

21

世纪高职高专教育系列规划教材 · 大学英语

NEW INTEGRATED

# English

读和写

修订版

Reading & Writing

3

新综合英语

总主编 / 魏水利 李建利  
主 编 / 党明虎



西北大学出版社  
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### 《新综合英语》系列教材

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## 新综合英语·读和写·3

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## 《新综合英语》系列教材

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## 前言

为了适应高职高专教育英语教学的改革和发展,全面推进素质教育,培养创新人才,陕西省教育厅在“陕西高等教育面向 21 世纪教学内容和课程体系改革研究项目”和“陕西 21 世纪初高等教育教学改革工程”中对教材建设进行了立项研究。本系列教材是这两项研究项目的重要成果,也是陕西省教育厅规划的面向 21 世纪高职高专系列教材之一。

本系列教材主要依据教育部颁发的《高职高专教育英语课程教学基本要求》,同时兼顾《大学英语教学大纲》的要求编写,包括《新综合英语——读和写》(预备级、1~4 册)、《新综合英语——听和说》(预备级、1~4 册)、《新综合英语——综合训练与自测》(预备级、1~4 册)以及与之配套的《教师参考书》。主要供高职高专学生、成人教育学生以及大学本科生使用。各校可根据学生的入学英语水平选择从预备级或一册开始组织教学。

《读和写》每册十个单元,每个单元由六部分组成,即:In-class Reading; After-class Reading; Grammar; Reading Skills; General Writing and Applied Writing. In-class Reading 和 After-class Reading 分别相当于精读和泛读,由同一题材的三篇文章组成,课后配有阅读理解、词汇结构、翻译等各种练习。其中 In-class Reading 中 Preparation 旨在激发学生对本单元有关内容的兴趣,开阔思路,使学生进入积极的语言状态; Grammar 部分为基本的英语语法规则的精讲精练,目的是帮助英语语法知识较为薄弱的学生比较系统地学习英语语法,在听、说、读、写、译中能正确运用所学语法知识; Reading Skills 和 General Writing 部分旨在通过基本读写技能的学习和操练,使学生具有较强的英语读、写能力; Applied 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和技巧的学习和实践,使学生熟悉日常应用文和商业函件的写作要求和方法,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。

《听和说》每册十二个单元,每单元分为 Listening In, Speaking Out, Listening For Pleasure 及 Exercises For Homework 四个部分。各单元前两个部分均围绕学生熟悉或与学生生活相关的话题,以听为基础进行听和说训练;第三部分是听英语歌曲、实景会话等,一是寓教于乐,为课堂教学提供更多的乐趣,二是激发学生的学习兴趣;第四部分通过大量附加的听力材料,旨在进一步加强和提高学生的听力理解能力,同时也可提高学生参加各种英语测试的应试能力。

《教师参考书》为教师提供与《读和写》、《听和说》有关的背景知识、课堂活动材料、难句解释、语言点例释、课文参考译文和练习答案等。

《综合训练与自测》为《读和写》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读、写能力。

《读和写》、《听和说》、《综合训练与自测》各册分工不同,且各有侧重点,但相互间又紧密配合,形成一个有机的整体,以实现高职高专教育英语课程教学要求应达到的目的。

《新综合英语》选材新颖、语言规范、题材多样、内容丰富,具有时代性、趣味性、可思性和前瞻性。在编排上不但注重加强学生英语语言基础知识和基本技能的训练,同时重视学生实际使用英语进行交际的能力,特别是使用英语处理日常和涉外业务活动的能力的培养。

在设计和编写《新综合英语》的过程中,我们既注意吸收现代外语教学理论中适合我国英语教学实际的某些内容,又采纳传统教学理论中某些合理成分,结合我国外语教学中行之有效的理论和方法,联系现状,力求处理好语言基础和语言应用的关系,突出和加强英语实践能力的培养和实际应用。

参加本教材编写的单位有:西北大学、西北工业大学、陕西师范大学、西安电子科技大学、宝鸡文理学院、渭南师范学院、长安大学、西安工业学院、延安大学、陕西财经职业技术学院、陕西交通职业技术学院、陕西职业技术学院、西安铁路职业技术学院(西安铁路职工大学)、西安航空职业技术学院、陕西能源职业技术学院、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、陕西国防职业技术学院共19所院校。这些院校的专家、学者和骨干教师在一年多的时间里,倾注了大量的心血,协同攻关,完成了本教材的编写。在此,向支持本教材编写的陕西省教育厅、有关院校以及西北大学出版社的领导、项目组的全体成员表示衷心的感谢,向审校各册的中外专家、同行表示衷心的感谢。

西安外国语学院院长杜瑞清教授、本教材的特邀顾问翟象俊教授以及其他顾问对本教材的编写提出了宝贵的指导意见和建议。外籍教师 Mark Hedley 和 Amanda Pateman 审阅了书稿英文稿件,王惠玲、王艾芬、田鹏森三位教授分别审校了第二、第三和第四册,他们都付出了大量的劳动,在此,编者一并表示衷心的感谢。

本教材总主编负责系列教材总体设计、编写组织、选材、审稿、校稿、统稿和定稿以及贯通部分的编写。各分册主编负责本册材料搜集、编写、校稿和统稿。

本教材在编写中参考了多种同类的书籍和资料,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。由于编者的水平和经验及编写时间有限,错误和缺点在所难免,我们恳切希望专家、同行和广大师生在使用过程中提出宝贵意见,以便我们修订,使其日臻完善。

编者

2003年7月

READING & WRITING

# Unit 1

## Parents and Children

### Part One: In-class Reading

#### Preparation

I. Perhaps the happiest time in our lives is childhood, during which we grow up, naughty and annoying, making troubles and causing anxiety, but enjoying parental care and love. Work in groups and talk about your childhood.

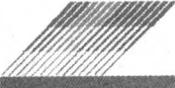
1. Share with your classmates your childhood experiences embraced with your parents' care and love.
2. Did your childhood naughtiness annoy your parents? How did they deal with you?
3. Parental love is great. How do you understand this statement?

II. A piece of news says that a father loaded a set of advanced software in his teenage boys' computer which informs him every half an hour what his boy is doing online. Discuss the following questions with your group mates.

1. What is your opinion on parents' supervision of their teenage children?
2. How would you react if you found that you were being spied on by your teachers, classmates or parents?

The following expressions may help you in your discussion.

*espionage spy on teenagers parental anxiety diaries privacy*  
*protect nervous dangerous drugs sex crime trust careful*  
*video monitoring equipment*

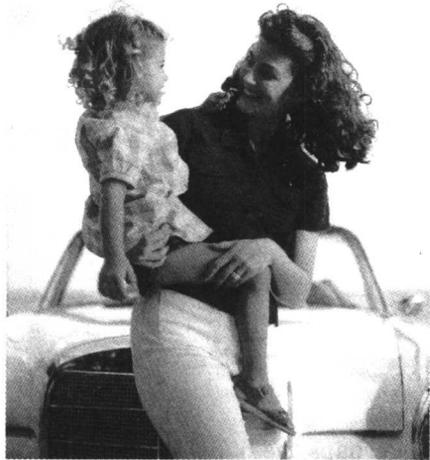


## Text

### Mother and Son

Although it was only five o'clock, the sun had already set and the evening was very still, as all spring evenings are, just before the birds began to sing themselves to sleep. The village was very quiet. The men had gone away to fish for the night after working all the morning with the sowing. Women were away milking the cows in the little fields among the crags.<sup>1</sup>

Brigid Gill was alone in her cottage waiting for her little son to come home from school. He was an hour late, as he was only nine years she was very nervous about him, especially as he was her only child and he was a wild boy, always getting into mischief, mitching from school, fishing minnows on Sunday and building stone "castles" in the great crags above the village. She kept telling herself that she would give him a good scolding and beating when he came in, but at the same time her heart was thumping with anxiety and she started at every sound, rushing out to the door and looking down the winding road, that was now dim with the shadows of evening.<sup>2</sup> So many things could happen to a little boy.



His dinner of dried fish and roast potatoes was being kept warm in the oven among the peat ashes beside the fire on the hearth, and on the table there was a plate, a knife, and a little mug full of buttermilk.

At last she heard the glad cries of the schoolboys afar off,<sup>3</sup> and rushing out she saw their tiny forms scampering, not up the road, but across the crags to the left, their caps in their hands.

"Thank God," she said, and then she persuaded herself that she was very angry. Hurriedly she got a small dried willow rod, sat down on a chair within the door, and waited for her little Stephen.

He advanced up the yard very slowly, walking near the stone fence that bounded the vegetable garden, holding his satchel in his left hand by his side, with his cap in his right hand, a red-cheeked slim boy, dressed in a close-fitting grey frieze trousers that reached a little below his knees and a blue sweater.<sup>4</sup> His feet were bare and covered with all sorts of mud. His face perspired and his great soft blue eyes were popping out of his head with fright. He knew his mother would be angry.

At last he reached the door and, holding down his head, he entered the kitchen. The mother immediately jumped up and seized him by the shoulder. The boy screamed, dropped his satchel

and his cap, and clung to her apron. The mother raised the rod to strike, but when she looked down at the little trembling boy, she began to tremble herself and she dropped the stick. Stooping down, she raised him up and began kissing him, crying at the same time with tears in her eyes.

The boy sobbed, hiding his head in his mother's bosom.

"Go away," she said, thrusting him away from her, "and eat your dinner. You've my heart broken, so you have. Come here and eat your dinner."

She put the dinner on the plate and pushed the boy into the chair. He sat down sobbing, but presently he wiped his eyes with his sleeve and began to eat ravenously. The mother sat on the doorstep, knitting in silence and watching him lovingly from under her long black eyelashes.

All her anger had vanished by now. Still, she wanted to be severe, and although she wanted to ask Stephen what he had been doing, she tried to hold her tongue. At last, however, she had to talk.

"What kept you, Stephen?" she said softly.

"We were only playing ball," he said excitedly, "and then Red Michael ran after us and chased us out of his field where we were playing. And we had to run an awful way; oh, a long, long way we had to run, over crags where I never was before."

"But didn't I often tell you not to go into people's fields to play ball? What would I do if you fell running over the crags and sprained your ankle?"

And she put her apron to her eyes to wipe away a tear.

Stephen left his chair, came over to her, and put his arms around her neck.

"Mother," he said, "I'll tell you what I saw on the crags if you promise not to tell father about me being late and playing ball in Red Michael's field."

"All right, Stephen, what did you see, my little treasure?"

He sat down beside her on the threshold and, looking wistfully out into the sky, his eyes became big and dreamy, and his face assumed an expression of mystery and wonder.

"I saw a great big black horse," he said, "running in the sky over our heads, but none of the other boys saw it but me, and I didn't tell them about it. The horse had seven tails and three heads and its belly was so big that you could put our house into it. And then it soared and galloped away, away, ever so far. Isn't that great thing I saw, mother?"

"It is, darling," she said dreamily, looking out into the sky, thinking of something with soft eyes. There was silence. Then Stephen spoke again without looking at her.

"Sure you won't tell on me, mother?"

"Hush! Little one. Listen to the birds. They are beginning to sing. I won't tell at all. Listen to the beautiful ones."

They both sat in silence, listening and dreaming, both of them.

## New Words

**fish** /fɪʃ/ *v.*

try to catch fish 捕鱼, 钓鱼

●黑体词为大学英语四级考试词汇,加\*词为高等学校英语应用能力考试A级词汇

sow / səʊ/v.

**milk** /mɪlk/v.

crag /kræg/n.

mischief/ˈmɪstʃɪf/n.

mitch/mɪtʃ/vi.

minnow/ˈmɪnəʊ/n.

**castle** /ˈkɑːsl/n.

thump/θʌmp/v.

**wind** /waɪnd/v.

peat/pi:t/n.

**oven** /ˈʌvən/n.

hearth/hɑːθ/n.

buttermilk/ˈbʌtəmlɪk/n.

afar/əˈfɑː/ad.

**persuade** /pəˈsweɪd/vt.

**advance** /ədˈvɑːns/v.

satchel/ˈsætʃəl/n.

frieze/friːz/n.

perspire/pəˈspaɪə/v.

pop/pɒp/v.

**cling** /klɪŋ/v.

**tremble** /ˈtrembl/v.

stoop/stu:p/v.

**raise** /reɪz/vt.

plant or scatter seeds on a piece of ground 播种

take milk from a cow or goat 挤奶

high and steep rock 岩石

bad behavior by children, but not serious harm 调皮; 淘气

(colloq.) be absent from school without asking for leave  
(方)逃学

very small fish that lives in rivers and lakes

城堡

(of heart) beat quickly because of anxiety or excitement  
etc. 心跳

e. g. Her heart was thumping with anxiety.

go, move in a curving or twisting manner 迂回前进; 蜿蜒

e. g. The river winds its way to the sea.

泥煤; 煤炭

烤炉; 烤箱

炉床; 炉边

脱脂牛奶

far off 远; 遥远

make sb. believe sth. or feel sure about sth (使)相信;  
(使)确信

e. g. I persuaded him that it was true.

move forward, especially in a slow and determined way  
前进; 进步

schoolbag

粗呢

become wet on parts of one's body, because of heat and  
hard work; sweat 出汗

look extremely surprised or excited 吃惊地望着; 看着

hold someone or something tight 紧紧抓住

shake slightly because of being upset or frightened, etc.  
发抖; 颤抖; 哆嗦

bend one's body forwards and downwards 弯下腰

look after children and help them grow; bring up 照料;  
养育

e. g. Many women return to work after raising their children.

bosom /'buzəm/ <i>n.</i>	胸部, 胸怀
thrust /θrʌst/ <i>v.</i>	push sb. or sth. with a sudden or violent movement 猛推; 推开 e. g. The man thrust the money into Jack's hand and ran away.
sleeve /sli:v/ <i>n.</i>	part of a garment that covers all or part of the arm 袖子
knit /nit/ <i>v.</i>	make clothing out of wool using two needles 织; 针织
ravenously /'rævɪnəsli/ <i>ad.</i>	hungrily; greedily 饥饿地; 贪婪地
severe /si'viə/ <i>a.</i>	strict and serious 严厉的; 严格的
tongue /tʌŋ/ <i>n.</i>	舌头; 语言; 说话能力
chase /tʃeɪs/ <i>v.</i>	run after in order to capture, or drive away 追赶; 驱逐
treasure /'treʒə/ <i>n.</i>	gold, silver and jewels etc.; wealth; a term of endearment 金银珠宝; 财富; 宝贝
assume /ə'sju:m/ <i>vt.</i>	start to have a particular quality or appearance 采取; 呈现 e. g. assume a new aspect
soar /sɔ:/ <i>vi.</i>	fly or go up high in the air; hover in the air 高飞; 翱翔
gallop /'gæləp/ <i>v.</i>	move very fast 驰骋; 奔驰 e. g. A wild horse was galloping over the sand.

## Phrases & Expressions

get into mischief	be very naughty 胡闹; 淘气 e. g. She is always getting into mischief. 她总是要搞点恶作剧。
start at	make a sudden movement from pain, surprise, fear etc. 惊动; 惊起 e. g. She started at the sight of a lion. 她看见狮子吓了一跳。
pop out	(eyes) grow round or very wide open 睁大眼睛 e. g. His eyes popped out with surprise. 他吃惊得眼睛都瞪出来了。
hold down	keep down; hold one's head down 使垂下; 压低 e. g. These measures helped to hold down the city's population.
cling to	hold tight, as by grasping or embracing 紧紧抓住 e. g. The baby monkey clung to its mother. 小猴子紧紧偎着它妈妈。

stoop down

bend one's body forward and downward 弯下腰

e. g. She stooped down to pick a flower.

thrust sb. away

push away forcefully 用力推开

e. g. She ran to him for a kiss, but he thrust her away unkindly.

hold one's tongue

remain silent; say nothing 缄默; 不说话

e. g. They bribed him by money to hold his tongue. 他们贿赂他, 使他保持缄默。

chase sb./sth. out of

drive or send out by force 赶走; 赶出

e. g. Chase the dog out of the garden. 把狗赶出花园。

## Notes

1. 第一段各句分别用了四种不同动词时态: 1) 过去时用于叙述某一午后五点钟发生的事情; 2) 现在时用于说明一般情况; 过去完成时叙述下午五时前发生的事情; 过去进行时叙述下午五时正在发生的事情。

2. **She kept telling herself . . . . . that was now dim with the shadows of evening.**

此句的意思是: 她不断地嘱咐自己, 等他回来, 一定要好好骂他, 揍他一顿, 可是又因为着急而心跳, 一有声音就跳起来, 冲到门口, 顺着蜿蜒的小路张望, 小路在暮色中已看不清楚。

3. **afar off**: at a distance.

4. **He advanced up the yard very slowly, walking . . . , holding . . . with his cap in his right hand, a red-cheeked slim boy, dressed in . . . a blue sweater.** 此句中 **walking . . . holding . . .** 是现在分词短语做伴随状语。

**With his cap in his right hand** 是介词短语做独立结构表示状态

**dressed in . . . a blue sweater** 是过去分词短语做定语

那孩子慢慢地沿着围栏蹭进了院子, 左手拿着书包, 右手拿着帽子, 两颊红润, 身材瘦长, 穿着到膝盖下的紧身粗呢裤和一件蓝色厚毛衣。

## After-reading Task

### Comprehension of the Text

I. **Work in groups and discuss the following questions.**

1. Why was the mother so anxious and worried about her son?
2. Why didn't the mother beat the boy but instead, raised him up and kissed him when he finally came back?



3. What was the great thing the boy saw while he was playing in the fields?
4. How do you understand the title *Mother and Son*?

**II. From a, b, c and d, choose the one that best complete the following statements.**

1. The village where the story took place was quiet because\_\_\_\_\_.
  - a. the sun had already set and the evening was still
  - b. the birds began to sing themselves to sleep
  - c. children were playing outside the village
  - d. men and women were out, busy working
2. \_\_\_\_\_ so the mother was very worried about him.
  - a. The boy was late for school
  - b. The boy was always late for school
  - c. The boy was only nine years old
  - d. The boy was her only child and he was very wild
3. She persuaded herself that she was very angry, means \_\_\_\_\_.
  - a. she made herself convinced that she was angry
  - b. she made herself decide to be angry
  - c. she told herself not to be angry
  - d. she told herself to try to be angry
4. The mother raised the boy up and began to kiss him because she \_\_\_\_\_.
  - a. thought the boy pitiful
  - b. thought the boy so lovely
  - c. knew the boy was frightened
  - d. loved the boy greatly
5. The boy \_\_\_\_\_.
  - a. entered the kitchen with his head held down
  - b. reached his home with his eyes popping out
  - c. advanced up the yard with his satchel in his right hand
  - d. got to the house with his face covered with mud
6. "The boy wiped his eyes and began to eat ravenously" is closest in meaning to \_\_\_\_\_.
  - a. The boy began to eat hungrily
  - b. The boy started to eat his meal happily
  - c. The boy was eating like a coward
  - d. The boy was about to eat carefully
7. The boy told his mother that he had seen a horse with seven tails and three heads and a belly big enough to hold a house. This suggests that\_\_\_\_\_.
  - a. there was really such a horse
  - b. flying clouds can form different images
  - c. the floating clouds in the sun set can stimulate children's rich imagination
  - d. the boy saw such a horse in his illusion

8. That both the mother and the son sat in silence listening and dreaming indicates that\_\_\_\_\_.
- they were quite romantic
  - both of them had rich thoughts
  - they both liked thinking of something wonderful
  - the affection and love between the mother and the son was very deep

**III. The passage can be divided into four parts. You are given the paragraph number of each part and the main topics. Read through the story and find out the right topic for each part.**

**Paragraphs**

**Topics**

- |               |   |
|---------------|---|
| Para. 1       | A. The mother's anxiety and worry about her nine-year old, wild son                       |
| Para. 2 ~ 6   | B. The time and the place where the story took place                                      |
| Para. 11 ~ 24 | C. The boy's late return home and the mother's love for the son                           |
| Para. 7 ~ 10  | D. The boy's lovely innocence and imagination and the love between the mother and the son |

## Vocabulary and Structure

**I. A word has different meanings in different contexts. Choose the sentence in which the italicized word has the same meaning as the one from the text.**

- A. After working all morning with the ploughing, the villagers began to *sow* the fields with wheat.

B. Soldiers of the Red Army *sowed* the seeds of revolution wherever they passed.
- A. Will he *still* be there when I get back?

B. Please keep *still* while I take your photograph.
- A. The trouble *started* when he couldn't get a job.

B. She *started* when she was tapped on the shoulder.
- A. I *persuaded* her to go to the party with me.

B. They *persuaded* the judge of her innocence.
- A. She *raised* a suggestion at the meeting the day before yesterday.

B. She struggled to *raise* herself to her feet.

**II. Fill the blanks with the words and the expressions given below. Change the form where necessary.**

thump	wind	hearth	perspire	cling to	stoop down
bosom	hold one's tongue	soar	threshold		

- She \_\_\_\_\_ the past; she has to forget the past.
- The old man is dreaming of going back to his hometown and enjoying the happiness of \_\_\_\_\_ and home.
- The Changjiang River \_\_\_\_\_ through high mountains and large plains to the sea.

4. He promised to \_\_\_\_\_ about this matter.
5. With China's rapid advance in economy and culture, all the Chinese people are enjoying living and working in its \_\_\_\_\_.
6. Listening to the birds, he let his imagination \_\_\_\_\_.
7. Upon the good news, his heart \_\_\_\_\_ with excitement.
8. I will never forget the childhood when I sat on the \_\_\_\_\_ waiting for my mother to come back home.
9. After running up to the top of the hill, the young man \_\_\_\_\_.
10. \_\_\_\_\_, the old woman picked up the check and tore it into pieces.

**III. Choose the right word from the following groups of words to fill in each blank. Change the form if necessary. Some of the words can be used twice.**

1. bright brightly brightness brighten
  - a. As the sun went down, the \_\_\_\_\_ of the room gave way to darkness.
  - b. If you work hard, you will have a \_\_\_\_\_ future.
  - c. When night falls, the whole city is \_\_\_\_\_ lit up by the brilliant and colorful lights.
  - d. The presence of the mayor greatly \_\_\_\_\_ the evening party.
2. comfort *v.* comfortable comfort *n.* comforting
  - a. Her job is to \_\_\_\_\_ the sick in the hospital.
  - b. Seeing the woman sobbing at the news of her son's death, the mail-boy felt too awkward to find words to \_\_\_\_\_ her.
  - c. When I entered the room, I saw he was \_\_\_\_\_, sitting in the old chair reading.
  - d. Anyhow, this is \_\_\_\_\_ news.
3. silence *v.* silent silently silence *n.*
  - a. The teacher \_\_\_\_\_ the class with a stern look.
  - b. The children went out, and the room was \_\_\_\_\_.
  - c. We can't pass over the disgraceful affair in \_\_\_\_\_.
  - d. The little girl sat \_\_\_\_\_ in the corner.

## Word Building

**I. The suffix -ness can be used to form abstract nouns (抽象名词). Study the following words and use them correctly in the sentences below.**

happiness	greatness	illness	forgetfulness	usefulness
effectiveness	coldness	vividness	weakness	steadiness

1. My grandma is forgetting things. But her \_\_\_\_\_ is sometimes lovely.
2. The \_\_\_\_\_ of the host made the guests feel ill at ease.
3. Be sure not to show your \_\_\_\_\_ before an enemy.
4. China is developing at a high speed. Whereas, the \_\_\_\_\_ of economic growth weighs more.

5. To be rich and grand doesn't necessarily mean \_\_\_\_\_. In fact, simplicity sometimes is more precious.
6. The great writer is good at using portraying scenes. The \_\_\_\_\_ of his description is fairly impressive.
7. When we look up at a famous person, sometimes we may wonder, is his \_\_\_\_\_ credible?
8. Although the new models seem rather fancy, it does not have any \_\_\_\_\_.
9. The new plan has already been up and running for 3 months, and everyone is persuaded of its \_\_\_\_\_.
10. I wish you good health. For the worst thing in the world is to suffer from \_\_\_\_\_.

**II. The prefix non- means "no", "without" or "not". Study the following words and use them correctly in the sentences below.**

nonconductor	no-nonsense	nonhuman	non-professional
nonperiodic	nonmechanized	nonnatural	nonsignificant

1. Unlike iron and copper, wood is a \_\_\_\_\_.
2. I was deeply impressed by his \_\_\_\_\_ working style. No wonder he was regarded as the most efficient person in the company.
3. Actually, the causes of many disasters are \_\_\_\_\_ but man-made.
4. Sorry, I'm afraid I can't fix your scooter, for I'm \_\_\_\_\_ and I can only deal with minor mechanical problems.
5. Scientists are using \_\_\_\_\_ animals in experiments.
6. Many physical phenomenon are periodic, but others are \_\_\_\_\_.
7. The old factory will sooner or later go bankrupt. Can you imagine a \_\_\_\_\_ factory surviving in the modern world?
8. I don't see why you can't carry out the mission, for all the excuses you produce are rather \_\_\_\_\_.

## Cloze

**For each blank in the following passage there are four choices. Read the passage carefully and choose the best answer.**

These days girls are interested in the question of how much money to take when going out with boys. Girls today often \_\_\_\_\_ (1) as much or more than the boy they go out with. There is no reason why a girl earning money should not either pay a \_\_\_\_\_ (2) of expenses or take a \_\_\_\_\_ (3) paying bill. We are towards equal pay for equal work, and it seems unreasonable to \_\_\_\_\_ (4) the boy always to pay for two. People have a fear of appearing ungenerous, and often the less money they have the \_\_\_\_\_ (5) they feel that way. A boy finds it difficult to invite a girl to a show or a dance and then ask her to pay, but there is no reason why a girl should not \_\_\_\_\_ (6) to pay her share. Or she could pay for the \_\_\_\_\_ (7) next time and invite a boy to come, though

this is not as simple as it sounds. While we accept the fact that a girl should refuse an invitation from a boy, I think her \_\_\_\_\_ (8) might suffer more than a boy's if a boy refused an invitation from her. A boy may find it \_\_\_\_\_ (9) to refuse a girl's invitation even if he wished to do so. Anyhow, I think we have to get used to the idea of equality in \_\_\_\_\_ (10) if we have equal earning.

- |                 |              |                  |           |
|-----------------|--------------|------------------|-----------|
| 1. A. make      | B. get       | C. take          | D. earn   |
| 2. A. dozen     | B. balance   | C. charge        | D. share  |
| 3. A. turn      | B. direction | C. course        | D. chance |
| 4. A. expect    | B. order     | C. inquire       | D. force  |
| 5. A. less      | B. more      | C. worse         | D. better |
| 6. A. afford    | B. offer     | C. apply         | D. grant  |
| 7. A. waiter    | B. tip       | C. seats         | D. tax    |
| 8. A. heart     | B. value     | C. pride         | D. anger  |
| 9. A. miserable | B. reluctant | C. uncomfortable | D. hard   |
| 10. A. spending | B. paying    | C. displaying    | D. dating |

## Translation

Translation the following sentences into English.

1. 孩子们吓得瞪大了眼睛。(pop out)
2. 他小时候很顽皮,经常逃学。(mitch from school)
3. 在遥远的山区,许多孩子仍然上不起学。(afar off)
4. 十几年的发展使这个城镇呈现出一派新气象。(assume)
5. 由于受到惊吓,这匹马在田野上狂奔。(gallop)

## Part Two : After - class Reading

### Passage A

#### My Son , the Novelist

*It is said that peers are rivals. But when a son enters his mother's profession and achieves some success, how will the mother react? Will they become competitors? Will the mother feel envious of her*