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Unit 1 College Life

你是否曾经无数次幻想着大学的校园生活？想象着沉浸在书的海洋中，漫步于林间小道中？而如今你身在大学的校园里，又将如何度过这几年的大学生活呢？

Situational dialogues

A: Hi, Susan.

B: Hello.

A: We haven't seen each other for a long time.

B: Yes, since graduation. By the way, which university you are studying now? .

A: In a business college, I have been here for more than a year, and I feel university life is really fine.

B: Yes, college life is quite good, here one can do many things I like and everyone can do their own thing, such as I can read my favorite books, join the club that I like, what is more important is that I can feel oneself like the course.

A: What college course do you like most?

B: I like cut history for history most, I like it very much, the civilization our ancestors created was great. In the learning process, I feel my identification to motherland culture deepened ceaselessly. Through the study, I just know the world to China's misunderstanding, modern ancients understanding. You know, we can't use the vision to judge the ancients now.

A: Boon, I agree with what you said. for foreigners to our misunderstandings are too deep, and we don't know much about the country's history, there are many misunderstandings.

B: Except history, I like a lot of other courses. Economics is also my favorite, as long as we know we have the opportunity to study, we are really very happy.

A: Then we should cherish this chance more, we must study hard.

B: Well, let us work together.

Text A A Satisfying College Experience

Pre-reading Activities

1. Work in groups and discuss the following questions.

(1) Name some of the most famous colleges and universities in the world. What are they famous for?

(2) What's your impression of your college?

(3) What's your ideal college life?

(4) How will you spend your college years? Draw up a plan.

Please give an oral report on the topics above.

2. Look at the important things in one's college life and choose the items which you are supposed to do in your college years.

☐ study

☐ falling in love

☐ part time jobs

☐ social communication

☐ study programs

☐ physical training

☐ student associations

☐ computer games

☐ reading widely

☐ playing truant

Now compare your answers with your partners. Can you think of other important things in your college life?

A Satisfying College Experience

Through the years, my answer to the age-old question, “what do you want to be when you grow up?” has evolved tremendously. At the age of four, like most hopeful preschoolers, I felt confident that I could be the president of the United States. When I started elementary school, I developed marginally more attainable goals—perhaps I could be an astronaut or a scientist. However, with my middle school years came a wake-up call: I had no aptitude for science. So, by the time high school rolled around, I decided that my niche was in English and I would make a career for myself in an area that would allow me to do what I loved most—read and write.

As a rising senior with a major in English and a minor in journalism, I am proud to say I have yet to abandon that dream, even though what I want to be when I grow up will undoubtedly take a backseat to what job I can find after graduation.

With every raised eyebrow I receive and every “why?” I hear when I tell people what I’m studying in college, this realization has grown, but so has my self-assuredness. After three years at the university, I’m confident that all of the clichés about college are true. These will likely be the most educational years of our lives. Not just academically, but in that they mold us into the people we became. The choices we make in college profoundly affect the interests we develop and the values we deem important. I may not land a dream job in publishing right after graduation, but I don’t and never have regretted my choice of major.

At a friend’s graduation party this summer, I watched several of my friends talk about glum job prospects and post-graduation depression. These are some of the most intelligent, talented and hardworking friends I have. All of them have impressive résumés chock—full of internships for every season of year, board positions in countless clubs and high GPAs. Many of them are English majors. But still, I have hope.

In college I’ve had real-life experience in the things I value. I’ve gotten to live the life of a journalist, completing with interviews, deadlines and the satisfaction of seeing my writing in print. In literature classes, I’ve read authors whose works have stood the test of time, whose values I share or disagree with, all the time becoming a more intelligent, cultured and open-minded person. It may take a while for me to find a career that is just as satisfying as these college experiences, but I’m confident I will. I am eternally grateful for the liberal arts education I’ve received at the university and I know it will continue to enrich my life.

While I haven’t always been this confident in my choice of major and minor, I’m glad that as a senior, I hold these convictions. If there’s one thing I wish I knew before freshman year, it’s that if something feels like the right decision, it probably is. I urge the incoming freshmen to follow their intuitions and take advantage of the wealth of opportunities that college offers and treasure them. I intend to enjoy every moment of my senior year, because it doesn’t get any better than this.

New Words

evolve/ɪˈvɒlv/	<i>v.</i>	演变, (使)进化, (使)发展
tremendously/ˈtrɪməndəsli/	<i>ad.</i>	可怕地, 极大地, 惊人地
elementary/eliˈmentəri/	<i>a.</i>	基本的, 初级的, 小学的
marginally/ˈmɑːdʒɪnəli/	<i>ad.</i>	轻微地, 少量地
attainable/əˈteɪnəbl/	<i>a.</i>	可达到的, 可获得的
aptitude/ˈæptɪtjuːd/	<i>n.</i>	(学习方面的)才能, 天资
niche/nɪtʃ/	<i>n.</i>	壁龛; 合适的职务(环境、位置等)

续表

career/kə'riə/	<i>n.</i>	职业; 经历, 生涯
minor/'maɪnə/	<i>a.</i>	较小的; 次要的
	<i>v.</i>	副修
backseat	<i>n.</i>	后座, 次要位置
eyebrow/'aɪbraʊ/	<i>n.</i>	眉毛
realization/ˌrɪəlaɪ'zeɪʃən/	<i>n.</i>	实现; 领悟
assuredness/a'ʃʊədnis/	<i>n.</i>	确实, 确信, 自信
academically/ækə'demɪkəli/	<i>ad.</i>	学术上, 学业上, 理论上
mold/mould/	<i>n.</i>	霉(菌); 模型; 性格
	<i>v.</i>	模制, 塑造成
profound/prə'faʊnd/	<i>a.</i>	深深的, 深刻的
glum/glʌm/	<i>a.</i>	闷闷不乐的, 阴郁的, 阴沉的
prospect/ˌprɒspekt; prəs'pekt/	<i>n.</i>	前景; 景象; 有希望的候选人
depression/dɪ'preʃən/	<i>n.</i>	沮丧; 不景气
intelligent/ɪn'telɪdʒənt/	<i>a.</i>	职能的; 聪明的; 理解力强的
chock/tʃɒk/	<i>n.</i>	楔子, 木楔, 楔形木垫
	<i>v.</i>	用楔子垫阻
eternally/ɪ'tɜ:nəli/	<i>ad.</i>	永久地; 不朽地
liberal/'lɪbəərəl/	<i>a.</i>	心胸宽阔的; 自由(主义)的; 慷慨的
conviction/kən'vɪkʃən/	<i>n.</i>	确信, 坚定的信仰; 说服, 信服; 定罪
freshman/'freʃmən/	<i>n.</i>	大学新生; 新手
urge/ɜ:dʒ/	<i>v.</i>	鼓励; 强烈要求; 催促; 极力主张
	<i>n.</i>	强烈的欲望
intuition/ˌɪntju'ɪʃən/	<i>n.</i>	直觉

Phrases and Expressions

have an aptitude for	对……有天赋
major in	主修
minor in	副修
mold sb. into	塑造成
liberal arts	人文科学
take advantage of	利用, 占……便宜

Exercises on the text

Reading and Appreciating

I. Read the following paragraph aloud to appreciate it.

While I haven't always been this confident in my choice of major and minor, I'm glad that as a senior, I hold these convictions. If there's one thing I wish I knew before freshman year, it's that if something feels like the right decision, it probably is. I urge the incoming freshmen to follow their intuitions and take advantage of the wealth of opportunities that college offers and treasure them. I intend to enjoy every moment of my senior year, because it doesn't get any better than this.

Reading and Understanding

II. Give brief answers to the following questions, using your own words as much as possible.

1. According to the writer, his dreams changed greatly. What was the author's original dream? How did it change?
2. What does the author love most?
3. What is the author's major and minor?
4. After three years at the university, what makes the most educational years of our lives?
5. What did the author urge the incoming freshmen to do?

Vocabulary Focus

III. Match the words in the box with their definitions.

elementary	aptitude	academically	mold
conviction	liberal	prospect	profoundly

1. to shape a soft substance by pressing or rolling it or by putting it into a mold
 2. willing to understand and respect other people's behavior, opinions, etc. , especially when they are different from your own; believing people should be able to choose how they behave
 3. in or connected with the first stages of a course of study
 4. natural ability or skill, especially in learning
 5. (for sth.) the act of finding sb. guilty of a crime in a court of law; the fact of having been found guilty
 6. in a way that has a very great effect on sb. /sth.
 7. the possibility that sth. will happen
 8. relating to education, especially at college or university level
- IV. Fill in the blanks with the words given below. Change the form where necessary. You

may not use any of the words in the bank more than once.

intuition	eyebrow	urge	minor	prospect
glum	evolve	major	attainable	profoundly

1. As a rising senior with a major in English and a _____ in journalism, I am proud to say I have yet to abandon that dream.

2. I _____ the incoming freshmen to follow their intuitions and take advantage of the wealth of opportunities that college offers and treasure them.

3. At a friend's graduation party this summer, I watched several of my friends talk about glum job _____ and post-graduation depression.

4. The choices we make in college _____ affect the interests we develop and the values we deem important.

5. With every raised _____ I receive and every "why?" I hear when I tell people what I'm studying in College, this realization has grown, but also has my self-assuredness.

6. It is unrealistic to believe perfection is a/an _____ goal.

7. When animals or plants _____, they gradually change and develop into different forms.

8. Your _____ are unexplained feeling you have that something is true even when you have no evidence or proof of it.

V. The following passage is the summary of the text. Read it through quickly and fill in the blanks with the correct form of the words in the box. You may not use any of the words more than once.

elementary	niche	evolve	liberal arts
eternally	attainable	aptitude	marginally

Through the years, my answer to the age-old question, "What do you want to be when you grow up?" has _____ tremendously. When I started _____ school, I developed _____ more _____ goals—perhaps I could be an astronaut or a scientist. However, with my middle school years came a wake-up call: I had no _____ for science. So, by the time high school rolled around, I decided that my _____ was in English and I would make a career for myself in an area that would allow me to do what I loved most—read and write. It may take a while for me to find a career that is just as satisfying as these college experiences, but I'm confident I will. I am _____ grateful for the _____ education I've received at the university and I know it will continue to enrich my life.



Translation

VI. Translate the following sentences into Chinese.

1. By the time high school rolled around, I decided that my niche was in English and I would make a career for myself in an area that would allow me to do what I loved most—read and write.

2. After three years at the university, I'm confident that all of the clichés about college are true. These will likely be the most educational years of our lives. Not just academically, but in that they mold us into the people we become. The choices we make in college profoundly affect the interests we develop and the values we deem important.

3. In literature classes, I've read authors whose works have stood the test of time, whose values I share or disagree with, all the time becoming a more intelligent, cultured and open-minded person.

4. I urge the incoming freshmen to follow their intuitions and take advantage of the wealth of opportunities that college offers and treasure them.

VII. Complete the following sentences by translating the Chinese in the brackets into English.

1. The students can _____ (主修各种课程) offered by different departments of the college.

2. These will likely be the most educational years of our lives. Not just academically, but in that they _____ (将我们塑造成什么样的人).

3. _____ (常识, 或直觉) or self-evident truths derives from man's perceptions of the world about him.

4. Humanity is _____ (被你的所作所为深刻地影响).

Thinking and Speaking

VIII. Discuss the following questions and give an oral report.

1. What do you want to be when you graduate from the college?
2. Adjusting to college life can be very difficult for students because everything is different and new, can you think of the tips that how to be better prepared for college life?
3. How will you interpret the meaning of college life in your own way?

Writing

Level of words: formal, common, and colloquial words

By level of usage, words can be classified into three categories: formal, common, and colloquial words.

Formal words are words chiefly used in writing, especially in books written in a more elevated style, in official documents, or in formal speeches.

Please try to find some formal words from the following passage:

There is nothing new in the recognition, within a given language, of a distinction between common usage and uses of the language for more restricted purpose and often enough, perhaps characteristically, more elevated purpose. The monolithic nature of English is not questioned when literary essayists like Emerson contrast poetry and common speech. The latter is recognized in America to be the proper subject for the investigation of linguists who, however, now show some incipient inclination to investigate poetry, too, and other noncasual utterances in a given language.

——C. F. Voegelin

Common words are words connected with the ordinary things or activities necessary to everyday life. They are stylistically neutral, and hence they are appropriate in both formal and informal writing and speech.

For examples:

Common Words	Formal Words
same	identical
speech	oration
stiff	rigid
try	endeavor
piece	fragment

Colloquial words are words or expressions used mainly in spoken English, as in conversation among friends and colleagues. They can also be used in informal writing, but are inappropriate in formal speech or writing, or in conversation with a person whom one does not know well or who is one's superior.

For examples:

—God works.

—Not so bad.

—No way!

—Don't flatter me.

—Hope so.

—Go down to business.

—I'm not going.

—Does it serve your purpose?

—I don't care.

—None of my business.

—It doesn't work.

—You are welcome.

Can you identify the classification of the underlined words or phrases from these following sentences?

1. The world's population needs to urgently deal with.
2. The world's population needs to urgently address.
3. Awareness of pressure on the environment is building up.
4. Awareness of pressure on the environment is growing.
5. Such measures are helping coal to keep up its status as a major supplier of the world's energy needs.

Text B Commencement Address of Harvard University

Pre-reading Activities

Guess the meanings of the following underlined words or phrases according to the context.

(1) I also feel reinvigorated. Because now, along with eight other very distinguished honorary graduates, I'm a member of the class of 1998, and I can come back in 30 years' time and feel quite young.

- A. famous B. active C. permissive D. capable

(2) I'm proud to see so many capable young men and women about to embark on a future career where they can put their years of learning and preparation to good use.

- A. work out B. work on C. break up D. believe in

(3) I draw strength from being part of an incredible and broad human rights community.

- A. unbelievable B. flexible C. forgettable D. enjoyable

(4) By virtue of your education, you can offer society the benefit of your focused knowledge, as well as a wider vision and a great sense of purpose.

- A. because of B. by the end of
C. in order to D. in all

(5) Each of you has been the beneficiary of a rare privilege.

- A. knowledge B. education C. right D. career

Commencement Address of Harvard

It is a great honor and pleasure to be invited today to share this happy occasion, not only with the members of graduating class of 1998, but also with the families and friends who have no doubt supported you along the way with their kind words of advice and encouragement. I do remember sitting where you sat this morning, when I was part of the class of 1968. I still remember how uncertain and insecure I felt but how proud my father was on the day. I called my father recently and told him that I would be coming here today and giving this address and that it would bring back memories. I also feel reinvigorated, because now, along with eight other very distinguished honorary graduates, I'm a member of the class of 1998, and I can come back in 30 years' time and feel quite young. Your families and your professors are rightfully proud of your achievements and they are delighted to see you graduating with futures so bright with promise.

I too am proud. I was very impressed with the three addresses we heard this morning, one in Latin and two in English. And if that's indicative of the class of 1998, then it's good to hear. I'm proud to see so many capable young men and women about to embark on a future career where they can put their years of learning and preparation to good use. Having passed through the rigors of a formal education, you are now ready to assume new responsibilities and tasks, becoming answerable only to yourselves with regards to your performance, your humanity and your soundness of judgment, in a world full of possibilities.

But I would ask you to remember that it's not a world full of possibilities for all. Each of you has been the beneficiary of a rare privilege. You have received an country and mine, and in many, many other parts of our world, who are just as innately talented and just as ambitious as you are but will never have such an opportunity. I say this not to make you feel guilty. You should be proud of what you have achieved. But I do ask that you use your education to pursue only the worthiest of goals; goals that contribute to the betterment of the lives of others; and goals that give you personal satisfaction because of their contribution to the society we live in.

As High Commissioner for Human Rights, I draw strength from being part of an incredible and broad human rights community, a community which encompasses both organizations and individuals, and which represents all cultures, traditions and who have come back for their graduation, to join the efforts of the human rights community by committing yourselves to the principles enshrined in the Universal Declaration, the opening lines of which recognize the in-



herent dignity and equality of all members of the human family as the foundation of freedom, justice, and peace in the world.

I'd like to draw on the address of President Rudenstine. He was in fact precisely conveying that message—the importance of using the resources, the intellectual resources that this great university represents, and to bring them to the issues that rights and we must all find our own way to do what it required.

You who graduate today, and you who are recent and not so recent graduates, who return to meet your Harvard friends again, I believe, do much to contribute to the betterment of society. You can become interested and involved in the world around knowledge, as well as a wider vision and a great sense of purpose. You also have the skills to teach others that your recognition of this special responsibility will guide your actions.

I wish you much happiness and success in the years ahead. May your memories of Harvard, as mine are, and the friends you have made here be with you always. Congratulations, new graduates, and I am very honored to be linked with the honored graduates up here of 1998 and to be rejuvenated by joining the class of 1998. Thank you very much.

New Words

commencement/kə'mensmənt/	<i>n.</i>	开始; 毕业典礼, 学位授予典礼
reinvigorate/ri:in'vigəreit/	<i>v.</i>	使再振作, 使复生
distinguished/dɪ'stɪŋɡwɪʃt/	<i>a.</i>	著名的, 卓越的
capable/'keɪpəbəl/	<i>a.</i>	有能力的, 有技能的
embark/ɪm'ba:k/	<i>v.</i>	上船(或飞机等); (on)着手, 开始工作
rigor/'rɪɡə/	<i>n.</i>	严格, 严厉, 严酷, 艰苦
humanity/hju:'mænɪti/	<i>n.</i>	人类, [总称]人(性); 人道; [pl.]人文学科
beneficiary/benɪ'fɪʃəri/	<i>n.</i>	受惠者, (遗产的)受益人
rare/reə/	<i>a.</i>	稀有的; 珍奇的; 稀薄的; 煎得嫩的
privilege/'prɪvɪlɪdʒ/	<i>n.</i>	特权, 优惠
exceptional/ɪk'sepʃənəl/	<i>a.</i>	优越的, 杰出的; 例外的, 独特的, 异常的
innately/'ɪneɪtlɪ/	<i>ad.</i>	天赋地, 天生就有地
ambitious/æm'bɪʃəs/	<i>a.</i>	有抱负的, 雄心勃勃的; 有野心的
opportunity/ɒpə'tju:nɪti/	<i>n.</i>	时机, 机会
commissioner/kə'mɪʃənə/	<i>n.</i>	专员; 政府特派员
incredible/ɪn'kredəbəl/	<i>a.</i>	不可信的; 不可思议的, 惊人的
encompass/ɪn'kʌmpəs/	<i>v.</i>	包围, 包含或包括某事物

续表

individual/ˌɪndɪˈvɪdʒʊəl/	<i>a.</i>	单独的, 个人的
	<i>n.</i>	个人
enshrine/ɪnˈʃraɪn/	<i>v.</i>	奉为神圣, 珍藏
inherent/ɪnˈhɪərənt/	<i>a.</i>	内在的, 固有的, 生来就有的
dignity/ˈdɪɡnɪti/	<i>n.</i>	庄严, 端庄; 尊严, 高贵
foundation/faʊnˈdeɪʃən/	<i>n.</i>	地基; 基础; 基金会; 建立, 创办
precisely/prɪˈsaɪslɪ/	<i>ad.</i>	精确地; 刻板地
issue/ˈɪʃuː/	<i>n.</i>	问题; 分发, 流出
	<i>v.</i>	颁布, 发行, 出版
confront/kənˈfrʌnt/	<i>v.</i>	遭遇; 勇敢地面对, 正视; 使对质
dour/daʊə/	<i>a.</i>	严厉的, 不爱讲话的, 沉沉的
custodian/kʌˈstəʊdiən/	<i>n.</i>	管理人
rejuvenate/rɪˈdʒuːvəneɪt/	<i>v.</i>	恢复活力

Phrases and Expressions

embark on	从事, 开始工作
draw on	动用, 利用
by virtue of	借助, 由于
be linked with	与……相关

Exercises on the text

Reading and Understanding

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

- Why did the author feel reinvigorated in Paragraph 1 ?
 - Because she graduated from this university.
 - Because her father came.
 - Because she still remembered how uncertain and insecure she felt but how proud her father was on the day.
 - Because she was a member of the class of 1998.
- Which one is NOT mentioned by the addresser in Paragraph 3?
 - You should be proud of what you have achieved.
 - You use your education to pursue only the worthiest of goals.

- C. You have received an unusually good education at an exceptional place.
- D. You are talented and just as unsuccessful as you are but will never have such an opportunity.
3. What message did NOT President Rudenstine convey in his address?
- A. The importance of using the resources.
- B. Joining the efforts of the human rights community by committing yourselves to the principles.
- C. Bringing them to the issues that confront all of our societies a dour global village.
- D. The intellectual resources that this great University represents.
4. How many addressees did Mary hear this morning?
- A. One.
- B. Two.
- C. Three.
- D. Four.
5. Because of their education, what can students do for the society?
- A. They can offer society the benefit of knowledge.
- B. They offer society a narrow vision.
- C. They have skills to teach others to be more intolerant.
- D. They will earn plenty of money.

Vocabulary Focus

II. Answer the questions about the underlined words and expressions.

1. If you describe a person or their work as distinguished, you mean that they have been very (a) successful (b) unsuccessful in their career and have a good reputation.
2. If you embark on something new, difficult, or exciting, you start (a) doing (b) not doing it.
3. Something that is rare is (a) not common (b) common and is therefore interesting or valuable.
4. A privilege is (a) a special right or advantage (b) a common right or disadvantage that only one person or group has.
5. If you describe something or someone as incredible, you (a) like them very much or are impressed by them (b) dislike them.
6. A quality that is inherent in something is (a) a natural part of it and cannot be separated from it (b) can be separated from it.
7. If you describe someone as dour, you mean that they are (a) very serious and unfriend-

ly(b) very friendly and kind.

8. You use exceptional to describe someone or something that has(a) a particular quality
(b) a bad quality.

Translation

Ⅲ. Complete the following sentences by translating the Chinese in the brackets into English.

1. The sum of behavior is to _____ (维护自己的尊严), without intruding upon the liberty of others.
2. People who _____ (勇于面对困难的人) are people who face their difficulties bravely and try to succeed despite them.
3. He showed an _____ (难以置信的淡漠).
4. I felt like going back to my worry-free childhood when I was innocent and natural and my _____ (雄心勃勃, 充满理想的青年时代).

Text C Why MIT Matters

Pre-reading Activities

Read the first sentence of every paragraph in the passage and answer the following questions.

1. When was MIT founded?
2. Why does MIT have no rivals?

Why MIT Matters

When MIT was founded 150 years ago, it adopted a novel approach for the world of higher learning. It combined theoretical knowledge with hands-on learning and emphasized research and teaching equally. It was exactly what the United States needed to help ignite the country's Industrial Revolution.

Today, MIT remains unrivaled when it comes to the basic and applied research needed to address the complex challenges of this century. It is on the forefront of advancements in areas such as energy, climate change, disease, and poverty alleviation. At 150 years old, it shows no signs of slowing down.

I was lucky enough to take a few courses at MIT when I was studying next door at Harvard. And over the past three decades, I've visited MIT many times and have always been im-

pressed with the caliber of its students, professors, and academic leaders. It's remarkable to think that 76 current and former MIT members are Nobel Prize recipients.

Many other MIT faculty and graduates have distinguished themselves in their fields. In the late 19th century, Ellen Swallow Richards, the first woman to graduate from MIT, pioneered water-quality testing in the United States. A. D. Little, a member of the class of 1885, discovered important uses for cellulose acetate and went on to establish the country's first management consulting firm. Pierre S. du Pont, who earned a chemistry degree at MIT in 1890, played a key role in the growth of his family's chemical company and US automotive industry.

In the 1930s, MIT professor and administrator Vannevar Bush advanced the visionary concept of a database-like device called the memex "in which an individual stores all his books, records, and communications. " During World War II, MIT scientists developed radar, a critical contribution to the Allied war effort that enable the modern era of flight.

More recently, MIT researchers have been at the forefront of breakthroughs in molecular biology, biomedicine, and the study of cancer and genetic diseases. Breakthroughs in these areas could revolutionize health care and profoundly improve the lives of the world's poorest.

Professor Donald Sadoway is a standout MIT educator whose courses I've enjoyed online. He's also leading research to dramatically improve battery efficiency and develop commercial-scale batteries that can store energy from renewable sources such as wind and solar, making them vastly more useful than they are today. (In a spirit of full disclosure, I'm an investor in a company backing this technology.)

MIT's OpenCourseWare Internet site makes videos, lecture notes, and sometimes even exams from 2000 undergraduate and graduate course available to the world, free of charge. These include the world-renowned physics courses taught by Professor Walter Lewin, which have been viewed more than 5 million times and which I've watched repeatedly. OpenCourseWare has become a national model for delivering online education and democratizing learning.

MIT has also been a leader in partnering with industry on research, and it encourages an entrepreneurial spirit, while asking faculty and students to consider the social relevance of their research and learning. A recent study showed that MIT alumni have founded nearly 26000 companies, which collectively employ 3.3 million people and generate about \$ 2 trillion in annual sales.

At a time when high schools and many colleges and universities are struggling to attract women and minorities to science and technology, almost that (48 percent) of MIT's undergraduates are minorities and 45 percent are women.

The United States of America has many extraordinary universities. But few excel as MIT

does in combining rigorous academic inquiry, breakthrough research, an entrepreneurial spirit, and a social conscience-qualities that will ensure its stature and relevance far into the future.

New Words

novel/'nɒvəl/	<i>n.</i>	(长篇)小说
	<i>a.</i>	新颖的, 新奇的
emphasize/'emfəsaɪz/	<i>v.</i>	强调, 着重, 加强……的语气
unrivaled/ʌn'reɪvəld/	<i>a.</i>	无比的, 无敌的
forefront/'fɔːfrʌnt/	<i>n.</i>	前线
advancement/əd'vɑːnsmənt/	<i>n.</i>	前进; 促进; 提升
alleviation/ə'liːvɪ'eɪʃən/	<i>n.</i>	减轻, 缓和, 解痛物
caliber/'kæləbə/	<i>n.</i>	才干
academic/ˌækə'demɪk/	<i>a.</i>	学校(院)的; 学术的
	<i>n.</i>	大学教师
remarkable/rɪ'mɑːkəbl/	<i>a.</i>	引人注目的; 异常的, 非凡的
recipient/rɪ'sɪpiənt/	<i>n.</i>	接受者, 接收者
faculty/'fækəltɪ/	<i>n.</i>	能力, 天赋; 系, 学科, 学院; 全体教员
automotive/ɔːtə'məʊtɪv/	<i>a.</i>	汽车的, 机动的, 自驱推进的
administrator/ad'mɪnɪstreɪtə/	<i>n.</i>	管理者, 行政人员
	<i>a.</i>	幻想的, 有远见卓识的
	<i>n.</i>	空想者, 梦想家
memex/'memeks/	<i>n.</i>	麦麦克斯存储器
critical/'krɪtɪkəl/	<i>a.</i>	决定性的, 关键的, 危机的
era/'ɪərə/	<i>n.</i>	时代, 纪元
molecular/mə'lekjələ/	<i>a.</i>	分子的
biomedicine/ˌbaɪəʊ'medɪsn/	<i>n.</i>	生物医学
revolutionize/ˌrevə'luːʃənəɪz/	<i>v.</i>	彻底变革, 使革命化
online/'ɒnlaɪn/	<i>a.</i>	联机的, 在线的
dramatically/drə'mætɪklɪ/	<i>ad.</i>	戏剧性地, 显著地
efficiency/ɪ'fɪʃənsɪ/	<i>n.</i>	效率, 效能, 功效
commercial/kə'mɜːʃəl/	<i>a.</i>	商业的, 商品化的
renewable/rɪ'njuːəbl/	<i>a.</i>	可更新的, 可再生的
source/sɔːs/	<i>n.</i>	源泉, 发源地, 来源



续表

vastly/'vɑːstli/	ad.	巨大地, 广阔地
disclosure/dɪs'klɒʊʒə/	v.	揭发, 败露
site/saɪt/	n.	场所, 位置
democratize/dɪ'mɒkrətaɪz/	v.	使民主化
entrepreneurial/ɒntrəprə'nɜːrɪəl/	a.	企业家的, 企业性质的
alumni/ə'lʌmnaɪ/	n.	校友, 毕业生
trillion/'trɪljən/	n.	大量, 兆, 万亿
inquiry/ɪn'kwɪəri/	v.	打听, 询问; 调查
conscience/'kɒnʃəns/	n.	良心
stature/'stætʃə/	n.	高境界, 高水平, 非凡的气质; 身高(材)
relevance/'reləvəns/	n.	关联
poverty/'pɒvəti/	n.	贫穷, 贫困
cellulose/'seljʊ, ləʊs/	n.	纤维素
acetate/'æsiteɪt/	n.	醋酸盐, 醋酸酯, 醋酸纤维素
visionary/'vɪʒənəri/	a.	幻想的, 有远见卓识的

Phrases and Expressions

slow down	慢下来
hands-on learning	实践学习
play a key role in	起关键作用

Exercises on the text

Reading and Understanding

I. Look through the passage quickly and answer the following questions. For questions 1—5, choose the best answer to each of them. For questions 6—8, complete the sentences with the information given in the passage.

- What is the new method adopted by MIT for the world of higher learning?
 - It ignited the country's Industrial Revolution.
 - It combined theoretical knowledge with experience and focused research and teaching equally.
 - It addresses the complex challenges of the century.
 - It emphasized the hands-on learning.

2. Which of the following is NOT mentioned about the forefront area advancements in MIT?
- A. Liberal arts.
 - B. Poverty alleviation.
 - C. Disease.
 - D. Climate change.
3. How many Nobel Prize winners are there in MIT?
- A. 76.
 - B. 75.
 - C. 74.
 - D. 73.
4. Pierre S. du Pont, who earned a chemistry degree at MIT, _____.
- A. pioneered water-quality testing in the United States
 - B. discovered important uses for cellulose acetate
 - C. contributed a lot in the growth of his family's chemical company
 - D. establish the country's first management consulting firm
5. Which statement is false according to Paragraph 7 ?
- A. Professor Donald Sadoway is a brilliant MIT educator.
 - B. Professor Donald Sadoway's courses can be viewed online.
 - C. Professor Donald Sadoway's leading research to improve battery efficiency and develop commercial-scale batteries.
 - D. The batteries can store energy from all kinds of sources, making them vastly more useful than they are today.
6. MIT has been a leader in partnering with industry on research, and it encourages _____.
7. The world-renowned physics courses were taught by _____, which have been viewed more than 5 million times and which I've watched repeatedly.
8. Few excel as MIT does in combining rigorous academic inquiry, breakthrough research, entrepreneurial spirit, and _____.

Vocabulary Focus

II. Replace the underlined words or expressions in the following sentences with words or expressions from the text that best keep the original meanings.

1. She gave special importance to that their plan would mean sacrifices and hard work.
2. I was impressed by the quality of doing something well with no waste of time or money

with which she handled the crisis.

3. Protesters found a new way of demonstrating against steeply rising oil prices.
4. She was seized by a sudden pang of a feeling of guilt.
5. Who can deny his importance and reputation as the world's greatest cellist?
6. Her work for the progress of the status of women in India was recognized by the whole nation.
7. Reducing levels of carbon dioxide in the atmosphere is of extreme importance.
8. The bank will need full reveal of your financial situation and assets.

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Unit 2 Interpersonal Communication

人与人之间总是要交往的，亚里士多德说：“一个人不跟别人打交道，他不是一个人神就是一个兽”，也就是说是人就要跟别人打交道。管仲曰：“善气迎人，亲如弟兄；恶气迎人，害于兵戈。”微笑着向他人问好，既肯定了对方的价值，同时也使自己得到肯定。互相友好问候还能减少压力、增强幸福、促进健康，坚持每天一个问候，你会变得越来越充实、快乐和富有。

Situational dialogues

Alice: Good afternoon, Dale!

Dale: Hi, Alice! How are you

Alice: I'm fine, thanks. And you?

Dale: I'm fine too!

Alice: See you later.

Dale: Ok, Bye.

Text A Hello, everybody

Pre-reading Activities

1. Work in groups and discuss the following questions.

(1) What will you do when you meet a stranger in your path, saying hello or just walking past?

(2) Do you think it necessary to greet your family members every day? Why?

(3) What benefits do you think greeting everyone will bring us?

(4) Will you greet everyone in your daily life? Why or why not?

Please make conversations with your partners in class.

2. Look at the title of the passage and predict what the passage is mainly about. Choose the best one from the following statements.

A. The word “hello” is not frequently used for greeting nowadays.



- B. People don't have time anymore for this most basic of gestures by saying hello.
- C. Something about greeting learnt by saying hello to every person for a month.

Now read the passage and check your prediction.

What happens when you greet everyone in your path for a month?

By Joe Kita

Hello. It's one of the first words we learn as babies, yet it's one of the last ones we think to use as adults. In our never-ending rush to get something or somewhere, it seems we don't have time anymore for this most basic of gestures. And that's unfortunate, because saying hello is more than just saying hello. It is a pause, however brief, to affirm another's worth (and have yours affirmed in return). How might the world change and how might we change—if we mastered this word? To find out, I spent one month saying hello to every person I met. That meant strangers on the street, people in cyberspace, and even myself in the mirror every morning. Here's what I learned:

It's not as easy as you think. Age gives us a crust, like the film on refrigerated pudding. Even though we may still be soft deep down, that's not what others see. I, for one, look a lot less friendly as a bald 49-year-old than I did as a curly-haired teen. Mistrust becomes our unfortunate catchword, and it's tougher to raise a hand in greeting. Our tendency is to speak to people only when we need something, and that's a difficult habit to break.

Friendliness is so rare nowadays, it's disarming. Because people aren't accustomed to being greeted, I found it a secret way to grab their attention and get what I wanted. For instance, when I began an e-mail with "Hi," I was more likely to get a reply. And when I said hello to cashiers and clerks, I got better service. It's as if I woke them up to my presence.

It can boost productivity. In one of the studies ever done on this subject, middle school teachers greet their students individually each morning. This brief interaction ultimately raised the kids' productivity by 27 percent. School went from impersonal to personal, he explains, and that resulted in more class participation and better grades. (Managers, take note: Perhaps your time would be better spent at the office door saying "Good morning.")

People you wouldn't normally acknowledge turn out to be the friendliest. The gnarly, the dirty, the semi-strange...in other words, the people I'd normally avoid or not even notice were the ones who reacted the most warmly. No doubt it's because they're so accustomed to being ignored that any acknowledgment is a surprise and an honor.

Respect begets respect. I normally run or bicycle the same route at the same time each day. When I started waving to the drivers who passed, an unusual thing happened: After a few days, they not only started waving back, but they also gave me a wider berth. So my workouts

became more pleasant and safer. I became a person to them.

Setting influences sociability. One study found that people in New York City were less likely (38 percent) to shake hands with a stranger than those in small towns (68 percent). And, researchers say, pleasant environments generally evoke more reciprocal smiles and hellos than unpleasant ones. My experience was similar. Whether due to distraction or suspicion, my urban hellos were answered far less often than my rural ones. Likewise, people in vacation spots were far friendlier than those rushing to work downtown.

You need to be careful around kids. It's an unfortunate, but necessary, sign of our times that youngsters are instinctively wary of strangers. Next to drivers, 5-year-olds, 15-year-olds ignored me the most. Although that wasn't surprising, it did sadden and even scare me. To them I was a predator.

Reaching out focuses you. The simple act of saying hello continually pulled me back from wherever my mind had wandered and forced me to be more aware.

It can save your marriage. I never realized how infrequently I greeted my wife of 24 years, or the rest of my family, until I started doing so deliberately. Common courtesy isn't common.

It's a form of universal health insurance. It's impossible to say hello without smiling. Smiling has been clinically shown to lower blood pressure, boost immunity and even release natural painkillers, each of which lowers stress, boosts happiness, and improves health.

So maybe we can make the world a better place by just saying hello. After a month of doing it, I feel lighter and more connected and I have a better sense of well-being. Once I broke through my initial crustiness and got into the habit, it even became a game: Can I make this grump open up?

If you're inspired to try this at home, there's no need to greet everyone you meet. That can be intimidating and even exhausting. Instead, pick an arbitrary number—say three—and make it your goal to say hello to that many strangers daily. That will result in 1095 more hellos over the next year. Build from there. And don't forget to acknowledge the most important stranger of all: Saying hello to yourself each morning in the mirror recognizes the one person who needs it most.

New Words

affirm/ə'fɜ:m/	<i>v.</i>	断言, 肯定; 断言, 确认
cyberspace/'saɪbə, speɪs/	<i>n.</i>	网络空间
crust/krʌst/	<i>n.</i>	面包皮; 外壳; 坚硬外皮
	<i>v.</i>	结硬皮, 结成外壳; 在……上结硬皮
refrigerate/rɪ'frɪdʒəreɪt/	<i>v.</i>	冷藏, 冷冻; 使冷却; 使清凉



续表

pudding/'pʊdɪŋ/	n.	布丁
bald/bɔːld/	a.	秃顶的；单调的；光秃的；无装饰的
	v.	变秃
curly/'kɜːli/		卷曲的；卷毛的
mistrust/ˌmɪs'trʌst/	v.	不信任；怀疑
catchword/'kætʃwɜːd/	n.	标语，口号；流行语；口头禅
disarm/dɪs'a:m/	v.	使息怒；使人消气
accustomed/ə'kʌstəmd/	a.	通常的；独有的；习惯的
grab/græb/	v.	攫取；霸占；将……深深吸引
	n.	攫取；霸占；夺取之物
instance/'ɪnstəns/	n.	实例；情况；建议
cashier/kæ'ʃɪə/	n.	出纳员；司库
	v.	解雇；抛弃
presence/'prezəns/	n.	存在；出席；参加；风度；仪态
boost/buːst/	v.	促进；增加；支援；宣扬；偷窃
	n.	帮助；推动；宣扬
productivity/ˌprɒdʌk'tɪvɪtɪ/	n.	生产力；生产率；生产能力
individually/ˌɪndɪ'vɪdʒʊəli/	ad.	个别地，单独地
interaction/ˌɪntər'ækʃən/	n.	交互作用；相互作用
ultimately/'ʌltɪmətli/	ad.	最后；根本；基本上
impersonal/ɪm'pɜːsənəl/	a.	非个人的；没有人情味的；[语]非人称的
participation/pɑːtɪsɪ'peɪʃən/	n.	分享；参与；参股
normally/'nɔːməli/	ad.	正常地；通常地，一般地
acknowledge/ək'nɒlɪdʒ/	v.	承认；答谢；报偿；告知已收到
gnarly/'nɑːli/	a.	多瘤的；粗糙的
react/rɪ'ækt/	v.	反应；影响；反抗；起反作用使发生相互作用；使起化学反应
beget/bɪ'get/	v.	引起；产生；招致；当……的父亲
berth/'bɜːθ/	n.	泊位；卧铺；差事
	v.	使……停泊；为……提供泊位停泊；占铺位
workout/'wɜːkaʊt/	n.	试验；锻炼；练习

续表

setting/ˌsetɪŋ/	n.	环境; 安装; 布置
sociability/ˈsəʊʃəˈbɪləti/	n.	善于交际; 社交性; 好交际
evoke/ɪˈvəʊk/	v.	引起, 唤起; 博得
reciprocal/rɪˈsɪprəkəl/	a.	相互的; 互惠的; 倒数的, 彼此相反的
distraction/dɪsˈtrækʃən/	n.	注意力分散; 消遣; 心烦意乱
suspicion/səˈspɪʃən/	n.	怀疑; 疑心; 一点儿; 嫌疑
	v.	怀疑
rural/ˈrʊərəl/	a.	农村的, 乡下的; 田园的, 有乡村风味的
likewise/ˈlaɪkwaɪz/	ad.	也; 同样地
instinctively/ɪnˈstɪŋktɪvli/	a.	本能地
wary/ˈweəri/	a.	机警的; 谨慎的; 唯恐的; 考虑周到的
sadden/ˈsædən/	v.	使悲伤, 使难过; 使黯淡; 悲哀; 悲痛
predator/ˈpredətə/	n.	食肉动物; 掠夺者; 捕食者
continually/kənˈtɪnjuəli/	ad.	故意地; 谨慎地; 慎重地
deliberately/dɪˈlɪbəreɪtli/	n.	礼貌; 好意; 恩惠
courtesy/ˈkɜːtɪsi/	a.	殷勤的; 被承认的; 出于礼节的
universal/ˌjuːnɪˈvɜːsəl/	a.	通用的; 宇宙的; 普遍的; 全体的; 全世界的
	n.	一般概念; 普遍性
clinically/ˈklɪnɪkli/	ad.	临床地; 门诊部地; 通过临床诊断
immunity/ɪˈmjuːnɪti/	n.	免疫力; 免疫; 豁免权
releases/rɪˈliːs/	v.	释放; 发射; 允许发表
	n.	释放; 发布
painkiller/ˈpeɪnˌkɪlə/	n.	止痛药
well-being/ˈwelbiːŋ/	n.	幸福; 康乐
initial/ɪˈnɪʃəl/	a.	最初的; 字首的
	v.	用姓名的首字母签名
	n.	词首大写字母
crustiness/ˈkrʌstɪnɪs/	n.	顽固; 执拗; 硬壳
grump/grʌmp/	n.	一阵坏脾气; 发火; 闹情绪
	v.	发牢骚; 闹情绪



续表

intimidate/ɪn'tɪmɪdeɪt/	<i>v.</i>	恐吓，威胁；胁迫
exhausting/ɪg'zɔːstɪŋ/	<i>a.</i>	使耗尽的；使筋疲力尽的
arbitrary/'ɑːbɪtrəri/	<i>a.</i>	任意的；武断的；专制的

Phrases and Expressions

in return	作为回报；作为报答
deep down	实际上；在心底
accustomed to	习惯于
grab one's attention	争取注意力
for instance	例如
no doubt	无疑地；很可能地

Exercise on the text**Reading and Appreciating**

I. Read the following paragraphs aloud to appreciate them.

It's not as easy as you think. Age gives us a crust, like the film on refrigerated pudding. Even though we may still be soft deep down, that's not what others see. I, for one, look a lot less friendly as a bald 49-year-old than I did as a curly-haired teen. Mistrust becomes our unfortunate catchword, and it's tougher to raise a hand in greeting. Our tendency is to speak to people only when we need something, and that's a difficult habit to break.

So maybe we can make the world a better place by just saying hello. After a month of doing it, I feel lighter and more connected and I have a better sense of well-being. Once I broke through my initial crustiness and got into the habit, it even became a game: Can I make this grump open up?

Reading and Understanding

II. Give brief answers to the following questions, using your own words as much as possible.

1. What did the author do to master the word?
2. What does "age gives us a crust" mean?
3. What's the way of drawing one's attention or getting what we want?
4. What does the author want to illustrate with the example of middle school teachers? Do

you agree with him?

5. Who turn out to be the friendliest? Can you give some explanation?
6. Are there any differences between people in a big city and those in a small town? What do you learn from them?
7. How did the author do to his family in the past? What about now?
8. What's the author's feeling after a month of saying hello?

Vocabulary Focus

Ⅲ. Fill in the blanks with the words given below. Change the form where necessary. You may not use any of the words in the box more than once.

likewise	interaction	boost	exhausting
accustomed	initial	intimidate	deliberately
release	acknowledge		

1. We gradually became _____ to the various appliances in our new homes.
2. He had _____ made his voice harsh.
3. It is universally _____ that trees are indispensable to us.
4. After she'd overcome her _____ shyness, she became very friendly.
5. Our manufacturers will _____ require the systematic and fostering care of the government.
6. They have brought to our country industriousness that _____ our economy.
7. Plants also _____ the gas into the atmosphere.
8. The _____ between two surfaces is the result of repulsion and attraction forces.

Ⅳ. The following passage is the summary of the text. Read it through quickly and fill in the blanks with the correct form of the words in the box. You may not use any of the words more than once.

productivity	well-being	participation	instance
exhausting	disarm	setting	intimidate

The author in this text, by saying hello to everyone he met for one month, makes a description of what he learned as follows. It's (1) _____ that friendliness is so rare nowadays. For (2) _____, the aged is less friendly than the teenagers and kids tend to escape from strangers. Due to different (3) _____, people in vacation spots are far friendlier than those rushing to work downtown. In fact, greeting can increase (4) _____. For example, middle school teachers greet their students every morning and this results in more

class(5) _____ and better grades. In addition, it can save your marriage. To sum up, saying hello to everyone is a form of health insurance. It will make you feel lighter and more connected and have a better sense of(6) _____. Instead, it will be(7) _____ and even(8) _____ if you think there's no need to greet everyone you meet.

Translation

V. Translate the following sentences into Chinese.

1. Age gives us a crust, like the film on refrigerated pudding. Even though we may still be soft deep down, that's not what others see. I, for one, look a lot less friendly as a bald 49-year-old than I did as a curly-haired teen.

2. People you wouldn't normally acknowledge turn out to be the friendliest. The gnarly, the dirty, the semi-strange...in other words, the people I'd normally avoid or not even notice were the ones who reacted the most warmly. No doubt it's because they're so accustomed to being ignored that any acknowledgment is a surprise and an honor.

3. It's a form of universal health insurance. It's impossible to say hello without smiling. Smiling has been clinically shown to lower blood pressure, boost immunity, and even release natural painkillers, each of which lowers stress, boosts happiness, and improves health.

VI. Complete the following sentences by translating the Chinese in the brackets into English.

1. I'll take it to my king who will most likely give me a handsome present _____ (作为回报).

2. She seems indifferent, but _____ (内心深处) she's very pleased.

3. I _____ (习惯了) working inside the room of noise and excitement.

4. In order to _____ (吸引我们的注意力), he cut up a bit as he told us the story.

5. There was _____ (毫无疑问) that we were unwelcome visitors.

Thinking and Speaking

VII. Discuss the following questions and give an oral report.

1. Please comment on the expression "saying hello is more than just saying hello (in Paragraph 1)"?

2. What do you think saying hello to everyone can bring us?

3. Will we encounter any problems if we greet everyone in our path? And what are they?

Writing

Meaning of words: denotative & connotative meaning

The meaning of a word has two aspects: denotative and connotative. A word's denotation is what it literally means, as defined by the dictionary; its connotation is the feeling or idea suggested by it.

For example, "country," "nation," "state," and "land" have more or less the same denotation and may all be translated into *guojia* in Chinese, but their connotations are quite different. "Country" refers to an area of land and its population and government, "nation" emphasizes the people of a country, "state" refers to the government or the political organization of a country, and "land" is less precise and more literary and emotive than country.

English is particularly rich in synonyms as a result of incorporating words from other languages over the centuries. But it is difficult to find two words that are exactly the same in meaning and use. They may be different in stylistic level, in the degree of emphasis, in emotional coloring, in tone, and in collocation.

For example, "modest" and "humble" both indicate a lack of pride, but "modesty" is a virtue and "humbleness" is not. "Humble" often connotes undue self-depreciation. So they are different in tone: one is laudatory and the other is derogatory.

In conclusion, connotative meaning is relatively unstable, indeterminate, and open-ended. It varies considerably, according to culture, historical period, and the experience of the individual.

It is true that the Chinese equivalents of many English words express their true meanings, but very often an English word has no exact Chinese equivalent and it has to be translated in different ways in different contexts.

For example, a student who thinks the meaning of "send" is *song* in Chinese may make sentences like: "He came to 'send' me the letter" (He brought me the letter); or "I 'sent' my friend to the station yesterday" (I went to the station with my friend to see him off). In fact, "to send" means to cause to go or to be taken to a place without going oneself. If you "sent" something to a place, you asked someone else to take it there; you didn't go there yourself.

All this shows that to discriminate between the synonyms is important to a student learning writing. When in difficulty, he should use a good dictionary with notes on usage or synonyms.

VIII. The synonyms in the following groups carry different connotations, although their denotations are roughly similar. Can you detect any differences in their meanings?

1. black, Negro

2. big, large
3. family, home
4. to die, to pass away, to kick the bucket

Text B Go Ahead. Gallivant

Pre-reading Activities

Guess the meanings of the following underlined words or phrases according to the contexts.

1. I'm a shy little girl who doesn't want to ask a bunch of ferocious-looking strangers to let me play with them.

- A. a series of
- B. a variety of
- C. a large amount of
- D. a group of

2. No, I can't. Mum gives me a small shove. Unwillingly, I introduced myself and asked to join in whatever they were doing.

- A. push
- B. beat
- C. pull
- D. hug

3. Eventually I came to understand that when you talk with strangers, they stop being strangers.

- A. Therefore
- B. Finally
- C. Usually
- D. Immediately

4. I think about them every time an American tells me that he's afraid to travel abroad, that it's risky, that people out there don't like Americans anymore.

- A. dangerous
- B. beneficial
- C. boring
- D. exciting

5. Panting and wild-eyed, he paused to catch his breath, then smiled and handed me the half-empty plastic bottle of water I'd accidentally left in his store(where I'd bought nothing).

- A. wait for a moment
- B. catch his eye
- C. catch a cold
- D. gasp

Go Ahead. Gallivant

By Linda Ellerbee

"Go on over there, Linda Jane. "My mother points to a group of kids playing tug of war, using another kid, probably someone's little brother, as the rope. "Tell them who you are. "

Aw, Mum. Who am I? I'm a shy little girl who doesn't want to ask a bunch of ferocious-looking strangers to let me play with them. They won't like me, and I won't like them, and, no, I don't want to be the rope, so please couldn't I just go sit under a tree and read something?

No, I can't. Mum gives me a small shove. Unwillingly, I introduced myself and asked to join in whatever they were doing. They accepted me and for the rest of the summer I played with them. Often, I wouldn't return to my family until forced by dark or dinnertime.

Eventually I came to understand that when you talk with strangers, they stop being strangers, a lesson that has served me well in my work and personal life, both of which have involved big chunks of travel.

I think about those childhood trips today, living, as we do, in a world reshaped by the events of 9/11 and all that has followed since. I think about them every time an American tells me that he's afraid to travel abroad, that it's risky, that people out there don't like Americans anymore. But I have been "out there" often these last four years, and I've found that, although some people may disagree with our government's policies, they rarely transfer that to me.

Last April, in Alexandria, Egypt, our group, all Americans, was told to stay together, to travel only in the specially arranged bus, the one with the armored car escort. The "or else" was implied. Another journalist and I ignored the warnings and struck out on our own, on foot, to get up close and personal with an old white city by an old blue sea, and its citizens.

We wandered markets, buying and eating freshly made bread. We went into stores. We sat in street cages and drank coffee that tasted (to me) like mud, but, hey, it was Egyptian mud, so call it an adventure.

And then, walking down a crowded street, we heard behind us the sound of pounding feet and somebody yelling at us. We turned to see what was going on. A man was chasing us. We



looked at each other. Had we made a mistake? Would now be a good time to start running? Before we could decide, the man caught up, grabbing my arm. Panting and wild-eyed, he paused to catch his breath, then smiled and handed me the half-empty plastic bottle of water I'd accidentally left in his store (where I'd bought nothing). He'd run six blocks to return it.

I thanked him, then inquired where he and his family went to eat the freshest fish in town. He smiled again, told us where to go, even what to order, apologizing because he could not leave his store long enough to join us.

He was right about the restaurant, which was good and filled with other Egyptians who seemed happy to see us—or at least not offended by our presence—and I am right about traveling.

If we do go elsewhere, if we meet people of other cultures, if we break bread with them or simply taste their bread, which is, presumably, different from our own, we cannot help but discover that essentially we are all more alike than we are different; it's only that our differences are so much easier to define.

My parents were right to push me all those years ago. So now I'm pushing you. Go on out there. Tell them who you are. Ask who they are. Listen to the answers. I'm no Pollyanna; I know we can't all play together, but perhaps if we begin to get to know one another, we can get past our mutual fears and learn how to be, if not friends, at least better strangers to one another.

New Words

gallivant/ˌɡælɪˈvænt/	v.	游玩, 闲游
	n.	拖船; 苦干; 拖曳
tug/ʈʌɡ/	v.	用力拉; 竞争; 努力做; 较量; 用拖船拖
bunch/ˈbʌntʃ/	n.	群; 串; 突出物
	v.	隆起; 打褶; 形成一串
ferocious/fəˈrəʊfəs/	a.	残忍的; 惊人的
shove/ʃʌv/	n.	推; 挤
	v.	挤; 强使; 撞; 猛推
eventually/ɪˈventʃʊəli/	n.	最后, 终于
involve/ɪnˈvɒlv/	v.	包含; 牵涉; 使陷于; 潜心于
chunk/tʃʌŋk/	n.	一团; 组集; 大块; 矮胖的人或物
reshape/ˈriːʃeɪp/	v.	改造; 再成形
risky/ˈrɪski/	a.	危险的; 冒险的
rarely/ˈreəli/	ad.	很少地; 难得; 罕有地



续表

transfer/'trænsfɜ:/	v.	转让; 使转移; 调任
	n.	转让; 转移; 传递; 过户
armored/'ɑ:məd/	a.	装甲的
escort/'eskɔ:t/	n.	陪同; 护送者; 护航舰; 护卫队
	v.	护送; 陪同; 为……护航
imply/'ɪm'plai/	v.	意味; 暗示; 隐含
strike/straɪk/	v.	打, 打击; 罢工; 敲, 敲击; 抓; 打动; 穿透
	n.	罢工; 打孔; 殴打
adventure/'əd'ventʃə/	n.	冒险; 冒险精神; 投机活动
	v.	冒险; 大胆说出
pounding/'paʊndɪŋ/	n.	重击; 重击声
	v.	捣碎; 向……猛打
yell/jel/	v.	喊叫着说; 大叫, 叫喊
	n.	喊声, 叫声
chase/tʃeɪs/	v.	追逐; 追捕; 试图赢得; 追赶; 奔跑
	n.	追逐; 追赶; 追击
pant/pænt/	v.	喘息; 渴望; 气喘吁吁地说出某事; 气喘
accidentally/'æksɪ'dentəli/	n.	气喘; 喘息; 喷气声
	n.	街区; 障碍物; 大厦; 块
block/blɒk/	v.	阻塞; 阻止; 限制
	a.	成批的, 大块的; 交通阻塞的
inquire/'ɪn'kwɪə/	v.	询问; 问明; 查究; 询价
offend/ə'fend/	v.	冒犯; 使……不愉快; 违反; 进攻; 引起不舒服
elsewhere/'els'weə/	ad.	在别处; 到别处
presumably/'pre'zju:məbli/	ad.	大概; 可假定; 推测起来
essentially/'ɪ'senʃəli/	ad.	本质上; 本来
define/dɪ'faɪn/	v.	定义; 使明确; 规定
pollyanna/'pɒli'ænə/	n.	盲目乐观的人
mutual/'mju:tʃʊəl/	a.	相互的, 彼此的; 共同的

**Phrases and Expressions**

a bunch of	一群；一束；一堆
strike out	独立闯新路，开辟（道路等）
get up with	追上，赶上（某人、某物）
yell at	对……吼叫
catch one's breath	屏息；歇口气；喘口气；喘息

Exercises on the text**Reading and Understanding**

I. Choose a best answer to each of the following question.

- What does Linda Jane's mother ask her to do?
 - To introduce herself and ask to join in a group of strangers.
 - To keep away from a bunch of ferocious-looking strangers.
 - To be the rope of the tug of war.
 - To go sit under a tree and read something.
- The author eventually understands that when you talk with strangers, they tend to _____.
 - stay away from you
 - talk with you very warmly
 - stop being strangers to you
 - share what they have with you immediately
- Why did the author mention the events of 9/11 ?
 - To indicate that an American is afraid to travel abroad.
 - To indicate that people rarely transfer government's policies to tourists.
 - To indicate journalists to travel abroad with the armored car escort.
 - To indicate people out there don't like Americans anymore.
- Why did the man chase them and grab the author's arm?
 - Because they made a mistake.
 - To tell them where to eat the freshest fish in town.
 - To apologize because he could not leave his store long enough to join them.
 - Because he wanted to return the plastic bottle of water left in his store.
- What does the author want to tell us?
 - His unforgettable travel in Egypt.

- B. Necessity to be grateful for parents' education in our childhood.
- C. Necessity to take initiative to know one another with strangers.
- D. Necessity to be optimistic in the whole life.

Vocabulary Focus

II. Answer the questions about the underlined words and expressions.

1. Does a ferocious animal tend to be very (a) tame or (b) fierce?
2. If you escort someone somewhere, does it mean you (a) meet or (b) accompany them there?
3. Does an accidental event happen (a) by chance or (b) deliberately?
4. If you inquire about something, will you (a) ask for or (b) tell information about it?
5. If you use essentially to emphasize a quality that someone or something has, do you mean it is their most (a) insignificant or (b) important quality?
6. If he gets a chunk of apple pie, does it mean he gets a (a) large amount or (b) small part of it?
7. If you pant, does it mean you breathe too (a) quickly or (b) slowly?
8. If you strike out, will you do something in a (a) similar or (b) different way?

Translation

III. Complete the following sentences by translating the Chinese in the brackets into English.

1. _____ (交了一群朋友), he attends parties every weekend.
2. A man has to _____ (自己开辟道路) if he wants to get ahead.
3. _____ (除了向他大声叫喊), I had no other way to catch his attention.
4. After running to the railway station, we sat down to _____ (喘口气).

Text C A Little Care Goes a Long Way

Pre-reading Activities

Look at the title of the passage to guess what this passage is about.

- A. We should be very careful when we drive, especially at night.
- B. We should help the aged people on the side of the road.
- C. We should give a hand to anyone who need it and let this chain of love spread forever.

Now read the text to check your prediction.

A Little Care Goes a Long Way

He was driving home one evening, on a two-lane country road. Work in this small community, was almost as slow as his beat-up Pontiac. But he never quit looking. Ever since the factory closed, he'd been unemployed, and with winter raging on, the chill had finally hit home. It was a lonely road. Not very many people had a reason to be on it unless they were leaving.

It was starting to get dark and light snow flurries were coming down. You know, he almost did not see the old lady, stranded on the side of the road. But even in the dim light of day, he could see she needed help. So he pulled up in front of her Mercedes and got out. His Pontiac was still sputtering when he approached her. Even with the smile on his face, she was worried. No one had stopped to help for an hour or so. Was he going to hurt her?

He didn't look safe; he looked poor and hungry. He could see that she was frightened, standing out there in the cold. He knew how she felt. He said, "I'm here to help you. Why don't you wait in the car where it's warm? By the way, my name is Bryan. "

Well, all she had was a flat tire, but for an old lady, that was bad enough. Bryan crawled under the car looking for a place to put the jack. Soon he was able to change the tire. But he had to get dirty and his hands hurt.

As he was tightening up the lug nuts, she rolled down the window and began to talk to him. She told him that she was from St. Louis and was only just passing through. She can't thank him enough for coming to her aid. Bryan just smiled as he closed her trunk. She asked him how much she owed him. Any amount would have been all right with her. She had already imagined all the awful things that could have happened had he not stopped.

Bryan never thought twice about the money. This was not a job to him. This was helping someone in need, and God knows there were plenty who had given him a hand in the past. He had lived his whole life that way, and it never occurred to him to act any other way. He told her that if she really wanted to pay him back, the next time she saw someone who needed help, she could give that person the assistance that they needed, and Bryan added, "...and think of me. "

Bryan waited until she started her car and drove off. It had been a cold and depressing day, but he felt good as he headed for home.

A few miles down the road the lady saw a small cafe. She went in to grab a bite to eat, and take the chill off. It was a dingy looking restaurant. The whole scene was unfamiliar to her. The waitress came over and brought a clean towel to wipe her wet hair. The lady noticed that the waitress was nearly eight months pregnant, but she never let the strain and aches change her attitude. She had a sweet smile on her face all the time. The old lady wondered

why someone who had so little could be so giving to a stranger. Then she remembered Bryan.

After the lady finished her meal and the waitress went to get change for her hundred dollar bill, the lady slipped right out the door. She was gone by the time the waitress came back. She wondered where the lady could be, and then she noticed something written on the napkin under which were four MYM100 bills. There were tears in her eyes when she read what the lady wrote.

It said: “You don’t owe me anything. I have been there too. Somebody once helped me out the way I’m helping you. If you really want to pay me back, here is what you do: Do not let this chain of love end with you. ”

That night when she climbed into bed, she was thinking about the money and what the lady had written. How could the lady have known that she and her husband needed money? With the baby due next month, it was going to be hard. She knew how worried her husband was, and as he lay sleeping next to her, she gave him a soft kiss and whispered soft and low, “Everything’s gonna be all right; I love you, Bryan. ”

New Words

lane/len/	<i>n.</i>	车道; 小巷; 航线; [篮球]罚球区
community/kə'mju:nəti/	<i>n.</i>	社区; 团体; 共同体; 群落
beat-up/'bi:tʌp/	<i>a.</i>	破旧的; 蓬头垢面的
rage/reɪdʒ/	<i>vi.</i>	大怒, 发怒; 流行, 风行
	<i>n.</i>	愤怒; 狂暴, 肆虐; 情绪激动
chill/tʃɪl/	<i>n.</i>	寒冷; 寒心; 寒意
	<i>a.</i>	寒冷的; 冷漠的; 扫兴的
	<i>v.</i>	使寒心; 使感到冷; 冷冻, 冷藏; 变冷
flurry/'flʌrɪ/	<i>n.</i>	疾风; 飓风; 骚动; 慌张
	<i>v.</i>	使恐慌; 使激动
strand/strænd/	<i>v.</i>	使搁浅; 使陷于困境; 弄断; 使落后; 搁浅
	<i>n.</i>	海滨; 线; 串
dim/dɪm/	<i>a.</i>	模糊的, 看不清的; 暗淡的, 昏暗的; 悲观的, 怀疑的
	<i>v.</i>	使暗淡, 使失去光泽; 使变模糊
	<i>n.</i>	[美俚]笨蛋, 傻子
sputter/'spʌtə/	<i>v.</i>	发噼啪声; 唾沫飞溅; 结结巴巴地讲; 飞溅出; 喷出
	<i>n.</i>	噼啪声; 喷溅声; 急切的言语
tire/'taɪə/	<i>n.</i>	轮胎; 头饰
	<i>v.</i>	疲劳; 厌倦; 使……疲倦; 使……厌烦



续表

crawl/krɔ:l/	<i>v.</i>	爬行; 匍匐行进; 缓慢地行进
	<i>n.</i>	爬行; 养鱼池; 匍匐而行
lug nut	<i>n.</i>	(车轮)带耳螺母
trunk/trʌŋk/	<i>n.</i>	后备箱
awful/ɔ:fʊl/	<i>a.</i>	可怕的, 吓人的; 庄严的, 威严的; [口语]糟糕的, 糟透的
	<i>ad.</i>	十分, 极其
assistance/ə'sɪstəns/	<i>n.</i>	援助, 帮助; 辅助设备
depressing/dɪ'presɪŋ/	<i>a.</i>	压抑的; 使人沮丧的
dingy/ˈdɪndʒɪ/	<i>a.</i>	昏暗的; 肮脏的
unfamiliar/ˌʌnfə'mɪljə/	<i>a.</i>	不熟悉的; 不常见的; 没有经验的
pregnant/ˈpregnənt/	<i>a.</i>	怀孕的; 富有意义的
strain/streɪn/	<i>n.</i>	张力; 拉紧; 血缘; 负担; 扭伤
	<i>v.</i>	拉紧; 尽力; 滥用; 滤去; 竭力
napkin/ˈnæpkɪn/	<i>n.</i>	餐巾; 餐巾纸; 尿布
due/dju:; du: /	<i>a.</i>	到期的; 应得的; 应付的; 预期的
	<i>n.</i>	应付款; 应得之物
	<i>ad.</i>	正(置于方位词前)

Phrases and Expressions

pull up	拔起; 停下来; 阻止
tighten up	加强; 使紧密; 拉紧; 使更牢固
it occurs to sb. ...	某人突然想起……
head for	前往; 出发; 取向于

Exercises on the text

Reading and Appreciating

I. Look through the passage quickly and answer the following questions. For questions 1—5, choose the best answer to each of them. For questions 6—8, complete the sentences with the information given in the passage.

- What did he do when he saw the old lady on the side of the road?
 - He stopped to ask for something to eat because he was hungry.
 - He stopped to give her a hand for he could see she needed help.



- C. He drove away as if he did not see the old lady.
D. He did nothing because he was frightened.
2. When did the old lady begin to talk to him?
A. After he told her he was here to help her.
B. Before Bryan crawled under the car looking for a place to put the jack.
C. When he was tightening up the lug nuts.
D. Before he decided to change the tire.
3. What does the sentence "This was not a job to him. " mean?
A. He was not a repairer but a driver.
B. He thought he just helped someone in need and wouldn't accept the old lady's money.
C. It was not his duty to help someone in need.
D. He didn't want to be regarded as a car repairman.
4. What did he tell her when she wanted to pay him back?
A. Remember him and think of him forever.
B. God knows there were plenty who had given him a hand in the past.
C. It sometimes occurred to him to act any other way.
D. Help someone who need help the next time and give that person what they need.
5. What did the old lady think of the waitress in the small cafe?
A. She never showed the strain and aches as she was nearly eight months pregnant.
B. She had a sweet smile on her face all the time.
C. She was so giving to the old lady who was a stranger.
D. All of the above.
6. The waitress never _____ change her attitude and had a sweet smile on her face all the time.
7. The lady finished her meal and was gone _____ the waitress came back.
8. She and her husband needed money _____ next month.

Vocabulary Focus

II. Replace the underlined words or expressions in the following sentences with words or expressions from the text that best keep the original meanings.

1. His face turned red with extreme anger.
2. I made out two vague or indistinct shapes in the gloom.
3. My sister never gets tired of talking about her work.

4. The value of your enthusiastic help is inestimable.
5. The test results were very dispiriting and disappointing.
6. Rooms in cheap hotels are often dark and dirty.
7. She is pregnant with her first child.
8. His success is entirely because of his hard work.

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