

Reading and Writing

读写教程

学生用书

Student Book

主编 孙胜忠
副主编 张 荷
编著者 张 荷 张 洁
顾发良 周 燕
王家根

2

安徽大学出版社

Reading and writing

读写教程

学生用书

Student Book

主 编	孙胜忠		
副 主 编	张 荷		
编 著 者	张 荷	张 洁	
	顾发良	周 燕	
	王家根		

2

安徽大学出版社

图书在版编目(CIP)数据

读写教程 第2册 学生用书 / 孙胜忠主编. —合肥:安徽大学出版社,2010.1

(新开端英语专业基础课系列教材/陈正发主编)

ISBN 978-7-81110-719-7

I. 读… II. 孙… III. ①英语-阅读教学-高等学校-教材 ②英语-写作-高等学校-教材
IV. H31

中国版本图书馆 CIP 数据核字(2009)第 238865 号

读写教程 第2册 学生用书

主编 孙胜忠

出版发行 安徽大学出版社
(合肥市肥西路3号 邮编 230039)

联系电话 编辑室 0551-5108468
发行部 0551-5107716

网 址: www.ahupress.com.cn

电子信箱: roseahbb@yahoo.com.cn

责任编辑 刘 云

封面设计 张 伟

经 销 新华书店

印 刷 合肥远东印务有限公司

开 本 850×1168 1/16

印 张 21.5

字 数 715 千

版 次 2010年1月第1版

印 次 2010年1月第1次印刷

ISBN 978-7-81110-719-7

定 价 52.00 元

如有影响阅读的印装质量问题,请与出版社发行部联系调换

总 序

21 世纪是一个高度全球化的时代, 社会对英语人才的需求也已呈现多元化趋势。培养具有扎实的基本功、宽广的知识面、一定的专业知识、较强能力和较好素质的新型英语专业人才, 是我国目前对高等学校英语专业教学的迫切要求。与之相适应, 编写符合新的时代要求的英语专业教材自然也成为广大师生的必然需要。

根据高等学校外语教学指导委员会《关于外语专业面向 21 世纪本科教育改革的若干意见》, 21 世纪英语专业教材至少应具备以下几个基本特征: (1) 教学内容和语言能够反映快速变化的时代; (2) 要处理好专业知识、语言训练和相关学科知识间的关系; (3) 教材不仅仅着眼于知识的传授, 而且要有助于学生的鉴赏批评能力、思维能力、创新能力的培养; (4) 具有较强的实用性和针对性。

针对这些要求, 结合近几年高等学校英语专业教学改革的实践经验, 以及我省英语教学的实际需要, 安徽大学外语学院张红霞博士等主持设计了新教材的编写方案, 安徽大学出版社组织了数位省内英语教学专家, 对教材编写方案进行了多次研讨与论证, 在尽量吸取国内其他英语专业教材及公共英语教材、国外主要英语(外语)教材宝贵经验的基础上, 注意取其长并避缺、补短, 力求新教材科学、有效且有所突破与创新。

在科学论证、广泛讨论的基础上, 我们组织全省十几所高校英语专业院系的骨干力量, 编写了这套“新开端英语专业基础课系列教材”。作为安徽省自主编写的第一套英语专业基础课教材, 本套教材从一开始就受到安徽省教育厅的充分肯定、重视, 被列入安徽省高等学校“十一五”规划教材。

本套教材包括三种:《读写教程》、《视听说》及《阅读拓展》, 每种 4 册, 每册均有相配套的教师用书, 适合大学英语专业一、二年级的学生及相应水平的英语学习者使用。教师用书不仅附有学生用书练习答案, 还为教师提供了丰富的背景、专业知识介绍以及相应的教学建议, 方便教师使用。

本套教材具有以下主要特点:

1. 以整体语言理论为指导, 充分体现“同步发展”的编写理念。每种教材在突出自身重点的基础上, 又注重听、说、读、写、译技能的全面发展和提高。三种教材不同的课型间有着密切联系, 每种每册教材的相应单元都围绕同一主题, 从不同的角度加以编排, 内容互相关联, 便于学习互动、迁移。由此可以拓宽学生视野, 提高基础词汇、重点词汇的出现率, 扩大词汇量, 使重点语言知识、文化信息在不同的情境中反复出现, 得到强化, 加深记忆, 促进学生对语言的理解和接受, 有效地提高学习效果。可以说, 整套教材的“套”的概念名副其实, 不仅能够促进任课教师之间互相交流、统一进度, 而且能够提高学生的学习兴趣, 促进学生语言能力全面、均衡地发展。

2. 语言素材题材、体裁多样化。本套教材除《视听说》每册另增 3 个新闻单元外,均为 12 个单元,围绕 12 个主题展开教学。这 12 个主题涉及政治、经济、文化、历史、文学、教育、体育、医药卫生、科学技术等多个领域,涵盖记叙文、论说文、科学小品、新闻报道等不同体裁,避免以文学作品为主要素材,更加符合专业培养目标。所选素材贴近学生现实生活,并涉及社会热点问题,容易被学生理解和接受;选材力求语言真实、自然、有趣,保持原汁原味,让学生能够在原生态的英语语境中学习到地道的英语。

3. 语言训练由易到难,循序渐进。本套教材根据“支架”(scaffolding)的认知原理,为学生提供可理解性语言输入,题材情景的呈现、语言功能的训练皆由近及远、由易到难,循序渐进。比如教材 12 个单元的主题设置皆从最接近学生现实生活,最容易被学生理解、接受的内容入手,逐渐深入和拓展。教材通过不断搭建并逐步拆除引导框架,为学生提供一步步攀登的阶梯,帮助学生稳步提高。

4. 任务驱动型语言教学。高等学校英语专业英语教学大纲明确提出在教学中要多开展以任务为中心的、形式多样的教学活动。本套教材向学生提出了明确的关于语言活动结果的目标要求,每一课都设置了“任务前(pre-)”、“任务中(while-)”、“任务后(post-)”三个教学阶段,采用启发式、讨论式、发现式和研究式等各种方法,将语言学习、运用系统地融于任务前、任务中、任务后的各种交际活动中,并配置科学的、新颖的多元测试任务,从而促进学生对语言的有效习得。每单元后还附有“学习反思”及“拓展学习”等,充分调动学生学习的主动性、积极性,激发学生的学习动机,最大限度地让学生参与学习的全过程,并引导学生主动积极地利用现有图书资料和网上信息,获取知识、提高能力。

5. 符合记忆规律。本套教材在为学生提供可理解性语言输入的同时,通过文字、图片、视频、音频等多种形式提高学生的注意程度。在相关知识进入短期记忆后,通过各种精细复述的手段,帮助学生将新近所学的知识转存到长期记忆中,补充、重构已有的知识库,从而强化学习效果。

6. 注重跨文化交际能力的培养。针对目前英语专业教学中存在的忽略中国文化元素、把外语教育与本土文化人为割裂开来等现象,本套教材的话题、情景设计皆以全球多元文化(包括我们中华文化及社会发展的内容)为背景,置英语学习于世界文化语境之中,以使我们的学生努力成长为符合全球化时代发展要求的人才。

教材的编写是一项任务艰巨而又非常有意义的工作,其中的每一个参与者都为此付出了大量的时间和辛苦的劳动。我们希求完美,却难能做到尽善尽美,疏漏之处在所难免,惟愿我们这套书能够得到广大师生的认可和喜欢,并在使用中提出宝贵的意见和建议,以便我们不断完善。

安徽大学外语学院

陈正发

前 言

“新开端英语专业基础课系列教材”是安徽大学外语学院陈正发教授主持的安徽省高等学校“十一五”规划教材项目。《读写教程》是本系列教材其中的一套。本套教材遵循系列教材的编写总原则,以学生发展为本,强调教材内容应从丰富学生的生活经验、提高学生的学习兴趣、擢升学生的认知水平出发,通过相互联系的读、写、听、说、译等语言学习活动,帮助学生体验英语语言及其承载的丰富的文化内涵,帮助学生用英语去思考、交流与合作。

本套教材共分4册,每学期一册,适合英语专业基础阶段两学年及同等水平英语学习者教学使用。教材取材广泛,内容丰富,文体多样。既有隽永的经典名篇,也有发人深省的鲜活时文,既有醇厚地道的原文也有形神兼备的译文,将浓郁的传统文化与强烈的现代意识融于一处。所选文章长度适宜,难度渐进。为了更好地满足学生的英语学习需要,我们对部分选材作了适当的删简、调整。

在编排上,本册教材每个单元或每一轮的语言教学都起始于“目标计划”,结束于“回顾反思”与“拓展”,以便更好地进行下一轮的教学。每个单元包括读、写两大模块,这两个模块既可以配合使用,也可以单独使用。每个模块的学习活动安排不仅与教学进程一致,而且有机结合了接受性与产出性技能的练习,既重视语言基础知识,也重视语言的运用;既重视语言运用结果,也重视语言运用的过程。单元及模块总体安排科学合理且方便易用。

为了便于教学,我们精心编写了配套的教师用书,为授课教师提供了丰富的背景知识、必要的语篇分析、课文难点重点详解和练习参考答案,以及中肯的教学建议。值得一提的是,在教师用书的写作模块中,还提供了实用的文献参阅(Useful Literature),对写作教学、测评中的一些重要或模糊的概念作了阐释。教师用书中提供的这些内容也为自学者提供了很大的便利。

此外,我们为教材中的听力练习、课文及词表提供了音频资料。录音语音自然、地道,音效良好。音频下载地址为安徽大学出版社网站(<http://www.ahupress.com.cn>)的“交流吧”/“课件下载”/“电子文档”空间。

孙胜忠教授、张红霞博士担任《读写教程》的总主编,孙胜忠同时担任本套教材第二册主编,全面负责本册教材材料的选择、练习的敲定及定稿前的全书审定工作。《读写教程》第二册阅读部分的编写采取集体参编、专人负责的工作方法。张荷老师负责第1、2、3、12单元的阅读和练习及全书统稿工作;张洁老师负责第4、5、6、8单元的阅

读和练习,以及本书 12 个单元写作的第一部分;顾发良老师负责第 7、9、10、11 单元的
阅读和练习,以及本书 12 个单元写作的第三部分;周燕老师负责 1—5 单元写作的第
二部分;王家根老师负责 6—12 单元写作的第二部分。

周乾老师、宁健康老师、刘先珍老师等校阅了《读写教程》第二册全书,均提出了很
多宝贵的修改意见和建议,在此表示衷心感谢!

《读写教程》第二册编者均为从教多年、经验丰富的教师,但书中疏漏不足惟恐在
所难免,欢迎同行专家及教材使用者批评指正。

编者

2009 年 5 月

Acknowledgements

We are deeply indebted to all the authors, journals, publishers, institutions and specialized websites for the texts and audio-visual materials we have chosen for this textbook. We are also greatly grateful to both the gifted amateurs and professional artists for the bright images and fine paintings.

We have the utmost respect for intellectual property rights; however, sadly lacking in correct contact information, we cannot approach every rights-holder for permission to copy or alter the related material. We apologize for this. Meanwhile, we plead for kind and generous consideration for granting us permission to use the material for teaching and learning purposes.

Abbreviations & Symbols

<i>adj.</i>	adjective	<i>int.</i>	interjection
<i>adv.</i>	adverb	<i>lit.</i>	literary
AmE	American English	<i>med.</i>	medical
BrE	British English	<i>n.</i>	noun
C	countable (noun)	para(s).	paragraph(s)
Cf.	compare	<i>pass.</i>	passive
cont.	continued	<i>pl.</i>	plural
ed.	edition	<i>prep.</i>	preposition
e.g.	example	<i>pron.</i>	pronoun
ESL	English as a second language	<i>sci.</i>	science
<i>esp.</i>	especially	<i>sing.</i>	singular
etc.	et cetera	<i>sl.</i>	slang
<i>euph.</i>	euphemistic	<i>tech.</i>	technical
<i>fig.</i>	figurative	U	uncountable (noun)
<i>fml</i>	formal	usu.	usually
<i>hum.</i>	humorous	<i>v.</i>	transitive and intransitive verb
i.e.	that is	<i>vi.</i>	intransitive verb
<i>infml</i>	informal	<i>vt.</i>	transitive verb
&	and		
\$	to separate British Pronunciation (left) from American Pronunciation (right).		
↪	for example		

编委会名单

总主编 陈正发

副总主编 孙胜忠 张红霞(负责《读写教程》)

许有江(负责《阅读拓展》)

范东生(负责《视听说》)

编写委员会(以姓氏笔画为序)

孙胜忠(安徽师范大学)

刘进(安徽工程科技学院)

陈正发(安徽大学)

张杰(安庆师范学院)

范东生(合肥师范学院)

林莉兰(安徽建筑工业学院)

侯利(炮兵学院)

曹杰旺(淮南师范学院)

程家才(滁州学院)

谢贤德(淮北煤炭师范学院)

许有江(安徽农业大学)

刘东楼(安徽科技学院)

陈葵阳(安徽财经大学)

张红霞(安徽大学)

林玉鹏(合肥工业大学)

胡一宁(黄山学院)

夏蓓洁(合肥学院)

梁亚平(阜阳师范学院)

谢娅姝(安徽师范大学)

CONTENTS

Unit No.	Pages	Subject	Topic	Reading		
				Vocabulary	Grammar	Writing device
1	pp1—31	People and Places	parents and home	<i>abusive, account, awfully, bestow, board, brittle, chauffeur, chronic, company, compassion, etc.</i>	'-itis'; word formation; eclipse in subordinate clauses; infinitive clause as subject; sexual bias in the use of pronouns	How to begin a paper?
2	pp32—60	Entertainment and Recreation	hobbies and pleasures of life	<i>bang, bulge, cavern, clairvoyance, clasp, coherent, contemplate, crouch, delinquent, depravity, etc.</i>	'dis-'; 'whether' and 'if'; the modals with the perfective and progressive aspects; 'neither' and 'nor'; question tags	How to describe a person?
3	pp61—89	Education	special education	<i>academic, accompany, aviation, ban, charge, clipping, coachman, curriculum, deprive, devise, etc.</i>	'-most'; 'since'; 'some'; unattached nonfinite and verbless clauses	How to give your opinion?
4	pp90—117	Man and Nature	ecological crisis and human civilization	<i>assuming, deforestation, devastate, fossil, infrastructure, etc.</i>	'de-'; 'leave someone to do/doing'; the gerund phrase; proportional clauses; 'will / would'	Antithesis
5	pp118—143	Society	gender difference and gender equity	<i>androgynous, criterion, equate, feminine, hormone, masculine, overwhelming, etc.</i>	'andro-'; 'gyn-'; 'gyno-'; adjective complementation by a prepositional phrase; 'It + linking verb + adjective (+ of + subject) + to-infinitive', 'It make(s)/made me + adjective + to-infinitive, -ing or that-clause; concessive clauses with the subordinators 'as/though'; 'will/ would have' + past participle	Metonymy
6	pp144—170	Culture and History (I)	intangible culture heritage	<i>archaic, extinction, initiate, intangible, preserve, retain, strive, etc.</i>	'-graph'; clauses with 'when', 'whereby', 'where' and 'why'; nonfinite verb phrases; participle clauses with adverbial meaning (I); 'should / must'	End rhyme
7	pp171—198	Culture and History (II)	oral tradition and early civilization	<i>mechanism, sensation, configuration, equation, problematic, etc.</i>	'-able(-ible)'; subjunctive mood	Word Conversion
8	pp199—225	Holidays and Festivals	religious festival	<i>alternate, commitment, coordinate, feverish, gratitude, host, improvise, surgery, etc.</i>	'con-'; 'com-'; inversion; 'only'; 'should/ought to + have + past participle'; participle clauses with adverbial meaning (II); 'used to + infinitive'	Solutions to incomplete sentences
9	pp226—250	Health and Medicine	subhealth and modern life quality	<i>paradox, rationalize, defer, vision, explode, modest, flexibility, inspiring, etc.</i>	'tele-', 'not only'; 'once'; inversion	Simile
10	pp251—277	Human Mind	depression	<i>apathy, avid, enthusiast, downsize, trigger, therapist, lethargic, artificial, documentary, etc.</i>	'-ology(-logy)'; absolute construction	Paragraph Writing—Description
11	pp278—301	Literature	marriage and love	<i>earring, brisk, bucket, dispel, rejoice, engagement, frame, jaunty, pneumonia, etc.</i>	'out-'; other forms of absolute construction; the absolute construction of 'it'	Foreshadowing
12	pp302—332	Science and Technology	genetics and cloning	<i>aisle, accustomed, acquaintance, alternative, ambiguous, caress, certify, chancy, compensation, etc.</i>	'trans-'; 'except (for)'; 'rhetorical questions'; 'suppose', 'supposing', 'what if'; 'no more ... than' vs. 'not more than'	Listing and ordering

CONTENTS

Further reading	Writing			Self-reflection	Extension List
	Writing fundamental	College writing	Practical writing		
<i>The Death of My Father</i>	Defining style (I)	Sentence combining: Coordination and subordination	Letter-writing (1): Introduction I <i>Types</i>	<i>My learning log</i>	Movies, Books, Websites, etc.
<i>Mountain—Best to Think it Through</i>	Defining style (II)	Loose sentence, periodic sentence, balanced sentence	Letter-writing (2): Introduction II <i>Layouts</i>	<i>My learning log</i>	Movies, Books, etc.
<i>The Guy with the Map in His Head</i>	Getting style (I)	Sentence revision: For clarity	Letter-writing (3): <i>Thanks</i>	<i>My learning log</i>	Movies, Books, Websites, etc.
<i>How Can You Buy or Sell the Sky</i>	Getting style (II)	Sentence revision: For emphasis	Letter-writing (4): <i>Invitation</i>	<i>My learning log</i>	Movies, Books, etc.
<i>Women in China Finally Making a Great Leap Forward</i>	Getting style (III)	Sentence revision: For economy	Letter-writing (5): <i>Acceptance</i>	<i>My learning log</i>	Movies, Books, etc.
<i>Breathing New Life into 600-Year-Old Opera</i>	Elements of style (I)	Developing the paragraph: Unity	Letter-writing (6): <i>Congratulations</i>	<i>My learning log</i>	Movies, Books, etc.
<i>Chinese Civilization</i>	Elements of style (II)	Developing the paragraph: Coherence	Letter-writing (7): <i>Apology</i>	<i>My learning log</i>	Movies, Books, etc.
<i>Easter Eggs</i>	Elements of style (III)	Developing the paragraph: Principles of development	Letter-writing (8): <i>Condolence</i>	<i>My learning log</i>	Movies, Books, etc.
<i>It's Never Too Late</i>	Identifying styles	Rhetorical modes of development: Development by process	Letter-writing (9): <i>Arrangements</i>	<i>My learning log</i>	Movies, Books, etc.
<i>Am I Depressed?</i>	Writing strategies	Rhetorical modes of development: Development by definition	Letter-writing (10): <i>Requests & Inquiries</i>	<i>My learning log</i>	Movies, Books, etc.
A Small Incident	<i>Hamburger strategy</i>	Rhetorical modes of development: Development by cause and effect	Letter-writing (11): <i>Refusal</i>	<i>My learning log</i>	Movies, Books, etc.
<i>In Lean Times, Biotech Grains Are Less Taboo</i>	<i>IBC strategy</i>	Rhetorical modes of development: Development by comparison and contrast	Letter-writing (12): <i>A review</i>	<i>My learning log</i>	Movies, Books, etc.

Unit 1

What Do Children Owe Their Parents

Learning Objectives

Reading	Topic	parents and home
	Vocabulary	<i>abusive, account, awfully, bestow, board, brittle, chauffeur, chronic, company, compassion, etc.</i>
	Grammar	'-itis'; word formation; eclipse in subordinate clauses; infinitive clause as subject; sexual bias in the use of pronouns
	Writing device	How to begin a paper?
	Further reading	<i>The Death of My Father</i>
Writing	Writing fundamental	Defining style (I)
	College writing	Sentence combining: Coordination and subordination
	Practical writing	Letter-writing (1): Introduction I <i>Types</i>
Self-reflection		
Extension List		



Reading

I Pre-reading Activities

A. Listening and speaking

Listen to the recording. Then work with a partner and answer the following questions.

- 1) What does this passage mainly tell us?
- 2) What are the causes of the generation gap?
- 3) What are children expected to do in a more traditional society?
- 4) What is the best way to narrow the gap?

B. Brainstorming

Work in groups and give three to five more words and expressions about the following topics.

- 1) Family members:

aunt, elder / older brother,

- 2) Marital relationships:

divorced, engaged,

C. Pre-reading questions

Work with a partner and answer the following questions.

- 1) Has it ever occurred to you that you might owe something to your parents? If so, what do you think you owe them?
- 2) If you think you owe your parents a lot, how will you repay them?
- 3) How should you treat parents who are difficult to honor?
- 4) Are you willing to live with your parents after marriage?

II Reading Comprehension

A. Reading for the main idea

Read the text aloud and summarize the main idea with one complete sentence.

Text

What Do Children Owe Their Parents

Ann Landers

1 What do children owe their parents, anyway? Not just married children, but all children—from six years of age to sixty-six. No one can speak for everyone, but since this question has been raised by many people groping for answers, I shall try to respond.

2 First, let's start with teenagers. Here are the basics: You owe your parents consideration, loyalty, and respect. The biblical injunction "Honor thy father and thy mother" is simple and clear. "But what if they are drunks and abusive and failures, not only as parents but as human beings? Are we still supposed to 'honor' them? Do we still owe them consideration, loyalty and respect?" This question is often put to me. "Yes," is my answer. Honor them because they gave you life. Give them consideration and loyalty for the same reason.

3 Consideration is a word that needs no definition, but loyalty as it relates to the family is sometimes vague. What does it mean? It means hanging in there when things go wrong. It means keeping family matters inside the family. The child who speaks ill of his parents and runs them down to outsiders says more about himself than he says about them.

4 Respect is difficult to bestow when it hasn't been earned—and sad to say, some parents have not earned. If you feel your parents have not earned your respect, try to find it in your heart to substitute understanding and compassion. Granted, this is a great deal to ask of a teenager, but if you can do it, it will help you grow as a person. Look beyond the brittle facade and you'll see people who are bitterly ashamed of their inability to measure up. They're insecure and shaky—struggling with unresolved problems stemming from their childhood. To fail as a parent is extremely painful. They suffer a lot. But most parents are not drunks, nor are they abusive. They are plain, ordinary people with good intentions and feet of clay—trying desperately to survive in a dangerous, untidy world. They are out there every day, on the front lines, battling inflation, obesity, chronic fatigue, obsolescence, and crabgrass.

5 Nearly 48 percent of the work force in America today is female. This means great numbers of mothers are wearing two hats, or three. They're working at part-time (or full-time) jobs, trying to run a house, raise children, and participate in community activities. What do children owe parents who fit this description? Here are the fundamentals. They owe them prompt and honest answers to the following questions:

- Where are you going?
- Who are your companions?
- How do you plan to get there?
- When will you be home?



6 Teenagers frequently write to complain that their parents want to pick their friends. Do they have a right to do this? This answer is, "No." I never fail to point out, however, that when parents are critical of a teenager's friends, they usually have a good reason. Bad company can be bad news, but in the final analysis, the choice of friends should be up to the individual. If he or she makes poor selections, he or she will have to pay for it.

7 Parents have the right to expect their children to pick up after themselves and perform simple household chores. For example, every member of the family over six years of age should clean the

bathtub and the sink so they will be in respectable condition for the next person. He or she should also run errands and help in the kitchen if asked—in other words, carry a share of the load without feeling persecuted. The days of “hired help” are, for the most part, gone. And this is good. Boys as well as girls should be taught to cook and clean, do laundry, and sew on buttons. This is not “sissy stuff.” It makes for independence and self-reliance.

■ What do teenagers and college students owe their parents in terms of time and attention? There’s no pat answer. Some parents are extremely demanding; others are loose hangers. Some children can’t wait to move out of the house; others must be pushed out. A college student shouldn’t be expected to write home every day, but certainly a postcard once a week isn’t asking too much if parents wish this. A phone call (collect, of course) on Sunday should not be impossible to manage if parents want it. What about vacations? Do children owe it to their parents to come home, rather than go to Fort Lauderdale or to a ski resort? Yes, they do, if the parents want them home and are footing the bills for education and transportation.

■ What do working children who live at home owe their parents in terms of financial compensation? The following letter is typical of what I read at least two dozen times a week:

Dear Ann Landers:

Our daughter is twenty-six years old. She chose business school over college and is now number-one secretary to the president of a large firm. We are pleased that Terry still lives with us and doesn’t want an apartment of her own, but I feel we are being taken advantage of.

Terry has no savings account. She buys expensive clothes, has her own car, vacations in Europe, and doesn’t give us one cent for room and board. She pays the telephone bill, because the long-distance calls are hers. I do her laundry, clean her room, fix her breakfast every morning, and dinner whenever she wants it.

Our home is paid for and Terry knows we are not hard up for money, but it would be awfully nice to have a little extra coming in. My husband says not to “rock the boat” or she might move. What do you say? If you believe she should pay—how much? Thanks for your help, Ann.

A Pittsburgh Mom

I replied,

Dear Mom:

Terry should give you 20 percent of her paycheck. If she thinks she can get lodging, breakfast, laundry, and maid service elsewhere for less—let her try it.

The fact that you are not hard up for money is no excuse for your daughter’s selfishness. Share this letter with your husband; and I hope together you will muster up the courage to talk to Terry promptly.

■ When sons and daughters marry, things change considerably. Even though parents have a tendency to forever think of their children as “children,” they should be granted a totally different status when they establish a family unit of their own. Should Mom be forever and always the number-one woman in Sonny’s life? Not at all. A loving mother willingly relinquishes that place to her daughter-in-law. She remembers how she felt about her husband’s mother when she married. By the same token, a kind and thoughtful daughter-in-law will be considerate of her husband’s mother so she will not feel displaced. Life’s cycles have an ironic way of evening up the score. The

woman who finds herself with a mother-in-law problem might do well to think ahead a few years when her son will marry and she will become the mother-in-law.

■ Getting down to specifics, what do married children owe their parents in terms of time and attention? According to my readers, this is a major problem among marrieds in their thirties and forties. Here are some questions from this week's mailing:

From Lubbock, Texas:

My mother telephones me at least four times a day. She wants to know if the children ate a good breakfast, who wore what at a party last night, what am I fixing for supper, has my husband's boss said anything about a raise ...?

From Nashville, Tennessee:

My husband's mother asks me every two weeks if I am pregnant yet. She keeps reminding me that I'm not getting any younger and she would give anything to have a grandchild. The woman is getting on my nerves.

From Richmond, Virginia:

My husband's parents are in their mid-seventies. He spends at least five hours every Saturday driving them to the supermarket, the dentist, the doctor, the pharmacy, the optometrist, the greenhouse, the dry cleaners, and so on. My in-laws have two daughters who live in town, but they never bother them—my husband is the one they run ragged. Does he owe them this kind of service?

From San Diego, California:

My mother is 64, a widow, attractive, and well-read. When we have guests for an evening, she's hurt if she isn't included. I love her dearly, but Mom has strong opinions and I have the feeling our friends resent her. Am I obliged to include her because she is my mother?

■ There are no rules to cover every situation, but here are suggestions that can be tailored to fit a great many:

- Countless people are also victims of friends who have black-cord fever—also known as telephonitis. The best protection against these types is to develop a technique for getting off the phone after a reasonable period of time. The victim should have prepared sentences handy and read them when the need arises. Sample: "Sorry, dear. I have a million things to do this morning and I must hang up now. We'll talk again soon."
- People have no right to complain about being trapped or taken advantage of if they don't have the gumption to assert themselves. I tell them repeatedly, "No one can exploit you without your permission." This includes refusing to answer "nun-uvyer-bizniz" type questions. Sample comeback: "Now why in the world would you be interested in that?"
- No woman owes her in-laws grandchildren. Any person who pressures a woman to "give us a grandchild" should be put in her place.
- Running errands and chauffeuring aged parents can be time- and energy-consuming, but it may be essential when no alternatives exist. If there are other children (or nieces and nephews) who might help out, they certainly should be asked to do so. Where time is more valuable than money, a paid driver may relieve a lot of tension.
- Including parents in social activities is not essential, and parents should not expect it. No excuses are necessary.