

English Reading

英语阅读

(英语专业基础阶段 1~4 级用书)



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前言

人类创造了文字以后,阅读便成为人类获取知识的主要手段和途径。即使在科学技术高度发达、知识传播媒介先进多样的今天,阅读仍然是人类获得知识和信息的主要途径和手段。就英语学习而言,阅读历来受到教育部门、专家学者和师生的重视。在中国,英语阅读传统上分为精读和泛读。顾名思义,精读要精,对精读课文的讲解要精而细,主要解决学生对英语基本词汇和基本语法的学习和使用问题。泛读要泛,泛读课文包含的内容和题材广而泛,主要让学生通过大量的阅读去熟悉各种语言现象,了解与英语语言有关的英美国家的社会、文化、地理、历史等背景知识,但由于课时安排得少,泛读课文的讲解只能粗而略,多学习上的问题,学生只能课后靠自己来解决。那么,通过泛读学生要解决哪些学习问题呢?根据编者 30 余年的教学经验,认为以下 4 点尤为重要:

1. 通过泛读熟悉、消化、掌握精读课学过的语法和结构。

2. 通过泛读熟悉、消化、掌握精读课学过的重要词汇,并在此基础上通过联想和归纳,充实和扩大词汇量和习语量。对英语专业四级认知词汇 5 000~6 000 个,八年级认知词汇 9 000~12 000 个的词汇量要求,主要应通过泛读来完成。

3. 通过泛读熟悉和了解英语的各种体裁和文体。

4. 通过泛读了解和学习英美国家的社会、文化、地理、历史等背景知识。

根据以上理念和大纲的要求,结合目前尚无一套理想的阅读教材能满足学生达到以上目的的实际,我们编写了这套《英语阅读》,供高等学校英语专业学生基础阶段学习使用。

本套教材共 4 册,每学期(或每级)学习 1 册,每册含 16 个单元,每个单元含 3~4 篇文章(text),根据目前英语专业四级考试的考试内容需要,其中 1 篇为快速阅读练习(Speed Reading),每篇快速阅读练习由若干小段(passage)组成。为了达到以上所述泛读的目的,根据 4 级考试内容的需要,每篇文章(快速阅读练习除外)后设有 5 个方面的学习内容:

1. 阅读理解(Comprehension)部分采取多项选择、True or False、填空等多种形式以检验学生的阅读理解能力。

2. 词汇学习与联想(Word Study and Associations)部分旨在帮助学生充实和扩大词汇量,让学生对课文中的重要词汇(学过的或未学过的)进行联想和归纳式学习,包括以下内容:

(1)横向顺向联想——学到一个词联想到它的派生词以及由该词组成的常用短语。例如:universe → universal → universal agreement(全体一致);a universal language(世界通用语言) → universally → It is universally acknowledged that... (普遍认为……)

(2)横向逆向联想——学到一个词联想到它的反义词。例如:advantage → disadvan-

tage; reveal → conceal。

(3)纵向联想——学到一个词联想到它的同义词。例如:colossal → huge → immense → gigantic → titanic → tremendous。

(4)纵向联想用法辨析——学到一个词联想到它的同义词时,如果其同义词在用法上有区别,指出其区别并用例句加以说明。例如:alter → change。alter 表示使某事物在外观、性质、用途等方面稍作改变,而 change 的词义广泛,常指使某事物在各方面作完全改变。例如:I'll have to alter the plan because some data are wrong. (我必须修改一下计划,因为有些数据有误。) He changed the design of the house completely. (他完全更改了房屋的设计。)

3. 短语与用语(Phrases and Expressions)部分旨在通过对课文中的重要短语和用语的纵向同义联想和归纳,充实和扩大学生的词语量。例如:concentrate one's mind on (sth. /doing sth.) → focus/center one's attention on(sth. /doing sth.)

4. 结构与语法(Structure and Grammar)部分采用解释加例句的方式,帮助学生学习和掌握课文中的重要句子结构和语法,扫除阅读中的障碍,并学会在语言实践中应用。例如:Highly advanced civilizations may have existed on other planets long before intelligent forms of life evolved on the earth. (在有智慧的生命形式在地球上进化以前,高度发达的文明或许早就在其他星球上存在了。)本句中的情态动词(may)+动词完成形式(have existed)是一种表示说话人推测的一种结构。根据说话人推测语气的强弱,情态动词可用 may/might,can/could,should/ought to,must 等,分别表示或许、可能、应当、一定已经发生的事情。例如:She left last night, and she may (might/can/could/should/ought to/must) have arrived in Beijing now. (她昨晚走的,现在她或许(可能/应该/一定)已经到北京了。)

5. 背景知识(Background Knowledge) 部分主要介绍课文中涉及的有关英美国社会、文化、地理、历史等方面的背景知识,以扩大学生对西方社会了解的知识面。

本书以语言学的基本原理和语用原则为指导,编写上刻意求新,试图以有限的语料拓展出一个较大的语义场及语用语境,让学生利用有限的语料最大限度地获得和提高自己的语言能力和背景知识,从而提高交际能力与应试能力。

编 者

2005 年 7 月



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Unit 1

Passage One

Secrets of “A” Students

Edwin Kiester & Sally Valentine Kiester

Alex, now a first-year student in natural sciences at Cambridge, played football for his school in Manchester and directed the school production of a play — but he left school with five A’s. Amanda, studying English at Bristol University, acted in plays at her school and played tennis regularly. Yet she still managed to get four A’s.

How do A students like these do it? Brains aren’t the only answer. The most gifted students do not necessarily perform best in exams. Knowing how to make the most of one’s abilities counts for much more.¹

Hard work isn’t the whole story either. Some of these high-achieving students actually put in fewer hours than their lower-scoring classmates. The students at the top of the class get there by mastering a few basic techniques that others can easily learn. Here, according to education experts and students themselves, are the secrets of A students.

1. Concentrate! Top students allow no interruptions of their study time. Once the books are open, phone calls go unanswered, TV unwatched and newspapers unread. “This doesn’t mean ignoring important things in your life,” Amanda explains. “It means planning your study time so that you can concentrate. If I’m worried about a sick friend, I call her before I start my homework. Then when I sit down to study, I can really focus.”

2. Study anywhere or everywhere. A university professor in Arizona assigned to tutor underachieving college athletes, recalls a runner who exercised daily. He persuaded him to use the time to memorize biology terms. Another student stuck a vocabulary list on his bathroom wall and learned a new word every day while brushing his teeth.

3. Organize your materials. At school, Tom played basketball. “I was too busy to waste time looking for a pencil or a missing notebook. I kept everything just where I could get my hands on it,” he says. Paul, a student in New Mexico, keeps two folders for each subject — one for the day’s assignments, the other for homework completed and ready to hand in. A drawer keeps essentials together and cuts down on time-wasting

searches.

4. Organize your time. When a teacher set a long essay, Alex would spend a couple of days reading round the subject and marking notes, and then he'd do a rough draft and write up the essay. He would aim to finish a couple of days before the assignment was due so that if it took longer than expected, he'd still meet the deadline. Amanda stuck to a study schedule that included breaks every two hours. "Trying to study when you're overtired isn't smart," she advises. "Even a short break to stretch or get some fresh air can work wonders."

5. Learn how to read. "I used to spend hours going through irrelevant material," Amanda remembers. "But then I got used to reading quickly; if the first sentence of a paragraph wasn't relevant, I'd move on to the next paragraph." "The best course I ever took," says an Oklahoma student, "was speed-reading. I not only increased my words per minute but also learned to look at a book's table of contents and pictures first. Then, when I began to read, I had a sense of the material and I retained a lot more." To such students, the secret of good reading is to be an active reader — one who keeps asking questions that lead to a full understanding of the material being read.

6. Take good notes. "Before writing anything, I divide my page into two parts," says Amanda, "the left part is about a third of the page wide; the right, two-thirds. I write my notes in the wider part, and put down the main ideas on the left. During revision, this is very useful because you can see immediately why the material is relevant, rather than being worried by a great mass of information." Just before the end of lesson bell rings, most students close their books, put away papers, talk to friends and get ready to leave. But a smart student uses those few minutes to write two or three sentences about the lesson's main points, which he scans before the next class.

7. Ask questions. "If you ask questions, you know at once whether you have got the point or not," says Alex. Class participation is a matter of showing intellectual curiosity. In a lecture on economics, for example, curious students would ask how the Chinese economy could be both socialist and market-driven, thus interesting themselves not only in whats, but also in whys and hows.

8. Study together. The value of working together was shown in an experiment at the University of California at Berkeley. A graduate student there who observed a first-year calculus course found that Asian-American students discussed homework, tried different approaches and explained their solutions to one another while the others studied alone, spent most of their time reading and rereading the text, and tried the same approach time after time even if it was unsuccessful.

After all, the secrets of A students are not so secret. You can learn and master them and become an A student, too.

I. Comprehension

i. Decide whether each of the statements below is true or false according to the text.

Write the letter T or F before each statement.

1. () The best students are not necessarily those who work the hardest.
2. () Intelligence is the key to getting good grades.
3. () It is not necessary to study only in the library or at your desk.
4. () Organizing materials helps you to study more efficiently.
5. () Taking breaks while you study disturbs your concentration.
6. () It is important to read every word of your assignment with care.
7. () Asking questions is a sign of being a good student.
8. () For group study to be effective, everyone should use the same approach.

ii. Choose the best answer to each of the following questions.

1. The purpose of this passage is _____.
 A. to describe college life
 B. to give advice for college success
 C. to warn against being lazy at college
 D. to increase college enrollment
2. According to the passage, the most important key to getting good grades at college is _____.
 A. asking questions in class
 B. doing assignments ahead of time
 C. working as hard as you can
 D. learning how to study effectively
3. Which of the following does the passage NOT say you should do? _____.
 A. Organize your time and materials.
 B. Write down every word the professor says in class.
 C. Treat studying like business.
 D. Study together.

II. Word Study and Associations

1. perform /pə'fɔ:m/ v. 执行, 完成; 演出, 表演 → perform a task, one's duty, a miracle
 执行任务、履行义务、创造奇迹 (同义) accomplish, achieve, fulfill, complete (用法)
 accomplish 指成功地完成了规定的工作、计划、任务等, 侧重强调达到预期目的整个过程。→ (例句) They accomplished the difficult task assigned to them. 他们完成了分配给他们的那项艰巨的任务。achieve 指通过持续的努力而使目的、事业、计划、愿望等成功实现, 特别强调是在困难情况下完成的, 因此也经常用来表示由于功绩或努力而理所当然应该得到的成功。→ (例句) You will have to work hard to achieve your ambition to be a musician. 为实现你想成为一名音乐家的愿望, 你得努力才行。fulfill 指达到预定的目标, 如计划的完成、职责的履行、诺言的实现、任务的完成等。→ (例句) The task must be fulfilled as quickly as possible. 该任务必须尽快完成。complete 指完成了一切必要的工作之后将工程、计划、理想、著作等全部结束, 是比 finish 正式的用语。→ (例句) We completed our plans for the surprise party just in time.

我们刚刚及时地完成了召开那个秘而不宣的庆祝会的计划。→ performance /pə'fɔ:məns/ *n.* 表演 → the evening of performance 晚场演出 → give a performance of *Hamlet* 演出《哈姆雷特》

2. high-achieving /haɪə'tʃi:viŋ/ *adj.* 得高分的

3. lower-scoring /ˌləʊə'skɔ:riŋ/ *adj.* 得分较低的

4. concentrate /'kɒnsəntreɪt/ *vi.* 全神贯注;集中思想;专注;专心 (同义) be absorbed in, devote one's mind to, focus on, rapture → (例句) We must concentrate our efforts on improving education. 我们必须致力于改进教育工作。→ concentration /ˌkɒnsən'treɪʃən/ *n.* 集中注意力 → concentrated *adj.* 极度的;紧张的;加强的

5. interruption /ˌɪntə'rʌpʃən/ *n.* 打扰;干扰;中止;阻碍 → (例句) Numerous interruptions have prevented me from finishing my work. 我屡遭搅扰以致工作未能完成。→ interrupt /ˌɪntə'rʌpt/ *v.* 打断 → (例句) Trade between the two countries was interrupted by the war. 两国间贸易因战争而中断。(同义) interfere, hinder, intervene (用法) interfere 指妨碍或干预某人或某事,这种干预往往是令人讨厌的,后常跟介词 with 或 in。→ (例句) We don't allow other countries to interfere with our internal affairs. 我们不允许别国干涉我国内政。intervene 强调“夹在中间”,因此,可以有“从中调解”、“从中阻挠”的含义。第二个含义与 interfere 重叠,有时可以互换。后面接介词 between 或 in。→ (例句) The woman tried to intervene between her husband and son, but she was roughly pushed aside. 那女人试图把自己的丈夫和儿子隔开,但是她被粗鲁地推到一边。hinder 表示阻碍人与事,使之缓慢下来,可能是由于主动性的干扰,也可能是无意的行动或情况。→ (例句) Deep mud hindered travel. 泥泞道路妨碍了旅行。

6. ignore /ɪg'nɔ:/ *vt.* 不理;忽视 → (例句) I can't ignore his rudeness any longer. 他粗暴无理,我再也不能不闻不问。(同义) neglect, overlook, disregard, take no notice of (用法) neglect 为普通用语,指对职责、义务或应该做的事没有给予足够或适当的注意。这种忘记可能为有意的,也可能为无意的。→ (例句) Those who neglect their duties should be punished. 玩忽职守者应受到惩罚。ignore 指“疏忽”、“不顾”,强调对某人或某物故意不理睬,有时还带有固执地拒绝的意味。→ (例句) His driving license was revoked by the police for his ignoring the red light many times. 他因多次闯红灯而被警察吊销了驾驶执照。disregard 指经过仔细认真、完全自觉的思考后而不给予理会或注意,通常为故意地、部分地不理睬或忽视。→ (例句) I completely disregard the gossip and rumor around me. 我对周围的闲言碎语完全不理睬。take no notice of 指不注意某人或某事物,不理睬。→ (例句) Take no notice of what he says! 别理会他的话!

7. focus /'fəʊkəs/ *v.* 集中注意力于某事情 → focus sth. on sth. (=concentrate on) 集中注意力于某事

8. assign /ə'saɪn/ *vt.* 委派;指派 (同义) call on → (例句) They've assigned their best man to the job. 他们选派了最合适的人做那项工作。→ assignment *n.* 任务或职责

9. underachieving /ˌʌndə'reɪ'tʃi:viŋ/ *adj.* 未能充分发挥学习潜力的;学习成绩不良的 →

underachieve *v.* 成绩不理想(尤指功课)

10. athlete /'æθlɪt/ *n.* 运动员 → athlete's foot 脚癣 → athletic /æθ'letɪk/ *adj.* 运动员的; 健壮的
11. recall /rɪ'kɔ:(ː)l/ *vt.* 回想(起); 记得(同义) → call to mind; recollect, reminisce; think about, cast back → recall /rɪ'kɔ:(ː)l/ *n.* 记性; 召回 → beyond/past recall 想不起来
12. memorise, -rize /'meməraɪz/ *vt.* 记住; 熟记(同义) bear in mind, learn by heart → memory /'meməri/ *n.* 纪念 → in memory of sb. /纪念某人
13. missing /'mɪsɪŋ/ *adj.* 缺失的, 找不到的; 失踪的, 下落不明的 → (例句) The book had two pages missing/two missing pages. 那本书缺两页。
14. notebook /'nəʊtbʊk/ *n.* 笔记本; 记事本
15. folder /'fəʊldə/ *n.* 文件夹
16. assignment /ə'saɪnmənt/ *n.* (1)[C](指定的)作业; (分派的)任务。(2)[U] 转让(尤指财产、权利等)
17. drawer /'drɔ:(ə)/ *n.* 抽屉
18. essential /ɪ'senʃəl/ *n.* [常用 *pl.*] 必需品 → (例句) We only had time to pack a few essentials. 我们只来得及装上几件必需品。→ *adj.* (to, for) 绝对必要的; 非常重要的 → (例句) Is money essential to happiness? 金钱对于幸福是必不可少的吗? (同义) necessary, indispensable, crucial, vital (用法) essential 侧重指所修饰的事物的要素或特性是最本质的、必不可少的、绝对必要的。如果缺少这些特点或属性, 该事物就无法存在或无法形成应有的状态。indispensable 强调人或事物因显得太重要或太有用而必不可少, 或者为完成某一件事或达到一定目的某人或某物不可缺少的, 否则就无法做成该事或达到目的。→ (例句) Hard work is an indispensable part of success. 勤奋是成功必不可少的一部分。crucial 意为“决定性的”、“极重要的”, 指对关键性事物不断增长的缺乏或需求, 或需求紧急情况或危急转折关头。→ (例句) We must pay attention to this crucial test. 我们必须重视这次决定性的测验。necessary 为一般用语, 侧重主观上必需的、不可避免的东西, 而客观上则不一定必不可少。它还可指由于存在某些因素而在逻辑上应该发生某事。→ (例句) Doing more test papers at ordinary times is necessary for students to pass the final-term examinations. 平时做更多的测试题对学生通过期末考试是必要的。vital 指的是与生命有关的、维持生命所必需的, 也可指对某事物的存在、成功或运作极重要的、必不可少的。→ (例句) The heart performs a vital bodily function. 心脏起着维持生命的重要作用。→ essence /'esəns/ *n.* 本质; 精髓; 要素
19. essay /'eseɪ/ *n.* 论说文; 散文
20. draft /draʊt/ *n.* 草稿; 草案 → a draft amendment, copy, version 修正草案、草稿、初稿 *vt.* 起草; 草拟 → draft a contract, parliamentary bill, treaty, etc. 起草一份合同、议会法案、条约等
21. due /dju:(ː)/ *adj.* 到期的; 预定应到的 → fall / become due 到期 → in due course 在适当时机; 最终

22. deadline /'dedlain/ *n.* 最后期限 → meet a deadline 如期 → miss a deadline 超过期限
23. schedule /'ʃedju:l; 'skedʒul/ *n.* 时间表;日程安排表 → have a full schedule 预定计划表排得很满 *v.* 将某事列入进度表
24. overtired /'əʊvə'taɪəd/ *adj.* 过度疲劳的
25. stretch /stretʃ/ *vi.* 舒展身体,伸懒腰
26. irrelevant /i'reləvənt/ *adj.* (to) 不相关的;不相干的 → irrelevant remarks 不相关的言语 → irrelevance /i'reləvəns/ *n.* 不相关;不切题
27. relevant /'reləvənt/ *adj.* 相关的;相干的 → a highly relevant argument, point, suggestion 密切相关的论据、论点、建议
28. speed-reading /spi:d'ri:diŋ/ *n.* 快速阅读
29. per /pə:/ *prep.* for each 每;每一
30. content /'kɒntent/ *n.* (1)(*pl.*) 目录(同义) catalogue, table of contents。(2) 内容
31. retain /ri'tein/ *vt.* 保持;保留(同义) maintain → retain the original style 保持原有的风格 → retainer 聘用定金
32. revision /ri'viʒən/ *n.* 复习;修改 → revise /ri'vaɪz/ *v.* → revise proposals, estimates, rules, figures 修正提案、估计、规则、数字
33. scan /skæn/ *vt.* 浏览,扫视(同义) run one's eyes over, sweep, skim over, skim through → scanner *n.* 扫描器(尤指医疗用的)
34. participation /pɑ:tisi'peɪʃən/ *n.* 参与;参加
35. participate /pɑ:'tisipeɪt/ *vi.* (in) 参加;参与(同义) join, take part in, be in for, enlist → participate in a competition, discussion, meeting 参加竞赛、讨论、会议 → participant /pɑ:'tisipənt/ *n.* 参加者
36. intellectual /'ɪntɪlektʃuəl/ *adj.* 知识的;智力的 → the intellectual faculties 智能 *n.* 知识分子
37. curiosity /kjuəri'æsiti/ *n.* 好奇(心);求知欲 → curiosity about distant lands 对于遥远国家的好奇心 → curious about sth. 对……好奇 → curious about the origin of mankind/ the structure of atoms 对人类的起源/原子的结构有兴趣
38. economics /i:kə'nɒmiks/ *n.* 经济学
39. economy /i'kɒnəmi/ *n.* 经济(制度) → feudal economy 封建经济 → domestic economy 家庭经济、家政
40. market-driven /'mɑ:kɪt'drɪvən/ *adj.* 市场驱动的
41. graduate /'grædʒueɪt/ *adj.* 研究生的 *vi.* 毕业 *n.* 有学位者,大学毕业生 graduate student 研究生
42. calculus /'kælkjuləs/ *n.* (*pl.* -li /-lai/or -luses /-ləsɪz/) 微积分(学)
43. approach /ə'prəʊtʃ/ *n.* 靠近;接近 → (例句) As you approach the town, the first building you see is the church. 接近那座城镇的时候,首先看到的就是教堂。→ approachable /ə'prəʊtʃəbəl/ *adj.* 可接近的

44. solution /sə'lu:ʃən/ *n.* 解决(办法) → the solution to a crossword puzzle 纵横填字谜
→ solve /sɒlv/ *v.* (同义) settle, figure out, resolve → solve a crossword puzzle 解
纵横字谜

III. Phrases and Expressions

1. make the most of 充分发挥(某人的能力、机遇等); 尽量 (同义) (1) make use of; take advantage of. (2) 极为重视; 非常关心。 (3) 把……形容得淋漓尽致
2. for much/little 很有/没有多少价值或重要性
3. not the whole story / only part of the story 不是全部情况/只是部分情况
4. put in (1) 花费 (时间或金钱)。 (2) 插话。 (3) 干(工作); (努力)。 (4) 安装(某物); 安置; 安插; 委派(某人)
5. get (or lay) one's hands on (1) (为了惩罚) 抓住。 (2) 获得。 (3) 找到; 找出
6. hand in 交上; 提交 (同义) put in, deliver
7. keep...together 把……聚在一起
8. cut down on 减少 (同义) reduce, lessen, cut down, allay
9. stick to 坚持; 不放弃 (同义) persist in, adhere to, insist on, persevere in
10. work wonders 创奇迹; 产生奇妙作用
11. go through (1) 从头至尾看; 遍查。 (2) 举行, 实行
12. lead to 导致; 引起 (同义) result in, make for, bring on
13. a couple of 两(个); 两三(个)
14. write up (1) 写出; 写成。 (2) 报道, 详细地记述
15. put down (1) 写下。 (2) 使飞机降落
16. put away 把(某物)放到合适的地方

IV. Structure and Grammar

1. Knowing how to make the most of one's abilities counts for much more.

本句是 *v-ing* (动名词) 做主语。-ing 分词在句中做主语通常有两种位置, 一种是把-ing 分词直接置于主语位置, 第二种是用先行词 *it* 做形式主语, 把-ing 分词分句置于句末。本句属于前者。例如: Speaking a language is a most effective way of learning it pleasantly and naturally.

V. Background Knowledge

1. Edwin Kiester /'edwin'ki:stə/ 埃德温·基斯特
2. Sally Valentine Kiester /'sæli 'væləntain 'ki:stə/ 莎莉·瓦伦丁·基斯特
3. Alex /'æliks/ 阿历克斯 (男子名)
4. Cambridge /'keimbridʒ/ 剑桥 (英格兰东南部城市, 剑桥大学所在地); 剑桥大学 = Cambridge University
5. Manchester /'mæntʃistə/ 曼彻斯特 (英格兰西北部城市)
6. Amanda /ə'mændə/ 阿曼达 (女名)
7. Bristol /'brisl/ 布里斯托尔 (英格兰西南部港口城市)

- 8. Arizona /ˌæriˈzəʊnə/ 亚利桑纳州(美国州名)
- 9. New Mexico /nju(:)ˈmeksikəʊ/ 新墨西哥州(美国州名)
- 10. Oklahoma /ˌəʊkləˈhəʊmə/ 俄克拉荷马州(美国州名)
- 11. California /ˌkæliˈfɔːnjə/ 加利福尼亚州(美国州名)
- 12. Berkeley /ˈbɜːkli/ 伯克利(美国加利福尼亚州西部城市)

Passage Two

A Letter to the Next Generation

To the future:

I hope that all of your generations learn from our mistakes. The most important lesson of all is, “Take care of your environment.” Natural resources, I believe, will not last forever — whatever forever may be.

I hope that all of you in the future will have a stronger sense of love, peace, tolerance, fairness and family structure. I hope you will have grown above prejudice and disregard for human life. There have been so many young and old people who never got the opportunity to contribute to the society you may now have, because their lives were cut short by violence, war or disease.

Be kind to one another. Hold on to your sense of humor. Smile and laugh. Listen to music — whatever type makes you feel and think and gives you happiness.

Plant many, many beautifully colored flowers and pause to smell them often.

Cherish the animals you have left — you can learn from them.

Believe that there is something greater than yourself. Always strive for what will be good for all, not just a few. I hope that in the future it will not matter what color a person is. It never should have mattered, but it did during my time. I always felt that when we are physically hurt, we all bleed red blood. We all feel pain and sorrow and most of all, tears have no color, and sadness has no limits no matter who you are, what you have or where you come from.

I hope there will be no need for jails that people will have learned that good presides over evil. We have been locking up our criminals for centuries — it doesn’t work. Although law and order is important for any society to survive, be cautious about who writes your laws and who enforces them. I hope you create a society that is not based on currency. There is an old saying that “money is the root of all evils”. No truer words have ever been written. People kill their own flesh and blood for it.

I know I have painted a very bleak picture of the past. It isn’t all devastating. I

hope and pray that you, too, can experience green trees blowing in the wind, a beautiful blue sky with white clouds, seagulls laying out their wings and letting the wind bring them safely to Earth, the ocean constantly rolling toward land, the way the rain feels on your face during a summer shower, snow making the world look brand new, stars putting on a show in a black sky. Whenever you have the opportunity, night or day, stare up at the sky.

We tried to make a better world. I'm sorry if we left you with a mess in any form. Our intentions were honest. I pray that you remember us with kindness.

From my heart and soul, I wish all good things for you.

Patricia Rabito

A traveler in a time past

I. Comprehension

i. Choose the best answer for each of the following questions.

1. The author thinks that _____.
 - A. the future generations will not take care of their environment
 - B. we haven't protected our environment well
 - C. we can use our natural resources forever
 - D. the future generations will not make mistakes
2. It can be learned from the second paragraph that _____.
 - A. we have got rid of prejudice
 - B. much attention has been paid to human life
 - C. all the people in the future will contribute to their society
 - D. violence and war have taken away many people's lives
3. The author thinks that _____.
 - A. everyone is equal in the world of today
 - B. it's impossible for people to learn from animals
 - C. people should be regarded as equal no matter what color they are
 - D. too many flowers may also cause problems to the environment
4. The author hopes that the future society will not be based on currency because _____.
 - A. money may lead to all kinds of evil
 - B. money must be replaced by something new
 - C. money should not have been used in the first place
 - D. money will no longer be a mark of wealth
5. In the author's eyes, the world in which she lives is _____.
 - A. exciting
 - B. depressing
 - C. interesting
 - D. encouraging
6. The author prays that the future generations can _____.

- A. have the opportunity to write completely new laws
 - B. lock up all criminals in prison
 - C. raise more animals and treat them as their friends
 - D. spend more time experiencing the beauties of nature
7. The author’s main purpose in writing the letter is to tell the future generations that _____.
- A. they may live much longer than we do
 - B. they must work harder to make greater achievements
 - C. they should learn lessons from our mistakes
 - D. they will need to forgive our mistakes
- ii. The following sentences are all taken from the text *A Letter to the Next Generation*. Go over each of them carefully and try to figure out the meaning of the underlined parts from the way they are used.
1. Natural resources, I believe, will not last forever — whatever forever may be.
- A. source
 - B. supply of raw materials
 - C. structure
 - D. land and its surroundings
2. I hope you will have grown above prejudice and disregard for human life.
- A. off
 - B. on
 - C. beyond
 - D. from
3. Be kind to one another. Hold on to your sense of humor.
- A. Try to keep
 - B. Catch hold of
 - C. Take control of
 - D. Insist on
4. I hope you create a society that is not based on currency.
- A. adapted to
 - B. built on
 - C. cautious about
 - D. tired of
5. I know I have painted a very bleak picture of the past.
- A. basic
 - B. fanciful
 - C. hopeless
 - D. dull
6. I hope that people will have learned that good presides over evil.
- A. protests against
 - B. brings out
 - C. locks up
 - D. takes control of
7. Always strive for what will be good for all, not just a few.
- A. make efforts to gain.
 - B. take care of
 - C. take advantage of
 - D. make up for
8. Although law and order is important for any society to survive, be cautious about who writes your laws and who enforces them.
- A. enthusiastic
 - B. anxious
 - C. curious
 - D. careful

II. Word Study and Associations

1. generation /ˈdʒenə'reɪʃən/ *n.* 代; 一代人 → generative /ˈdʒenə'reɪtɪv/ *adj.* (同义) productive, fertile 能生产的; 有生产力的 (用法) fertile 可以形容动物、植物的“多产”、“丰产”,还可以形容土壤的“肥沃”,还可以用以比喻意义。→ (例句) Fertile soil yields good crops. 肥沃的土壤能种出好庄稼。productive 指人或事物“多产的、有成果的”,是一个意义很广泛的词。→ (例句) He is a productive writer. 他是一位多产作家。