



普通高等教育“十一五”国家级规划教材
教育部推荐使用大学外语类教材

总主编 李荫华

全新版大学英语

(第二版)

New College English (Second Edition)

Reading Course 5

Teacher's Manual

阅读教程

(通用本)

教师手册

主编 邱东林

5



上海外语教育出版社

外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

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前言

《全新版大学英语》系列教材酝酿于上世纪末，诞生于新世纪初。

《全新版大学英语》系列教材依据现代外语教学理念，运用多媒体、网络等现代教育技术，立足本国，博采众长，完全自主编写而成，是一套集纸质教材(学生用书、教师手册、教学辅助用书等)、多媒体课件(助学光盘、电子教案、题库等)和网络学习系统之大成的立体化教材。

教材的编写宗旨是：遵循外语教学的客观规律，满足我国当代大学生学习的实际需求，既适用于课堂教学又便于学生上机上网自主学习，既有利于巩固语言基础又能更好地培养学生较强的英语综合应用能力，尤其是听说能力，使他们在今后学习、工作和社会交往中能用英语有效地进行口头和书面的信息交流。

教材按照《大学英语课程教学要求》编写，供大学英语课程的一般要求和较高要求层次的教学使用。

教材编写的指导方针是：充分汲取我国在外语教学中长期积累起来的行之有效的经验和方法，详尽分析、研究中国学生在英语学习过程中以及在跨文化交际中经常产生的问题，学习、借鉴国外的教学理论和方法并根据我国的教学需要和现有条件加以消化、改造、吸收，自行规划、设计，自行选材、编写。为此，本教材采用了集中外多种教学法之长的折中主义(eclecticism)教学理念。

教材的编写原则是：

1. 倡导基于课堂教学+计算机/网络的新型教学模式。教学中多媒体和网络技术的引进，既可改善语言教学环境和教学手段，又便于学生个性化学习和语言操练，有助于师生之间的沟通。但这一模式不应一成不变，它应随着各校、各班级的具体情况而有所不同。此外，在利用现代信息技术的同时，应充分发挥传统课堂教学的优势，使之相辅相成。

2. 提倡学生自主学习，同时主张充分发挥教师的主导作用。教师能否组织好教学——包括课堂教学和计算机辅助学习——是教学成败的关键。除了课堂教学，教师更应加强课外辅导，应指导学生掌握正确的学习方法和学习策略。

3. 在加强听、说的同时，充分兼顾对学生读、写、译等应用能力的培养，使学生能较好地掌握英语的书面语。这不仅是大学英语课程本身的性质所使然，更是我国多数大学生今后学习、工作的需要。而学生的外语学习，特别是说、写方面的实践活动，必须以读、听一定量的语言素材输入为前提。因此，必须通过课堂内外、网上网下、大班小班、自学面授等一系列互动互补的教学环节，才能全面提高学生的听、说、读、写、译的应用能力。

4. 选用当代英语的常见语体或文体的典型样本作为素材。选文语言规范、富有文

采、引人入胜、给人以启迪；题材广泛，以反映现实生活为主，科普内容亦占有一定比重；体裁多样；语体兼顾书面语和口语。

5. 充分考虑对学生的文化素质培养和国际文化知识的传授。大学英语课程不仅是一门语言基础课程，也是拓宽知识、了解世界文化的素质教育课程，兼有工具性和人文性。因此，教材在文化背景介绍和知识拓展方面也有相应的板块设计。

6. 主干教程——《综合教程》——采用每一单元设一主题的形式。主题选自当代生活中的重大题材，以便将语言学习贯穿在了解、思考、探讨现实生活中的各种问题的过程中，充分体现交际法的教学原则。其他教程的相应单元与该主题亦有一定的呼应。

7. 练习设计从有利于提高学生语言应用能力出发，针对我国学生的薄弱环节和实际需要，做到有的放矢；形式尽可能采用交互方式，如pair work、group discussion、debate等，或采用“任务”方式(task-based approach)。

8. 考虑到学生参加大学英语四、六级考试的实际需要，除了在各教程中均设有一定数量的类似四、六级考题形式的练习外，还特地在《综合教程》中参照四、六级考卷设计了Test Yourself，以帮助学生熟悉考试题型。

教材框架如下：

《全新版大学英语》系列教材由纸质教材(含多媒体教学课件)和网络学习系统(即新理念大学英语网络教学系统)两部分组成。网络学习系统又包括网络课件、教辅资源、网上测试和管理平台四大部分。

纸质教材由以下教程组成：

综合教程(1—6册)(每册由8个单元组成)

听说教程(1—6册)(每册由14个单元组成)

阅读教程(高级本)(1—6册)(每册由8个单元组成)

阅读教程(通用本)(1—6册)(每册由8个单元组成)

快速阅读(1—6册)(每册由8个单元组成)

上述各教程中，1—4册供修读一般要求的学生使用，5—6册供修读较高要求的学生使用。前三种教程编有供预备级使用的教材各一册。另编有语法手册一本，供学生课外参考使用。

综合、听说教程配有相应的MP3录音光盘和网络课件。快速阅读各册也配有助学光盘。除快速阅读外，各教程均配有教师手册(综合和听说教程各册还配有电子教案)。

二

《全新版大学英语》系列教材问世十年以来，受到了全国高校师生的普遍欢迎，先后被列为教育部推荐使用大学外语类教材、普通高等教育“十五”国家级规划教材和普通高等教育“十一五”国家级规划教材，并获得2003年度上海市优秀教材一等奖。

然而，时代在进步，社会需求和人才培养在这十年间也发生了巨大的变化。我国的经济、政治、文化等各项建设事业，正在新的历史起点上全面向前推进；教育改革也在向纵深发展，作为大学基础课程的大学英语教学改革在过去的十年间亦在不断地深入。教育部此前特制订了《大学英语课程教学要求》，作为各高等学校组织非英语专业本

科生英语教学的主要依据；目前又颁布了《国家中长期教育改革和发展规划纲要(2010—2020年)》。鉴于当前新形势，我们对《全新版大学英语》系列教材进行了一次认真、彻底、全面的修订，使之更好地满足我国大学英语教学和改革的进一步需要。

本次修订的总体目标是：根据《大学英语课程教学要求》，在坚持并发扬第一版原有特色的基础上，通过全面修订，使新版教材更贴近教学的实际需要、更贴近广大使用者。

本次修订的重点是：梳理全书，改正讹错；适当降低原书难度；坚决删改掉教学效果差或不太符合当前教学实际的课文和练习；替换进一批更精彩的选文和更富有成效的新的练习形式；调整某些单元先后排序，使其更符合循序渐进原则；适当压缩、精简内容，做到便于教、便于学。

本次修订中，各教程编者本着认真、负责的态度，对教材进行了较大幅度的改动。《综合教程》1—4册共64篇课文，此次更新了21篇，更新量超过30%；编者还根据调研中同学们喜欢英语诗歌的反馈，尽可能多地选用了英诗中最脍炙人口的部分增补到各册中去。《听说教程》花大力气将听力材料的长度从原来的500字左右普遍缩短到250—380字，调整了材料的难易度，同时从第一册开始就帮助学生逐渐熟悉四、六级考试题型，口语部分的设计也大大方便了操作。《阅读教程》(高级本)60%以上的文章是重新选用的。《阅读教程》(通用本)也换上了许多更为精彩的文章。《快速阅读》教程考虑到学生参加大学英语四、六级考试的需要，适当增加了部分文章的长度，此外还新增了information transfer 和gap filling等考核学生快速阅读能力的练习形式。《语法手册》删繁就简，提高质量，方便参考、使用。如今修订工作已接近完成，各教程第二版将陆续面世。我们希望通过我们的努力和辛勤劳动，给支持我们的广大使用者献上一套高质量的精品教材。

《全新版大学英语》(第二版)系列教材仍由复旦大学、北京大学、华东师范大学、中国科学技术大学、华南理工大学、南京大学、武汉大学、南开大学、中国人民大学、中山大学、西安交通大学、东南大学、华中科技大学和苏州大学的数十位长期从事大学英语教学的资深教授、英语教学专家分工协作、集体编写而成，董亚芬、杨惠中、杨治中三位教授任顾问。

第二版启动前，上海外语教育出版社曾在全国开展了大规模问卷调查和召开座谈会，收集到大量宝贵的意见和建议，为我们的修订、编写提供了可靠的依据。在此谨向各位参与问卷调查或座谈会的全国各地的读者，向历年通过邮件或口头形式对教材提出批评、建议的读者，向所有使用和关心教材的老师 and 同学，表示深深的敬意和感谢，欢迎你们今后一如既往地不吝指教。上海外语教育出版社庄智象社长、张宏副社长、严凯和孙玉副总编、高等教育事业部谢宇主任和责任编辑梁泉胜女士等，多年来为教材的策划、编写、出版、营销做了大量工作，英国专家、也是本人与之合作共事长达20多年的友人Anthony J. Ward博士更是在教材的编审过程中倾注了大量的心血，借此机会也一并向他们表示深切的谢忱。

总主编 李荫华

2010年3月

编者的话

本书编写的目的，是为了方便教师备课与教学。

本教师手册对每一篇课文提供以下三方面的内容：

1) 课文相关信息：主要涉及作者生平，课文所涉及的人名、地名、历史事件、文化背景等。本书对以上内容作了较为详尽的介绍，使教师可以把更多的精力和时间放到如何帮助学生提高阅读能力这一主要目的上。教师可以在教学过程中根据实际情况进行取舍。

2) 语言难点解释：本书主要对重点单词、词组和语法结构进行解释，并给出例句。解释力求简明扼要，重点突出。

3) 练习答案：该部分答案主要根据《阅读教程》(通用本)第五册学生用书每课后的练习编写，没有作更多的解释。除选择题外，本书给出的答案并不是唯一正确的答案，仅供参考。

4) 在第二版修订中，我们对个别单元的主题作了调整，增加了环保以及计算机等大家十分关注的内容；在练习方面也相应增加了练习的形式，如词汇填空以及cloze。另外我们对教师手册的版式作了一些调整：新版教师手册包括学生用书的所有内容，答案排入练习，背景知识和语言难点用淡灰色底纹以示区分。这样更能体现teacher-friendly的原则。

本书由复旦大学大学英语教学部编写。邱东林任主编，参加编写的人员(以姓氏笔划为序)有宋梅、张颖、梁正溜。由于编者水平有限，谬误难免，欢迎不吝指正。

编 者

2010年12月

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1

1. What Is a Great Book?

Mortimer J. Adler

Introduction

Books are a major source of knowledge and wisdom. Among the ocean of books accumulated through the ages, how can we pick out some enduring classics for inspiration? Here Mortimer J. Adler provides some guidelines on the selection of great books.

There is no end to the making¹ of books. Nor does there seem to be any end to the making of lists of “great books.”

There have always been more books than anyone could read. And as they have multiplied through the centuries, more and more blue-ribbon² lists have had to be made.

No matter how long your life, you will, at best, be able to read only a few books of all that have been written, and the few you do read should include the best. You can rejoice³ in the fact that the number of such is relatively small.

The listing of the best books is as old as reading and writing. The teachers and librarians of ancient Alexandria⁴ did it. Quintilian⁵ did it for Roman education, selecting, as he said, both ancient and modern classics. In the Renaissance⁶, such leaders of the revival of learning as Montaigne⁷ and Erasmus⁸ made lists of the books they read.

It is to be expected that the selections will change with the times. Yet there is a surprising uniformity in the lists which represent the best choices of any period. In every age, the list makers include both ancient and modern books in their selections, and they always

1. making / 'meɪkɪŋ/ *n.* 创造; 产生

2. blue-ribbon / 'blu:'rɪbən/ *a.* 一流的

3. rejoice / rɪ'dʒɔɪs/ *v.* 感到高兴

4. Alexandria / .æɪlɪg'zændriə/ 亚历山大(埃及北部港市)

5. Quintilian / kwɪn'tɪljən/ 昆体良(古罗马修辞学家)

6. Renaissance / rɪ'neɪsəns/ *n.* 文艺复兴时期

7. Montaigne / mən'teɪnjə/ 蒙田(法国思想家、散文作家)

8. Erasmus / ɪ'ræzməs/ 伊拉斯谟(荷兰人文主义学者)

9. up to 赶得上, 比得上

10. compare to 与...相比

11. *Don Quixote* 《堂吉珂德》

12. *Illiad* 《伊利亚特》(史诗)

13. Kepler / 'keplər/ 开普勒(德国天文学家)

14. pedantic /prɪ'dæntɪk/ a. 学究式的

15. treat of 讨论

16. technicality /,teknɪ'kæləti/ n. 技术性

17. Euclid / 'ju:klɪd/ 欧几里得(古希腊数学家)

18. intelligible /m'telɪdʒəbl/ a. 可理解的

19. illuminate /ɪ'lju:mɪneɪt/ vt. 阐明; 启发

wonder whether the moderns are up to⁹ the great books of the past. 20

What are the signs by which we may recognize a great book? The six I will mention may not be all there are, but they are the ones I've found most useful in explaining my choices over the years.

Great books are probably the most widely read. They are not best sellers for a year or two. They are enduring best sellers. *Gone with the Wind* has had relatively few readers compared to¹⁰ the plays of Shakespeare or *Don Quixote*¹¹. It would be reasonable to estimate that Homer's *Illiad*¹² has been read by at least 25,000,000 people in the last 3,000 years.

A great book need not even be a best seller in its own day. It may take time for it to accumulate its ultimate audience. The astronomer Kepler¹³, whose work on the planetary motions is now a classic, is reported to have said of his book that "it may wait a century for a reader, as God has waited 6,000 years for an observer."

Great books are popular, not pedantic¹⁴. They are not written by specialists about specialties for specialists. Whether they be philosophy or science, or history or poetry, they treat of¹⁵ human, not academic problems. They are written for men, not professors. To read a textbook for advanced students, you have to read an elementary textbook first. But the great books can be considered elementary in the sense that they treat the elements of any subject matter. They are not related to one another as a series of textbooks, graded in difficulty or in the technicality¹⁶ of the problems with which they deal.

There is one kind of prior reading, however, which does help you to read a great book, and that is the other great books the author himself read. Let me illustrate this point by taking Euclid¹⁷'s *Elements of Geometry* and Newton's *Mathematical Principles of Natural Philosophy*. Euclid requires no prior study of mathematics. His book is generally an introduction to geometry, and to basic arithmetic as well. The same cannot be said for Newton, because Newton uses mathematics in the solution of physical problems. His style shows how deeply he was influenced by Euclid's treatment of ratio and proportions. His book is, therefore, not readily intelligible¹⁸, even to scientists, unless Euclid has been read before.

I am not saying that great scientific books can be read without effort. I am saying that if they are read in a historical order, the effort is rewarded. Just as Euclid illuminates¹⁹ Newton and Galileo, so they in turn help to make Einstein intelligible. The point applies to philo-

sophical books as well.

60 Great books are always contemporary. In contrast, the books we call “contemporary,” because they are currently popular, last only for a year or two, or ten at the most. You probably cannot recall the names of many earlier best sellers, and you probably would not be interested in reading them. But the great books are never ‘outmoded’²⁰
65 by the movement of thought or the shifting winds of doctrine²¹ and opinion.

People regard the “classics” as the great has-beens²², the great books of other times. “Our times are different,” they say. On the contrary, the great books are not dusty remains for scholars to investigate; they are, rather, the most potent²³ civilizing forces in the world
70 today.

The fundamental human problems remain the same in all ages. Anyone who reads the speeches of Demosthenes²⁴ and the letters of Cicero²⁵, or the essays of Bacon²⁶ and Montaigne, will find how
75 constant is the preoccupation²⁷ of men with happiness and justice, with virtue and truth and even with stability²⁸ and change itself. We may accelerate the motions of life, but we cannot seem to change the routes that are available to its goals.

Great books are the most readable. They will not let you down
80 if you try to read them well. They have more ideas per page than most books have in their entirety. That is why you can read a great book over and over again and never exhaust its contents.

They can be read at many different levels of understanding, as well as with a great diversity of interpretations. Obvious examples are
85 *Gulliver's Travels*²⁹, *Robinson Crusoe*³⁰ and the *Odyssey*³¹. Children can read them with enjoyment, but fail to find therein³² all the beauty and significance which delight an adult mind.

Great books are the most instructive. This follows from the fact that they are original communications; they contain what cannot be found in other books. Whether you ultimately agree or disagree with
90 what they say, these are the primary teachers of mankind; they have made the basic contributions to human thought.

It is almost unnecessary to add that the great books are the most influential books. In the tradition of learning, they have been most
95 discussed by readers who have also been writers. These are the books about which there are many other books — countless and, for the most part, forgotten.

20. outmode /'aʊt'məʊd/ vt. 使过时

21. doctrine /'dɒktrɪn/ n. 教条; 学说

22. has-been /'hæzbi:n/ n. (口)过时的人或物

23. potent /'pəʊtənt/ a. 强有力的

24. Demosthenes /dɪ'mɒstəni:z/ 狄摩西尼(古雅典雄辩家)

25. Cicero /'sɪsərəʊ/ 西塞罗(古罗马政治家、演说家、哲学家)

26. Bacon /'beɪkən/ 培根(英国哲学家)

27. preoccupation /pri:ɒkju'peɪʃən/ n. 专注

28. stability /stə'bɪləti/ n. 稳定

29. *Gulliver's Travels* 《格列佛游记》

30. *Robinson Crusoe* 《鲁滨逊漂流记》

31. *Odyssey* 《奥德赛》(史诗)

32. therein /,ðeər'in/ ad. 在其中

33. fortify / 'fɔ:tfai/ vt. 增强

34. strait-jacket / 'streɪt,dʒækɪt/ n. 束缚

35. manifestation / ,mænɪfe'steɪʃən/ n. 表现形式

Great books deal with the persistently unsolved problems of human life. There are genuine mysteries in the world that mark the limits of human knowing and thinking. Inquiry not only begins with wonder, but usually ends with it also. Great minds acknowledge mysteries honestly. Wisdom is fortified³³, not destroyed, by understanding its limitations. 100

It is our privilege, as readers, to belong to the larger brotherhood of man which recognizes no national boundaries. I do not know how to escape from the strait-jacket³⁴ of political nationalism. I do know how we become friends of the human spirit in all its manifestations³⁵, regardless of time and place. It is by reading the great books. 105

1158 words

Comprehension Exercises

1 Decide on the best choice to answer or complete each of the following.

1. What is the text mainly about?
A. The making of great books. B. The characteristics of great books.
C. The ways of reading great books. D. The benefits of reading great books.
2. The lists of "great books" made in different ages _____.
A. were more or less the same
B. recommended more books than anyone could read
C. included both ancient and modern classics
D. served as a guide to one's reading and writing
3. The writer would probably agree that all of the following are enduring best sellers EXCEPT _____.
A. Gone with the Wind B. *Iliad*
C. *Don Quixote* D. *Gulliver's Travels*
4. To better understand a scientific classic, we may first _____.
A. take an elementary course on the book's subject
B. consult a specialist about the book's difficulties
C. read some other books that discuss it
D. read some books the author himself has read
5. People generally feel that "classics" _____.
A. can help broaden their minds B. are worth reading over and over again
C. have little to do with themselves D. are beyond their capabilities

6. Which of the following is NOT a sign of a great book?

A. It never goes out of date.

B. It is a best seller in its own day.

C. It is read by a large number of people.

D. It is within the understanding of common readers.

2 Put the following into Chinese.

1. No matter how long your life, you will, at best, be able to read only a few books of all that have been written, and the few you do read should include the best.

不管你在世上活多久，你最多也只能浏览浩瀚书海中的极小部分，而这其中应包括经典名著。

2. But the great books can be considered elementary in the sense that they treat the elements of any subject matter. They are not related to one another as a series of textbooks, graded in difficulty or in the technicality of the problems with which they deal.

然而说名著可视为基础，指的是它们探讨一切事物的基本道理。它们之间的联系可不是一套教科书那样按照难易程度或专业深浅的分级。

3. On the contrary, the great books are not dusty remains for scholars to investigate; they are, rather, the most potent civilizing forces in the world today.

经典名著绝不是供学者钻研的故纸堆，恰恰相反，它们是今日世界上最强大的文明力量。

4. It is our privilege, as readers, to belong to the larger brotherhood of man which recognizes no national boundaries.

作为读者，我们感到荣幸的是我们都从属于一个没有国界、更为广阔的人类团体。

3 Fill in each blank with one letter to form a word matching the explanation.

1. i n t e l l i g i b l e

capable of being understood

2. f o r t i f y

strengthen mentally or morally

3. s t a b i l i t y

the state of being steady

4. m a n i f e s t a t i o n

an act of showing something clearly through signs or actions

5. p e d a n t i c

too concerned with book knowledge without regard to common sense

6. d o c t r i n e

a particular principle taught, such as of a religion or government

7. p o t e n t

powerful; mighty

8. i l l u m i n a t e

explain and show more clearly something difficult to understand

9. p r e o c c u p a t i o n the state of paying attention to one thing so as to ignore other things
10. o u t m o d e make something no longer fashionable

4 Choose an appropriate word from the vocabulary pool to fill in the blanks. Make changes whenever necessary.

Vocabulary Pool			
multiply	relatively	uniformity	estimate
accumulate	ultimate	intelligible	illuminate
contemporary	fundamental	endure	exhaust
diversity	instructive	original	influential
persistently	acknowledge	privilege	manifestation

A love for reading is beneficial for one to acquire knowledge and wisdom. But you need to know what to read rather than read randomly or indiscriminately especially in this digital era when books are 1) multiplying. Although Mortimer J. Adler is talking about printed books, his advice on how to choose the "best" books seems to be equally sensible for online reading. He believes that there is some 2) uniformity in great books which can guide our choice of reading. First they have to be 3) enduring best sellers, most widely read, thus often labeled as the "classics." Second, they must address ordinary people rather than specialists. Third, they have to be "4) contemporary" in the sense that they are never outdated no matter what the popular movement of thought or opinion is. Moreover great books always reflect 5) fundamental human issues. Because of the depth of the thought, the contents of a great book should not be easily 6) exhausted and should allow 7) diversity of interpretations, which means people can enjoy and understand them at different levels. Like great teachers, great books are also 8) instructive and 9) influential as they provoke discussion not just among ordinary readers but also among great writers. In all, Adler believes that great books are the 10) manifestations of the human spirit regardless of time and place.

5 Questions for discussion.

1. In selecting the best books, the list makers always wonder whether the moderns are up to the great books of the past. Do you share the same feeling?
2. Do you agree that great books are the most readable? Do you find any difficulty reading a classic?
3. What are the differences between a classic and a best seller?

2. A Love Affair with Books

Bernadete Piassa

Introduction

Growing up in rural Brazil¹, Bernadete Piassa not only had limited access to books, she was discouraged from reading the few that she could find. But forbidden fruit is often the sweetest, and Piassa's hunger for reading would not be denied. In this prize-winning essay from a national writing contest, Piassa describes her passion for books and the role that her "most faithful lovers" have played in a life that has led her far from home.

When I was young, I thought that reading was like a drug which I was allowed to take only a teaspoon at a time, but which, nevertheless, had the effect of carrying me away to an enchanted² world where I experienced strange and forbidden emotions. As time went by and I took that drug again and again, I became addicted to it. I could no longer live without reading. Books became an intrinsic part of my life. They became my friends, my guides, my lovers — my most faithful lovers.

I didn't know I would fall in love with books when I was young and started to read. I don't even recall when I started to read and how. I just remember that my mother didn't like me to read. In spite of this, every time I had an opportunity I would sneak somewhere with a book and read one page, two pages, three, if I was lucky enough, always feeling my heart beating fast, always hoping that my mother wouldn't find me, wouldn't shout as always: "Bernadete, don't you have anything to do?" For her, books were nothing. For me, they were everything.

In my childhood I didn't have a big choice of books. I lived in a small town in Brazil, surrounded by swamp³ and farms. It was impossible to get out of town by car; there weren't roads. By train it took eight hours to reach the next village. There were airplanes,

1. Brazil /brə'zɪl/ 巴西

2. enchanted /ɪn'tʃɑːntɪd/ a. 有魔力的, 迷人的

3. swamp /swɒmp/ n. 沼泽