



普通高等教育“十二五”规划教材

*New College English*  
*Intergrated Course 2 Student's Book*

# 新编大学英语

## 综合教程

# 2

### 学生用书

韩红梅 主编



经济科学出版社



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## 《新编大学英语综合教程》系列教材

### 前言

根据我国高等教育发展的新形势,为了深化教学改革,提高教学质量,满足新时期国家和社会对人才培养的需要,教育部2007年7月颁布了《大学英语课程教学要求》,作为高等学校组织非英语专业本科生英语教学的主要依据。《课程要求》进一步明确了大学英语的教学性质:“大学英语是以外语教学理论为指导,以英语语言知识与应用技能、跨文化交际和学习策略为主要内容,并集多种教学模式和教学手段为一体的教学体系”,同时也明确了大学英语的教学目标是“培养学生英语综合应用能力,特别是听说能力,使他们在今后学习、工作和社会交往中能够用英语有效地进行交际,同时增强其自主学习能力,提高综合文化素养,以适应我国社会发展和国际交流的需要。”随着这一政策的颁布,国家对新时期大学英语的教学提出了新的要求和目标,同时,对大学英语四六级的考试题型和模式也在不断探索和创新,这样一来,市场上大多数出版多年的教材已无法适应这种新的要求。我们经济科学出版社本着科学严谨的态度和“与时俱进、勇于创新”的精神,历时近三年,编写了这套新理念、功能型的大学英语立体化教材——《新编大学英语综合教程》。

#### 编写依据

本套教材在设计、编写和制作上严格贯彻《大学英语课程教学要求》和《大学英语四/六级考试大纲》中对大学英语教学性质、教学目标、教学模式、教学评估、教学管理及大学英语参考词汇表等各方面所做的界定和描述,并在此基础上,结合外语教学理论与实际教学需要,进行教学理念和教学模式的探索与创新,开拓大学英语教学的新形式。

本套教材共分为4册,每册8个单元,每个单元由 Warming up, Text A, Text B, Structured Writing, Culture Focus 五大模块构成。这五大模块涵盖了语言学习中的听、说、读、写、译五大要素,每个模块均配有相应的注释或练习,即学即练,形式活泼,图文并茂。

整套教材在编写过程中遵循统筹科学、循序渐进的原则,通过1、2册的学习,学生应该达到《大学英语课程教学要求》中的一般要求和《大学英语四级考试大纲》中要求的水平;通过3、4册的学习,学生应该达到《大学英语课程教学要求》中的较高要求和《大学英语六级考试大纲》中要求的水平。同时,为了方便学生查找和辨认,我们分别对四六级词汇和超纲词汇进行了标注:四级词汇(★)、六级词汇(▲)和超纲词汇(无标识)。

## 全新理念

### 编写思路创新

依据最新颁布的《大学英语课程教学要求》中的“教学模式的改变不仅是教学方法和教学手段的变化,而且是教学理念的转变,是实现以从教师为中心、单纯地传授知识和技能的教学思想和实践,向以学生为中心,既传授语言知识与技能,更注重培养语言实际应用能力和自主学习能力的教学思想和实践的转变,也是向以培养学生终身学习能力为导向的终身教育的转变”。我们的教材在编写过程中,充分考虑了现代大学的教学模式的变化以及现在学生的学习特点和学习工具的改变,进行了教学模式和教学方法的创新,遵循因材施教的原则,倡导教学相长、互动课堂,既提高了学生的英语语言能力,又培养了学生的学习策略。

### 教学理念创新

市场上现有教材最大的缺点是教材内容和容量与大学英语实际教学情况相脱节,没有考虑到大学本科非英语专业学生的实际英语水平和学校的课时安排,大都存在着内容偏难、课时偏多的遗憾,导致学生学习起来抓不到重点,教师教学无法按计划安排。除此之外,现有教材和大学英语四六级考试的结合度不够,而四六级的通过率则是很多学校、教师和学生共同关注的重点,这就导致了现有教材的实用性不高。而我们经济科学出版社出版的这套教材在编写过程中则充分考虑了现在大学非英语专业课时少、学生英语水平能力普遍不高的情况,在内容设置上注重深入浅出,强调和大学英语四六级考试紧密结合。我们对历年的四六级试题的材料类型进行了总结,选出最常考的体裁和题材,与《大学英语课程教学要求》和《四六级考试大纲》中所要求掌握的话题相结合,从而确定我们每一册的单元话题和练习题题目类型。从而确保学生在学习完我们的四册教材后,除了能够在英语语言能力得到提高外,还能够轻松应对大学英语四六级考试,一举两得,体现了我们这套教材“新理念,功能型”的特点。

### 呈现形式创新

和一般教材大篇幅的文字不同的是,我们编写的这套教材更注意信息的多方位传达。书中配有大量的真实的图片来帮助学生理解和掌握各个话题的内容,既使图书版式精美,又丰富了学生的思维。

### 教学模式创新

依据《大学英语课程教学要求》中的“各高等学校应充分利用现代信息技术,采用基于计算机和课堂的英语教学模式,改进以教师讲授为主的单一教学模式”。我们这套教材在资源配备方面做了全面的准备,除了学生用书、教师用书和练习册,我们还配备了多媒体学习光盘、多媒体教学课件和网络资源来丰富课堂和辅助学生学习。

### 指导方针

本套教材在编写过程中,充分吸取了我国在外语教学中长期积累下来的行之有效的经验和方法,并仔细分析了中国当代学生在英语学习中经常遇到的问题及教师在教学过程中的困惑。同时,为了和当代国际流行外语教学接轨,我们还认真学习和借鉴了国外的教学理论和方法,根据我国现有的教学条件和教学需要,进行可行性分析,有选择地进行吸收、规划、设计、选材和编写,达到传统和现代、东方和西方的完美结合。一言之:立足当代,博采众长,自主创新,自主编写。

### 提倡新型的教学模式

在现有的大学英语课堂教学的基础上,引进多媒体教学和网络技术,改进英语教学环境和教学手段,应该是现有教材编写时主攻的一个方向。所以本套教材在编写过程中就特别注意多媒体资源的配备,除了传统的学生用书、教师用书和练习册之外,我们还配备了多媒体学习光盘、多媒体教学课件和不断发展的网络平台,让学生成为学习的主体,主动地、创造性地去学习,在多媒体环境下用英语交流,在不断交流中巩固语言知识,提高语言技能,掌握学习策略。

### 注重实用性

考虑到学生在大学阶段参加大学英语四六级考试的实际需要,本套教材在话题设置、题型练习上均和四六级考试紧密结合,节省学生的备考时间,丰富教材的外延,使学生能够顺利地通过四六级。

### 注重一体性

每册教材以学生用书为中心,配备有教师用书、练习册、多媒体学习光盘和多媒体教学课件。其中教师用书是对学生用书的全面解读,练习册是对各个单元话题的强化训练。多媒体学习光盘是学生用书的随书赠品,多媒体教学课件是教师用书的随书赠品。同一个系列之间既相互独立,又相互联系。

### 丰富的主题内容

每册教材的内容以单元话题为主线,涉及科学技术、道德情感、文化知识、科学教育、社会热点等各个方面。选材注重时代性、知识性、趣味性和文化性的有机结合,既培养了学生的文化素养,又开阔了视野,丰富了内涵。

### 注重核心词汇的掌握和运用

考虑到四六级考试特别重视对学生词汇量的考查,教材中对词汇和短语分别做了详细的注解,方便学生记忆。既扩大了学生的词汇量,又提高了学生的英语语言应用能力。通过四册的学习,学生基本上能够掌握四六级要求掌握的所有词汇和短语。

## 教材构成

《新编大学英语综合教程》针对大学英语要求层次教学而设计,包含1~4册,共两个年级使用。每一册以学生用书为核心,配备有教师用书、练习册、多媒体学习光盘和多媒体教学课件,各学校可根据需要选择不同组合方式使用。每一册的系列图书在编写过程中全盘考虑,统一设计,各分册之间主题呼应,既分工明确,各司其职,又相互补充,相辅相成。学生用书提供内容丰富、时代感强的材料和多样的训练模式来进行综合训练;教师用书则是对学生用书的全面解读,提供教学建议、答案和翻译,供学生自学和教师备课使用;练习册则是对各个单元话题的集中强化训练,使学生达到学一个单元,掌握一个单元的话题。而多媒体学习光盘和多媒体教学课件则分别是学生用书和教师用书的赠品,方便多媒体学习和教学使用。

通过提供不同内容和多种载体的教学资源,《新编大学英语综合教程》为新形势下的大学英语教学提供了全方位、多层次、立体化的支持,也为实现《大学英语课程教学要求》提出的深化教学改革、提高教学质量、实现不同层次的教学要求和目标提供了保障。

## 使用建议

《大学英语课程教学要求》提出:“新教学模式应能使选择适合自己需要的材料和方法进行学习,获得学习策略的指导,逐步提高其自主学习的能力。”为贯彻这一方针,《新编大学英语综合教程》针对不同学校的实际情况和使用需要,提供了不同的选择和组合的可能。各学校可根据自己的实际情况,建立适合本校使用的集多种教学模式和教学手段为一体的教学体系。这一教学体系应有利于贯彻分类指导、因材施教的原则,有利于推进教学模式、教学手段和教学方法的创新,同时有利于推动学生进行自主式、个性化的学习,选择适合自己需要的材料和方法,逐步提高自主学习能力和英语综合应用能力,进而满足不同专业各自的发展需要。

## 编写队伍

本册教材由韩红梅担任主编,参加编写的老师有郭婧、池丽霞、王菁、聂晓黎、赵璐、冯雷、李海燕、黄淞、张彩贞、刘娟路、陈伟哲、杨伟超、王冬梅、郝素琴和张志素。初稿完成后,我们特地组织了一个由国内外权威专家、学者以及教学经验丰富的一线老师组成的特审组对整部书稿进行了系统校阅。此外,在书稿的编写过程中,美籍教师 Adren Paul 和 Bagehot James 为我们提供了宝贵的意见和建议,并对书稿进行了系统的审阅。对他们的辛勤劳动,在此一并表示感谢!

从整套书的策划到最终定稿,我们始终坚持把《大学英语课程教学要求》和大学英语的教学实际结合起来,采用了全新的编写思路,实际编写中难免出现纰漏,望广大读者和同行在使用过程中不吝赐教!

编者

# Contents

<b>Unit 1</b>	<b><i>Growing Up</i></b>	<b>1</b>
	Part I Warming up	2
	Part II Text A: <i>Rustling Raspberries</i>	3
	Part III Text B: <i>Standing Tall—A Little Person Teaches a Big Lesson</i>	13
	Part IV Structured Writing	19
	Culture Focus: <i>Coming-of-age Ceremonies</i>	20
<b>Unit 2</b>	<b><i>Discrimination</i></b>	<b>23</b>
	Part I Warming up	24
	Part II Text A: <i>How Can Women Have It All?</i>	25
	Part III Text B: <i>After 40 Years, Age Discrimination Still Gets Second-class Treatment</i>	35
	Part IV Structured Writing	42
	Culture Focus: <i>The Feminist Movement</i>	44
<b>Unit 3</b>	<b><i>Jobs and Careers</i></b>	<b>45</b>
	Part I Warming up	46
	Part II Text A: <i>How a Good Candidate Clears the H. R. Hurdles</i>	47
	Part III Text B: <i>Constraining America's Brightest</i>	57
	Part IV Structured Writing	64
	Culture Focus: <i>Making College Relevant to Employment</i>	65
<b>Unit 4</b>	<b><i>Natural Disasters</i></b>	<b>67</b>
	Part I Warming up	68
	Part II Text A: <i>As Disaster Follows Disaster, Relief Groups Feel the Strain</i>	69
	Part III Text B: <i>Bracing for the Flood</i>	81
	Part IV Structured Writing	89
	Culture Focus: <i>September 11 Attacks</i>	90



# Contents

<b>Unit 5</b>	<b>Family</b>	<b>93</b>
	Part I Warming up	94
	Part II Text A: <i>Clearing Paths to the Past</i>	95
	Part III Text B: <i>Shrines to Childhood</i>	105
	Part IV Structured Writing	112
	Culture Focus: <i>The American Family</i>	113
<b>Unit 6</b>	<b>Internet Security</b>	<b>115</b>
	Part I Warming up	116
	Part II Text A: <i>Typing in an E-mail Address, and Giving up Your Friends' as Well</i>	117
	Part III Text B: <i>Top Ten Cyber Security Tips</i>	128
	Part IV Structured Writing	134
	Culture Focus: <i>Hollywood Hacker Movies</i>	136
<b>Unit 7</b>	<b>Save Ourselves</b>	<b>139</b>
	Part I Warming up	140
	Part II Text A: <i>To Plant a Tree</i>	141
	Part III Text B: <i>To Catch a Rising Rainbow</i>	152
	Part IV Structured Writing	160
	Culture Focus: <i>Earth Day</i>	161
<b>Unit 8</b>	<b>Culture Shock</b>	<b>163</b>
	Part I Warming up	164
	Part II Text A: <i>Living in Switzerland: The Reality Is More Complex than the Image</i>	165
	Part III Text B: <i>Culture Shock: It's the Little Things that Count in the Biggest Ways</i>	177
	Part IV Structured Writing	183
	Culture Focus: <i>Swiss Chocolate</i>	185
	<b>Glossary</b>	<b>187</b>
	<b>Phrases and Expressions</b>	<b>211</b>
	<b>Proper Names</b>	<b>217</b>



# Unit 1

## Growing Up

**Text A Rustling Raspberries**

**3**

**Text B Standing Tall—A Little Person Teaches a Big Lesson**

**13**

Part I

Warming up

Listen to the following passage three times and then fill in the missing information.



One of my most unforgettable experiences 1 on a day last summer, when I was handing out newspapers from door to door. 2 at my study results, I didn't want to go to school any longer. I found a temporary job during my summer 3. Because I was poor in knowledge, the manager only asked me to 4 newspapers from house to house.

At the beginning, I took it for 5 that it would be a piece of cake. There would be no difficulty in finishing it. But to my surprise, when I went to people's houses, they looked me up and down. I could feel that they looked down upon me. I was badly hurt. Though I was 6, I came to another house. A black dog jumped out suddenly. I was 7 and screamed with fear. But no one came to help me. At that time, I came to realize that delivering newspapers was more difficult than reading in the classroom. I wanted to give up, but I couldn't. I tried my best to do the job better. 8 I was very tired, I made it finally.

From this unforgettable experience, I have learnt that if we put our heart into it, nothing is difficult and nothing is impossible. Now, I am sitting in the classroom, happy, 9, and hard-working. As long as I don't lose heart and work harder and harder, I will make much 10.

The following words and expressions in the recording may be new to you:

- from door to door/from house to house 挨家挨户地
- temporary /'tempərəri/ *adj.* 暂时的, 临时的
- a piece of cake 轻松的事, 不费吹灰之力
- scream /skri:m/ *vi.* 尖声喊叫, 惊呼
- deliver /dɪ'lɪvə(r)/ *vt.* 投递; 分送; 送交; 传送; 运载

## Part II

## Text A

## Pre-reading task

1. What action is considered as “stealing”?
2. Do you think a child should be punished if he stole fruit from his neighbor?
3. What punishment is appropriate for a child who steals fruit from his neighbor?

## Rustling Raspberries

Joseph Walker

- 1 Stealing?
- 2 Well, yes—I guess we were stealing, if you want to get all technical about it. But in our 13-year-old brains we were just using the raspberries as God intended them to be used.
- 3 The matter of ownership never occurred to us. We just knew that the Jordans had the best raspberries in the neighborhood, and that their bushes were always heavy with fruit. And suddenly on that summer Friday night, a handful of freshly picked raspberries sounded good.
- 4 Maybe two handfuls.
- 5 So we snuck into the Jordans’ backyard—which, come to think of it, should have been our first clue that we were doing something wrong: we “snuck”. Anytime sneaking is involved, it means you don’t want to get caught, which usually means you shouldn’t be doing it. But we snuck into their backyard and positioned ourselves carefully around the bushes and started harvesting their sweet, juicy berries.
- 6 Now, I’ve got to tell you, there isn’t anything that tastes better than vine-ripened raspberries, fresh off the bush. I probably shouldn’t admit it, but they seem to taste even better if there is a little subterfuge involved. And we were savoring every bite of ill-gotten berry when all of a sudden the Jordans’ backyard lights flicked on, and Mr. Jordan came charging outside.



7 “What are you boys doing out here?” he shouted as my friends scrambled off in all directions, uneaten raspberries flying every which way.

8 He made a brave attempt to grab one or two as they dashed past him, but they were too quick for the old gentleman to catch, and within seconds the boys disappeared into the dark of the summer evening. 25

9 All except one.

10 Uh, that would be me.

11 Speed was never my strength. I was tall. I was strong. But I wasn't very fast. Fast was for the little quick guys. I was all about size and power, neither of which comes into play when you're trapped in a backyard, your lips red with juice from a neighbor's precious raspberries. 30

12 So I stood there, deer-in-the-headlights style, and quickly considered my options. I could run, but I knew perfectly well that even as old as Mr. Jordan was, he could probably outrun me. I could lie, but I couldn't come up with a believable story that would explain why I was in their backyard wearing a T-shirt stained with fresh raspberry juice. Or I could just stand there and accept whatever punishment would surely come my way from the Jordans and my parents. 35

13 To be honest, I didn't like that last option, but I didn't really have a choice. I took the tongue-lashing that Mr. Jordan gave me as he marched me down the block to my house, where my mother took over and escalated the harangue to new levels of righteous scolding. My friends said they could hear every colorful word she uttered from the darkness of our backyard, where they had gathered to celebrate their escape—and to observe my capture. 40

14 They teased me about it for days afterwards, while all I could do was to complain about how unfair it was that I had to pay the full price for doing the exact same thing all of them had done without any noticeable consequences. 45

15 After about a week of this, I complained to my father about the inequity of the situation (and in case any of the boys are reading this: no, I didn't rat you out. I think the statute of limitations on raspberry rustling had already elapsed). 50

16 “I don't think it's unfair at all,” Dad said. “You took raspberries without asking, and you got exactly the punishment you deserved.” 55

17 “But what about the other guys?” I asked. “They didn't get punished at all!”

18 “That's not my concern, nor should it be yours,” Dad said. “You can't control what happens to other people. You can only deal with what happens to you. You made a bad choice that night, and you were punished for it. To me, that is completely fair.” 55

19 Back then I thought Dad just didn't get it. But through the years I have come to realize

that, as usual, he knew what he was talking about.

20 We didn't come to earth with a guarantee that life would treat us fairly. And it doesn't. That's why we can't get bogged down by comparing the various vicissitudes of our lives with the lives of others. Like Dad said, that isn't our concern. 60

21 The only thing we can actually deal with is what happens to us. How we choose to respond to what happens to us is truly the standard by which the quality of our lives will be measured.

22 Whether or not we think it happens fairly.

783 words

## Notes

- 1 Joseph Walker: He began his professional writing career as a staff writer for the *Deseret News* in Salt Lake City, eventually became that newspaper's television and live theater critic. Since 1990 he has been writing a weekly newspaper column called *Value Speak*, which has appeared in more than 200 newspapers nationally.
- 2 raspberries: Traditionally, they were a mid-summer crop, but with new technology, cultivars, and transportation, now they can be obtained year-round. Raspberries need ample sun and water for optimal development. As a cultivated plant in moist temperate regions, it is easy to grow and has a tendency to spread unless pruned. The fruit is harvested when it has turned a deep color (red, black, purple, or golden yellow, depending on the species and cultivar). This is when the fruits are ripest and sweetest. Excess fruit can be made into raspberry jam or frozen.

## New Words

(标“★”的表示四级词汇,标“▲”的表示六级词汇,无标识的为四、六级后词汇)

- bog** /bɒg/ *vt.* cause to slow down or get stuck 使陷入泥沼,使不能前进
- ★ **capture** /'kæptʃə(r)/ *vt.* to take prisoner or gain control over 俘获,捕获;夺取,占领
- ★ **celebrate** /'selibreɪt/ *vt.* to observe (a birthday, anniversary, etc.) 庆祝,祝贺
- ★ **charge** /tʃɑ:dʒ/ *vi.* to make a rush at (a person or thing) 冲锋,向前冲
- ★ **clue** /klu:/ *n.* something that helps to solve a problem or unravel a mystery 线索,提示
- ★ **concern** /kən'sɜ:n/ *n.* something that affects or is of importance (与某人的工作等)有关的事,关切的事,感兴趣的事
- ★ **consequence** /'kɒnsɪkwəns/ *n.* a result or effect of some previous occurrence 结果,后果
- ★ **dash** /dæʃ/ *vi.* to move hastily or recklessly; rush 猛冲,急驰,飞奔
- deer-in-the-headlights** 不知所措
- ★ **deserve** /dɪ'zɜ:v/ *vt.* to be entitled to or worthy of merit 应受,应得,值得
- ★ **disappear** /,dɪsə'piə(r)/ *vi.* vanish, to go away or become lost 消失;不见;失踪

- ▲ **elapse** /ɪ'læps/ *vi.* pass by(时间) 逝去, 过去
- escalate** /'eskəleɪt/ *vt.* increase in extent or intensity 逐步上升; 逐步增强
- flick** /flɪk/ *vt.* touch or hit with a short sudden movement 啪地开动; (急速地) 轻轻转动
- ★ **grab** /græb/ *vt.* to seize or hold of something 攫取, 抓住
- ★ **guarantee** /'gærən'ti:/ *n.* a promise, esp. a collateral agreement 保证; 担保
- ★ **guy** /gaɪ/ *n.* a man or youth 家伙; 青年; 人
- ★ **handful** /'hændfʊl/ *n.* the amount or number that can be held in the hand 一把(的量)
- harangue** /hə'ræŋ/ *n.* a long bombastic declamation expressed with strong emotion 长篇演说; 冗长的训话
- ill-gotten** /'ɪl'gɒtən/ *adj.* obtained illegally or by improper means 非法获得的, 来路不正的
- inequity** /ɪn'ekwɪtɪ/ *n.* unfairness 不公平, 不公正
- ★ **involve** /ɪn'vɒlv/ *vt.* to concern or associate significantly 牵涉, 牵连, 影响
- juicy** /'dʒu:sɪ/ *adj.* full of juice 多汁的
- ★ **limitation** /lɪmɪ'teɪʃən/ *n.* a principle that limits the extent of sth. 限制; 局限
- neighborhood** /'neɪbəhʊd/ *n.* a surrounding or nearby region 附近, 邻近
- ★ **noticeable** /'nəʊtɪsəbl/ *adj.* easily seen or detected 显而易见的, 明显的, 显著的
- ★ **observe** /əb'zɜ:v/ *vt.* to see; perceive; notice 观看, 观察; 看到, 注意到
- ★ **occur** /ə'kɜ:(r)/ *vi.* come to pass 出现, 存在, 发生  
come to one's mind 被想起, 被想到
- ★ **option** /'ɒpʃən/ *n.* one of a number of things from which only one can be chosen 选择
- outrun** /aʊt'rʌn/ *vt.* run faster than... 比... 跑得更快
- ★ **ownership** /'ɒnəʃɪp/ *n.* the state or fact of being an owner 所有权; 占有, 拥有
- ★ **punishment** /'pʌnɪʃmənt/ *n.* a penalty given for any crime or offence 惩罚, 处罚
- rat** /ræt/ *vi.* give away information about somebody 告发; 变节, 背叛
- ★ **respond** /rɪ'spɒnd/ *vi.* & *vt.* show a response or a reaction to sth. 回复; 反应, 应答
- righteous** /'raɪtʃəs/ *adj.* characterized by or proceeding from accepted standards of morality 公正的, 正当的
- ★ **ripe** /raɪp/ *adj.* fully developed or matured and ready to be eaten or used(谷物、果实等) 成熟的
- rustle** /'rʌsl/ *vt.* take illegally 偷, 非法获取
- savor** /'seɪvə(r)/ *vt.* taste appreciatively 品尝; 欣赏
- ★ **scold** /skəʊld/ *vt.* & *vi.* censure severely or angrily 责骂
- ▲ **scramble** /'skræmbl/ *vi.* to move hurriedly or climb awkwardly 攀登; 仓促行动
- ▲ **sneak** /sni:k/ *vt.* & *vi.* to go stealthily or furtively 偷偷摸摸做; 偷偷地走
- ★ **stain** /steɪn/ *vt.* & *vi.* cover with unclean things 沾污; 染污
- statute** /'stætju:t/ *n.* an act passed by a legislative body 法令, 法规
- subterfuge** /'sʌbtəfju:dʒ/ *n.* sth. intended to misrepresent the true nature of an activity 遁辞, 托辞
- ▲ **tease** /ti:z/ *vt.* mock or make fun of sb. playfully 戏弄, 逗弄
- tongue-lashing** /'tʌŋ,læʃɪŋ/ *n.* 斥责, 谴责
- ★ **trap** /træp/ *vt.* & *vi.* hold or catch as if in a trap 设圈套, 设陷阱
- ★ **T-shirt** /'ti:ʃɜ:t/ *n.* a close-fitting pullover shirt 短袖圆领运动衫
- ★ **utter** /'ʌtə(r)/ *vt.* & *vi.* articulate either verbally or with a cry, shout, or noise 发出(声音等); 说, 讲
- vine** /vaɪn/ *n.* 攀爬植物, 藤, 蔓

## New Phrases and Expressions

a handful of 很少; 少量的

一把, 少量的

flick on	(通过轻按)咯哒地一声打开(开关等)
to be honest	说实在的,老实说
have a/no choice	有/没有选择
take over	接管,接收
pay the price for	为...付出代价
complain to	向...抱怨或投诉
in case	假使,如果
as usual	像往常一样,照例
compare with	与...相比
whether or not	无论是或不是,是否

### Proper Names

Joseph Walker

约瑟夫·沃克(人名)

Jordan

乔丹(人名)

### Comprehension of Text A

#### ► Pair Work.

Find a partner. One of you asks the first five questions and the other answers. Change roles from question 6. Then the teacher may check your answers.

- 1) What did the kids intend to do on a summer Friday night?
- 2) Did they feel wrong to do so?
- 3) Why did they still run the risk of doing so?
- 4) What did they do when the owner was charging outside?
- 5) Why did the author still stand there instead of running away?

Now change roles.

- 6) What punishment did the author receive?
- 7) Were the other children punished or not?
- 8) What did the author think of the punishment he received?
- 9) What did the author's father think of his punishment?
- 10) Did the author understand what his father told him?

#### ► Group Work.

Break into small groups and discuss the following questions. Later the teacher may want some of you to report the answers of your group to the class.

- 1) When the kids were found stealing, the author didn't run away. Was it because that he was not afraid of being punished? What was on his mind at that time? Why did he say he had no choice?



- 2) What did Mr. Jordan do to punish the author? And what did his mother do? Did the punishment have any influence on him? Did he feel sorry for his wrong behavior? Why or why not?
- 3) What do you think of the father's attitude towards the event? Do you understand the father? What kind of a person the father was? What did the author learn from the event?

## Vocabulary

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

celebrate	consequence	deserve	guarantee	involve
noticeable	punishment	option	respond	occur

- 1) The government has two \_\_\_\_\_: to reduce spending or to increase taxes.
- 2) Such a mistake would perhaps lead to disastrous \_\_\_\_\_.
- 3) Several famous peaks are said to be \_\_\_\_\_ in the far distance.
- 4) You've been working all morning—you \_\_\_\_\_ a rest.
- 5) Their representative showed no sign of \_\_\_\_\_ to our proposals.
- 6) Giving advice at the right time has to \_\_\_\_\_ a great deal of intelligence.
- 7) Of course, it is shot to \_\_\_\_\_ the 60th anniversary of foundation of the People's Republic of China. You will see a lot of famous stars.
- 8) Wow, really? He was always a lucky dog. Both of us were very naughty, but anyway he could get excuses to avoid the \_\_\_\_\_.
- 9) We have already received many bookings and I am afraid I can't \_\_\_\_\_ anything, please be assured that we'll try our best, Mr. Alexander.
- 10) There is an obvious key reason for this merger program. That is to say, both our firms will benefit a lot from it and a win-win situation will \_\_\_\_\_.

2. Choose the proper phrases to substitute the underlined parts in the following sentences.

- 1) If he comes, let me know.
- 2) In comparison with the maturated Jiuzhaigou scene site, Wuxuhai has a kind of natural ease.
- 3) If goods were not well made, you shall convey your dissatisfaction to the manufacturer.
- 4) Whatever the difficulty, we have to struggle on with our lives. We have to do so.
- 5) We invited twenty people, but only a few of them came.
- 6) Jane beat everybody in the competition and walked away with first prize, just as it was in the past.
- 7) Frankly speaking, if this aspect changed, it would be impossible to

a handful of  
flick on  
to be honest  
have no choice  
in case  
complain to  
pay the price for  
as usual  
compare with  
whether or not