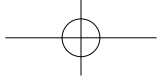


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3

UNIT

Describing Things



PART A

Preview

1. Reading Pictures

Study the following pictures and discuss the questions.



- 1) Decide which ring you like better of the two. They are of the same value.
- 2) Check whether or not the students sitting around you have made the same choices.
- 3) Form a small group and state the reasons for your choices.
- 4) Discuss in your group the following questions:
 - (1) What contributing factors influence people's preferences in jewelry?
 - (2) Does a person's taste in jewelry or clothing reflect his or her personality?
 - (3) It is suggested that the jewelry or clothing owned by a person will in time be impressed with his or her personality. Do you agree and can you give an example?

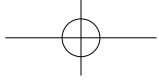


2. Vocabulary Workshop

The words below are taken from the text you are going to read. Match the words with the definitions on the right and put the corresponding letters in the brackets.

- | | |
|------------------|--|
| () 1. charm | a. a hard clear blue stone, used in expensive jewelry |
| () 2. dangle | b. a piece of furniture with drawers and a top part that opens to make a writing table |
| () 3. sapphire | c. an area, like a small room, between the outside door and the main part of a house or building |
| () 4. pantry | d. a small object worn on a piece of jewelry, such as a bracelet |
| () 5. bureau | e. an uncomfortable feeling of doubt about whether you are doing the right thing |
| () 6. spike | f. a small room for storing food, usually next to the kitchen |
| () 7. vestibule | g. to hang loosely |
| () 8. qualm | h. something sharp and pointed, especially a piece of metal or wood |

Key: 1. d, 2. g, 3. a, 4. f, 5. b, 6. h, 7. c, 8. e



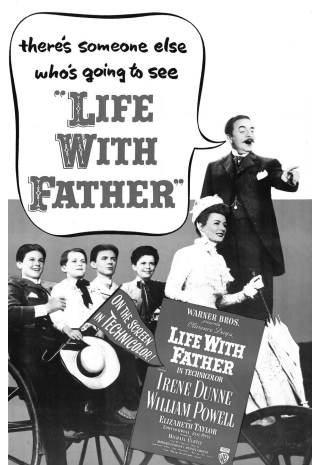
Reading and Studying

Father's Old Trousers

Clarence Day¹

1

Clarence Day (1874–1935, 克拉伦斯·戴), an American writer, came from a wealthy family. His father had his own brokerage firm on Wall Street and was a member of the New York Stock Exchange, and his grandfather founded the *New York Sun* newspaper. He graduated from Yale University, where he was the editor of the school's humor magazine, *The Yale Record* in 1896. This text is an excerpt from his memoir, *Life with Father* (1935), which humorously recounted the Day family life in the 1890s under the rule of his domineering father.



1 Father didn't care much for jewelry. He disliked the heavy watch-chains which were worn by the men of his time, chains with charms dangling down from the middle. His had none of these things on it; it was strong and handsome but simple. His studs and cuff-links were on the same order, not ornate like those then in fashion. His ring was a solid plain band of gold, set with a rectangular sapphire. All these objects we regarded with a reverence which we felt was their due. There was a special sort of rightness about Father's things, in our eyes, and we had a special respect for them because they were Father's.

2 Father had had a lighter ring once, with a smaller sapphire, which he had worn as a young man. He had discarded it as less suitable for him, however, as he got on in life, and it had been put away long ago in the safe in our pantry.

3 Mother didn't like to have it lying idle there, year after year. After I left college, she decided that I had better wear it, so that the family would get some good out of it once more. One afternoon she and I went into the crowded pantry, with its smell of damp washcloths, and she took it out of the safe.

4 I did not want a ring, but Mother presented this one to me with such affection that I saw no way to get out of accepting it. She put it on my finger and kissed me. I looked at the thing. The sapphire was a beautiful little stone. I



thought that after a while I might learn to like it, perhaps. At any rate, there was nothing to get out of order or break.

5 I soon discovered, however, that this ring was a nuisance—it was such hard work not to lose it. If I had bought and paid for it myself, I suppose I'd have cherished it, but as it had been wished on me, it was only a responsibility. It preyed on my mind. After a little while, I stopped wearing it and put it away.

6 When Mother noticed that it wasn't on my finger, she spoke out at once. She said there wasn't much point in my having a ring if I merely kept it in my bureau drawer. She reminded me that it was a very handsome ring and I ought to be proud to wear it.

7 I explained that I couldn't get used to remembering that I was wearing a ring, and had several times left it on public washstands and got it back only by sheer luck. Mother was frightened. She instantly agreed that it would be a terrible thing to lose Father's ring. It went back into the safe in the pantry.

8 Several years later, it was taken out again, and after another little ceremony it was entrusted to George. He had even more trouble with it than I'd had. He, too, decided that he didn't wish to wear it himself, so, as he had married, he gave it to his wife, who adored it. Everyone was happy for a while until Mother happened to see Father's ring nestling on Wilhelmine's finger. Mother was very fond of Wilhelmine, but this strange sight disturbed her. She felt that the only right and appropriate use for that ring was for it to be worn by one of Father's sons. She asked George to take it away from Wilhelmine and return it. He silently did so, and back it went again to the pantry.

9 It was a curious fact that everything that Father had ever owned seemed to be permanently a part of him. No matter what happened to it, it remained impressed with his personality. This isn't unusual in the case of a ring, I suppose, but the same thing was true even of Father's old neckties, especially from his point of view. I don't think he cared what became of that ring, the way Mother did, but when he gave me an old necktie or a discarded pair of trousers, they still seemed to him to be his. Not only did he feel that way about it but he made me feel that way, too. He explained to me that he gave things which he didn't care about to the coachman or **the Salvation Army**², but that when he had a particularly handsome tie which had plenty of wear in it yet, or a pair of trousers which he had been fond of, he saved anything of that sort for me.

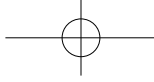
10 A pair of striped trousers which he had worn to church on Sundays for years went up to **New Haven**³ with me one Christmas, when I was a junior, and as I was short of clothes at the time, they came in very handy. I had to be careful not to take off my coat while I was wearing them, though. They looked oddly baggy in the seat when exposed to full view—on nights when I

²

Founded in 1865 in London, the Salvation Army is an international organization that teaches Christianity and helps people with problems. It is organized like an army and is famous for its brass bands, which play in public.

³

A city in the state of Connecticut where Yale University is located. In the text it refers to the university.



was playing billiards in a poolroom, for instance. They also made it harder for me to climb Osborn Hall's iron gate. This gate was ten feet high, with a row of long, sharp spikes at the top, and to get quickly over it in Father's trousers was quite a feat.

11 There was no point in getting over it quickly. In fact, there was no point in getting over it at all. Osborn Hall was used solely for lectures, and we saw quite enough of it in the daytime without trying to get in there at night. Besides, we couldn't get in anyhow, even after climbing the gate, because the big inside doors were locked fast. After standing in the vestibule a minute, between the doors and the gate, there was nothing to do but climb back again and go home to bed. This seemed like a useful or stimulating performance, though, when we had been drinking.

12 On nights like these, as I was undressing in my bedroom, I sometimes had moral qualms over the way that I was making Father's trousers lead this new kind of life. Once in a while such misgivings would even come over me elsewhere. They were not clear-cut or acute, but they floated around in the back of my mind. Usually I paid little attention to what clothes I had on, but when I did happen to notice that I was wearing those trousers into places which were not respectable, I didn't feel right about it.

13 Then one week I lent them to a classmate of mine, Jerry Ives, to wear in his role of a fat man in some **Psi U**⁴ play. Father wasn't fat, but he was much more full-bodied than Jerry, and there was plenty of room in his trousers for a pillow and Jerry besides. I thought no more of the matter until the night of the play, but when the curtains went up and I saw Father's Sunday trousers running across the stage pursued by a comic bartender who was yelling "Stop thief!" I felt distinctly uncomfortable.

14 After that, nothing seemed to go right with them. The fact was, they simply didn't fit into the undergraduate life. The night that I most fully realized this, I remember, was when a girl whom Father would have by no means approved of sat on what was my lap but his trousers. Father was a good eighty miles away and safely in bed, but I became so preoccupied and ill at ease that I got up and left.

⁴ Psi Upsilon (ΨΥ, Psi U) is a North American fraternity, founded at Union College on November 24, 1833, making it the fifth oldest college fraternity.



Reading Comprehension

1 Understanding the Text: *Discuss the following questions.*

1. What image of Father appears in your mind when you read the text? How does the author successfully create this image?
2. Although the text is entitled “Father’s Old Trousers”, the anecdotes about the ring are recounted first. What is the author’s purpose in doing so? Is there any relation between the two objects—the ring and the old trousers? Does the author have the same feeling about and hold the same attitude toward them?
3. Which of the author’s experiences with the old trousers are mentioned in the text? Why does the author say that Father’s old trousers “simply didn’t fit into the undergraduate life”?

2 Looking for Details: *Based on the text, decide whether the following statements are true (T) or false (F).*

- () 1. Father’s jewelry was fashionable.
- () 2. I was happy to wear Father’s ring.
- () 3. The lighter sapphire ring was put away in the pantry three times.
- () 4. Father gave things he didn’t like to non-family members.
- () 5. Father’s old trousers fitted the author perfectly.
- () 6. The author never succeeded in getting over Osborn Hall’s gate in Father’s old trousers.
- () 7. Jerry Ives was of the same build as Father.
- () 8. The author stopped wearing Father’s old trousers because they were no longer in fashion.

3 Looking Beyond the Text

The text offers a glimpse of the author’s family life. What can you guess in terms of the role his Father plays in the family and his relationship with his Father? Does your Father play the same role in your family? Is your relationship with your Father similar? And with your Mother? Exchange information with other members in your group, and give an oral report on some of the various types of parent-child relationships.



Language Focus

- 1 The following words are taken from the text. Try to make sure you know the meaning of the words and then complete the sentences with their appropriate forms.

acute	adore	ceremony	damp
disturb	feat	nuisance	ornate
preoccupy	prey	reverence	stimulating

1. His growing debts _____ on his mind.
2. I hate to be a(n) _____, but could you move your car to the other side of the street?
3. They _____ shopping in all the well-stocked boutiques.
4. The bridge is a brilliant _____ of engineering.
5. The poem conveys the poet's deep _____ for nature.
6. Our college offers a challenging and _____ environment in which to study.
7. The wood won't burn if it's _____.
8. He told them abruptly and without _____ that they would have to leave.
9. The scandal was a(n) _____ embarrassment for the president.
10. The writer doesn't want to be _____ while he's working.
11. There is a mirror in a(n) _____ gold frame on the wall.
12. The question of life after death has _____ many philosophers.

- 2 Choose one from the list of expressions to complete each of the following sentences. Change the form if necessary.

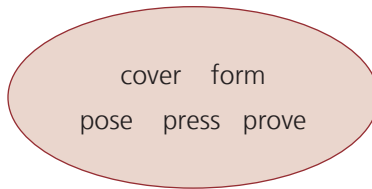
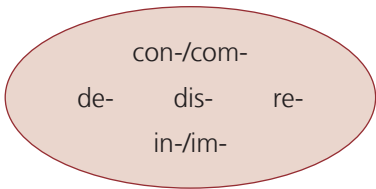
at any rate	by no means
come over	get out of
ill at ease	in the back of one's mind
no point in	not care (much)
prey on one's mind	what has/will/become of

1. The stares from the people on the other side of the room made us feel _____.
2. The accident has been _____ all week.
3. There's _____ crying over spilled milk.
4. If she is sent to prison, _____ her children?



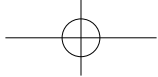
5. My English is _____ excellent but still better than last year.
6. This restaurant has the best food—or _____, the best pasta dishes—in the city.
7. It's shocking what people will do to _____ paying taxes.
8. I'd like to believe we can still be friends, but _____, I know that's not true.
9. He's behaving so strangely. I don't know what _____ him lately.
10. Unlike my sister, I _____ sweet food.

3 *Form new words by adding the prefixes(left) to the word roots(right), and list all the possible combinations. Then complete each of the sentences with the correct form of the combined words. Finally, think of other prefixes that may be added to each of these roots.*



- prefix + cover: _____
- prefix + form: _____
- prefix + pose: _____
- prefix + press: _____
- prefix + prove: _____

1. Man proposes, God _____.
2. He doesn't _____ to the stereotype of a businessman.
3. Don't attempt to _____ your will on the others.
4. The professor _____ the student for being late.
5. The writer successfully _____ 100 years of history into 15 pages.
6. Age sometimes _____ the spine.
7. The housing market in the country appears to be _____ from the recession.
8. The president was _____ in a military coup.
9. She had long ago _____ the painful memories of her early life.
10. The police officer failed to _____ the suspect that he had the right to remain silent.



4 *Paraphrase the following sentences taken from the text. Pay special attention to the words in color.*

1. All these objects we regarded with a reverence which we felt was their due.
2. He had discarded it as less suitable for him, however, as he got on in life...
3. Several years later, it was taken out again, and after another little ceremony it was entrusted to George.
4. They looked oddly baggy in the seat when exposed to full view...
5. Besides, we couldn't get in anyhow, even after climbing the gate, because the big inside doors were locked fast.

5 *Translate the following sentences taken from the text into Chinese.*

1. I soon discovered, however, that this ring was a nuisance—it was such hard work not to lose it. If I had bought and paid for it myself, I suppose I'd have cherished it, but as it had been wished on me, it was only a responsibility. It preyed on my mind.

2. It was a curious fact that everything that Father had ever owned seemed to be permanently a part of him. No matter what happened to it, it remained impressed with his personality. This isn't unusual in the case of a ring, I suppose, but the same thing was true even of Father's old neckties, especially from his point of view.

3. On nights like these, as I was undressing in my bedroom, I sometimes had moral qualms over the way that I was making Father's trousers lead this new kind of life. Once in a while such misgivings would even come over me elsewhere. They were not clear-cut or acute, but they floated around in the back of my mind.

4. The night that I most fully realized this, I remember, was when a girl whom Father would have by no means approved of sat on what was my lap but his trousers. Father was a good eighty miles away and safely in bed, but I became so preoccupied and ill at ease that I got up and left.



Reading Skills and Strategies

Read by Sense Groups



Instruction

Good readers do not read word by word. As we read, our eyes follow the text, moving from left to right (in English) and then jumping left again to begin the next line. If you watch a reader's eyes, you will see that they do not move continuously along the line but cover the distance in several jumps, called fixations. A good reader makes fewer fixations than a poor one; his eyes take in several words at a time. Moreover, they are not just random sequences of words: an efficient reader chunks a text into sense groups, units of meaning each consisting of several words. Each chunk is taken in by one fixation of the eyes. A good reader takes in the sense of a whole chunk without pausing to consider the individual words.

Task 1

Step 1: *Read each chunk of words with one fixation. Take in each line as a whole, and try to get the sense of it simultaneously.*

A person
may have no wife or husband
in their lifetime,
but it is absolutely impossible
to have no friends.
Even Robinson Crusoe
on a desolate island
was badly in need of a "Friday".
One cannot choose his or her parents,
but except for Robinson,
everybody can have the freedom
to choose friends.
It is true
that one's choices should be
to one's liking,
but it's not always the case.
You pick and choose,
and at the same time,
are picked and chosen by others.
Being chosen is an honor,
but it may not be a pleasure.
There are many



who come to press your doorbell,
but how many of them
can make you “go into raptures?”
Generally speaking,
doorbell pressers
fall into the following four categories.

Step 2: *To help you get the gist of the text, all the sense groups are further grouped into bigger chunks in the sequence of the four levels of meaning conveyed.*

Level 1: We all have friends.

A person/may have no wife or husband/in their lifetime,/but it is absolutely impossible/to have no friends./Even Robinson Crusoe/on a desolate island/was badly in need of a “Friday”./

Level 2: We can choose friends.

One cannot choose his or her parents,/but except for Robinson,/everybody can have the freedom/to choose friends./

Level 3: We may not choose friends or be chosen as friends at will.

It is true/that one’s choices should be/to one’s liking,/but it’s not always the case./You pick and choose,/and at the same time,/are picked and chosen by others./Being chosen is an honor,/but it may not be a pleasure./

Level 4: There are four categories of friends.

There are many/who come to press your doorbell,/but how many of them/can make you “go into raptures?”/Generally speaking,/doorbell pressers/fall into the following four categories.

Step 3: *Read the whole text again by chunking it into sense groups as previously suggested.*

A person may have no wife or husband in their lifetime, but it is absolutely impossible to have no friends. Even Robinson Crusoe on a desolate island was badly in need of a “Friday”. One cannot choose his or her parents, but except for Robinson, everybody can have the freedom to choose friends. It is true that one’s choices should be to one’s liking, but it’s not always the case. You pick and choose, and at the same time, are picked and chosen by others. Being chosen is an honor, but it may not be a pleasure. There are many who come to press your doorbell, but how many of them can make you “go into raptures?” Generally speaking, doorbell pressers fall into the following four categories.



Task 2

Step 1: Read the first two paragraphs of the text on hydrogen following the marked sense group divisions. Try to make fewer fixations as you proceed to the second paragraph as directed. Meanwhile, focus on only the important words, and don't bother to read the colored words as they are minor words that only make for correct grammar. For example, the sentence "Hydrogen, the lightest and simplest of the elements, has several properties that make it valuable for many industries" can be condensed into "Hydrogen, lightest simplest elements, several properties, make valuable, many industries" and still retains its essential sense while dropping out about half the words.

Hydrogen,/the lightest and simplest of the elements,/has several properties/that make it valuable/for many industries./It releases more heat/per unit of weight/than any other fuel./In rocket engines,/tons of hydrogen and oxygen are burned,/and hydrogen is used with oxygen/for welding torches/that produce temperatures/as high as 4,000 degrees F/and can be used in cutting steel./Fuel cells to generate electricity/operate on hydrogen and oxygen./

Hydrogen also serves to prevent metals from tarnishing during heat treatments/by removing the oxygen from them./Although it would be difficult to remove the oxygen by itself,/hydrogen readily combines with oxygen to form water,/which can be heated to steam and easily removed./

Step 2: Read the rest of the text by chunking it into sense groups and focusing on important words.

Hydrogen is also useful in the food industry for a process known as hydrogenation. Products such as margarine and cooking oils are changed from liquids to semisolids by adding hydrogen to their molecules. Soap manufacturers also use hydrogen for this purpose.

Hydrogen is also one of the coolest refrigerants. It does not become a liquid until it reaches temperatures of -425 degrees F. Pure hydrogen gas is used in large electric generators to cool the coils. In addition, in the chemical industry, hydrogen is used to produce ammonia, gasoline, methyl alcohol, and many other important products.



Word Formation—Prefixes and Suffixes

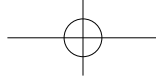
Study the prefixes and suffixes below and their meanings, and write out five words using each prefix and suffix with the help of your dictionary.

Prefixes:

- dis-: 1) used with some nouns, verbs, and adjectives for giving a word the opposite meaning, **eg dislike**
2) [in verbs] to remove something, **eg discard**
1) _____ 2) _____ 3) _____
4) _____ 5) _____
- un-: [especially in verbs] showing an opposite, **eg undress**
1) _____ 2) _____ 3) _____
4) _____ 5) _____
- mis-: bad or badly, used with some nouns and verbs, **eg misgiving**
1) _____ 2) _____ 3) _____
4) _____ 5) _____
- under-: less important or lower in rank, **eg undergraduate**
1) _____ 2) _____ 3) _____
4) _____ 5) _____

Suffixes:

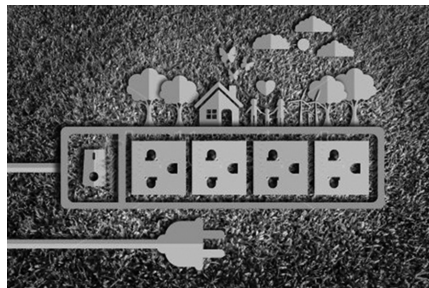
- ful: [in adjectives] having the quality of something, **eg beautiful**
1) _____ 2) _____ 3) _____
4) _____ 5) _____
- en: [in verbs] to make something have a particular quality, **eg frighten**
1) _____ 2) _____ 3) _____
4) _____ 5) _____
- ance: [in nouns] the action, state, or quality of doing something, **eg performance**
1) _____ 2) _____ 3) _____
4) _____ 5) _____
- ly: in a particular way, used with many adjectives to make adverbs, **eg merely**
1) _____ 2) _____ 3) _____
4) _____ 5) _____



Further Reading

Inside the Solar-Hydrogen House: No More Power Bills—Ever

David Biello¹



¹ David Biello is a journalist covering environmental issues in the United States and internationally. He is the award-winning senior reporter for environment and energy at *Scientific American*. This article is taken from the June 19, 2008 issue of the magazine.

1 Mike Strizki has not paid an electric, oil or gas bill—nor has he spent a nickel to fill up his Mercury Sable—in nearly two years. Instead, the 51-year-old civil engineer makes all the fuel he needs using a system he built in the capacious garage of his home, which employs photovoltaic (PV) panels to turn sunlight into electricity that is harnessed in turn to extract hydrogen from tap water. Although the device cost \$500,000 to construct, and it is unlikely it will ever pay off financially (even with today's skyrocketing oil and gas prices), the civil engineer says it is priceless in terms of what it does buy: freedom from ever paying another heating or electric bill, not to mention keeping a lid on pollution, because water is its only by-product.

2 Strizki's two-story colonial [house] on an 11-acre (4.5 hectare) plot 12 miles (19 kilometers) north of Trenton is the nation's first private hydrogen-powered house, which he now shares with his wife, two dogs and a cat. (His two daughters and son, all in their 20s, have left the nest.) It has been running entirely on electricity generated from the sun and stored hydrogen since October 2006, when Strizki—in a project that his wife Ann fully supports—built an off-grid energy system with \$100,000 of his own cash and \$400,000 in grants from the New Jersey Board of Public Utilities, along with technology from companies such as Sharp, Swagelok and Proton Energy Systems.

3 The Strizki's personalized home-energy system consists of 56 solar panels on his garage roof, and housed inside is a small electrolyzer (a device, about the size of a washing machine, that uses electricity to break down water into its component hydrogen and oxygen). There are 100 batteries for nighttime



power needs along the garage's inside wall; just outside are ten propane tanks (leftovers from the 1970s that are capable of storing 19,000 cubic feet, or 538 cubic meters, of hydrogen) as well as a Plug Power fuel cell stack (an electrochemical device that mixes hydrogen and oxygen to produce electricity and water) and a hydrogen refueling kit for the car.

4 On a typical summer day, the solar panels drink in and convert sunlight to about 90 kilowatt-hours of electricity, according to Strizki. He consumes about 10 kilowatt-hours daily to run the family's appliances, including a 50-inch plasma television, along with his three computers and stereo equipment, among other modern conveniences. The remaining 80 kilowatt-hours recharge the batteries—which provide electricity for the house at night—and power the electrolyzer, which splits the molecules of purified tap water into hydrogen and oxygen. The oxygen is vented and the hydrogen goes into the tanks where it is stored for use in the cold, dark winter months. From November to March or so Strizki runs the stored hydrogen through the fuel cell stacks outside his garage or in his car to power his entire house—and the only waste product is water, which can be pumped right back into the system. “I can make fuel out of sunlight and water—and I don't even use the water,” he notes. “If it's raining, it's fuel. If it's sunny, it's fuel. It's all fuel.”

5 The modular home—built in 1991—looks like a typical suburban house; its top-of-the-line insulation and energy-efficient windows look no different, and the facade hides the hydrogen-powered clothes dryer and geothermal system for heating and cooling, which pumps Freon gas underground to harvest heat in winter and cool in summer. “Geothermal is another piece of free energy,” Strizki says, noting that he dug eight feet (2.4 meters) down into the granite under his home to take advantage of the constant 56-degree Fahrenheit (13-degree Celsius) temperature underground. In summer he can use the lower temperatures underground to cool his entire house, and in winter he can capture those warmer temperatures, supplementing them with a heat pump powered by electricity from hydrogen. “Nothing goes to waste.”

6 However, not everyone is a fan of hydrogen. Former US Department of Energy official Joseph Romm, a physicist, notes that it's a waste of time and electricity to split water into hydrogen and oxygen instead of just using the electricity directly in an all-electric, plug-in hybrid car. The debate boils down to whether batteries or hydrogen are a better way to store and deliver electrical energy. But Strizki argues that hydrogen offers benefits that batteries do not. For example, **GE**² Global Research found that hydrogen might prove a better way to store electricity generated by renewable resources in remote areas—such as wind farms in North Dakota or solar arrays in New Mexico—than building expensive and costly electric transmission lines. Instead, the hydrogen generated

² GE is the abbreviation of ______. Among _____ 500, it is an _____ multinational conglomerate corporation.



in such locations could be pumped nationwide through existing natural gas pipelines, providing fuel for a fleet of hydrogen-powered vehicles.

7 Regardless of whether those future vehicles are powered by hydrogen or rechargeable batteries, both would move using an electric motor that does not require polluting fossil fuels. And they would come with another important extra benefit: the batteries or hydrogen fuel cells that run the car could also serve as a backup energy source for the home. “I can plug this car into my home and run it,” Strizki notes.

8 Strizki is now working to bring the price down enough to make homes powered by the sun and hydrogen affordable for average consumers. He says that he can build a solar-hydrogen system for as little as \$90,000, thanks to dipping costs for solar panels and lessons learned in building his home. Even at that price, however, the off-grid system would be expensive compared with annual electric bills in New Jersey that average \$1,500, although that number has been increasing every year, including a jump of as much as 17 percent this year. But add gasoline costs to that—which average more than \$3,000 annually, according to the US Energy Information Administration—and the price becomes more reasonable, particularly because the EIA figures were calculated back when gasoline was \$2 per gallon rather than the present \$4. “It didn’t make sense when gas was \$1 but now at \$4? A lot of things that didn’t make sense, now make a lot of sense,” Strizki says.

9 He is already overseeing construction of the second such home-energy system—estimated to cost \$150,000—for a wealthy client in the Caribbean. Ultimately, this suburban home may become the first of a coming hydrogen-electric economy—one that eliminates or sharply reduces the greenhouse gas emissions causing climate change—or merely another technological dead end, like **Buckminster Fuller**³’s geodesic dome or **Dymaxion car**⁴. “The only way to get a zero-carbon footprint is to grab the big power plant in the sky,” Strizki says. “Maybe [the solar-hydrogen house] is too expensive, maybe not as efficient as they like, but no one is saying it doesn’t work.”

³ Buckminster Fuller (1895–1983, 巴克敏斯特·富勒) was an American architect, systems theorist, author, designer and inventor. Fuller published more than 30 books, coining or popularizing terms such as “Spaceship Earth”, ephemeralization, and synergetic. He also developed numerous inventions, mainly architectural designs, and popularized the widely known geodesic dome.

⁴ The Dymaxion car, 戴梅森汽车, 富勒在大萧条时代设计的概念汽车, 体现了他“少费多用”的设计思想。



Reading Comprehension

Read the text carefully and discuss the following questions with your partner.

1. How does Strizki's home-energy system work? Summarize it in your own words.
2. What do the sentences in Paragraph 4 "If it's raining, it's fuel. If it's sunny, it's fuel. It's all fuel." mean?
3. Which of the following statements is NOT true of Strizki's off-grid energy system?
 - A. It saves him the trouble of paying power bills.
 - B. It was built entirely with his own savings.
 - C. It is highly environmentally-friendly.
 - D. It will hardly pay off financially.
4. On a typical summer day, _____ percent of sunlight-converted electricity is consumed to power Strizki's household appliances during the day time.
 - A. slightly over 10
 - B. more than 20
 - C. as much as 50
 - D. a little less than 80
5. By giving the example in Paragraph 6, Strizki claims that hydrogen is advantageous over rechargeable batteries in the following aspects EXCEPT FOR _____.

A. cost	B. storage
C. delivery	D. cleanness
6. According to Strizki, _____ have reduced lately.
 - A. gasoline costs
 - B. solar panel prices
 - C. electricity charges
 - D. greenhouse gas emissions



Translation

Translate the following sentences into English, using the words in brackets.

1. 我们公司计划今年获得更多的市场份额。(capture)

2. 这种新型电灯耗电更少。(consume)

3. 这个学校的一部分教师采用更传统的教学方法。(employ)

4. 我们可以利用风力发电。(harness)

5. 联合国观察员监督了这次选举。(oversee)

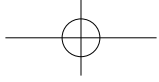
6. 他们的争论归根结底是彼此间缺乏信任。(boil down to)

7. 我坚持让他们把账单中的零件费和人工费分开计算。(break...down into)

8. 物质是由名为分子的微粒组成的。(consist of)

9. 这些股票变现很方便。(convert...to)

10. 该国政府未能有效控制通货膨胀。(keep a lid on)



Follow-up Project

A survey: what do you inherit from your family?

An heirloom is a valuable object that is owned by a family for many years and passed from one generation to another. Does your family have any heirlooms, precious mementos or important souvenirs? How much do you know about it? Carry out a survey project with 4-6 of your classmates to find out what people inherit from their families. You should follow the suggested steps.

1
STEP

All group members first interview their grandparents and parents to gather information about their family heirlooms as well the older generations' attitudes toward family legacies.

2
STEP

Share the interview results in your group before each member voices their opinions about the things they inherit from their family and the things they will pass on to their offspring, both material and the non-material heirlooms. Individual differences notwithstanding, discuss whether or not there is a tendency for change in terms of family inheritance and what has caused the change. Alternatively, you could design and conduct a survey gathering people's opinions on this issue by interviewing the classmates outside of your group.

3
STEP

Sort out your discussion or survey results, and report your finding(s) to the whole class.

4
STEP

Write a 250-word essay entitled "On Inheritance". You are encouraged to extend the topic from the inheritance of material family heirlooms to that of the cultural or spiritual legacy received from your ancestors.



Unit Reflection

1. List five words depicting human emotions that you have learned in this unit.

2. List five compound words on technology that you can think of in this unit.

3. Similar to the initials of five Ws and an H in storytelling, list at least five of the major attributes we usually concentrate on when describing an object.

4. Although both texts in this unit are concerned with describing objects, the texts differ in writing style. Describe the writing style of each in one sentence.

Father's Old Trousers

Inside the Solar-Hydrogen House: No More Power Bills—Ever

5. In this unit you may have acquired the strategy of reading by sense groups. Are you able to read more effectively by applying this skill? What is the average number of words you can see within one fixation of your eyes while reading? Do you think this skill will also benefit your listening and speaking in English?