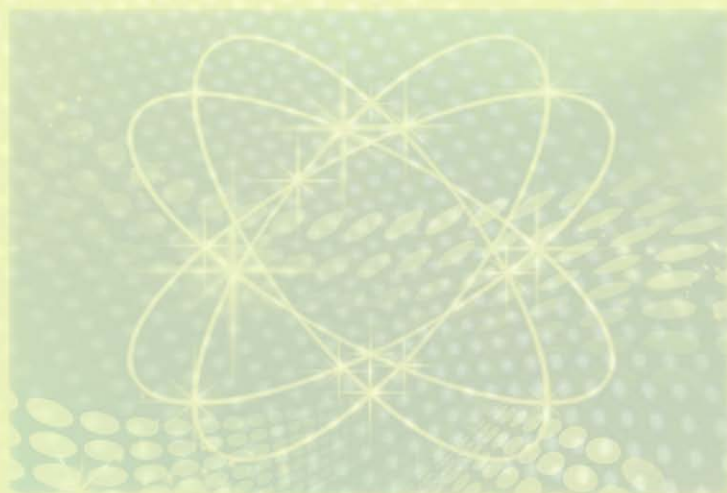


Teacher's Book


# 新编综合英语

三册



# 目 录

Unit 1 Parents and Children	1
Unit 2 Books	13
Unit 3 Best Memory	25
Unit 4 Education and Training	37
Unit 5 War and Peace	53
Unit 6 Transportation	68
Unit 7 Life of Humble Folks	84
Unit 8 Holidays	98
Unit 9 Health and Fitness	112
Unit 10 Social Issucs	126



READING & WRITING

# *Unit* **1**

## **Parents and Children**

### Part One: In – class Reading

#### Useful Information

##### 1. Love

Love is a universal emotion that is expressed in every nation and every culture. Care embodies love, so does scolding. Even beating in Chinese culture is the embodiment of love as well. To love is human; to need love is also human. Children need love to be emotionally and psychologically healthy. Adults also need love to keep emotional and psychological balance. Love is a deep feeling of affection among people, parents and children, husband and wife, etc. Love is eternal and love will exist as long as man can breathe and eyes can see. So don't be mean in giving love to those you love and those who need love. Cherish the love you possess, and try to win it if you do not.

##### 2. Introductory Remarks

A little boy was an hour late home from school, playing with his companions in the fields among the crags. His mother was waiting for him at home, worrying about him very much.

The sun was setting and evening was coming. From time to time, she rushed to the door and looked down the winding road, expecting her son to turn out, afraid that many things would happen to him. Finally she saw the tiny form of her son. She got relieved, but hurriedly picked up a small dry willow wood, waiting for her little son. What would happen to the boy? Was he going to be beaten severely? Read through the passage and you will get an unexpected end. And you will feel the greatest thing in the world—love, love between mother and son.

#### Reference Answers to Questions in Preparation

##### I.

Omitted.

## II.

1. Sometimes I feel angry at my parent's behavior. I feel hurt because they do not trust me. But I should understand them; after all they are worried about me and care about me. I will talk with them, tell them my feelings. And what is important is that I should win their trust with my behavior.
2. I am not in favor of some parents' supervision over their teenage children. If there are some problems, they can ask their children. Then they can know what is happening to their children. To spy on their teenagers will do nothing to solve problems, it will only make things worse. Parents should trust their own children. In most cases children will tell their parents what is happening to them. Mutual understanding can help solve problems.

## Language Points

1. getting into mischief: committing or conducting something that causes slight annoyance  
e. g. Children were always getting into mischief.
2. mitching from school: not going to school without asking for leave  
e. g. He was very naughty in boyhood and didn't like going to school. He often mitched from school.
3. She kept telling herself. . . :  
"keep doing sth. " means "continue to do or do sth. Repeatedly"  
e. g. She kept practicing spoken English, so she can speak it quite well now.  
keep sb. / sth. from doing: prevent sb. from doing sth. or prevent sth. from happening  
e. g. The U. N. tried to keep the Iraq war from happening, but failed.  
In any war, the fighting sides should keep the common people from being hurt or wounded.  
keep oneself from doing sth. : help oneself from doing sth.  
e. g. It was so funny that I couldn't keep myself from laughing.  
I just managed to keep myself from falling.
4. start: to give a sudden, uncontrolled jump as from pain or surprise  
e. g. He started when I tapped him on the shoulder to wake him up.  
She started at the sound of my voice.
5. scamper: to run playfully about; to run or go hastily  
e. g. Giggling, the girls scampered back to the house.  
At dusk in the summertime the village is alive with children scampering about.

6. pop: ( eyes) grow round and very wide open, as if sticking out from the sockets  
e. g. His eyes nearly popped out of his head when the president walked up to him and said hello.
7. perspire: to sweat; to give out perspiration  
e. g. After running up ten flights of stairs, he sat there and perspired.  
The players were perspiring profusely after the game.
8. hold down: keep down; prevent from rising  
e. g. The government promised to take measures in order to hold prices down.
9. cling to: hold tight, as by grasping or embracing  
e. g. The timid child clung to his mother for comfort.  
She clung to the hope that he was still alive.
10. stoop down: bend one's body forward and downward  
e. g. The doorway was so low that he had to stoop down to get in.  
stoop to sth. /doing sth. : to do sth. even though you know it is morally wrong.  
e. g. Would he stoop so low as to steal money from his own children?
11. thrust: push away forcefully  
e. g. After the President made his final decision the civilians found themselves thrust into war.
12. hold one's tongue: remain silent; say nothing about ; keep secret  
e. g. I wanted to tell her she was wrong, but she is my friend, so I held my tongue.
13. chase out: drive or send out by force  
e. g. With united forces, the people of this country finally chased the invaders out.

## Chinese Translation of the Text

### 母子情

虽说才5点钟,可是太阳已经落山了。正像所有春季的傍晚一样,那天晚上非常寂静,就在鸟儿还没有开始鸣唱着入睡的时候,村子是静悄悄的。男人们整个上午播种完了以后,

现在又照样出去,预备晚上去捕鱼了;妇女们都出去在岩石间的小块田里给母牛挤奶呢。

布丽吉德·吉尔一个人正在小屋中等待小儿子放学回家,儿子比平时晚回来一小时了。因为他只有9岁,她总为他放不下心,尤其因为他是独生子,又是难以管教的孩子,老爱调皮捣蛋、逃学,星期日去捉小鱼,还在村子那边岩石堆中盖石头“城堡”玩。她不断暗自嘱咐自己等他回来,要好好骂他、揍他一顿,可是同时她又因着急而心跳得厉害,一有声音就跳起来,冲到门口,顺着蜿蜒的小路张望,小路在暮色苍茫中已看不清楚。很多危险的情况都可能在小孩子身上发生。

儿子的晚饭——干煎鱼和烧马铃薯还在炉灶内炉膛火旁的泥炭中温着。桌上有盘子、刀子和满满一杯脱脂牛奶。

她终于听到了远处男孩子们快活的叫嚷声,便冲出门去,看见了他们活蹦乱跳的矮小身影,他们不是沿着路回来,而是越过岩石堆向左走,手里还拿着帽子。

“谢天谢地!”她说。她的确还很生气,急忙弄到一小根柳树棍,坐在门内一把椅子上,等着她的小斯蒂芬。

那孩子慢吞吞地蹭进了院子,沿着围菜园的石头围栏走着,左手拿着书包,右手拿着小帽子,两颊红润,身材瘦长,穿着到膝盖下一点的紧身灰色呢子裤和一件蓝色厚毛衣,光着脚,满脚泥浆。他满脸是汗,柔和的大蓝眼睛惊恐地睁得大大的,知道母亲准会生气的。

最后到了门口,他低着头走进厨房。母亲一下子跳起来,抓住他的肩膀。男孩尖叫着扔下书包和帽子,紧紧依偎着她的围裙。母亲举起棍子就要打,可是低头看见吓得直哆嗦的小儿子,自己也发起抖来,把棍子扔掉了。她俯身把儿子抱起来,一边亲吻着他,一边哭得泪水盈眶。

孩子抽抽搭搭地哭着,一头扎在母亲的怀里。

“滚开,”她把他推开说“去吃晚饭吧。你已经伤透了我的心了,伤透了!过来吃饭吧。”

她把晚饭盛在盘里,把孩子推搡到椅子上。他开始是坐在那儿哭,但很快就用袖子擦擦眼睛,狼吞虎咽地大吃起来。母亲坐在台阶上,不声不响地织着毛衣,从长而黑的睫毛下慈爱地瞅着他。

虽然此刻她的怒气已经消失了,可她仍然想严加管教。虽然她想问斯蒂芬干什么去了,又尽量一言不发。可是她终于忍不住了。

“是什么事缠住你,让你不能早点回家,斯蒂芬?”她和蔼地说。

“我们不过踢踢球,”他兴奋地说,“我们在红头发迈克尔家的田里玩,后来他追我们,把我们赶了出来。我们跑得老远。啊,很远很远的路,都越过我从前没有到过的岩石堆了。”

“我不是常常提醒你不要到人家的地里踢球吗?你想,你在岩石堆跑,要是摔倒了,扭伤了脚腕子,我可怎么办?”

她撩起围裙,擦去眼泪。

斯蒂芬离开椅子,来到妈妈跟前,搂着她的脖子。

“妈妈,”他说“你要是不告诉爸爸我回来晚了,还在红头发迈克尔的田里踢过球,我就告诉你我在岩石堆上看见了什么。”

“好吧,斯蒂芬,你看见了什么了,我的小宝贝儿?”

他在门槛上挨着她的身边坐下,若有所思地望着天空,睁大了出神的眼睛,脸上露出既神秘又奇妙的表情。

“我看见了一匹其大无比的黑马,”他说“在我们的头顶上空奔跑。除了我别的孩子都没看见,我没告诉他们。这匹马有七条尾巴,三个头,肚子大得足可以把咱们家装进去。我亲眼看见的。我真的看见了,妈妈。后来它奔腾起来,跑得越来越远,非常非常远。这不是我看到的一件最有意思的事吗,妈妈?”

“是的,亲爱的。”她用温和的目光望着天空出神地说,想着什么。一片寂静,斯蒂芬没有看她,又说话了。

“你真的不会告状?”

“嘘!小家伙,听听鸟儿叫,它们在唱歌。我绝对不会告你的状。听听这些美丽的鸟儿唱歌吧。”

母子二人默默地坐在那里,两个人都在听着,梦想着。

## Key to the Exercises

### Comprehension of the Text

#### I. Oral Practice (for reference)

1. Because the boy was her only child and he was very naughty, she worried that something unfortunate would happen to him.
2. Because she saw the boy was frightened and felt that the lovely boy was so pitiful. But to the root, she loved her boy and couldn't bear to beat him.
3. The boy saw a large horse with seven heads and three tails in the clouds.

#### II.

1. D    2. C    3. A    4. D    5. A    6. A    7. C    8. D

#### III.

- Para. 1. B    Para. 2—6. A    Para. 7—10. D    Para. 11—23. D

### Vocabulary and Structure

#### I.

1. A    2. B    3. B    4. B    5. B

**II.**

1. clings to      2. hearth      3. winds      4. hold his tongue      5. bosom  
6. soar      7. thumped      8. threshold      9. perspired      10. stooped down

**III.**

1. 1) brightness      2) bright      3) brightly      4) brighten  
2. 1) comfort *v.*      2) comfort *n.*      3) comfortable      4) comforting  
3. 1) silence *v.*      2) silent      3) silence *n.*      4) silently

**Word Building****I.**

1. forgetfulness      2. coldness      3. weakness      4. steadiness      5. happiness  
6. exactness      7. greatness      8. usefulness      9. effectiveness      10. illness

**II.**

1. nonconductor      2. no-nonsense      3. non-natural      4. non-professional  
5. nonhuman      6. non-periodic      7. non-mechanized      8. non-significant

**Cloze**

1. D      2. D      3. A      4. A      5. B  
6. B      7. C      8. C      9. D      10. A

**Translation**

1. The children's eyes were popping out with fright.  
2. He was a naughty boy in childhood and often mitchched from school.  
3. In the mountains afar off, a lot of children still can not afford to go to school.  
4. With the development of a decade, the small town has assumed a new look.  
5. Frightened, the horse galloped in the fields.

## Part Two: After – class Reading

### Chinese Translation of Passage A

#### 儿子成为小说家之后

人们总是问我的感觉怎么样。“你不感到骄傲吗？你一定自豪极了！”当然，我感到十分自豪。有人打探的方法更为狡猾：“现在你儿子参加经营了，你是不是感到可以退休了？”



哦，不。我们并没有挂起“罗森母子公司”的招牌。我们从事的是绝对个人的事：独自一人穿过暗藏危险的地带，没有人会把你从流沙里拉出来。我的儿子乔纳森刚发表了受欢迎的处女作，一部叫《夏娃的苹果》的小说。我毫无保留地赞赏它——作为小说，也作为人性的陈述。但是我内心有一部分却但愿他选择了别的事去做。干这种职业太容易受伤害了，我心里说。我自己著作的书评出来以前，我总是忐忑不安。现在我又得为对他的书评预担不安了。

或者，我还有什么别的意思吗？原来是属于我的领地，现在不得不与人分享了？作家们往往抱怨出版商偏爱年轻人。一个年轻的新小说家的出现，即便是我自己的儿子，岂不是提醒我还能再当作家的岁月已经屈指可数了吗？

如果说我们不是在合作经营，那我们是竞争对手吗？要是他的书销路比我的任何一本都好，那怎么样？要是他选择的材料是我原来圈定的，那又怎么样？难道我俩之一得像斯科特·菲茨杰拉德对他那打算写自传的妻子泽尔达那样说：“你不能用那个材料，那是我的！”我希望我们能够设法解决这件事。《塔木德经》上说：“我们妒忌每一个人，只有自己的孩子除外。”在个人报负的激烈竞争和沿路堵塞的人流之间，只可能有一样调解剂，那就是“爱”。我们之中会有多少人会取爱而舍弃个人抱负呢？就是说，除妇女以外，还有多少人？

我感到惊奇，我儿子创造新生活的能力是从哪里来的？我是“创作学习班”的一名老师，知道创造能力既不是遗传的，也不是教得会的。是的，技巧和技术是可以学的，但是写得活的秘诀却不是可以学得来的。正如再怎样制作完美的洋娃娃，也不能够变成一个会呼吸的活的婴儿。

我读我儿子发表的每一篇作品。我保存着一夹子从杂志中撕下来的文章，正如以前我保存他在幼儿园里画的画一样。他没有读过我写的书。有时候我们只是母与子，而不是两个作家。也许他不想受旁人的影响，不过也许我这是在过誉自己。谁能说我不是在向他学习呢？弗吉尼亚·伍尔夫说过，要是她的父亲、作家莱斯利·斯蒂芬还活着，她是永远不会从事写作的。母亲们也传递这种恐惧感吗，还是只有父亲们才这样？

就在我儿子的书出版前几个星期，我的女儿安娜生了我的第一个外孙。

有人问我：“做外祖母了，感觉怎么样？”万一这并非是不言而喻的，那就让我说，我以很大的爱心欢迎外孙的到来，但同时也感到惊奇。是的，我知道关于性爱的基本知识，可是这个面孔有梦幻般的表情并且辐射出神秘感的新生命是从何处来的呢？原来什么都没有的地方，现在出现了一个活的生命。

我的女儿成为一个像我一样的母亲，这对我构成一丝一毫的威胁吗？这是一个多么可笑的想法！我满心喜悦，并乐意分享我们的经验。我也感到在时间的刻度尺上被推挤前进了一格，离终端近了一格。我们大家都这样。

我想让他们超过我吗？儿子成为一个更好的小说家，女儿成为一个更好的妈妈、更好的

职业妇女？当然我企望这样。这不就是美国吗？爸妈为什么在糖果铺里奋斗呢？但是我不像移民来的祖父母那样急切了，他们那时需要孙子孙女帮助他们在夜校里学英语。我是家里第一个出门进大学、第一个发表作品，然后玩弄家务和职业两手杂技的人，我曾以为我是全家奋斗的先锋，是我们三代犹太人进军美国的枪尖。我不曾想到在我的烟花之外还有新一代的辉煌。在朋友桌子上看到我儿子写的书而不是我写的书曾使我感到心头一震；听人夸奖我女儿的两手本领，而无人记得我的能耐，也使我为之一震。对此也许有一种帮助记忆的方法。如果你能够克服内心的孩童般的叫声：“别忘了还有我呢！”你就能够以自己孩子的成就为乐了（东欧犹太语里叫做 **Kvell**）。

我的外孙出生前几个月，我的母亲去世了。常言道，奶奶是为孙儿孙女而活着，我母亲就是这样。妈妈知道新一代，孩子和作品，即将出世，就拼命挣扎着活到九十五岁直到亲眼见到他们。她在想象中远望到“圣许之地”，但是她自己却到达不了那里了。

我们都目睹上帝的造物自身消亡。惟有小说家能凭借墨水像血一样流注纸上的奇迹，为我们恢复失去的世界，使它的面貌活灵活现。

我怎么能够为我儿子在这方面成为我的竞争对手或者我女儿用这样可爱的方式将我在时间刻度尺上推进一格而不高兴？在这种生命和跳动面前，我失去了心理平衡，同时又满怀感激。

## Chinese Translation of Passage B

### 家长应该监视自己的孩子吗？

露丝·安和罗伯特·利皮克明白他们的孩子一生都会犯错误，有些错误也许会缩短他们的生命。

作为美国反酒后驾车母亲协会伊利诺伊斯分会的前任女主席，露丝·安清楚地知道十几岁的孩子一旦沾上酒、开上车是非常危险的。她的三个孩子都是 20 来岁，她说：“我们为他们感到非常自豪。”

并非只利皮克有这种担忧。近年来，许多家长都想过他们不得不去监视自己的孩子。家长担忧的原因很明显：1999 年密执安大学社会研究所的报告表明百分之六十二的高中生有过醉酒的经历；这份报告还表明大约百分之四十二的高中生在上一年度曾经吸过毒。

另一个社会调查表明，大约百分之五十的高中生有过性行为，而且网上的性信息和聊天室采花大盗等问题更加令人担忧。

家长监视跟踪孩子的行为是否适当如今还无定论。那么家长偷看孩子的日记、搜查他们的房间、跟踪他们是否正确呢？有责任心的家长们对此持两种看法。

一些家长相信对孩子的保护重于隐私权。扬那·威布斯特是四个从 11 岁到 24 岁孩子的母亲。当听到犯罪团伙已经渗入当地的高中，她很担忧。她说“我很紧张。”因为担心两个大儿子不告诉她必须知道的东西，她只好与朋友们交谈以便了解学校的事情。她谈起儿子时说：“他们只是和学生吵架，就是这样。”

她还搜查了孩子的房间和他们的口袋，但没有发现任何有问题的证据。

对她来说，监视孩子是正确的，尽管她认为有必要监视小儿子。“孩子们是无价之宝，我们需要尊重他们，”威布斯特说，“但当他们在学校学习，我们发现许多可能影响他们的问题时，我们必须采取措施保护他们。如果监视是我们必须采用的办法，那么我会用的。”

许多家长和她持相同看法。芝加哥北部的一个经销间谍器材的公司老板估计 20% 的录像监视设备用于家庭，包括家长对他们自己带钥匙孩子的监视。家用毒品检测器是另一个稳步增长的市场。心理医疗设备公司的市场部主任比尔·米那特说在家长的请求下，他们公司在几年前就开始提供这种家用设备。这种设备只需对一点头发进行分析检测，一周之内就会有检测结果。

“但是跟踪、监视孩子会对家长和孩子之间的关系有害，”负责儿童成长研究项目的研究生院院长弗朗·斯各特非常担心：“监视和孩子是对立的。”她解释说，“并且很可能削弱家长和孩子相互信任的基础。”

“作为家长，我们非常担心孩子犯错误，可我们的担心只能导致更多的问题，而不是解决问题。”斯各特说，“这并不是说在我们认非常严肃的问题上，孩子们不会出错——比如吸毒、饮食混乱，或者喝酒的问题。家长的责任是把问题找出来。就我个人来说，我会用更直接的方式而不是监视。”

“孩子们一旦在精神上出现严重问题，不需要大众监视就会以多种方式自动显示出来。”她说，“比如情绪、学习成绩以及在与新朋友交往上出现的变化。爱他们，并且勇敢地面对这些问题是比监视他们更好的办法。如果大人发现了严重问题的迹象，”她补充道：“寻求专业性的帮助。你们的目的是发泄愤怒，而是帮助孩子。”

孩子们同意斯各特的观点。“孩子们需要自己去体验事情，”17 岁的布里特内·凯博说：“它可以帮助你成熟的更快。”说到父母亲，她说：“如果他们需要知道什么可以直接问我，我会告诉他们的。”

甚至米那特也建议在使用家庭毒品检测器时避免使用监视方法。“我们建议和孩子们谈谈并告诉他们这些器械的存在，以便起到威慑作用。”他说：“买一个，但不要用它。”

卡罗琳·西梦是五个从 14 岁——20 岁孩子的母亲。她一直采用软监视的方法，比如

想方设法听孩子们谈话,直到她认为一切都正常为止。但她说她最好的方法是主动到学校去获得有关十几岁儿童校园文化的信息。

巴巴拉·卡温娜的七个孩子年龄从5岁——24岁不等。她认为许多孩子不愿公开谈自己的事情,但她不赞成监视孩子。相反,她的方式是限制孩子们犯错误的机会。“你要非常地爱他们,但不能信任他们。”她说“我并不是指不尊重他们的隐私,但像在学校过夜这种事情决不能允许,决不!”

孩子的安全应该高出所有有关监视的看法的地位,这是大卫·克林顿的观点,他是帮助受骚扰学生选择学校的社会工作者。他认为监视只能在家长具有绝对合法的原因时才能使用。克林顿说:“你想知道孩子的抽屉里是什么、日记里是什么,侵犯孩子的那些领地确实不是个好主意,除非确有证据,否则那样做太过份。我不是在窥探,我是担忧。但孩子们能理解担忧,却不理解窥探。”

电台顾问劳拉·施里辛格也有同感。她说:“家长应该尊重孩子的小巢和思想。然而当家长一旦有理由相信可能有问题的话,比如性、毒品、犯罪,家长有义务用一切必要的方法来帮助和保护孩子。那些堕入歧途的孩子由于罪恶感、羞耻感、感情问题和无知等等,是不会坦诚地告诉父母他们所犯错误的。”

正如利匹克认为的那样,“孩子并不是天生就值得信任的,他们需要赢得信任。家长监视孩子以便和他们建立信任感。”罗伯特利匹克解释说,“那么我们家长就会感到很欣慰。”孩子们一旦证实他们值得信任,他们就会接受它。

但是许多人对家庭监视这个问题非常敏感,甚至那些曾用过这种方法的家长也告诫大家要慎用这种方法:“要谨慎,他们毕竟是你的孩子。”

## Part Three: Grammar

### Key to the Exercises

#### I.

- |            |          |
|------------|----------|
| 1. That    | 2. Who   |
| 3. How     | 4. that  |
| 5. what    | 6. as if |
| 7. who     | 8. where |
| 9. Whoever | 10. that |
| 1. what    | 12. that |
| 13. where  | 14. what |
| 15. what   | 16. that |

- |             |             |
|-------------|-------------|
| 17. that    | 18. whether |
| 19. whether | 20. Whether |

**II.**

- |               |                    |
|---------------|--------------------|
| 1. when/where | 2. that            |
| 3. that       | 4. why             |
| 5. that       | 6. whoever         |
| 7. that       | 8. that            |
| 9. that       | 10. that           |
| 11. why       | 12. whatever       |
| 13. whomever  | 14. What           |
| 15. that      | 16. Whether/how    |
| 17. what/what | 18. That/that/what |
| 19. that      | 20. that           |

## Part Four: Reading Skills

### Key to the Exercises

1. 1) Since 1945, more than a hundred planes and ships have disappeared without leaving a trace in the Bermuda triangle. Furthermore, a thousand lives have been lost in the past thirty-three years.  
2) Not a single body or even a piece of wreckage from the vanishing planes or ships has been found.
2. 1) Many of the lost planes had had normal contact with their base or terminal destination until they suddenly disappeared altogether. And some others had been able to radio the most unusual messages.  
2) The message were that their instruments had stopped functioning, that their compasses were spinning, that the sky had turned yellow and hazy, and that the ocean did not look right.
3. 1) He invited Jewish astronomers, Italian and Spanish sailors, and Arab mathematicians and map makers.  
2) The map makers could help him in instructing how to use the compass .
4. 1) The tea includes a big Christmas cake. It is as delicious as candy and pudding.  
2) The family sit round the fire eating, talking or playing games.

## Part Five: General Writing

### Key to the Exercises

#### I.

Team Sports: tennis, basketball, soccer, hockey, volleyball, basketball

Individual Sports: skating, pool, golf, swimming

European Countries: France, Italy, Germany, Belgium

Road Vehicles: car, truck, bus, van

#### II.

Topic Sentence: Basically, there are two types of schools: primary and secondary.

Principle of Classification: the age range of the pupils and the type of education provided

Categories: infant schools; junior schools; comprehensive schools; grammar schools; modern schools; technical schools

## Part Six: Applied Writing

### Key to the Exercises

#### Exporter Writing to Importer for Establishing Business Relations

Oct. 19

Dear Sirs,

We have come to know the name of your firm and take the pleasure of addressing this letter to you with the hope of establishing business relations with you.

We specialize in the exportation of Chinese light industrial products, which have enjoyed great popularity in world markets. We have enclosed a copy of our catalogue for your reference and hope that you will contact us if any items are of interest to you.

Yours faithfully,  
Zhang Min

## Part One: In – class Reading

### Useful Information

#### 1. Importance of Reading Ability

Besides its intrinsic value, the ability to read has economic benefits. Adults who are better-than-average readers are also higher-than-average earners or are more likely to have high-paying jobs. The growing technicalization of society has brought increasing demands for literacy, which the schools are hard pressed to meet. A higher level of literacy is needed in business and industry, in the armed forces, and even in everyday life. The reading ability needed to comprehend materials important to daily living, such as income tax forms and newspapers, has been estimated to be as high as the 12th-grade level. Some efforts have been made to simplify forms and manuals, but the lack of sufficient reading ability definitely impairs a person's capacity to function in modern Western society.

Adult literacy programs can be distinguished by the stages of literacy they address. Programs to counter below-functional literacy stress the development of decoding and word recognition, similar to the goals of early elementary schools, but they use materials more appropriate to an adult age. Programs that deal with development at the functional literacy level stress the use of reading to learn new information and to perform job-related tasks. Advanced literacy programs stress the development of higher-level skills needed for high school equivalency diplomas.

The great importance of reading ability is underscored by the growth of literacy programs in some Third World nations, as, for example, in Cuba. These programs, which generally send young people to rural areas to serve as teachers for illiterates in a national effort, often combine the teaching of reading with political instruction.

#### 2. Introductory Remarks

The famous English philosopher and writer Francis Bacon said "Studies serve for delight, for ornament, and for ability." Study involves reading, and "reading makes a full

man". But do you know how to read a book? Do you know the function of book? Do you know the influence of book on a person? And do you know what books are helpful and what books are harmful? In this essay, Orison Swett Marden gives us the answers to the above questions. He argues that books are a guide for our youth and a form of entertainment for all ages. There is no other thing which is as powerful as a book. He goes on telling us that the books we read in early life can even determine our success or failure in life. So books can influence us, stir us up and make us determined to do something and to be something. He asks parents to furnish their children with books from which children absorb knowledge. He also urges that whenever you read, read with enthusiasm, with energy, and read with the whole mind. If you are getting the most out of a book, you will feel a capacity to do things you never thought you could do before.

## Reference Answers to Questions in Preparation

I.

1. D

2. Reading books can be fun, because the reader can get some enjoyment in a book. If we need to know some knowledge in a certain field, we need to consult books. And we converse with the author in the book, so that we have a better understanding of the content. Sometimes when we have nothing to do and need to kill time, we can pick up a book to help us pass the time.

3. Light fictions help relax the stress of life and study; books enrich us in thought and fill my mind. I like both of them.

4. A B

5. D

6. B I think the books we read in our early life really influence us a lot though they can not determine our success and failure in life. There are other factors which help determine our victory or defeat, such as our personality, our ability and knowledge etc.

7. A

8. A      B      C      D

II.

1. Yes. We have a library on our campus. The library is not big enough. The books stored there are not as many as those in some key universities, but they are quite useful and meaningful. We also have an electronic library where we can enter the network and consult a lot of advanced information.

2. I usually read what I buy. Sometimes when I am too busy, I leave the book I bought for some time. But when I have time I will read them. In most cases, I will read by borrowing books from library. If I see some books that really attract me and I can afford them, I will buy them.



3. In my opinion, this statement is right. Books are really the best friends of man. They can give knowledge to man; they can make man rich in thoughts, and they can help relax man and relieve man's worries and strains. What's more, books will never betray readers. They are trustful and faithful.

## Language Points

1. solitude: being without companions; silence  
e. g. She enjoyed some solitude after a busy day at work.  
Our children have been used to the solitude of our own flat.
2. shut out from: separate or isolate from  
e. g. I felt that I was shut out from all the family's affairs.
3. associate with: make connection with  
e. g. She doesn't like to associate with people; she always keeps herself away from others.  
Don't associate with people who make you feel inadequate.
4. dormant: inactive or undeveloped  
e. g. The seeds remain dormant in winter.  
The volcano remained dormant for hundreds of years before it erupted.
5. get acquainted with: make familiar; make aware  
e. g. I will leave you two alone, so that you can get better acquainted.  
He is not my closed friend; I first got acquainted with him just a few weeks ago.
6. spell out: make sth. clear; explain clearly  
e. g. Will the minister spell out what measures he will take to solve the problem?  
How can you spell out so many mistakes you made in your composition?
7. unbiased: just; impartial  
e. g. With all the publicity surrounding the case, it is going to be hard to find an unbiased jury.  
As a leader of a department, you should try to be unbiased.
8. potent: (of reasons, drugs) powerful and effective  
e. g. The military experts of the country developed a potent new weapon system.  
Some prescription drugs are very potent and should only be taken as directed by a doctor.