



UNIT

# 1

## PART ① Text

### Love

by Jesse Stuart

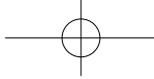


Jesse Stuart (1907—1984) was the son of an illiterate tenant farmer from eastern Kentucky. He had little formal education as a child. When he finally managed to attend high school, and then college, he discovered his talent for writing and turned out to be a good writer. His short fiction is noted for his great love of nature and his lyrical, simple language. Read the following story.

Yesterday when the bright sun blazed down on the wilted corn my father and I walked around the edge of the new ground to plan a fence. The cows kept coming through the chestnut oaks on the cliff and running over the young corn. They bit off the tips of the corn and trampled<sup>1</sup> down the stubble<sup>2</sup>.

My father walked in the cornbalk. Bob, our Collie, walked in front of my father. We heard a ground squirrel whistle down over the bluff<sup>3</sup> among the dead treetops at the clearing's edge. "Whoop, take him, Bob," said my father. He lifted up a young stalk of corn, with wilted dried roots, where the ground squirrel had dug

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1. trample: 踩踏
  2. stubble: 断株
  3. bluff: 断崖



it up for the sweet grain of corn left on its tender roots. This has been a dry spring and the corn has kept well in the earth where the grain has sprouted. The ground squirrels love this corn. They dig up rows of it and eat the sweet grains. The young corn stalks are killed and we have to replant the corn.

I could see my father keep sickening<sup>4</sup> Bob after the ground squirrel. He jumped over the corn rows. He



started to run toward the ground squirrel. I, too, started running toward the clearing's edge where Bob was jumping and barking. The dust flew in tiny swirls behind our feet. There was a big cloud of dust behind us.

"It's a big bull blacksnake," said my father. "Kill him, Bob! Kill him, Bob!"

Bob was jumping and snapping at the snake so as to make it strike and throw itself off guard. Bob has killed twenty-eight copperheads this spring. He knows how to kill a snake. He doesn't rush to do it. He takes his time and does the job well.

"Let's not kill the snake," I said. "A blacksnake is a harmless snake. It kills poison snakes. It kills the copperhead. It catches more mice from the fields than a cat."

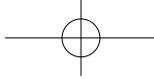
I could see the snake didn't want to fight the dog. The snake wanted to get away. Bob wouldn't let it. I wondered why it was crawling toward a heap of black loamy<sup>5</sup> earth at the bench of the hill. I wondered why it had come from the chest-nut oak sprouts and the matted greenbriars on the cliff. I looked as the snake lifted its pretty head in response to one of Bob's jumps. "It's not a bull blacksnake," I said. "It's a she-snake. Look at the white on her throat."

"A snake is an enemy to me," my father snapped. "I hate a snake. Kill it, Bob. Go in there and get that snake and quit playing with it!"

Bob obeyed my father. I hated to see him take this snake by the throat. She was so beautifully poised in the sunlight. Bob grabbed the white patch on her throat. He cracked her long body like an ox whip in the wind. He cracked it against the wind only. The blood spurted from her fine-curved throat. Something hit against my legs like pellets. Bob threw the snake down. I looked to see what had struck my legs. It was snake eggs. Bob had slung them from her body. She was going to the sand heap to lay her eggs, where the sun is the setting-hen that warms them and hatches them.

4. sick: 唆使狗去攻击

5. loamy: 肥沃的



Bob grabbed her body there on the earth where the red blood was running down on the gray-piled loam. Her body was still writhing in pain. She acted like a green weed held over a new-ground fires. Bob slung her viciously many times. He cracked her limp body against the wind. She was now limber<sup>6</sup> as a shoestring in the wind. Bob threw her riddled body back on the sand. She quivered like a leaf in the lazy wind, then her riddled body lay perfectly still. The blood covered the loamy earth around the snake.

“Look at the eggs, won’t you?” said my father. We counted thirty-seven eggs. I picked an egg up and held it in my hand. Only a minute ago there was life in it. It was an immature seed. It would not hatch. Mother sun could not incubate it on the warm earth. The egg I held in my hand was almost the size of a quail’s egg. The shell on it was thin and tough and the egg appeared under the surface to be a watery egg.

“Well, Bob, I guess you see now why this snake couldn’t fight.” I said. “It is life. The stronger devour the weaker even among human beings. Dog kills snake. Snake kills birds. Birds kill the butterflies. Man conquers all. Man, too, kills for sport.”

Bob was panting. He walked ahead of us back to the house. His tongue was out of his mouth. He was tired. He was hot under his shaggy<sup>7</sup> coat of hair. His tongue nearly touched the dry dirt and white flecks of foam dripped from it. We walked toward the house. Neither my father nor I spoke. I still thought of the dead snake. The sun was going down over the chestnut ridge. A lark was singing. It was late for a lark to sing. The red evening clouds floated above the pine trees on our pasture hill. My father stood beside the path. His black hair was moved by the wind. His face was red in the blue wind of day. His eyes looked toward the sinking sun.

“And my father hates a snake,” I thought.

I thought about the agony women know of giving birth. I thought about how they will fight to save their children. Then I thought of the snake. I thought it was silly for me to think such thoughts.

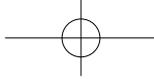
This morning my father and I got up with the chickens. He says one has to get up with the chickens to do a day’s work. We got the posthole<sup>8</sup> digger, ax, spud<sup>9</sup>, measuring pole and the mattock<sup>10</sup>. We started for the clearing’s edge. Bob didn’t go along.

The dew was on the corn. My father walked behind with the posthole digger across his shoulder. I walked in front. The wind was blowing. It was a good morning wind to breathe and a wind that makes one feel like he can get under the edge of a hill and heave the whole hill upside down.

I walked out the corn row where we had come yesterday afternoon. I looked in front of me. I saw something. I saw it move. It was moving like a huge black rope winds around a windlass. “Steady,” I said to my father. “Here is the bull blacksnake.” He took one step up beside me and stood. His eyes grew wide apart.

“What do you know about this,” he said.

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6. limber: 柔软的
  7. shaggy: 毛发蓬松的
  8. posthole: 插旗杆或电线杆用的洞
  9. spud: 小锄头
  10. mattock: 鹤嘴锄



“You have seen the bull blacksnake now.” I said. “Take a good look at him! He is lying beside his dead mate. He has come to her. He, perhaps, was on her trail<sup>11</sup> yesterday.”

The male snake had trailed her to her doom. He had come in the night, under the roof of stars, as the moon shed rays of light on the quivering clouds of green. He had found his lover dead. He was coiled beside her, and she was dead.

The bull blacksnake lifted his head and followed us as we walked around the dead snake. He would have fought us to his death. He would have fought Bob to his death. “Take a stick,” said my father, “and throw him over the hill so Bob won’t find him. Did you ever see anything to beat that? I’ve heard they’d do that. But this is my first time to see it.” I took a stick and threw him over the bank into the dewy sprouts on the cliff.

(1351 words)

## Exercises

### A. Determining the main idea.

Choose the best answer. Do not refer to the text.

The main purpose of the text is to show \_\_\_\_\_.

- A. how dogs kill snakes skillfully
- B. how the father wrongfully kills a harmless snake
- C. ways love exists among animals
- D. how a father learns something from his son about love and hate

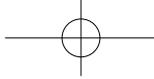
### B. Comprehending the text.

Choose the best answer.

1. The father and the boy walked around the edge of the new ground to plan a fence against \_\_\_\_\_.
  - A. people trampling down the corn stubble
  - B. chestnut oaks running over the young corn
  - C. cows running over the young corn
  - D. bright sun blazing down on the corn
2. They had to replant the corn \_\_\_\_\_.
  - A. because it has been a dry spring and young corn stalks are wilted
  - B. because the grain has not sprouted well
  - C. because ground squirrels love the tender tips of the corn
  - D. because ground squirrels eat the grain of corn left on the roots

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11. trail: 追踪



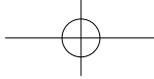
3. Bob knows how to kill a snake, and when he does it, he \_\_\_\_\_.
- A. takes great pains  
B. is in a haste  
C. just waits till the job is done  
D. does it not in a hurried way
4. The boy does not want the blacksnake to be killed, for all of the following reasons EXCEPT that \_\_\_\_\_.
- A. a blacksnake is poisonous  
B. a blacksnake kills copperheads  
C. a blacksnake catches many mice  
D. a blacksnake is harmless
5. The boy finds that the blacksnake was a she-snake since \_\_\_\_\_.
- A. it did not want to fight  
B. it was crawling toward a heap of black loamy earth  
C. it came from the chestnut oak sprouts  
D. it had the white on her throat
6. As Bob was killing the snake, the boy found that the snake was unwilling to fight because \_\_\_\_\_.
- A. as a she-snake she could not fight  
B. if she got to the sand heap she was safe  
C. she was pregnant and was going to lay eggs  
D. she was wounded and limber
7. The boy thought that the stronger devour the weaker and man conquers for \_\_\_\_\_.
- A. fun  
B. survival  
C. justice  
D. nothing
8. The next day the boy saw the bull blacksnake \_\_\_\_\_.
- A. looking for his dead mate  
B. finding his dead mate by chance  
C. coiling beside his dead mate  
D. shivering in the cold
9. The bull blacksnake followed the boy and his father and would have fought to his death. The father asked the boy to throw it away because \_\_\_\_\_.
- A. he was afraid  
B. he thought about the safety of Bob  
C. he could not understand the snake  
D. he did not want to kill the snake this time

### C. Understanding vocabulary.

Choose the best definition according to the context.

1. Yesterday when the bright sun blazed down on the **wilted** corn my father and I walked around the edge of the new ground to plan a fence.
- A. stiff  
B. drooping  
C. young  
D. dried
2. Bob was jumping and snapping at the snake so as to make it strike and throw itself **off guard**.
- A. ready  
B. unprepared  
C. vigilant  
D. shaking





## PART ② Reading Skills

### Previewing (1)

**Previewing** means looking ahead and checking for information in advance. Before you read a book in detail, you can learn quite a bit about it by previewing. You can preview or examine specific parts of it first.

Here are steps you may follow when you begin to preview a textbook.

► **Read the title of the book.**

A title can tell you a great deal about a book. Before you read, think about what the title means.

► **Read the table of contents.**

The table of contents appears at the beginning of a book. It is a list of the names of the chapters and the pages on which they begin. Sometimes you also find subheadings given under some chapters. If the book is divided into parts, that information also appears in the table of contents. After you study the names of the chapters and subheadings, you will know what each section of the book is about and how the topics of the sections relate to each other and to the whole book.

► **Read the preface.**

The preface is a brief essay in which the author gives reasons for writing the book. It comes before the table of contents. From the preface you will learn for whom the book is written, the aims and the topics of the book and the best ways to use the book.

► **Read briefly the index, glossary, appendix, bibliography and other special supplements.**

These usually appear at the back of a book.

An index is an alphabetical list that tells the reader where particular topics, subjects and names of people, places or events, etc. are referred to in a book.

A glossary gives definitions to a list of difficult words or terms that appear in a book.

An appendix adds to a book extra information (charts, graphs, documents, facts, etc.) that is helpful to the understanding of the book.

A bibliography is a list of some or all the sources that the author has used to write his or her book.

**Practice**

Use previewing to learn about this textbook. Then answer the following questions.

1. What is the title of this book?

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2. Who are the authors?

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3. What is the publication date?

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4. What is the main reason the authors produced this book?

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5. Where did you find the answer to Question 2?

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6. For what kind of reader is this book intended?

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7. How many units does this book contain?

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8. What are the specific reading and study skills to be learned in this book?

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**PART 3 Fast Reading**

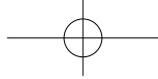
**Directions:** Read the following passages and do the multiple-choice exercises. Record the time you have used and the number of correct answers you have got.

**1**

Science has questioned whether animals are capable of love. But anyone with a pet knows that animals feel a wide range of emotions, including anger, happiness, sadness, disgust, fear and surprise.

“Animals have a strong bond to love each other,” said Marc Bekoff, a professor of ecology and evolutionary biology at the University of Colorado and author of *The Emotional Lives of Animals*.

Bekoff says there’s considerable evidence that many animals are capable of feelings, and the latest science argues for the existence of love in many different species. Numerous species’ brain chemistry is identical or similar to ours that allows us to feel love.

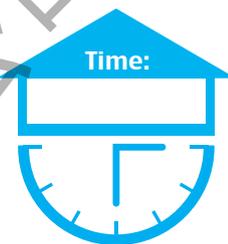


In his new book, *Animal Manifesto*, Bekoff urges us to be more mindful of our interactions with animals. One way is to make a commitment to care for an animal that is suitable to our lifestyle.

Dogs and cats form attachments—to us and to each other—and that’s why we want to shower them with love, says Dr. Stephanie LeFarge, ASPCA (American Society for the Prevention of Cruelty to Animals: 美国防止虐待动物协会) senior director of counseling services. “They sacrifice their lives for us, and put our needs in front of their own,” she noted. “Animals are hardwired to greet each other,” LeFarge said. “The animal is glad to see you, and it’s not because you’re going to whip out a treat.” In fact, a nice greeting is an invitation to feel good and the beginning of the human/animal bond.

Bekoff says the best way for us to show our love for our companion animals is to treat them with respect and dignity, to bond with them, feed them well and to provide them with comfort.

(280 words)



- It can be inferred that Mark Bekoff, in his *The Emotional Lives of Animals*, mainly discusses animals' \_\_\_\_\_.  
 A. bond with men  
 B. reasoning ability  
 C. emotional capacity  
 D. functions in human lives
- The latest science \_\_\_\_\_.  
 A. suggests that there is no such thing as love among animals  
 B. questions the idea of the existence of love in animals  
 C. proves that animals' brain chemistry is much inferior to ours  
 D. indicates that love exists in many animals
- Mark Bekoff's *Animal Manifesto* urges more bond between \_\_\_\_\_.  
 A. animals themselves  
 B. animals and humans  
 C. animals of different species  
 D. animals and their behaviors
- According to Bekoff, the best ways for us to love our companion animals include all the following EXCEPT \_\_\_\_\_.  
 A. respecting them  
 B. giving them good food  
 C. making them work hard  
 D. giving them comfort
- Which of the following could serve as the best title for the passage?  
 A. Animals Are Capable of Love  
 B. Bekoff's New Book on Animals  
 C. Show Our Love for Animals  
 D. Love Between Humans and Animals

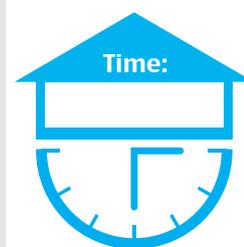


## 2

When Jesse Stuart was fifteen, he quit his job as a concrete worker and returned to high school, where he was influenced by the works of Robert Burns, Walt Whitman, and Edgar Allan Poe. In 1926 he began attending Lincoln Memorial University in Harrogate, Tennessee, and during his senior year his poetry was published in several periodicals. After graduation he returned to his native Greenup County and became a teacher and administrator in the area. His first collection of short fiction, *Head o'W-Hollow*, was published in 1936. A prolific writer of fiction, poetry, and essays, he published nearly 500 short stories. He died in 1984 after a long illness.

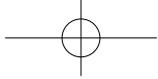
Although he is considered a regionalist writer, the themes of Stuart's short fiction are universal in nature. In "Thanksgiving Hunter," a sensitive young boy on his first dove hunt finds himself unable to kill a bird. Ashamed of what he regards as a weakness, he resolves to kill his first dove. Using a special dove call, he lures a beautiful bird. Upon closer watch, the boy realizes that the bird is blind; another hunter has shot away both of its eyes. When the dove's mate calls and the blind dove flies away, the boy is left to ponder the harshness of life. In "Another Hanging," the hanging of a murderer provides a social occasion for the citizens of the county. Stuart places the suffering of the murderer's wife and family against the excitement of the young narrator as he puts on his new clothes and meets a pretty girl at the hanging. The story "Clearing in the Sky" reflects Stuart's belief that the land and nature hold a healing power for people. In this story, a father shows his son his vegetable garden on the top of a mountain. The father claims that in maintaining the garden, he has been able to stave off (避开) a life-threatening illness despite the dreadful prognosis (疾病预测) that his doctor had given him.

(326 words)



6. Which of the following is NOT true?
- A. In high school, Stuart was interested in poets such as Robert Burns, Walt Whitman, and Edgar Allan Poe.
  - B. While attending a university, Stuart published poems in different periodicals.
  - C. After graduation, he returned home and worked as a teacher and administrator.
  - D. Stuart did not write much, yet his writings were highly regarded.
7. In "Thanksgiving Hunter," a boy tries to \_\_\_\_\_.
- A. kill a bird
  - B. save his first dove
  - C. send a blind dove to his mate
  - D. find love in birds
8. "Another Hanging" mainly deals with \_\_\_\_\_.
- A. a murder story
  - B. the wife of a murderer
  - C. the excitement of the public over the hanging of a criminal
  - D. a young man's chance meeting with a pretty girl





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13. When the speaker was a child, he thought that \_\_\_\_\_.
- A. being an adult was something in the distant future
  - B. being an adult was something too distant to be real
  - C. it was not good to grow up
  - D. it was not easy for a child to bear pain
14. From the passage it can probably be inferred that the speaker is \_\_\_\_\_.
- A. a sick old man
  - B. a theatergoer
  - C. an actor entertaining the audience
  - D. a man helpless among the crowd
15. The topic of the passage is \_\_\_\_\_.
- A. fun at funfairs
  - B. happy days in childhood
  - C. the illusion
  - D. childhood as an illusion



Total Time: \_\_\_\_\_

Score: \_\_\_\_\_

## PART 4

## Home Reading

### A Wonderful Present

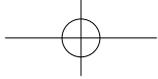
by Fulton Oursler

Pete Richards was the loneliest man in town on the day that little Jean Grace opened the door of his shop. Pete's grandfather had owned the shop until his death. Then the shop became Pete's. The front window was full of beautiful old things: jewelry of a hundred years ago, gold and silver boxes, carved figures from China and Japan and other nations.

On this winter afternoon, a child stood there, her face close to the window. With large and serious eyes, she studied each piece in the window. Then, looking pleased, she stepped back from the window and went into the shop.

There was not much light inside the shop, but the little girl could see that the place was full of things; old guns and clocks, more jewelry and boxes and figures, and a hundred other things for which she didn't even know the names.

Pete himself stood behind the counter. He was only 30 years old, but already his hair was turning gray. His eyes were cold as he looked at the small girl.



“Please,” she began, “would you let me look at the pretty string of blue beads in the window?”

Pete took the string of blue beads from the window. The beads were beautiful against his hand as he held the necklace up for her to see.

“They are just right,” said the child as though she were alone with the beads. “Will you wrap them up in pretty paper for me, please?”

Pete studied her with his cold eyes. “Are you buying these for someone?” he asked.

“They are for my big sister. She takes care of me. You see, this will be the first Christmas since our mother died. I’ve been looking for a really wonderful Christmas present for my sister.”

“How much money do you have?” asked Pete.

From the pocket of her coat, she took a handful of pennies and put them on the counter. “This is all I have,” she explained simply. “I’ve been saving the money for my sister’s present.”

Pete looked at her, his eyes thoughtful. Then he carefully closed his hand over the price mark on the necklace so that she could not see it. How could he tell her the price? The happy look in her big blue eyes struck him like the pain of an old wound.

“Just a minute,” he said and went to the back of the shop. “What’s your name?” he called out. He was very busy about something.

“Jean Grace,” answered the child.

When Pete returned to the front of the shop, he held a package in his hand. It was wrapped in pretty Christmas paper and tied with a green ribbon.

“Here you are,” he said. “Don’t lose it on the way home.”

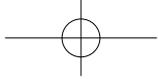
She smiled happily at him as she ran out the door. Through the window he watched her go. He felt more alone than ever.

Something about Jean Grace and her string of beads had made him feel once more the pain of his old grief. The child’s hair was as yellow as the sunlight; her eyes were as blue as the sea. Once upon a time, Pete had loved a girl with hair of that same yellow and with eyes just as blue. And the necklace of blue stones had been meant for her.

But one rainy night, a car had gone off the road and struck the girl whom Pete loved. After she died, Pete felt that he had nothing left in the world except his grief.

Since then, Pete Richards had lived too much alone. He talked with the people who came to his shop, but





after business hours he remained alone with his grief. At last the grief for his lost love became grief for himself. In self-pity he almost succeeded in forgetting the girl.

The blue eyes of Jean Grace brought him out of that world of self-pity and made him remember again all that he had lost. The pain of remembering was so great that Pete wanted to run away from the happy Christmas shoppers who came to look at his beautiful old things during the next ten days.

When the last shopper had gone, late on Christmas Eve, Pete was glad. It was all over for another year.

But for Pete Richards, the night was not quite over. The door opened and a young woman came in. Pete could not understand it, but he felt that he had seen her before. Her hair was sunlight yellow and her eyes were sea-blue. Without speaking, she put on the counter a package wrapped in pretty Christmas paper. From her pocket she took out a green ribbon and put it with the package. When Pete opened the package, the string of blue beads lay again before him.

“Did this come from your shop?” she asked.

Pete looked at her with eyes no longer cold. “Yes, it did,” he said.

“Are the stones real?”

“Yes. They aren’t the best turquoise<sup>12</sup> in the world, but they are real.”

“Can you remember to whom you sold them?”

“She was a small girl. Her name was Jean. She wanted them for her sister’s Christmas present.”

“How much were they?”

“I can’t tell you that,” he said. “The seller never tells anyone else what a buyer pays.”

“But Jean has never had more than a few pennies. How could she pay for them?”

Pete was putting the Christmas paper around the necklace and tying the green ribbon just as carefully as he had done for Jean Grace ten days earlier.

“She paid the biggest price one can ever pay,” he said. “She gave all she had.”

For a moment there was no sound in the little shop. Then somewhere in the city, church bells began to ring. It was midnight and the beginning of another Christmas Day.

“But why did you do it?” the girl asked.

Pete put the package into her hands.

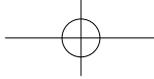
“There is no one else to whom I can give a Christmas present,” he said. “It is already Christmas morning. Will you let me take you to your home? I would like to wish you a Merry Christmas at your door.”

And so, to the sound of many bells, Pete Richards and a girl whose name he had not yet learned walked out into the hope and happiness of a new Christmas Day.

(1064 words)

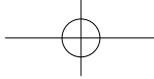
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12. turquoise: 绿松石(宝石)

**Follow-up Exercises****A. Comprehending the text.**

*Choose the best answer.*

- Which of the following CANNOT be found for sale in Pete's shop?
  - Old guns and clocks.
  - Jewelry, gold and silver boxes.
  - Carved figures from other nations.
  - Fashionable clothes.
- When Pete saw Jean Grace, he \_\_\_\_\_.
  - was very enthusiastic, hoping for some business to be done
  - was cold but he still served the young customer
  - was cold, unwilling to serve the young customer
  - was very warm to the young customer though he did not want to sell anything to her
- Jean Grace came to the shop to buy a Christmas present \_\_\_\_\_.
  - for her mother because the latter cared for her quite a lot
  - for her sister because the latter cared for her quite a lot
  - for herself because the necklace was very beautiful
  - for one of her family members because it was a custom
- Pete did not say the price of the necklace because \_\_\_\_\_.
  - he thought that the girl was not able to afford it
  - he priced the necklace too high
  - it would disappoint the girl
  - he was willing to help the girl to get it
- Pete was sad because \_\_\_\_\_.
  - he had lost his parents when he was young
  - his sweetheart died after a long illness
  - he was buried in self-pity after the death of his sweetheart
  - he was lonely in his shop
- The eyes of Jean Grace brought Pete out of his world of self-pity \_\_\_\_\_.
  - and he tried to forget the memory of his sweetheart
  - and he remembered his lost love
  - and he began to look at the world optimistically
  - and he no longer felt the pain in him
- A young woman came into the shop because \_\_\_\_\_.
  - she was afraid that there might be some mistake
  - she thought that the stones she had bought were not real



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- C. she was not sure if she could get more stones like those  
D. she did not like what she had once bought
8. When Pete said that Jean Grace paid the biggest price one could ever pay, he meant that \_\_\_\_\_.
- A. Jean Grace gave a lot of money for the necklace  
B. Jean Grace gave all she had with her for the necklace  
C. Jean Grace thought she paid a lot money for the necklace  
D. Jean Grace wanted to have the best thing in the shop
9. Pete let Jean Grace have the necklace for just a few pennies because \_\_\_\_\_.
- A. Pete had to give a Christmas present to someone  
B. Pete was rich and could afford it  
C. Pete took Jean Grace for his sweetheart who had died years ago  
D. Pete felt that the love in him was aroused and had the urge to love others
10. At the end of the story we see that \_\_\_\_\_.
- A. Pete found another girl that he could trust  
B. Pete found someone who could give him comfort and love  
C. Pete regained his ability to love  
D. Pete at last found a place to go

**B. Discussing topics.**

*Discuss the following topics in groups.*

1. Why did Pete close his hand over the price mark on the necklace?
2. Why was the present so wonderful?