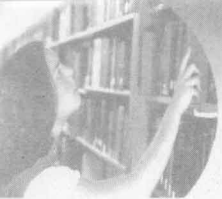
The narrator's family was not well-off. Yet ever since he was young, his father was determined that he would go to college and have a better life. How did the father manage to provide the son with a college education? What was it about the pickle jar¹ that left the narrator and his wife so moved?

As far back as I can remember, the large pickle jar sat on the floor beside the dresser² in my parents' bedroom.

When he got ready for bed, Dad would empty his pockets and toss³ his coins into the jar. As a small boy I was always fascinated⁴ at the sounds the coins made as they were dropped into the jar. They landed with a merry jingle⁵ when the jar was almost empty. Then the tones⁶ gradually muted⁷ to a dull thud⁸ as the jar was filled. I used to squat⁹ on the floor in front of the jar and admire the copper and silver circles that glinted¹⁰ like a pirate's¹¹ treasure when the sun poured through the bedroom window.

When the jar was filled, Dad would sit at the kitchen table and roll the coins before taking them to the bank. Taking the

1. pickle jar /'pɪkl 'dʒɑː/ n. 泡菜坛
2. dresser /'dresə/ n. 梳妆台
3. toss /tɒs/ vt. 扔
4. fascinate /'fæsɪneɪt/ vt. 迷住
5. jingle /'dʒɪŋɡəl/ n. 丁当声
6. tone /təʊn/ n. 音, 音调
7. mute /mju:t/ vi. 减轻
8. thud /θʌd/ n. 重击声
9. squat /'skwɒt/ vi. 蹲
10. glint /ɡlɪnt/ vi. 发微光
11. pirate /'paɪərət/ n. 海盗



College English Extensive Reading (2)

coins to the bank was always a big production. Stacked¹² neatly
15 in a small cardboard box, the coins were placed between Dad
and me on the seat of his old truck. Each and every time, as
we drove to the bank, Dad would look at me hopefully.
“Those coins are going to keep you out of the textile mill¹³,
son. You’re going to do better than me. This old mill town’s
20 not going to hold you back. ^①” Also, each and every time, as
he slid the box of rolled coins across the counter¹⁴ at the bank
toward the cashier¹⁵, he would grin¹⁶ proudly. “These are for
my son’s college fund. He’ll never work at the mill all his life
like me.”

25 We would always celebrate¹⁷ each deposit by stopping for
an ice cream cone¹⁸. I always got chocolate. Dad always got
vanilla¹⁹. When the clerk at the ice cream parlor handed Dad
his change, he would show me the few coins nestled²⁰ in his
palm. “When we get home, we’ll start filling the jar again.”

30 He always let me drop the first coins into the empty jar.
As they rattled around with a brief, happy jingle, we grinned
at each other. “You’ll get to college on pennies, nickels²¹,
dimes and quarters,” he said. “But you’ll get there. I’ll see to
that. ^②”

35 The years passed, and I finished college and took a job in
another town. Once, while visiting my parents, I used the
phone in their bedroom, and noticed that the pickle jar was
gone. It had served its purpose and had been removed. A
lump²² rose in my throat^③ as I stared at the spot beside the
40 dresser where the jar had always stood. My dad was a man of
few words, and never lectured me on the values of determina-
tion, perseverance²³, and faith. The pickle jar had taught me
all these virtues²⁴ far more eloquently than the most flowery
words could have done.



45 When I married, I
told my wife Susan
about the significant
part the lowly²⁵ pickle
jar had played in my
life as a boy. In my
mind, it defined²⁶ more
than anything else,
how much my dad had

12. stack /stæk/ *vt.* 堆放

13. textile mill /'tekstaɪl 'mɪl/ 纺织厂

14. counter /'kaʊntə/ *n.* 柜台

15. cashier /kæ'ʃɪə/ *n.* 出纳

16. grin /grɪn/ *vi.* (grinned, grinning) 咧嘴笑

17. celebrate /'selɪbreɪt/ *vt.* 庆祝

18. ice cream cone *n.* 冰淇淋圆锥

19. vanilla /və'nɪlə/ *n.* 香草

20. nestle /'nesl/ *vt.* 使紧贴

21. nickel /'nɪkəl/ *n.* (美、加)五分币

22. lump /lʌmp/ *n.* 肿块

23. perseverance /ˌpɜːsɪ'veɪrəns/ *n.* 锲而不舍

24. virtue /'vɜːtjuː/ *n.* 美德, 德行

25. lowly /'ləʊli/ *a.* 普通的, 平凡的

26. define /dɪ'faɪn/ *vt.* 说明

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loved me. No matter how rough things got at home,^④ Dad continued to doggedly²⁷ drop his coins into the jar. Even the summer when Dad got laid off from the mill, and Mama had to serve dried beans several times a week, not a single dime was taken from the jar. To the contrary²⁸, as Dad looked across the table at me, pouring catsup²⁹ over my beans to make them more palatable³⁰, he became more determined than ever to make a way out for me. "When you finish college, son," he told me, his eyes glistening³¹, "you'll never have to eat beans again unless you want to."

The first Christmas after our daughter Jessica was born, we spent the holiday with my parents. After dinner, Mom and Dad sat next to each other on the sofa, taking turns cuddling³² their first grandchild. Jessica began to whimper³³ softly and Susan took her from Dad's arms. "She probably needs to be changed," she said, carrying the baby into my parents' bedroom to diaper³⁴ her.

When Susan came back into the living room, there was a strange mist³⁵ in her eyes.^⑤ She handed Jessica back to Dad before taking my hand and quietly leading me into the room. "Look," she said softly, her eyes directing me to a spot on the floor beside the dresser. To my amazement, there, as if it had never been removed, stood the old pickle jar, the bottom already covered with coins.

I walked over to the pickle jar, dug down into my pocket, and pulled out a fistful of coins. With a gamut³⁶ of emotions choking³⁷ me,^⑥ I dropped the coins into the jar. I looked up and saw that Dad, carrying Jessica, had slipped quietly into the room. Our eyes locked,^⑦ and I knew he was feeling the same emotions I felt. Neither one of us could speak.

27. doggedly /'dɒɡɪdli/ *ad.*
固执地
28. to the contrary: 相反
29. catsup /'kætsəp/ *n.* 番茄酱
30. palatable /'pælətəbl/ *a.*
好吃的
31. glisten /'glɪsən/ *vi.* 闪闪发亮
32. cuddle /'kʌdl/ *vt.* 怀抱
33. whimper /'hwɪmpə/ *vi.*
呜咽
34. diaper /'daɪəpə/ *vt.* 换尿布
35. mist /mɪst/ *n.* 薄雾; 迷蒙
36. gamut /'ɡæmət/ *n.* 全部
37. choke /tʃəʊk/ *vt.* 窒息

**From *Chicken Soup for the Parent's Soul*, Jack Canfield & Mark Victor Hansen.
Health Communications, Inc., 2000.**



Notes

- ① This old mill town's not going to hold you back (L. 19): You will not stay in this old mill town.
- ② I'll see to that (L. 33): I will take care of that.
- ③ A lump rose in my throat (L. 39): I felt I was going to cry.
- ④ No matter how rough things got at home (L. 54): No matter how uncomfortable living conditions became at home.
- ⑤ there was a strange mist in her eyes (L. 71): her eyes were filled with tears
- ⑥ With a gamut of emotions choking me (L. 79): All kinds of feelings making it difficult for me to say anything
- ⑦ Our eyes locked (L. 82): Our eyes met.



Exercises



Comprehension of the text

1. Read the following statements and decide whether they are true (T) or false (F) according to the text.

1. The sounds which the coins made as they were dropped into the pickle jar greatly interested the narrator. T ☐ F ☐
2. Before taking them to the bank, the father would ask his son to count the coins. T ☐ F ☐
3. The father was a bit ashamed each time he slid the box of rolled coins across the counter at the bank. T ☐ F ☐
4. After each deposit, the narrator would ask his father to buy him a vanilla ice cream cone. T ☐ F ☐
5. After graduation from college, the narrator worked in another town. T ☐ F ☐

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6. The narrator felt that he had learned the values of determination, perseverance and faith from the pickle jar. T ☐ F ☐
7. From what his father did, the narrator could feel his great love for him. T ☐ F ☐
8. The narrator and his wife spent the first Christmas after their marriage with his parents. T ☐ F ☐
9. Puzzled by what she saw, the narrator's wife led him into his parents' bedroom. T ☐ F ☐
10. The narrator dropped a fistful of coins into the jar in return for his father's love for him. T ☐ F ☐

2. Choose the best answer to each of the following questions based on the information from the text.

1. When the narrator was young, _____.
 A) he used to toss all the coins he had into a pickle jar
 B) he used to like making sounds by dropping coins into a pickle jar
 C) his father used to save all the coins he had
 D) his father used to give him all the coins he had
2. By depositing the coins in the bank, the father was determined that _____.
 A) he would teach his son the virtue of thrift
 B) he would leave as much money as possible to his son
 C) his family would be better off in the future
 D) his son would go to college and live a better life
3. The narrator felt _____ as he stared at the place where the jar had always stood.
 A) strange
 B) puzzled
 C) moved
 D) embarrassed
4. It can be inferred from the passage that when the narrator was young, _____.
 A) his family was very poor
 B) his father was more determined than his mother
 C) his mother liked to serve dried beans for the family
 D) he did very well in his studies
5. The narrator was amazed and moved to find that _____.
 A) the old pickle jar had never been removed
 B) his father had never stopped depositing money
 C) the old pickle jar was filled with coins
 D) his father had started to save money for his baby daughter

3. Translate the following sentences from the text into Chinese.

1. Taking the coins to the bank was always a big production. Stacked neatly in a small



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cardboard box, the coins were placed between Dad and me on the seat of his old truck. (L. 13)

2. We would always celebrate each deposit by stopping for an ice cream cone. (L. 25)

3. As they rattled around with a brief, happy jingle, we grinned at each other. (L. 31)

4. A lump rose in my throat as I stared at the spot beside the dresser where the jar had always stood. (L. 38)

5. No matter how rough things got at home, Dad continued to doggedly drop his coins into the jar. (L. 54)

6. When Susan came back into the living room, there was a strange mist in her eyes. (L. 71)



Learning to use phrases and expressions from the text

1. Fill in the blanks with the words given below. Change the form where necessary.

squat
merry

counter
virtue

grin
textile

cashier
lump

stack
copper

- Two researchers have found that the more people who appear in our dreams the happier we are on awakening. It's a case of the more, the _____.
- Jobs such as secretary, financial analyst, bank _____ and accountant usually require a fair amount of writing.
- Silver is the best conductor of electricity, _____ following it closely.
- Their main exports are _____ goods, especially silk and cotton.
- In modern shopping plazas, customers pay at the cashier's rather than at the _____.
- The scene in the movie where the two lovers said goodbye really brought a _____ to my throat.
- He _____ down beside the footprints and examined them closely.
- In traditional Chinese culture, "modesty" is seen as a _____.
- All their goods are specially packaged so that they can be _____ easily.

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10. The children _____ with pleasure when the old man gave them the sweets.

2. Translate the following sentences into English, using the words given in brackets.

1. 家庭的贫困并未使他沮丧,相反,他更加下定决心要努力学习,改变自己的命运。(to the contrary)

2. 在王先生住院期间,他的两个女儿轮流照顾他,而让我惊讶的是,他所钟爱的儿子却从没露面。(take turns, to one's amazement)

3. 你有可能成为一名优秀的音乐家,但是缺少练习正在妨碍你的发展。(hold back)

4. 最近的一项研究表明,几乎所有家庭的家长都做出了极大的努力来控制孩子和使他们免于麻烦与危险,但他们许多人并不注意与孩子交谈的方式。(keep ... out of, see to)

5. 从纺织厂下岗半年后,她开了一家日托所,为自己找到了一条出路。(lay off)



Questions for consideration

1. How do you finance your college education?
(parents' support, part-time jobs, scholarship, bank loan)
2. Describe something that your parents have done for you and you still remember clearly.

Children are taught good manners, or simply manners (= polite ways of behaving), so that when they are older they will automatically show respect and consideration for other people.

In Britain good manners were once seen as proof of a person's worth, as in the old saying "manners maketh man".^① Though attitudes have become more tolerant over the years, people still tend to judge others according to how they behave. People may be said to have no manners if they are rude or behave without thought for others. For instance, somebody who picks their nose in front of others, or belches, or yawns with out putting their hand in front of their mouth, or who speaks rudely to somebody, will attract criticism.^② On the other hand,