

《新起点》系列教材

COLLEGE ENGLISH
READING & WRITING

大学英语 读写教程

第二册

王海啸 编

南京大学出版社

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前 言

随着中学阶段的结束，英语教学可谓完成了第一个过程。中学教育使学生们系统地学习了基础英语语法，掌握了 1600 个左右的常用词汇，获得了初步的读、听、写、说等技能。进入大学阶段，英语教学应该在一个新的起点上进入第二个过程。这便是本系列教材名称中的“新起点”三字的由来。

大学英语学习之所以要一个新的起点上开始，主要基于以下几个方面的认识：

一、大学英语学习需要一个新的观点。大学英语不再是简单的一门课，而是一项包容了读、听、写、说等语言技能的训练，语言及社会文化等知识的学习，各种智力和非智力能力的培养等多项内容的综合教学活动，它是大学生素质教育中不可缺少的一部分。

二、大学英语学习需要一个新的中心。如果说中学的英语教学侧重于打好学生的语言基础，那么大学的英语教学则在继续强调基础的同时，更加注重将所获得的语言能力转变为交际能力。因此，交际能力的培养应成为大学英语教学的中心任务。

三、大学英语学习需要一套新的方法。大学英语的学习过程不仅是语言能力和交际能力的培养过程，也是学习方法的探索过程和独立工作等多方面能力的提高过程。在这里，语言交际不再只是学习目的，它同时还是学习的手段。另外，为了确保良好的学习效果，学习方法也需要不断地探索、总结与改进。

本着以上的认识，我们编写了“新起点系列教材”《大学英语读写教程》，本教程共分两大部分，第一部分由一、二两册组成，主要探讨不同体裁文章的阅读方法以及句子和段落的写作方式。第二部分由三、四两册组成，侧重对各种阅读理解方法的训练，并加强学习篇章写作的能力。整个教程注重精读和泛读的有机结合，阅读和写作的有机结合，语言知识和社会文化知识的有机结合，学习与训练的有机结合。编者希望本教程能为大学英语教师和学生达到大学英语教学大纲的要求的努力中架起一道更为便捷的桥梁。

本册教材为《大学英语读写教程》的第二册，供大学英语一级学生使用。

参加本教材编写的人员有王海啸、俞凤娣、吴秀霞、郭廉彰、王典民、张晓红、孙爱娣、赵靖宇、吕安等。

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由于时间仓促，编写者水平有限，本教程一定存在许多不尽人意之处，敬请广大师生批评指正。

编 者

1996 年 7 月

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UNIT ONE

Part A: Reading Skills: Detecting Topic Sentences

In most cases, a paragraph consists of a series of sentences and different sentences often serve different functions. But on the other hand, no matter how many sentences a paragraph is made up of, it must have a controlling idea called the main idea or central idea. This idea is sometimes implied by the author. But more often it is expressed in a sentence within the paragraph. We call this sentence the topic sentence. So a topic sentence is one that introduces the central idea of a paragraph. Because of its special function in a paragraph, the topic sentence is usually a question which needs to be answered or a general statement which needs to be explained, illustrated or supported in other ways. Or it may be a conclusion reached by the author after having presented certain facts, opinions, or arguments. In the former, it is often put at the beginning or in the middle of a paragraph. In the latter case, it may be found in the middle or towards the end of a paragraph.

* * *

What is REM (Rapid Eye Movement) Sleep?

Before the First Reading

At first look, the title of the following selection may seem funny. People sleep with their eyes closed. How could they move their eye during sleep? And move them rapidly? Scientists interested in the study of sleep have found that people not only move their eyes during sleep but this eye movement seems to be a necessary part of sleep.

Keep these questions in mind when you read:

1. *What is REM sleep?*
2. *Why do we need REM sleep?*
3. *Does everybody have the same REM time length?*

[1]During a night's sleep we do not merely fall into deeper and deeper sleep and then gradually wake up. Instead, our brain waves show a cyclical pattern that repeats about every 90 minutes. First we fall into deeper and deeper sleep, but then we gradually return to a waking pattern. At this point, though, we do not wake up, as might be expected.

Instead, we remain sound asleep and our eyes move rapidly back and forth under our closed eyelids. This stage is known as REM sleep. The average person has about four or five episodes of REM sleep each night, totaling about 25 percent of sleep time, or from one and a half to two hours.

[2]When researchers first observed REM sleep, they suspected that the stage might be related to dreaming. To investigate this, they woke subjects during the REM and Non-REM sleep and found that during REM periods dreams with vivid mental pictures occurred about 80 percent of the time. During Non-REM periods, in contrast, the storylike episodes that we normally consider dreams occurred far less frequently.

[3]One interesting fact about REM sleep is that in some respects it seems similar to being awake. This is indicated by the brain wave pattern recorded that looks very much like that of someone who is awake. On the other hand, during REM sleep, people are very difficult to awaken and do not respond to touch or sound rapidly. For this reason REM sleep is sometimes called paradoxical sleep: people seem to be awake and yet deeply asleep at the same time.

[4]Do we need REM sleep? Suspecting that dreams might in some way be essential to our psychological well-being, William C. Dement, a psychologist, interrupted sleepers' REM sleep over a series of nights. Whenever he saw the beginning of an REM period, he would awaken the sleeper. He found that it became harder to arouse the sleeper and that the longer he denied REM, the more frequent its appearance became. When, on the fifth night, he let the sleeper go into REM without interruption, he found that the total time spent in REM doubled over the person's normal level.

[5]Although we apparently have a need for REM sleep, what REM sleep actually does for us is not clear. Any interrupting of sleep — whether REM or Non-REM — may make a person somewhat tired. But loss of our dream time seems to be no more psychologically troubling than loss of other kind of sleep. Still, REM sleep may be of special value. Some evidence suggests that REM sleep may be time when the brain adapts to like experiences. In our study, for example, some medical students wore glasses with distorting lenses for several days. The students slept at night in the laboratory. While they were adapting to these lenses, they showed a greater than usual amount of REM sleep; but once they had become used to the lenses, REM sleep dropped back to normal.

[6]REM sleep helps maintain the ability of the brain to respond. The evidence of this comes from the fact that REM time gradually reduces as people age. New-born babies spend about half their sleep time in REM, babies under two years 30 to 40 percent, adults about 20 to 25 percent, and old people less than 5 percent. Some researchers suggest that dreams offer the brain a source of mental exercise. Such exercise may allow certain areas in the brain to prepare to respond to the outside activities during waking. The need for such exercise time is greatest in the new-born baby and decreases with age, just as does REM time.

After the First Reading

Answer the following questions:

1. At what stage does REM sleep occur?

2. What is the interesting aspect of REM sleep mentioned in the passage?

3. Why is REM sleep necessary?

4. How does REM sleep differ as people age?

During Further Readings

I. Underline the topic sentence of each paragraph if there is any and explain why you think so.

II. Form true statements by joining items in Column A with those in Column B according to the passage:

A

1. We are sound asleep
2. Dreams occur far more frequently
3. To say people seem to be "awake" when they are deeply asleep
4. REM sleep increases
5. The mental exercise offered by the dreams may allow certain areas in the brain
6. The less REM sleep one gets,

B

- a. during REM periods.
- b. though we may move our eyes rapidly.
- c. to prepare to the outside activities during waking.
- d. the harder it is to wake him up.
- e. we mean their brain wave pattern is similar to that of someone who is awake.
- f. if the sleeper has been uncomfortable with something in his life.

III. Answer the following questions:

1. During a night's sleep, what happens first and what happens later?

2. How do you explain the "paradoxical sleep" (par. 3)?

3. What was the purpose of William C. Dement's experiment?

4. What did the experiment on some medical students prove?

5. If a person is 40, what is the percentage of his REM sleep?

Before the First Reading

If you are asked to choose one kind of drink besides water that is the most popular among people of the world, maybe you will decide upon coca-cola. If this is truly your choice, then you are wrong, because there is another drink that is taken by almost all the people of the world. That is MILK.

Keep these questions in mind while you read:

- 1. How did ancient people regard milk?*
- 2. What discoveries brought about great changes in the industry concerned with milk?*
- 3. How many different types of milk can be found?*
- 4. What are some of the unexpected uses of milk?*

Milk—An Ancient Food in Modern Forms

[1]Milk was a basic food of man long before history was written. It will probably keep on being one as long as there are animals that give milk.

[2]Even the word *milk* is very old. It comes from Sanskrit, one of the oldest languages known to man. A picture of milking has been found in the ruins of an ancient city. It was drawn about 3500 B. C. Milk is often mentioned in the *Bible*. For example, there is the famous description of Canaan as a land “flowing with milk and honey.” “Flowing with milk and honey” is an expression that means “rich in things to eat.” This shows what an important food milk was thought to be in ancient times.

[3]Many ancient people also thought that milk had great healing power. One of the most famous Greek doctors told his patients to drink milk to cure illness. The Romans rubbed bread soaked in milk on their faces. They thought that this would make their skin paler. They also thought it would keep their beards from growing! The wife of one emperor of Rome took a milk bath every day. She believed this would improve her health and beauty. She kept five hundred animals to make sure of having enough milk each day.

[4]In the Middle Ages in Europe, milk was still popular as a medicine. At first it was thought that the most powerful healing part of milk was the *whey*, the watery part. Later, milk sugar, or *lactose*, was thought to be better. Proof that milk was very popular in England can be found in the writings of William Shakespeare. He mentioned milk about seventy-five times in his plays.

[5]When the first colonists sailed for America, they made room for cows on their crowded ships. Both of the earliest American colonists, at Jamestown and at Plymouth, had small dairy herds. As the country grew, the size of its dairy herds grew too. By 1650 many families owned herds of one hundred or more cattle.

[6]For more than two hundred years most people got their milk from their own cattle

or from a nearby herd. But in time new inventions made the dairy industry a big business. In 1851 Gail Borden, founder of a milk company, found a way to take some of the water out of milk. This made it keep much longer. Four years later, Louis Pasteur introduced the pasteurization process. This process killed the bacteria in milk that caused it to spoil. Next, a special milk bottle was designed. This was followed by the invention of machines that could fill bottles and cap them automatically.

[7]These discoveries had a great effect on the dairy industry. They meant that milk could be stored longer. It could be safely shipped over long distances. Preparing and distributing milk soon became a large-scale business. Recently, in a single year more than sixty billion quarts of milk were sold in the United States.

[8]Milk comes in many forms. It is often sold *homogenized*. This means that it has been specially treated to break up the fat and mix it all through the milk. Milk also comes *fortified*, *concentrated*, *condensed*, *evaporated*, *frozen*, or *dried*. There is *soft curd* milk, in which the curd, or solid part, is softened to make it easier to digest. There is *skimmed* milk, from which most of the fat has been removed. And there is *buttermilk*, which is the by-product formed when sour cream is churned into butter. Finally, there is *yogurt*, whole milk that has been partly evaporated and then fermented by bacteria.

[9]Just what do all these milk products give to the people who use them? Milk is about 87 per cent water. But the solid part that remains is rich. It contains all the vitamins known to be needed by man. Milk protein, milk sugar, calcium, phosphorus, and iodine also help make up that important 13 per cent.

[10]Milk, it is agreed, is nourishing. It also has many unexpected uses. *Casein* — the fine, white particles found in milk — is used in making paints. A strong wood glue is also made from casein. Casein gives a glossy coating to fine book and magazine paper. The cord fabric of auto tires is also coated with casein. This helps to keep tires from overheating. Casein was one of the first materials used to make plastics. Buttons, buckles, and some costume jewelry are still made from it.

[11]Another milk magician is *lactic acid*. It is used for tanning and dyeing leather, and for dyeing cloth. It is also used in three very different products — medicines, soft drinks, and insect poisons!

[12]Recently a surprising use was discovered for skim milk. An ice skating rink was flooded with it. Skaters found that when it froze it chipped less easily than frozen water.

[13]Some people believe that milk drinking will become less popular in America than it has been. But remember how long milk has been a basic food and think of the many ways in which it is useful. It seems safe to say that the milk industry will always be important.

After the First Reading

Choose the answer that best completes each sentence according to the text:

1. "Flowing with milk and honey" hints to us that _____

- a. there is a lot of food for us to feed on
- b. milk is rich in honey
- c. milk is nourishing
2. Before a series of inventions were made, _____
 - a. there was no dairy industry
 - b. milk was likely to go bad
 - c. there were so many bacteria that people often got poisoned
3. Milk can be used in the following areas except _____
 - a. tree planting
 - b. medicine
 - c. auto industry

During Further Readings

I . Underline the topic sentence of each paragraph if there is any and explain why you think so.

II . Decide whether the following statements are true or false :

1. _____Milk will be a major food as long as there are animals which produce it.
2. _____Milk was described by Canaan in the *Bible* as rich in things to eat.
3. _____The Romans believed that milk, together with bread, would keep their skin healthy.
4. _____William Shakespeare mentioned milk in his plays in order to illustrate that it had great healing power.
5. _____Louis Pasteur killed the bacteria that evaporate and ferment yogurt.
6. _____The solid part of milk contains various kinds of vitamins although it occupies only 13%.
7. _____Recently skim milk has been very much used in skating.
8. _____The passage implies that milk will disappear as time goes on.

III . Find the word in the paragraph indicated that means :

1. necessary (1) : _____
2. of past time(2) : _____
3. liked by most people (4) : _____
4. strengthened; enriched (8) : _____
5. contributing to health (10) : _____
6. shiny (10) : _____

* * *

California's Giants

Before the First Reading

In America, there used to be an Indian scholar who invented the written form of his native Cherokee language and in a short time almost all the Cherokee people learned to read and write. In order to remember this great hero, people name the biggest kind of tree in the world after him — sequoia. The following selection is about this giant tree.

Keep these questions in mind while you read:

- 1. How does the giant produce seeds?*
- 2. How much can a fire affect the giant?*
- 3. How long can the big trees live?*

[1]Sequoia National Park in California is the home of the oldest and biggest living things. They are the famous “big trees,” the giant sequoias.

[2]At first, reports of these trees were thought to be tall tales. Imagine trees thirty feet thick at the bottom and three hundred feet high! And three thousand years old, maybe more. It was unbelievable.

[3]In all, there are about seventy groves of giant sequoias. Thirty-two different groves stand within Sequoia National Park. The largest, the Giant Forest, contains the big trees in every stage of growth, from tiny seedlings to sky-piercing giants.

[4]The giant sequoia produces seeds every year. It blooms during winter, when the ground is covered with snow. The flowers give way to bright green cones containing tiny seeds. Millions of these seeds fall to the ground during autumn. If they fall on a grass or trash-covered forest floor, they cannot sprout. But if they fall on freshly turned soil, they will begin to grow the next spring. Many birds and animals like to eat the tender green sprouts, so that only a few of the sequoia seedlings manage to live through the first year.

[5]As the sequoia grows, the lower branches drop off. Finally the nearest branch may be more than a hundred feet above the ground. The sequoia makes its most rapid growth before it is five hundred years old. After that the growth is very slow. When the tree rings of one old giant were counted and its stump measured, it was found that the tree had increased its thickness by only ten feet in more than sixteen hundred years.

[6]No other tree can put up such a terrific fight for life. When a big tree falls, it takes years for its needlelike leaves to wither. The wood never seems to decay or become rotten.

[7]Fire is the big tree’s worst enemy. Most groves have been swept by roaring flames again and again. Although other kinds of trees will die by the hundreds in a single blaze, no ordinary fire can kill a big tree. If given a chance before another fire comes, the tree will heal its own wounds. It will grow new bark over the burned part. One tree in the Giant Forest, the Black Chamber, has had its whole inside eaten out by fire. Yet each year this tree sends out new shoots.

[8]Sometimes a burned tree is hollowed out all the way to the top. By standing at the bottom and looking up it is possible to see a patch of blue sky, as if you were looking through a telescope. Sometimes a fallen tree has been hollowed out by fire. Then it

becomes a tunnel through which visitors can walk.

[9]Most of the fires are caused by lightning. All of the very old big trees have been struck by lightning at least once. Many have had their heads cut off again and again. They simply grow new heads. The Stricken Tree in the Giant Forest was torn into hundreds of pieces by lightning, yet it is still alive.

[10]Without doubt the most famous tree in the park is the General Sherman. It may be the biggest and oldest living thing in the world. This tree is as tall as a twenty-seven-story skyscraper. It contains enough lumber to build a good-sized village. It would make a box large enough to hold the greatest ocean liner ever built. And at least forty freight cars would be needed to haul away just its trunk.

[11]How long can a big tree live? The age limit is unknown. Since some of the trees have already neared or reached four thousand years, it seems reasonably certain that they can live five or six thousand years. Perhaps they can live as long as ten thousand. They were old when Columbus discovered America. They were stately giants when Christ was born. Yet not many years ago the sequoia came close to being destroyed.

[12]The destruction began soon after the big trees were discovered. Many of the forests were bought by private owners and lumber companies. Thousands of the big trees were cut down and cut up. Often they were blasted with dynamite into pieces small enough to handle.

[13]During those terrible years, many people tried to get control of the forest so that they could save them. The best work was done by Colonel George W. Steward, the editor of a weekly newspaper printed not far from the forests. He wrote about the need for saving the forests and suggested the idea of a national park to preserve them. He and his friends wrote letters to every person in the United States who they knew wanted to save the trees.

[14]On September 25, 1890, Congress created Sequoia National Park. Today more than three hundred thousand persons visit the park each year.

After the First Reading

Pick the statements that are true according to the text:

1. ____ The sequoia is famous for its age and size.
2. ____ You can find sequoias of different ages in Sequoia National Park.
3. ____ The sequoia can't grow very rapidly when it is young.
4. ____ No matter how big the fire is, the sequoia will survive.
5. ____ Not many years ago sequoias were nearly all destroyed.
6. ____ The National Park has been in existence for more than a century.

During Further Readings

- I. Underline the topic sentence of each paragraph if there is any and explain why you think so.

II . Choose an answer that best completes each statement :

1. Sequoia National Park contains _____.
 - a. almost all the big trees
 - b. about 70 groves of sequoias
 - c. almost half the sequoia groves
2. The oldest sequoia in the forest named the _____ may be the oldest one in the world.
 - a. Black Chamber
 - b. General Sherman
 - c. Stricken Tree
3. The Black Chamber is _____.
 - a. the thickest part of the Giant Forest
 - b. a famous burned-out tree
 - c. the largest grove of sequoias
4. A sequoia seedling is most likely to be destroyed by _____.
 - a. temperature
 - b. fire
 - c. birds and animals
5. The most accurate way to tell the age of a sequoia is by _____.
 - a. measuring the height of the lower branches
 - b. counting the number of tree rings
 - c. studying the size of its hollow
6. The greatest danger to the sequoias has come from _____.
 - a. lightning
 - b. diseases
 - c. man
7. The man most responsible for saving the sequoias was a _____.
 - a. private owner of forest
 - b. newspaper editor
 - c. lumber company owner

III . Guess the meaning of the words in Column A from the context where they are used, and choose one word or phrase from each of the groups in Column B that has a similar meaning :

A	B
1. freshly	newly/strongly/brightly
2. chance	risk/opportunity/possibility
3. struck	hit/closed/wished
4. simply	foolishly/easily/merely
5. handle	touch/deal in/work

Remembering and Forgetting

Before the First Reading

Remembering or forgetting things is very common in daily life. Scientists are trying to probe into the reasons for this phenomenon. This text will tell you something about their perspectives and the application of their theories to your study.

Keep these questions in mind while you read:

1. *How does time interfere with your memory?*
2. *How can a person improve his ability to remember?*
3. *How many different ways are mentioned in the text that students can use to remember what they learn?*

[1] Remembering is closely linked to learning. People need more than the ability to learn swiftly and well. They must be able to remember what they learn.

[2] Psychologists have tried to explain how people remember and why they forget many of the things they learn. No one has yet found all the answers, but there are several theories to explain remembering and forgetting.

[3] It is believed that when a person learns something, a physical change of some kind takes place. A trace, or pattern, is left in the brain. According to one theory, memories or the traces memory may leave in the brain simply fade away in the course of time. Thus, things learned long ago are forgotten before things learned more recently. This is largely true, but there are enough exceptions to make scientists look for further explanations of forgetting. Old people, for example, often remember clearly events of their childhood, but they are unable to remember things they did only a few hours earlier.

[4] According to another theory, memories of different things sometimes interfere with one another. When this happens, one displaces the other from memory. Something that you have just learned may cause you to forget something you already knew. Or something you have already learned may prevent you from learning and remembering something new.

[5] The way you felt about a particular experience may also determine whether you remember it or forget it. In general, people are apt to forget things that are unpleasant or upsetting and remember things that are pleasant.

[6] With some effort on your part, it may be possible to improve your ability to remember. In trying to recall a simple thing like a name or a word, it often helps to stop trying to remember and to think of something else. The forgotten name or word may pop up in your memory. Or you may recall a name that is not the one you are trying to

remember but resembles it in some way. It may start with the same sound as the correct word, or it may rhyme with it. Looking at different features of the incorrect word may help you recall the correct one.

[7]In order to remember something you are studying, it helps to go over the material a number of times, even after you have mastered it. This is called overlearning. (You must be careful, though, to go over the material correctly each time. You do not want to repeat and learn a mistake.)

[8]In studying, to understand and remember, it is important for the learner to be active. This does not mean that he must move around the room. But he must be awake and alert, and he must pay close attention to the film or demonstration he is watching, the book he is reading, or the lecture to which he is listening.

[9]Students have many methods for getting more out of study. They may outline a chapter in a textbook as they read it or underline key passages (if they own the book). When they listen to a lecture, they may take notes so that they learn and remember what they are hearing.

[10]Sometimes students are even advised to go through special routines to help them retain what they study. One of these routines is called the *SQ3R method*. *S* stands for surveying, or skimming, the material to see what is covered and to look for important topics. *Q* stands for questions that the student is advised to make up for each heading or topic. *3R* stands for reading, reciting, and reviewing. This means reading through the material to find answers for the questions that have been made up. Reciting means stopping every so often and, without looking at the book, trying to recall the material that has been covered. The third *R*, reviewing, means going over the material once it has been learned. Rereading and reciting may both be part of reviewing.

[11]Students sometimes use another method to improve their memory of subjects they are studying. They invent categories into which they place the material they must learn. In studying the French Revolution, a student might invent such categories as "causes," "major events," "important figures," and "results."

[12]People also help themselves remember facts by inventing special aids to memory, called *mnemonics* (from the Greek word for memory). If you wanted to memorize the names of the early presidents of the United States (Washington, Adams, Jefferson, Madison, Monroe, Adams, Jackson, and Van Buren), you might make up a saying like this: "When a just man makes a just Vow." You would then remember the names, because the first letter of each word in the sentence stands for a president.

After the First Reading

Decide whether the following statements are true or false:

1. ____ Psychologists have already found all the answers that can explain remembering and forgetting.
2. ____ According to one theory, memories or the traces memory may leave in the brain simply fade away in the course of time.

3. ____ In general it is easy for people to remember things that are pleasant or unpleasant.
4. ____ In order to understand and remember something you are studying, you must be awake and alert.
5. ____ Students can find many methods to improve their ability to remember what they learn.

During Further Readings

I. Underline the topic sentence of each paragraph if there is any and explain why you think so.

II. Match the words or expressions in Column A with those in Column B:

A	B
1. to link	a. to take the place of
2. swiftly	b. showing some process in public
3. to displace	c. to look or be like
4. to resemble	d. to join
5. demonstration	e. quickly

III. Choose the answer that best explains the sentence:

1. "People need more than the ability to learn swiftly and well." (par. 1)
 - a. People need more ability to learn very quickly.
 - b. People need something that goes beyond the ability to learn fast and well.
 - c. Learning quickly and well is what people need.
 - d. Learning quickly and well is not necessary compared with remembering.
2. "... memories or the traces memory may leave in the brain simply fade away in the course of time." (par. 3)
 - a. ... memories may leave the brain when traces fade away.
 - b. ... memories or memory traces are easy to fade away although they are imprinted on the brain.
 - c. ... as time goes on, what is remembered gradually dies out in the brain.
 - d. ... as time goes on, memory fades away before it can leave traces in the brain.
3. "... one displaces the other from memory." (par. 4)
 - a. ... one person puts another person wrongly in his memory.
 - b. ... one person replaces another person in memory.
 - c. ... one thing takes the place of another in memory.
 - d. ... one memory is confused with another.
4. "... it often helps to stop trying to remember and to think of something else." (par. 6)
 - a. ... it's useful to think of other things instead of trying to remember.
 - b. ... it often benefits you if you stop trying either to remember or to think of

anything else.

- c. ... to remember often helps to stop trying to think of something else.
 - d. ... to think of something else helps to stop trying to remember.
5. "It may start with the same sound as the correct word, or it may rhyme with it."
(par. 6)
- a. It may have the same initial letter as the correct word, or it may have the same last one.
 - b. The correct word may have the same sound which rhymes with it.
 - c. Its first sound may rhyme with the last one.
 - d. It may have the same first sound, or the same last sound.
6. "But he must be awake and alert, and he must pay close attention to the film or demonstration he is watching." (par. 8)
- a. He should concentrate on what he is learning.
 - b. He should not be sleepy when he is seeing a film.
 - c. He should be ready to get up and attend the demonstration.
 - d. He should be active in the film or demonstration.
7. "They may outline a chapter in a textbook as they read it or underline key passages." (par. 9)
- a. They may write a report on the textbook and draw a line under the passage where there's a key.
 - b. They may write a summary of a chapter to get the key to the passages.
 - c. They may conclude the main ideas of a chapter or draw a line under the important parts.
 - d. They may make a chapter completely understood by analyzing the important parts.
8. "... students are even advised to go through special routines to help them retain what they study." (par. 10)
- a. ... students are suggested to remember what they study by taking a set of steps.
 - b. ... students are encouraged to study according to a timetable so that they can remember well.
 - c. ... what they study help them to keep special routines.
 - d. ... students should review special routines before they can keep what they study in mind.
9. "... questions that the student is advised to make up for each heading or topic."
(par. 10)
- a. ... questions that the student required to put into each heading or topic.
 - b. ... questions that the student is supposed to have asked about a specific heading or topic.
 - c. ... questions that the student had better ask about each heading or topic.

- d. ... questions that are needed to complete each heading or topic.
10. "They invent categories into which they place the material they must learn."
(par. 11)
- They invent different kinds of materials to learn.
 - They put the materials they must learn in different places.
 - They must learn all kinds of materials they invent.
 - They put the materials to be learned into different classes.

Part B. Vocabulary Skills:

I. The following words and expressions are for your reference.

Adams /'ædəmz/ *n.* 亚当斯 [姓氏]

displace /di'spleis/ *vt.* to put out of the right or usual position; to take the place of

apt /æpt/ *a.* likely; having a tendency to do something

category /'kætigəri/ *n.* 类别, 种类

Jackson /'dʒæksn/ *n.* 杰克逊 [姓氏]

Madison /'mædisn/ *n.* 墨迪逊 [姓氏]

Monroe /mən'rəu/ *n.* 门罗 [姓氏]

mnemonics /ni'moniks/ *n.* art of, system for improving the memory

overlearning /'əuvə'lə:nɪŋ/ *n.* 强化学习; 过度学习

rhyme /raim/ *v.* (of words or lines of poetry) to end with the same sound 押韵

Van Buren /væn 'burən / *n.* 范·布伦 [姓名]

Washington /'wɒʃɪŋtən/ *n.* 华盛顿 [姓氏]

II. Make a close study of the following words and expressions:

aid /eid/ *n.* support; help

e. g. He went to the aid of the hurt man.

A dictionary is an important aid in learning a new language.

alert /ə'lɜ:t/ *a.* quick to see and act

e. g. He's an alert boy.

chapter /'tʃæptə/ *n.* one of the main divisions of a book or long article, usually having a number or title (书或文章的)章, 节

demonstrate /'demənstreit/ *v.* to show clearly

e. g. Please demonstrate how the machine works.

demonstration /,demən'streɪʃən/ *n.* the act of demonstrating

e. g. We asked for a demonstration of the machine.

determine /di'tə:min/ *v.* to decide; to find out and fix; to form a firm intention in the mind

e. g. We have to determine where to stay for the night.

He determined to go at once.

every so often; from time to time; now and then

exception /ik'sepʃən/ *n.* (case of) excepting or being excepted

e. g. It's been very cold this month, but today's an exception; it's warm and sunny.

You must answer all the questions without exception.

fade /feɪd/ *v.* to (cause to) lose strength, color, freshness, etc.

e. g. Cut flowers soon fade.

The sun has faded the material.

fade away: to become no longer present

e. g. When the police arrived the crowd faded away.

feature /'fi:tʃə/ *n.* (typical or noticeable) part or quality

e. g. Wet weather is a feature of life in Scotland.

Greek /gri:k/ *a.* 希腊(人)的 *n.* 希腊人; 希腊语

heading /'hedɪŋ/ *n.* word(s) written as a title at the top of a piece of writing, or at the top of each part of it

incorrect /ɪnkə'rekt/ *a.* not correct

in general: usually; in most cases

e. g. In general people like her.

interfere /ɪntə'fiə/ *v.* to get in the way of another; block the action of another 干扰; 干涉

e. g. I don't like interfering with young people.

largely /'lɑ:dʒli/ *ad.* to a great extent

e. g. His success is largely due to luck.

make up: to invent (a story, poem, etc.)

memorize /'meməraɪz/ *v.* to learn and remember on purpose

method /'meθəd/ *n.* way or manner of doing something; an orderly system or arrangement

e. g. That's not a good method for doing it.

You should use method rather than luck.

outline /'aʊtlaɪn/ *n.* 大纲; 概要; 轮廓; 外形

pattern /'pætn/ *n.* way in which something happens or develops

e. g. The illness is not following its usual pattern.

passage /'pæsɪdʒ/ *n.* usually a short part of a speech or a piece of writing or music.

physical /'fɪzɪkl/ *a.* of or concerning matter or material things, the body

e. g. the physical world; physical exercise

pop /pɒp/ *v.* to move, go, come, enter, etc. suddenly or unexpectedly

e. g. I've just popped in to return your book.

I'm afraid she's just popped out.

pop up: to happen suddenly; arise

psychology /saɪ'kɒlədʒi/ *n.* study or science of the mind and the way it works, and of behavior as an expression of the mind 心理学

psychologist /saɪ'kɒlədʒɪst/ *n.* person who has studied or is skilled in psychology

recall /ri'kɔ:l/ *v.* to remember; bring up from memory

e. g. I can't recall seeing him somewhere.

Can you recall where he lives?

recite /ri'sait/ *v.* to say (something learned) aloud from memory

e. g. The little girl can recite 10 poems.

I don't like reciting in public.

resemble /ri'zembl/ *v.* to look or be like

e. g. She resembles her sister in appearance but not in character.

retain /ri'tein/ *v.* to keep possession of; to hold in place

e. g. She has a good memory that retains facts.

They have built a wall to retain the water of the lake.

routine /ru:'ti:n/ *n.* the regular fixed ordinary way of working or doing things 日常事务

e. g. Do it according to routine.

simply /'simpli/ *ad.* in a simple manner; completely; only; nothing more than

e. g. Though a film star, she is always simply dressed.

Learning to do the job is no secret. It is simply a matter of working hard.

skim /skim/ *v.* to read quickly to get the main ideas

stand for; to be a sign or short form of; represent; mean

e. g. What does CIA stand for?

survey /sə:'vei/ *v.* to examine for some specific purpose; consider carefully; review in detail

e. g. They have been surveying the view.

The house has been surveyed.

swift /swift/ *a.* fast; ready or quick in action

e. g. Mr. Johnson is a swift runner.

She gave a swift reply.

swiftly *ad.*

topic /'tɒpik/ *n.* subject for conversation, talk, writing, etc.

e. g. Politics and religion are always interesting topics of conversation.

trace /treis/ *n.* mark or sign showing the former presence or passing of some person or event

e. g. Did the police find any trace of the murderer?

We've lost all trace of our daughter.

underline /ˌʌndə'lain/ *v.* to mark (one or more words) by drawing a line underneath, esp. to show importance or to give force

unpleasant /ʌn'plezənt/ *a.* causing dislike; not enjoyable; displeasing

e. g. The weather is very unpleasant here.

Do you smell something very unpleasant?

upset /ʌp'set/ *v.* to cause to worry.

e. g. Do what he wants, or you'll upset him.

vow /vau/ *n.* 誓言

e. g. All the men took a vow of loyalty to their leader.

III. Give the meanings of the following words:

Example: childhood: state or time of being a child _____

1. boyhood: _____
2. motherhood: _____
3. manhood: _____
4. brotherhood: _____
5. neighbourhood: _____
6. falsehood: _____

IV. List all the words in the fourth reading selection that begin with "re-" and see how most of them are partly similar in meaning:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

V. Give noun forms of the following words after the model:

Example: able → ability

- | | |
|-------------------|-------------------|
| 1. simple _____ | 2. capable _____ |
| 3. dense _____ | 4. possible _____ |
| 5. readable _____ | 6. scarce _____ |
| 7. clear _____ | 8. similar _____ |

VI. Say who does what:

- | | |
|-------------------|---|
| 1. psychologist | a. explains why people act, think and feel as they do |
| 2. scientist | b. studies how things are made up |
| 3. chemist | c. studies the laws of nature |
| 4. educationalist | d. drives a car |
| 5. dentist | e. teaches people |
| 6. motorist | f. cures tooth problem |
| 7. soloist | g. sings by him/herself |
| 8. physicist | h. deals with matter and energy |

VII. Use appropriate forms of the following words to fill in the blanks:

1. explain
 - a. That text is difficult but it is followed by a lot of _____ notes.
 - b. Have you anything to say in _____ of your conduct?
 - c. If he bought it, he would have no money to live on for the next two weeks.
That _____ his hesitation.

2. resemble

- a. The portrait bears not the remotest _____ to her.
- b. Whales and fishes _____ each other in appearance but are different in nature.
- c. There are striking _____ between the twin sisters.

3. demonstrate

- a. The teacher _____ a chemical law in the laboratory.
- b. The fireman _____ great courage in saving the child.
- c. He was not an open or _____ man.
- d. Would you like me to give you a _____?

4. interfere

- a. We have to be very careful about what we do or say. Our new neighbour is an _____ old woman.
- b. Does the lift _____ with radio or TV?
- c. The baby will claw you if you _____ with what he wants.
- d. I couldn't hear the programme because there was too much _____.

5. determine

- a. The _____ of the meaning of a word is difficult without the context.
- b. The independence movement has grown in strength and _____.
- c. The sale of ice-cream is partly _____ by the weather.
- d. With their _____ efforts, they are sure to win the final victory.
- e. He has _____ on proving his friend's innocence.

6. correct

- a. He dug into his pocket for change and found the _____ coin.
- b. The _____ of his work took a long time.
- c. You are near-sighted. But don't worry, it is _____.
- d. They failed to find the lost ship because of the _____ information they had been given.

VIII. Fill in each blank with an appropriate form of the right word:

1. interfere, distract, disturb

- a. The music _____ him from his work.
- b. He was further _____ when he noticed her superior air towards others.
- c. As he was always _____, I told him to mind his own business.

2. recall, remind, memorize, remember, recite

- a. He finally _____ the poem the teacher had assigned.
- b. The sight _____ the days of childhood to me.
- c. The film _____ him of what he had seen in Beijing.
- d. Better that you should forget and smile than that you should _____ and be sad.
- e. At our request, he _____ the poem to us.

3. determine, decide
 - a. It was unanimously _____ to go there be bike.
 - b. The part of speech to which a word belongs is _____ only by its function in the sentence.
4. outline, underline
 - a. The method I _____ below is the one I have found most successful.
 - b. _____ the parts which you think are important.
5. brain, mind, head
 - a. She hasn't the _____ to see what I am driving at.
 - b. The human _____ is the centre of higher nervous activity.
 - c. The rock fell and hit him on the _____.
 - d. They have not yet made up their _____.
 - e. Keep your _____ on what you are doing.
6. course, cause
 - a. What was the _____ of the movement spreading so quickly?
 - b. The president takes care to follow the _____ of events in the Middle East.
 - c. The ship continued to hold her _____ eastward.
 - d. More people are beginning to take up the _____ of children's rights.
7. remember doing/to do sth, forget doing/to do sth, stop doing/to do sth
 - a. She nearly _____ (give) him a tip for his service.
 - b. I shall never _____ (hear) her singing that song.
 - c. You must _____ (go) to Big Ben when you are in London.
 - d. "_____ (talk)," the chairman shouted loudly.
 - e. On her way to the hospital, she _____ (buy) some flowers.
 - f. He seems to know me very well, but I cannot _____ (meet) him anywhere.
8. method, means, way
 - a. Fiction writing as a _____ of living is no easy task.
 - b. The committee met to devise some _____ to raise money for the purpose.
 - c. The new training _____ is not only effective but also enjoyable.

IX. Match the words and expressions in Column A with their antonyms in Column B:

- | A | B |
|---------------|----------------------|
| 1. cause | a. common phenomenon |
| 2. remember | b. numb |
| 3. physical | c. vaguely |
| 4. fade away | d. for fear |
| 5. long ago | e. appear |
| 6. clearly | f. differ from |
| 7. particular | g. forget |
| 8. exception | h. upsetting |

- | | |
|----------------|------------------|
| 9. demonstrate | i. result |
| 10. apt | j. unlikely |
| 11. pleasant | k. cover |
| 12. resemble | l. psychological |
| 13. in order | m. recently |
| 14. alert | n. general |

X. Choose an appropriate expression from the list below to complete the following sentences. Make changes where necessary.

displace, fade away, pop up, feature, swiftly, alert, routine, category

1. A sparrow is very _____ in its movement.
2. This kind of animal has been grouped into two _____.
3. Television has _____ motion pictures as America's most popular form of entertainment.
4. The sound of the cheering _____ in the distance.
5. The exhibition has many _____ of interest.
6. The guerrillas _____ from the tunnels to attack.
7. He will be able to take up his normal _____ shortly.
8. The lizard caught the fly _____.

Part C. Writing and Cloze:

I. Answer the following questions:

1. What have psychologists tried to explain?

2. What do old people remember and forget?

3. How does one thing interfere with another when a person is remembering something?

4. What are people likely to remember and forget?

5. If you couldn't remember a name or a word, what would you do?

6. What are some of the methods students use to remember things they learn?

7. What is meant by SQ3R?

8. What is the use of the expression "When a just man makes a just vow"?

II. Study the model sentences and pay special attention to the italicized parts. Then respond to the questions or statements after the model using the words and phrases given in the brackets:

Model A: *It is believed that* when a person learns something, a physical change of some kind takes place.

1. What is the harm of smoking?

(believe, cause, cancer)

2. How many people attended the meeting?

(estimate, 2,000 people)

Model B: Sometimes students *are even advised* to go through special routines

3. What was the child told to do?

(tell, keep away, fire)

4. What is the assignment today?

(instruct, hand in, composition)

Model C: *The way you felt* about a particular experience *may also determine* whether you remember it or forget it.

5. If one has rich knowledge, he is likely to win respect from others.

And _____

(the way, treat, others, influence, attitude)

6. This painter is very skillful in arranging the objects he draws.

(the way, handle colours, extraordinary)

Model D. ... they may take notes *so that* they learn and remember *what they are learning*.

7. What shall I do after supper?

(walk, absorb, eat)

8. I can't play the piano well.

(more practice, master, taught)

Model E: They invent categories *into which they place the material they must learn.*

9. What did they do after the shopping?

(borrow, bike, carry back, buy)

10. These students can't afford to buy all their textbooks.

Fortunately _____

(library, borrow, read)

III. Make a sentence with the words given in each item. And for each sentence you will also make use of one of the link words given at the beginning.

what, how, where, why

1. collect, did, go, he, his, know, mail, not, to, to

2. asked, boss, finished, had, he, him, his, job, not, the, yet

3. by, by, car, do, he, is, know, or, train, travelling, you

4. boy, did, do, he, know, not, supposed, the, to, was

5. him, say, teachers, the, to, told

6. a, buy, can, do, English, good, I, know, textbook, you

7. come, did, not, not, say, she, she, would

8. a, button, did, even, he, know, not, on, sew, to

9. afraid, can't, I, I'm, know, tell, to, want, you, you

IV. Correct the italicized words if they are not properly used:

1. The interpretation is apt *to misleading* beginners.

2. I can safely advise you *to buy it*.

3. I suggest you *to find* a way out of the difficulty.

4. I'd rather you *will do* it tomorrow.

5. She was looking forward *to hear* from her boy friend.

6. The American law didn't use to grant women *to vote*.

7. It's no use *for him to complain* all the time.
8. He had nothing to do *but to sleep*.
9. He came back home *only to find* that his house had been burglarized.
10. The little boy is *not too smart to* work out such a difficult problem.

V. Use a relative pronoun (who, whom, which) to combine each pair of the following sentences into one:

Example: He has three sons. They all work in the same office.

Answer: He has three sons who all work in the same office.

1. He studied hard in his youth. That contributed to his great success later in his life.

2. We have many rooms in our house. Several of them have not been used for years.

3. An Englishman called Wally Herbert walked across the Polar ice cap.

That was a very dangerous and adventurous thing to do.

4. He passed his degree examinations with honours. This made his family very proud.

5. That is the boy. I lent him my bicycle.

6. That is the new doctor. He has come to live in our town.

7. I have two sisters. I like them both very much.

8. That is Peter. He is the head boy of the school.

9. I have several horses. None of them is more than two years old.

10. We went rock climbing last week. It is a wonderful way to spend one's free time.

VI. Translation:

人们往往会忘记很久以前学过的东西。老人甚至会忘记几小时前做过的事。原先留在人脑中的记忆都会因时间的推移而逐渐消失。由此可见,增强记忆与人们的生活和工

作密切相关。并且人们也可以通过努力来增强记忆力的。

首先,学习时必须全神贯注,勤于记笔记,善于抓要点。其次,不时复习学过的东西也很有用。还有,大脑需要时间来消化所学的东西,因而需要经常休息。休息后就能记住更多的东西。另外,对所学材料提一些问题或进行归纳,都有助于加强记忆。

VI. Cloze:

We _____ Kagela at noon that day, parked the hunting car _____ a tree, and got the boys on to pitching camp. "I have always camped here," Benny told me, "because there is a _____ of water there." He pointed to a small clump of trees that were growing on the sand of the desert. We were searching for copper, and Benny had found, or thought he had found, a rich field of _____. We had come to another look.

Going down to get water, we found a lioness _____ the still, clear pool. She was dying even then.

Benny raised his rifle, working the bolt smoothly, easily. "Don't do it," I said. "Why not?" said Benny. "She won't live _____ much longer. She's almost finished. By sun-up she'll be _____ dead as Queen Anne's cat.

We walked towards her, rifles up, and she raised her head and _____ in her throat. Hatred and yellow fire flashed for a second from her _____, then the wound tore, and she lay silent, waiting for her _____.

Part D. Background to the United Kingdom

In Part D of each unit in this volume, you will read one or two passages about the United Kingdom. After each passage you will be given certain exercises to check how well you can understand the passage(s).

The People and the Land They Live in

What is the difference between the British Isles, Britain, the United Kingdom and England? These terms are so often confused that we had better start by distinguishing them.

The British Isles consists of two large islands; one is called Ireland and the other Britain.

Britain, or Great Britain, is the larger of these two islands, and it is divided into three parts: Scotland, Wales and England.

The United Kingdom is that part of the British Isles ruled over by the Queen. It consists of Scotland, Wales and England (i. e. the whole of Britain), and also about one-sixth of Ireland, the Northern part. The rest of Ireland is self-governing, as we shall see later. The full title of the United Kingdom is therefore 'The United Kingdom of Great Britain and Northern Ireland'.

England is the largest, most populous and generally speaking the richest section. We

English people take this too much for granted, and tend to use the words 'England' and 'English' when we mean 'Britain' and 'British'. This sometimes annoys the Scots and the Welsh. The Scots in particular are very proud of their separate nationality; they have their own legal system, and some of their internal affairs are managed by special Scottish departments, though they have no separate Parliament. The Welsh too do not regard themselves as English, and have a culture and even a language of their own. There is a Welsh Nationalist and a Scottish Nationalist Party, demanding a measure of independence from England, but although they have held seats in the House of Commons, they are not very strong; and in general the Scots, the Welsh and the English feel sufficiently similar to each other to be quite content to form a combined Parliament in London.

With the Irish, the question is more complicated and much less happy. Ireland became part of the United Kingdom in 1801, but it soon grew discontented, and for forty years the 'Irish Question' was the greatest headache of the British Parliament. At last, after much bloodshed, Ireland divided itself into two: Northern Ireland remained loyal to the Crown (though it has its own Parliament sitting in Belfast for internal affairs), and in 1922 the rest of the country broke away to form an Irish Free State, later called Eire and now the Republic of Ireland.

Are the British People Europeans? This may seem a strange question to Africans and Asians, who tend to think of all white men as Europeans. But the British, when they are in Britain, do not regard themselves as Europeans. The Europeans, to them, are those rather excitable foreigners from the other side of the English Channel, who have never learnt how to speak English. Europe is 'the Continent'; a place full of interest for British tourists, but also the source of almost all the wars in which Britain has ever been involved. Thus, although geographically speaking Britain is a part of Europe, yet the fact that it is a separate island has made its people feel very insular. They feel, and in many ways are, different from the rest of Europe, and they sometimes annoy continental nations by failing to support them, or even to understand them, in time of need.

Where did the British people come from? This is an extraordinarily interesting question, since they are a mixture of many different races, and all these races invaded Britain at various times from Europe. Nobody knows very much about Britain before the Romans came during the first century B. C. , but there had been at least three invasions before that. The first of these was by a dark-haired Mediterranean race called the Iberians. The other two were the Celtic tribes; first the Gaels, whose descendants are the modern Scots and Irish, some of whom still speak the Gaelic language; and secondly the Britons, who gave their name to the whole island of Britain. These were the people whom the Romans conquered. The Romans gave the Britons a good deal of their civilization, but they never settled in Britain in very large numbers, so the British race survived until the overthrow of the Roman Empire by the 'barbarians', i. e. the numerous Germanic tribes which overran the whole of Western Europe.

There were three great Germanic tribes which invaded Britain; the Angles, the

Saxons and the Jutes; and together they form the basis of the modern English race. The Britons, as a race, disappeared except in Wales and Cornwall. Many Welsh people still speak their 'British'. i. e. Celtic, tongue, which is called Welsh. In Cornwall the language has died out, though it can still be recognized in some proper names. The Angles were so numerous that the country was called Angle-land, i. e. England, and the Anglo-Saxon language was Old English; in other words, modern English has descended directly from it.

So far then, we have noted the Iberians, two kinds of Celts, the Romans, and the Germanic peoples, which we shall call collectively the Saxons; but the story is by no means ended. A few hundred years later a further invasion took place from the North-East, that of the Danes, and the whole North-Eastern half of England became for a long time Danish territory. Finally, and even more important, there came the great Norman invasion. The Normans were 'North-men', and like the Danes had come originally from Scandinavia in the North-East; but they had settled in part of Northern France, still known as Normandy, and adopted the French language. In the year 1066, Duke William of Normandy claimed the English throne, and after defeating and killing the Saxon king Harold at the Battle of Hastings, he went on to conquer the whole country, and to merit the name of William the Conqueror. He was crowned William I of England, and the present Queen is one of his descendants. The Saxons became a subject people, and all the most important noblemen were Normans. English was the language of the common people and Norman French was the language of the aristocracy, including the King and his court. Even today, many French expressions occur in traditional ceremonial language, and a few English people feel proud if they can prove that their ancestors were Normans. Eventually, however, the speech of the common people prevailed, and the use of French died out; but the common people had already absorbed some of it, and many everyday expressions in English have a French origin.

There has never been another invasion of Britain in the 900 years since William the Conqueror, so that all the various elements have had time to settle down and form one people. As a whole, the British are proud of their diversity, and like to think that it has given them a diversity of qualities which has turned out to their advantage.

The country they live in, that is, the United Kingdom of Great Britain and Northern Ireland, has an area of about 93,000 square miles. This is remarkably small when you consider its population and its importance in world affairs.

The population of the United Kingdom is about 55,500,000. It is a very large population for such a small area, and yet crowded into the London area alone, and most of the rest live in a few densely populated industrial areas. On the other hand, there are some quite large tracts of barren, hilly country, especially in Northern Scotland, which are almost uninhabited. The reason for this unevenness is that Britain is mainly an industrial country, and most of the people live in large towns. Apart from London, there are two towns containing over a million people each (Birmingham and Glasgow), four with half-

a-million or more, and over forty others with more than a hundred thousand people each.

To Check Your Understanding

- I . Explain the following terms :
- 1. The British Isles
 - 2. Britain
 - 3. The United Kingdom
- II . Choose the answers that correctly complete the sentence according to the passage :
- To the British people, Europeans _____.
- a. do not speak English
 - b. are peace-makers
 - c. are sources of war
 - d. are conservative
 - e. live on a separate island
 - f. are excitable
 - g. are strange and hard to understand
- III . Complete the following tables :

A. Invasions

TIME	INVADERS	RESULTS
	the Iberians	
	Celtic Tribes	
	Romans	
	Germanic Tribes	
	the Danes	
	the Normans	

B. The United Kingdom

Complete Name	
Area	square miles
Population	million
Three Largest Cities	

UNIT TWO

Part A. Reading Skills: Working with Enumerations

In explaining certain points, writers sometimes may feel it necessary to give a list of their contents or characteristics. These contents and characteristics may be equally important or slightly vary in importance but, belonging to the same type, they form a unified group that contributes to the theme of the passage concerned. Sometimes the presentation of these contents and characteristics may share similar language patterns, while at other times different sentence or paragraph structures may be used for their introduction.

* * *

Why do We Wear Clothes

Before the First Reading

There are many beautiful stories going along with clothes both in the past and at present. Wearing clothes is one of the daily activities which is too common for us to raise questions. However you may have thought about such questions as:

1. *Why do we wear clothes?*
2. *Socially speaking, what roles do clothes take?*
3. *What is the fundamental of the clothes in eyes of the common people?*

You will get the keys to the above questions if you read the passage below:

[1] Nature has supplied every animal except man with some covering for his body such as fur, feathers, hair, scales, shells or a thick hide. But man has nothing but a thin skin, and for thousands of years human beings must have wandered about the world with no other covering — though the earliest men may perhaps have been hairier than modern man.

[2] If someone were to ask us, “Why did human beings start to cover their bodies with clothes?” most of us would answer, “To keep themselves warm, of course.”

[3] It is only when we begin to think about it a little that we realize that clothes are worn for a great many reasons that have nothing to do with the climate, or with our need for warmth, at all.

[4] For instance, we wear clothes to some extent in order to decorate ourselves —

to make ourselves, if possible, look more dignified or graceful or picturesque than we are. Even the plainest clothes worn by civilized people have their buttons, belts, collars and so forth arranged in such a way that they form a kind of decoration, and the material itself is of a kind and colour that we think suits us, and is cut or arranged in a way that we think looks nice — though ideas about what looks nice change very much from time to time.

[5] Besides decorating us our clothes have to link us up with the people among whom we live. We feel uncomfortable if they do not “look right” — if they are not similar to those which other people of our age, sex, country and period are wearing.

[6] Clothes of a special kind are often worn to show that the wearer has authority or power. The individual wearing them is treated with respect because he occupies a certain office. The judge on the Bench, for instance, might look a very ordinary and unimpressive figure without wig and gown. Clothes are an essential part of all ceremonial occasions, whether it is connected with religion, the law, parliament, royalty, the fighting forces, the state, or some less important body. How very different the Queen’s Coronation ceremony would have looked without the robes and coronets, the cloth of gold and the ermine.

[7] Sometimes, even in civilized countries, people wear some article of clothing, or some jewel of charm, because they believe that it will bring them luck or protect them from evil or illness, or because it is connected with their beliefs.

[8] None of these reasons for wearing clothes — to decorate ourselves, to show our position in the world, for ceremonial purposes, for “luck”, to give ourselves dignity and authority — have anything to do with our need for warmth and protection from the weather. And it is possible that prehistoric civilized people, after having worn clothes for thousands of years, are probably much more sensitive to cold than the men of the Stone Age were.

[9] We know that primitive people who are living now, or were until quite recently, in conditions similar to those in which men lived many thousands of years ago, do not seem to feel the cold as we do.

After the First Reading:

Choose the reasons for which people wear clothes:

1. ____ To protect themselves from wild beasts;
2. ____ To show their social position;
3. ____ To differentiate themselves from animals;
4. ____ To hold things in pockets;
5. ____ To make themselves beautiful;
6. ____ To bring themselves good luck;
7. ____ To make themselves look greater;
8. ____ To attend certain ceremonies;
9. ____ To link themselves with God;
10. ____ To make them selves part of a group.

During Further Readings:

I. Find the paragraph that talks about each of the above correct reasons for which people wear clothes.

II. Tell which paragraph gives a summary of the reasons:

III. Answer the following questions:

1. Could you name several occasions when clothes of a special kind are often worn to show that the wearer has authority or power?

2. Could you name some of the things with which animals cover their bodies?

3. What does the writer think about primitive man?

IV. Guessing unknown words:

1. wander (l. 3, par. 1):

- a. to want to know
- b. to move about aimlessly
- c. to travel

2. wig (l. 4, par. 6):

- a. head covering of false hair
- b. a pair of glasses
- c. a cap

3. coronation (l. 6, par. 6):

- a. the ceremony at which a king, queen, ruling prince is crowned
- b. a birthday
- c. a funeral

V. Form correct statements by joining each item in Column A with one in Column B according to the passage:

A

- 1. ____ Most of us would think wearing clothes is
- 2. ____ Cloth is cut or arranged
- 3. ____ If clothes do not "look right"
- 4. ____ Clothes are an essential part
- 5. ____ Primitive people do not seem

B

- a. to keep ourselves warm.
- b. we feel uncomfortable.
- c. to feel the cold as we do
- d. in a way that we think looks nice.
- e. on some ceremonial occasions

The Long and Short of It

Before the First Reading

The following passage is about the author's view that everything's too long with the exception of his own shoes.

Keep the following questions in mind while you read:

1. *What does the author intend to convey in this article?*
2. *Why is he very often ready to go to bed before the TV program he is watching is over?*
3. *What does he complain about while going to work?*

[1] It seems as if things are too long these days. With the exception of shoes, I wish everything shorter. Very often I'm ready to go to bed before the TV program I'm watching is over, but I can't because I don't know who the murderer is.

[2] Driving to work takes too long, and when I get there it seems like forever before the elevator comes to take me to the seventh floor.

[3] People call me on the phone and we've finished saying anything that makes any difference ten minutes before we hang up. Some of my other complaints may be just a matter of my own impatience, but I know the average telephone call lasts longer than is necessary. People repeat themselves as if they don't believe you heard what they said the first three times they said it.

[4] "Why don't we meet tomorrow at noon?" someone will say to me.

[5] "Fine," I say, "tomorrow at noon."

[6] "OK, then," he'll say, repeating what we both just said, "I'll see you tomorrow at noon."

[7] It takes too long to buy things in a store. It's not unusual to wait in line at the supermarket checkout counter where eight or ten people with full shopping carts are ahead of you. In department stores it's often difficult to find a salesperson, and then, no matter how you want to pay for your purchase, the clerk always seems to have to fill out a lot of forms. Stores are suspicious even of cash.

[8] A few small grocery stores survive in most neighborhoods even though they charge a little more because if all you want is a pound of coffee, a quart of milk or a jar of peanut butter, it isn't worth the time you have to spend standing in line at the big store to get it. It has been my experience that the "Express" checkout counter line can be the slowest of all because there are often more people in it. (There is a difference of opinion about whether one stands "on" a line or "in" a line. Stand in one.)

[9] One problem we all have is saving some periods of free time when we don't have anything we really have to do. In order to have that time, we have to accumulate it by getting through the rest of the day quickly. Every moment during the day that we have to

wait for something, we're cutting down on either the work we can accomplish or the time we have free at the end of the day.

[10] In the past year I've been to three funerals and two weddings. All five seemed endless. Nothing that was said or done at any of them couldn't have been done better and more memorably in half the time.

[11] Business meetings are tedious and interminable. I've only been to half a dozen business meetings in my life, but I sympathize with the President. They say he has a tendency to doze off during long meetings. Not being President, I've always made a desperate attempt to stay awake in the meetings I've attended, but it wasn't easy. If weddings and funerals could be cut in half, the average business meeting could be cut by 75 percent. There are very few meetings that should take more than fifteen minutes. After that, it's repetitious hot air.

[12] Company banquets at annual meetings are among the longest things in life. I attend three or four of these a year and they are endless. They almost always run behind schedule from the very beginning. If cocktails are supposed to be served from 6 to 7 p. m. , they last until 7:30. If dinner is supposed to start at 7:00, it begins about 8:10. If the first business is supposed to be conducted at 9 p. m. , the master of ceremonies doesn't start things until 9:45, he isn't introduced until 10:15 and he talks until 11:00. After the speaker, awards usually are given out to company employees; this can take longer than getting a mortgage loan from the bank.

[13] The older I get, the more precious time becomes to me. I'd like to have some time wasters eliminated.

After the First Reading

Choose the sentences that correctly show what the author complains about:

1. ____ The TV program is long.
2. ____ The time it takes to go to work is long.
3. ____ The telephone call lasts longer than is necessary.
4. ____ It takes too long to buy things in all kinds of shops.
5. ____ The "Express" checkout counter line can be the longest of all because there are often more people in it.
6. ____ Funerals and weddings in which he took part seemed endless.
7. ____ Business meetings are often tedious and interminable.
8. ____ It takes a long time to wait for a bus or a taxi.
9. ____ Company banquets at annual meetings are among the longest things in life.

During Further Readings

- I . Point out the topic sentences of paragraphs 3, 7, 10, 11, and 12.
- II . Point out the sentence(s) by which the author suggests why he writes the article.
- III . Choose the answer that correctly completes each statement:

1. The TV program is long in the sense that _____.
 - a. it does not know when people go to bed
 - b. it does not care who is watching
 - c. it is always about murder
 - d. it does not give the result until late at night
2. Telephone calls are long because _____.
 - a. the author is impatient
 - b. people like to repeat things several times
 - c. the longer they talk, the less they will pay
 - d. people like to talk about unimportant things
3. Shopping costs time as _____.
 - a. there is a great variety of goods for you to choose from
 - b. you have to wait a long time before you pay
 - c. stores do not like to receive cash
 - d. you are required to fill out forms instead of paying the money
4. Some people prefer small grocery stores _____.
 - a. even though they are aware of the higher prices there
 - b. because they charge less
 - c. as there are "Express" checkout counters there
 - d. which offer lower prices than big stores do
5. We have less free time _____.
 - a. when we don't have anything we really have to do
 - b. when our working day passes quickly
 - c. when we have to wait for something
 - d. when we cut down on the work we can accomplish
6. The funerals and weddings attended by the author could have been improved if _____.
 - a. they had been really endless
 - b. people had said or done nothing
 - c. the author could remember them
 - d. they had been shorter
7. Business meetings are so tedious and interminable that _____.
 - a. everybody dozes off like the President
 - b. sleeping is anything but common
 - c. the author finds it easy to fall asleep
 - d. they last longer than 75 minutes
8. Company banquets at annual meetings _____.
 - a. could win higher mark when compared with most other things in length
 - b. are held three or four times a year
 - c. are always behind the schedule

d. will not have their principal speakers introduced until 10:15

IV. Fill in the blanks with the words given. Do not read the text before you finish;

in, of, who, as if, during, on

1. Every moment _____ the day that we have to wait for something, we are cutting down _____ either work or leisure.
2. Stores are suspicious even _____ cash.
3. _____ department stores it is often difficult to find a salesman.

* * *

The Cowboy's Bandanna

Before the First Reading

Bandanna is a special kind of handkerchief that is brightly coloured, with red or yellow spots and are usually worn round the neck. Beautiful as they are, they were once closely associated with one of the roughest kinds of people — — — cowboys.

Keep the following questions in your mind when you read:

1. *What exactly is bandanna?*
2. *In how many ways could cowboys use their bandannas?*

Today the cowboy seems to be giving up wearing the bandanna handkerchief. Perhaps he thinks it makes him look too much like a movie cowboy. Maybe he has found something more useful to take its place. But not long ago, he felt that it was almost as necessary a part of his outfit as rope. And it had almost as many different uses. He could not get along without it.

Though called a handkerchief, a bandanna was not what we usually think of when we use the word. It was a large, bright square of cloth, made either of cotton or of silk. A silk one was prized above one made of cotton. The bandanna had a solid-color background and was printed with small figures of some sort. The most common color was red, but some bandannas were blue, and some black.

When the cowboy got up in the morning, the first thing he did was to go down to the water hole and wash his face. He used his bandanna for a towel, and then, though it might be wet, tied it around his neck, letting the fold hang down in front so that it looked like a necktie. Dressed in this way, he looked quite neat at breakfast.

One of a cowboy's jobs was to rope broncos. After he had roped out his bronco and tried to bridle him, he probably found that the horse had to be blindfolded before he could do anything with it. The bandanna was what he used for a blindfold. When he had mounted, he took the blindfold off the horse and put it again around his own neck. Perhaps he rode only a short way before he saw a calf that should be branded. Then, in

order to keep the calf from kicking, he had to tie its legs together. For this he needed a short piece of rope called a piggin' string. If he did not have one handy, he could always use his bandanna. He tied the calf's legs together with the bandanna and so kept it still while he branded it.

In the summer out on the range the cowboy wore his bandanna to protect himself from the sun. If he was riding away from the sun, he tied it so that it covered the back of his neck. If he was riding toward the sun, he made his bandanna into a half mask. He tied it so that the fold would hang over his cheeks, his nose, and his mouth. If his business was with a dust-raising herd of cattle, he tied the bandanna in the same way. Then it prevented him from breathing in the dust they raised. In blizzard weather the bandanna kept the cold from his face and ears.

The cowboy spent long hours in the cattle pens. The work there had to be done swiftly, without stopping. Sometimes sweat poured down his face and into his eyes, blinding him. Then, without losing time, he could grab a fold of the bandanna loosely hung around his neck and wipe away the sweat.

Many a cowboy used his bandanna to strain his drinking water. If the water was muddy or dirty, he spread his bandanna over it and drank through it. The bandanna may have been dirty too, but it was by far the cleanest thing he had. He made a habit of washing it in every water hole he came to. He would let it dry as he rode along, holding it in his hand or spreading it over the top of his hat. Or, if the day was hot, he wore the wet cloth under his hat to keep his head cool.

The bandanna might also be used as a cup towel or drying rag to wipe dishes with. At other times it was used for signaling, or to tie down a cowboy's hat when he rode in the face of a windstorm. Occasionally the bandanna made a good sling for a broken arm or a quick bandage for a wound. It was even used, if the need should arise, as a rope to hang a man with.

Early Irish settlers on the Nueces River in southern Texas believed that a drowned man could be found with a bandanna he had worn. They would throw the bandanna into the river where the man had drowned. They thought that it would float until it came over the body. Then it would sink, marking the spot. And many a cowboy has been buried out on the lonely plains with a clean bandanna spread over his face to keep off the dirt.

Because it was so important in life in the Old West, the bandanna deserves to be called "the flag of the range country."

After the First Reading

Tell whether the following statements are true or false:

1. ____ The cowboy's bandanna is a handkerchief.
2. ____ Today the cowboys are still wearing the bandanna handkerchief.
3. ____ A bandanna is a large bright square of cloth, made of cotton or silk.
4. ____ The cowboy would use his bandanna to wash his face with when he got up in the morning.

5. ____ The cowboy would wear his bandanna to protect himself from the hot summer sun while out on the range.
6. ____ In order to bridle a horse, the cowboy had to use his bandanna to blindfold the horse.
7. ____ In blizzard weather the bandanna kept the cold from the cowboy's face and ears.
8. ____ The bandanna deserves to be caed "the flag of the range country."

During Further Readings

I . Complete the following sentences according to the text:

1. Sometimes sweat poured _____ his face and _____ his eyes.
2. Occasionally the bandanna made a good sling _____ a broken arm or a quick bandage for a _____.
3. The work there had to be done swiftly, _____ stopping.
4. Early Irish settlers _____ the Nueces River _____ southern Texas believed that a drowned man could be found _____ a bandanna he had worn.
5. While the cowboy was herding, the bandanna _____ him from breathing in the dust.
6. He used his _____ for a towel, and then though it might be wet, tied it around his neck.
7. In order to _____ the calf from kicking, he had to _____ its legs together.
8. Cowboys could not get along _____ bandannas.

II . Multiple choice questions:

1. Among today's cowboys, bandannas are _____.
 - a. more popular than ever before
 - b. essential for daily living
 - c. not used very much
2. While branding a cowboy would use his bandanna to _____.
 - a. tie a calf's legs together
 - b. identify a calf as his own
 - c. blindfold a calf
3. One use of the bandanna not mentioned in the article is _____.
 - a. supporting a broken arm
 - b. carrying personal belongings
 - c. drying dishes
4. The bandanna may be called the "flag of the range country" because it was _____.
 - a. bright and easily seen
 - b. useful in so many ways

- c. often used for signaling
 - 5. One of the most important qualities of a bandanna was its _____.
 - a. cleanness b. brightness c. strength
 - 6. The author describes the method of finding a drowned man as though he _____.
 - a. believes it is still useful
 - b. doubts it was ever used
 - c. does not think it could really work
 - 7. By describing the ways in which the bandanna was used the author emphasizes the _____.
 - a. glory of the life in the Old West
 - b. comfortable life of the cowboys
 - c. hard life the cowboys lived
- III. Summarize the uses of the bandanna and put them into several categories you think appropriate.

* * *

Why Study Maths

Before the First Reading

The world is getting more and more complicated than it used to be. The tremendous strides of the times require more and more specially trained people to face the tough problems of science, which is closely related to maths. It could be well said that in today's world maths is everywhere. Read the following passage and you will understand why this is so.

Keep the following questions in mind when you read:

1. *How is the world changing today?*
2. *Why do we study maths?*
3. *What are the main fields where maths is widely used?*

[1]The world is pretty complicated today compared with what it was forty years ago. And it's getting more so all the time. We have to have more and more specially trained people. We need them to solve the tough problems of science. We need them to find new ways to conquer disease, to design the machines of industry and the labor-saving devices of the home. And we need them more and more for the ordinary things of everyday life.

[2]It takes special training to be a good carpenter, or car mechanic. Jobs in electronics require even greater skills. We used to think a radio repairman had to have a pretty thorough kind of training. But it's even tougher to be a television repairman.

[3]Some of you are probably thinking, "That's all right for technical people. But

suppose I want to be an artist, or a nurse. Suppose I want to go in business for myself. What good will maths do me?" All right, let's see.

[4] Many artists today are in what is called *applied* art. They use their ability in advertising, interior decoration, or some similar job. But people in business who hire artists for that kind of work say that simple artistic ability is not enough. There are lots of young people who have that. But not enough of them know anything about physics, or mechanical things, or maths.

[5] How about a nurse? One of the required subjects in a course of nursing is known as *materia medica*, in which you'll learn how to figure out doses and prepare medicines. Maths is important in doing the figuring. Too many student nurses drop out of the course because their maths is weak.

[6] Even if you want to go into business for yourself, you'll need maths. Business today, whether it's running a small gas station or a big factory, takes good management. Good management takes mathematics.

[7] And those who are going to keep up the wonderful progress being made in science and engineering need maths more than anyone else does.

[8] You've read about those wonderful computers that are used today. These are machines that work by electronics to do all sorts of complicated problems in mathematics at terrific speeds. Maybe you think we should let those machines do our maths problems. If you do, you don't understand the way computers work.

[9] A computer is no better than the human mind that controls it. A mathematician has to run it. He has to analyze the problem and set it up. Then he must feed the data into the machine before the machine can solve the problem. Computers are a big help. They can make calculations faster than a man can. But they can't do our maths for us.

[10] There's something else you shouldn't forget. There are lots of times when more maths would help you in your everyday affairs. A famous British mathematician points out that we live surrounded by figures. Think of cooking recipes, railway timetables, unemployment insurance, taxes, schedules of working hours, speed limits, automobile and truck weights, temperatures, rainfall, miles per gallon, electricity and gas meter readings, bank interest, parcel post and freight rates, and so on.

[11] Not long ago a man in Milwaukee was arrested for speeding. The policeman had been stationed at a street corner. He didn't check the speed on his motorcycle, but just guessed at it. The man and the policeman went before a judge in police court. The man said that he had stopped his car at the traffic light on the corner where the policeman was stationed. The policeman admitted this. The driver then proved mathematically that no car could have picked up speed fast enough to be exceeding the limit at the spot where he was arrested. The judge let him off.

[12] But there's one more reason why you should study maths now. You may be the kind of person who needs to know something about advanced maths to get the most out of life. Some people go on from day to day, having a good time and not caring much about

anything else. But many people aren't content to live that way. They're interested in life, and other people, and what makes things happen the way they do. They want to know what makes it snow, what the stars are, and how radio works. These people are curious about things.

[13] If you're that kind of person, you almost have to learn something about the more advanced branches of maths. There will be no other way to understand the things you become curious about.

[14] Ever since the United States was young, schoolchildren have had to learn their R's. Readin' and 'ritin' are certainly very important. But now, as never before, we must be sure that we're getting enough 'rithmetic.

After the First Reading

Choose the best answer to complete each statement according to the passage:

1. The passage emphasizes the importance of maths to _____.
 - a. scientists
 - b. doctors
 - c. television repairmen
 - d. ordinary people
2. Maths is useful in _____.
 - a. making medicine
 - b. managing a good business
 - c. almost all aspects of our daily life
 - d. all of the above

During Further Readings

I. Give brief answers to the following questions:

1. What function do the first three paragraphs serve?

2. Which paragraphs describe maths used in art and medicine?

3. Which paragraph describes maths related to many trades, business and computer science?

II. Find one word in the text that is closest in meaning to "maths": _____

III. Find five words in the text that are closely related to "maths". Words given in the brackets serve as hints:

_____ (person) _____ (action)
_____ (thing) _____ (adverb)
_____ (verb)

IV. Multiple choice questions:

1. The writer shows how important maths is in different jobs by _____.
 - a. asking questions and letting the reader think of the answers
 - b. giving only examples that the reader would agree with
 - c. answering the questions he thinks the reader would ask
2. Labour-saving devices will make it _____.
 - a. less necessary to teach mechanical skills
 - b. more necessary to have highly trained people
 - c. easier to become a technical person
3. To the question "Why study maths?" the writer's answer is that _____.
 - a. it is fun if you really use it
 - b. it can help you in many ways
 - c. you cannot get a job without it
4. Applied art involves _____.
 - a. the applying of art to the study of maths
 - b. the use of artistic talent in business
 - c. the growth of artistic talent
5. Electronic computers are _____.
 - a. inefficient in solving complex problems
 - b. very helpful for certain jobs
 - c. less rapid in calculating than a man
6. The author mentions taxes, bank interest and cooking recipes to prove that _____.
 - a. maths is a special skill
 - b. computers are important in modern life
 - c. maths is a part of everyday life
7. The man arrested for speeding was let off because he proved that _____.
 - a. the policeman's speedometer was not accurate
 - b. it was impossible for him to have been speeding
 - c. the traffic light was not working properly
8. The author tells about the speeder in order to show that maths is _____.
 - a. useful in unexpected ways
 - b. helpful in understanding law
 - c. necessary in driving a car

V. Answer the following questions:

1. Why are more and more specially trained people needed in this complicated world?

2. Can computers do our maths for us?

3. Give examples to show that maths would help you in your everyday life?

4. In paragraph 11, why did the judge let the driver go?

VI. Sentence comprehension;

1. "The world is pretty complicated today compared with what it was forty years ago." (par. 1)
 - a. The world was much simpler forty years ago.
 - b. The world is more beautiful today.
 - c. The world has been complicated for forty years.
 - d. It is difficult to know what the world was like forty years ago.
2. "That's all right for technical people." (par. 3)
 - a. Technical people think you are right.
 - b. Technical people are all right.
 - c. Technical people need maths.
 - d. Technical people are specially trained.
3. "But people in business who hire artists for that kind of work say that simple artistic ability is not enough." (par. 4)
 - a. Businessmen think that artists should give them more artistic ability.
 - b. Businessmen are not interested in simple artistic ability.
 - c. Businessmen who do that kind of work need more than simple artistic ability.
 - d. Artists with simple artistic ability will not do that kind of work well for businessmen.
4. "Good management takes mathematics." (par. 6)
 - a. Management means mathematics.
 - b. Management picks up mathematics.
 - c. Mathematics can be improved by good management.
 - d. Mathematics is closely related to management.
5. "A computer is no better than the human mind that controls it." (par. 9)
 - a. Human mind controls a good computer.
 - b. A computer is no better in controlling the human mind.
 - c. Computers are as good as the human mind controlling them.
 - d. The human mind is better than the computer it controls.
6. "... we live surrounded by figures." (par. 10)
 - a. Figures are found in every aspect of our life.
 - b. Figures are all over us.
 - c. We live on figures.
 - d. We can live without figures.
7. "... no car could have picked up speed fast enough to be exceeding the limit at the spot where he was arrested." (par. 11)

- a. It was impossible to drive very fast there.
 - b. It was impossible to exceed the speed limit there.
 - c. No car could slow down and stop before the limit.
 - d. No driver should be arrested just for exceeding the speed limit.
8. "Some people go on from day to day, having a good time and not caring much about anything else." (par. 12)
- a. Some people have a good time after a day's work.
 - b. Some people are only interested in how to enjoy themselves.
 - c. Some people care about nothing in their life.
 - d. Some people do not care about anything.
9. "But now, as never before, we must be sure that we're getting enough 'rithmetic." (par. 14)
- a. Arithmetic has been important.
 - b. Arithmetic was not useful before.
 - c. Arithmetic is more important today.
 - d. Arithmetic has never been enough.

Part B: Vocabulary Skills

I. The following words and expressions are for your reference:

materia medica /mə'tiəriə 'medikə/ 药物, 药学

mathematician /ˌmæθimə 'tɪʃən / n. 数学家

Milwaukee /mil'wɔːki(:)/ n. 密尔沃基 [美国城市]

rainfall /'reɪnfɔːl/ n. 下雨; 雨量

II. Make a close study of the following words and expressions:

analyze(or analyse) /'ænəlaɪz/ v. to study or examine in order to learn

e. g. The general analyzed the situation very closely and decided to give the enemy a surprise attack.

apply / ə'plai/ v. to ask for; lay (one thing on or in another); concern

e. g. He applied pressure on the other committee members to make them vote against the proposal.

About 200 persons have applied for the position.

applied; put to practical use

e. g. He studies applied chemistry.

arithmetic /ə'riθmətik/ n. 算术

artist /'ɑːtɪst/ n. person who practices one of the fine arts; painter

artistic /ɑː'tɪstɪk/ a. done with skill and good taste; of art or artists

automobile /'ɒtəməbil/ n. motorcar

calculate /'kælkjuleɪt/ vt. 计算; 推测

e. g. The population of the country is calculated roughly at 1,000,000,000.

calculation /kælkju'leɪʃən/ *n.*

e. g. With a computer I can work out the calculation in 10 minutes.

carpenter /'kɑ:pɪntə/ *n.* 木匠

complicated /'kɒmplɪkeɪtɪd/ *a.* made up of many parts

e. g. This is the most complicated case I have ever handled.

computer /kəm'pjʊ:tə/ *n.* 计算者; 计算机

conquer /'kɒŋkə/ *vt.* to defeat or overcome

e. g. The country has never been conquered by a foreign force.

content /kən'tent/ *a.* not wanting more; satisfied; willing or ready

e. g. The artist is perfectly content to live in a hut and paint pictures all day.

curious /'kjʊəriəs/ *a.* eager (to know, learn); having or showing too much interest in the affairs of others

e. g. He's curious to know what I said.

What are you so curious about?

data /'deɪtə/ *n.* (pl of *datum*) facts 资料, 材料; 事实

decoration /ˌdekə'reɪʃən/ *n.* 装饰, 装璜, 布置

e. g. We put pictures and other decorations in the classroom.

design /di'zeɪn/ *vt.* to prepare a plan, drawing, etc. (of sth to be made)

e. g. This is a book designed mainly for use in colleges.

device /di'vaɪs/ *n.* plan; sth thought out, invented for a special purpose

e. g. The juice extractor is a practical household device.

dose /dəʊz/ *n.* amount (of medicine) to be taken at one time; sth given or taken

electronics /ɪlek'trɒnɪks/ *n. pl.* [同作单数] 电子学

engineering /ˌendʒɪ'niəriŋ/ *n.* 工程学

exceed /ɪk'si:d/ *vt.* to go beyond the limit of

e. g. The sum of 578 and 489 exceeds 1,000.

figure /'fɪɡə/ *n.* number

v. (~ out) to arrive at a result by arithmetical calculation; understand

e. g. I can't figure out what has gone wrong with the washer.

Please figure out how much I owe you.

freight /freɪt/ *n.* load of goods carried

gallon /'ɡælən/ *n.* 加仑 [液量名]

insurance /ɪn'ʃʊərəns/ *n.* 保险, 保险费

e. g. When his car was damaged he got \$ 300 insurance.

interior /ɪn'tɪəriə/ *a.* of the inside; home or domestic 内部的

e. g. The interior wall of the building is white.

management /'mænɪdʒmənt/ *n.* 处理; 管理, 经营; 安排

mechanical /mi'kænikəl/ *a.* connected with, produced by machines; like machines

e. g. The machine can turn water power into mechanical power.

The mechanical movements of the pupils made their teacher feel very angry.

meter /'mi:tə / *n.* apparatus which measures the amount of whatever passes through it or distance travelled, etc. (水、电、里程) 表

motorcycle /'məutə,saɪkl/ *n.* 摩托车; 机动脚踏车

parcel /'pɑ:sl/ *n.* 包裹

rate /reit/ *n.* the amount of one thing measured in relation to another

e. g. The car is running at the rate of 40 miles per hour.

recipe /'resipi/ *n.* directions for making a dish, etc. 食谱, 烹饪法

e. g. Would you please give me your recipe for cookies?

repairman /re'pɛəmæn/ *n.* person who repairs

require /ri'kwaɪə/ *vt.* to ask; demand; insist on having

e. g. Your presence is urgently required in London.

You are required to hand in your composition in two weeks.

similar /'similə/ *a.* like; of the same sort

e. g. My brother and I have similar tastes in music.

tax /tæks/ *n.* 税

technical /'teknɪkl/ *a.* 技术(性)的, 工艺的

terrific /tə'rɪfɪk/ *a.* causing terror; dreadful; very great

e. g. Being late for the concert, John is driving at terrific speed.

thorough /'θʌrə/ *a.* complete; absolute

e. g. The loan has brought about a thorough change in our company.

timetable /'taɪmteɪbl/ *n.* 时间表

tough /tʌf/ *a.* strong; firm and flexible

unemployment /'ʌnɪm'plɔɪmənt/ *n.* state of being out of work; amount of unused labour

e. g. Unemployment is a serious social problem.

There is more unemployment now than there was six months ago.

III. You have all learned “television”, “telegraph”, and “telephone”. Now guess the meaning of the following words:

1. telecommunication _____
2. telescope _____

IV. Match the words given with their meanings:

prepare, prefix, preface, preliminary, preheat, predict, precede, prehistory, prejudice, preview, presume, prevent

1. _____ time or events before recorded history
2. _____ to take for granted
3. _____ a judgment or opinion formed before the facts are known
4. _____ to make ready
5. _____ an introductory statement to an article, book or speech
6. _____ to view beforehand

7. _____ a syllable or word joined to the beginning of another word
8. _____ to be, come, or go before in time or place
9. _____ to stop or keep from doing something; to keep from happening
10. _____ to heat beforehand
11. _____ coming before the main action
12. _____ to foretell

V. Complete the following table:

mathematics	mathematician
electricity	
technology	
magic	

VI. Study the following groups of words and pay special attention to their endings:

geometry	chemistry
*	*
mathematics	physics
mechanics	electronics
economics	dynamics
acoustics	optics
*	*
sociology	geology
zoology	ecology
biology	physiology

VII. Choose a synonym for each word from the list below:

administration, need, ornament, device, rigid, unusual, compute, share, surpass, part

1. interest _____
2. calculate _____
3. terrific _____
4. branch _____
5. exceed _____
6. gadget _____
7. tough _____
8. require _____
9. management _____
10. decoration _____

VIII. The words below each have more than one meaning. Choose the sentence in which the italicized word has the same meaning as that used in the given paragraph of the fourth reading selection:

1. run
 - a. Don't try to *run* before you can walk.
 - [6] b. The party is *running* 3 candidates.
 - c. Who is *running* this country?

2. care a. You must do your work with more *care* if you want to be successful.
 [12] b. When his mother died, Peter didn't seem to *care* at all.
 c. People who are seriously ill are kept in a hospital's intensive *care* unit.
3. control a. Try to *control* your temper.
 [9] b. You try to *control* me as though I were your slave.
 c. What he is doing is a *controlled* experiment.
4. do a. Not only *did* he come, but also he saw her.
 [3] b. I have some *work* to *do*.
 c. That photo of her doesn't *do* her justice.
5. figure a. The girl has a beautiful *figure*.
 [10] b. Write the numbers in words and in *figures*.
 c. Mahatma Ghandi was both a political and a religious *figure* in Indian history.
6. kind a. It was very *kind* of you to do it.
 [13] b. This *kind* of question is very difficult.
 c. They are different in size but not in *kind*.

IX. Use appropriate forms of the given words to fill in the sentences:

1. management
 - a. She must be a good _____ to feed her child on so little money.
 - b. They are skillful in _____ their enterprises.
 - c. During my absence, I'll leave the _____ of my affairs to you.
2. wonderful
 - a. The Great Wall is regarded as one of the seven _____ in the world.
 - b. His health is _____ for a man of his age.
 - c. I _____ why he is here so early today.
3. apply
 - a. The rule "Look before you leap" is almost always _____.
 - b. Do you want to _____ for the job?
 - c. Because of her good qualifications, she is a hopeful _____ for the position.
 - d. The Admission Office sent me complete _____ forms yesterday.
4. prepare
 - a. He did too little _____ for his examination.
 - b. How long have your kids attended the _____ schools?
 - c. The chairman read out a _____ statement.
 - d. Will you help me _____ the party?
5. conquer
 - a. John went to Paris to _____ the artistic world.
 - b. He is one of pretty Jane's many _____.

6. similar

- a. My opinions are _____ to his.
- b. How much _____ is there between the two religions?
- c. Boys wear fashionable clothes. _____, some birds have bright feathers.

7. progress

- a. Mary is _____ in the art of cooking.
- b. There is often a _____ loss of sight in old age.
- c. The ship made slow _____ through the rough sea.

8. use

- a. Do you understand that modern English _____?
- b. This book has a _____ as an ornament.
- c. The camera _____ a new type of film.
- d. I'm not _____ to drinking.
- e. He is a _____ person to have around.
- f. It is no _____ crying over spilt milk.

9. forget

- a. My old aunt has become rather _____.
- b. You should forgive and _____.
- c. New York has left an _____ impression on me.

X. Confusing words and expressions:

1. hire, employ

- a. Mrs. Brown _____ an electrician to repair the refrigerator.
- b. We were determined to _____ a hall for an evening party.
- c. The firm _____ a staff of two hundred people.
- d. This car is for _____.

2. complicated, complex

- a. This is the most _____ case I have ever handled.
- b. The production of computers is a highly _____ process.

3. tough, rough

- a. Her hands were _____ with hard work.
- b. The steak was so _____ that he couldn't eat it.
- c. He'll never pay up unless you get _____ with him.

4. freight, goods

- a. When the truck crashed, their _____ was spread all over the road.
- b. This aircraft company deals with _____ only, it has no travel service.
- c. He buys and sells leather _____.

5. fast, quick, rapid, swift

- a. The soldier rode his _____ horse and rushed forward.
- b. Last night they were waked by a _____ burst of machine-gun fire.
- c. You are reading too _____ for me to follow.

- d. He was standing in the _____ stream to wave to me.
 e. The car made a _____ turn and went straight forward.

XI. Find antonyms for the following words from the fourth reading selection :

- | | |
|-----------------------|------------------------|
| 1. exterior _____ | 2. mild _____ |
| 3. fire (v.) _____ | 4. simple _____ |
| 5. special _____ | 6. succeed _____ |
| 7. lose _____ | 8. deny _____ |
| 9. different _____ | 10. dissatisfied _____ |
| 11. indifferent _____ | 12. bored _____ |

Part C. Writing and Cloze

I. Make two sentences after each model, giving special attention to the italicized parts :

Model A: You don't understand *the way computers work*.

1. _____ the way _____
 2. _____ the way _____

Model B: In materia medica you'll learn *how to figure out* doses and prepare medicines.

3. _____ how to _____
 4. _____ how to _____

II. Complete each sentence with a subordinate clause after the models :

Model A: The world is pretty complicated today compared with *what it was forty years ago*.

1. The fish, when taken out of the water, looks quite different from _____
 _____.

Model B: People in business *who* hire the artists for that kind of work say that simple artistic ability is not enough.

2. Students of science _____
 came back yesterday.

Model C: *If* you want to go into business for yourself, you'll need maths.

3. _____
 you can go to the library.

Model D: Business today, *whether* it's running a little gas station or a big factory, takes good management.

4. All states in the world, _____
 _____, should be treated with equal respect.

Model E: He must feed the data into the machine *before* it can solve the problem.

5. They have to decorate the room _____
 _____.

Model F: The man said that he had stopped his car at the traffic light on the corner

where the policeman was stationed.

6. The soldiers found themselves walking along the bank of the river _____
_____.

Model G: Ever *since* the United States was young, school children have had to learn their three R's.

7. _____,
it has caused countless accidents.

III. Correct the italicize words if they are not properly used:

1. The world is pretty complicated today compared with what *was it* forty years ago.
2. I want to go in business for *meself*.
3. We used to *have thought* about that problem.
4. What fool will maths *make* me?
5. There *is* lots of people who have that.
6. Many artists today are in what *it* is called applied art.
7. One of the *requiring subjects* is known as materia medica.
8. He has to *analysis* the problem and set it up.
9. Not long *before* a man in Milwaudee was arrested for speeding.
10. Do you want to know *new something* about that?

IV. Combine each group of sentences into one. You may change clauses into phrases and some of the vocabulary, if necessary, but not the meaning. Avoid using "and" and "but" wherever possible:

1. The play was disappointing. It was badly acted and far too long. The costumes, however, were very good.

2. The leading role was played by a strikingly good-looking actor. This maintained the audience's interest to some extent. The actor did, nevertheless, have a rather irritating manner.

3. He did not arrive until the party was nearly over. The simple reason was that he had fallen asleep. He had been watching television.

4. On the way, we'll stop at this little village. My aunt lives there. Various other relations live there too.

5. He made himself a cup of coffee. Then he ate several chocolate biscuits. He stared out of the window for a while. Afterwards he sat down to work again.

6. He died at the age of 91. He left his books to his grandson. He had had an especially close relationship with him.

VI. Translation:

目前,计算机的使用比十年前更为广泛。人们都明白,计算机有许多好处。

我们生活在一个由数字包围的世界。依靠计算机可以进行比人工快得多的计算。计算机可用来解决科学难题,寻找消除疾病的途径,为工厂设计生产线,以及在办公室做日常工作。

计算机在各方面的作用固然很大,但它们仍不如操纵这些机器的人脑好。因为计算机是人类发明制造的。操作计算机也需要受过训练的人员。人们必须设计程序,输入数据,计算机才能工作。计算机出了故障,仍需人去修理。

VII. Cloze

Arthur Brent used to drive to his office in the centre of Birmingham. But he is a _____ of conscience and he decided it was not fair to take a car with only one occupant into the centre of the city every _____ and out again every evening. People would have to stop _____ so selfish if life in big cities was to be bearable. He spoke to some _____ who lived in the suburbs near him. But it was no use asking them to share a car; none of them wanted to be _____ on anyone else. So he bought himself a bicycle.

At first he enjoyed cycling to work. His friends could not help _____ at

him, but he did not mind; he often got to work or home again _____ them. However, he was not looking _____ to cycling to work in winter. Autumn came, and one day he had a puncture half-way to work in a storm. A friend in a car stopped and offered him a lift. When Arthur asked him to help him repair the puncture, the friend laughed, said he had better things to do and drove _____.

It was not hard for Arthur to get used to driving into Birmingham every morning and out every evening again, _____ by himself in his car.

Part D. Background to the United Kingdom

(I)

The Weather

Other countries have a climate; in England we have weather. This statement, often made by Englishmen to describe the peculiar meteorological conditions of their country, is both revealing and true. It is revealing because in it we see the Englishman insisting once again that what happens in England is not the same as what happens elsewhere; its truth can be ascertained by any foreigner who stays in the country for longer than a few days.

In no country other than England, it has been said, can one experience four seasons in the course of a single day! Day may break as a balmy spring morning; an hour or so later black clouds may have appeared from nowhere and the rain may be pouring down. At midday conditions may be really wintry with the temperature down by about eight degrees or more centigrade. And then, in the late afternoon the sky will clear, the sun will begin to shine, and for an hour or two before darkness falls, it will be summer.

In England one can experience almost every kind of weather except the most extreme. (Some foreigners, incidentally, seem to be under the impression that for ten months of the year the country is covered by a dense blanket of fog; this is not true.) The snag is that we never can be sure when the different types of weather will occur. Not only do we get several different sorts of weather in one day, but we may very well get a spell of winter in summer and vice-versa.

This uncertainty about the weather has had a definite effect upon the Englishman's character; it tends to make him cautious, for example. The foreigner may laugh when he sees the Englishman setting forth on a brilliant sunny morning wearing a raincoat and carrying an umbrella, but he may well regret his laughter later in the day! The English weather has also helped to make the Englishman adaptable. It has been said that one of the reasons why the English colonized so much of the world was that, whatever the weather conditions they met abroad, they had already experienced something like them at home!

And, of course, the weather's variety provided a constant topic of conversation. Even

the most taciturn of Englishmen is always prepared to discuss the weather. And, though he sometimes complains bitterly of it, he would not, even if he could, exchange it for the more predictable *climate* of other lands.

To Check Your Understanding

Answer the following questions:

1. Both England and China have four seasons. But in what way is the weather in England different from that in China?
2. Which two words best describe the effect the weather has on the Englishmen's character? _____, _____
Why do you think so?
3. Do the English like their weather? Yes/No

* * *

(II)

Wild Life in Britain

There are no longer any really dangerous wild mammals in Britain, except the wild cat, occasionally found in the depths of Scottish forests. The wolf died out several centuries ago and there are no bears or wild boars, as in some parts of continental Europe. Our largest wild animal is the stag, for wild deer are found in Scotland and in south-west England. More or less tame deer are kept on many big estates and in big parks, such as Richmond Park near London. Deer are shy beasts but, like almost any wild animal, will attack a man in defense of their young, and an angry stag is a dangerous creature, especially if he has his full antlers.

Foxes are found all over Britain, though chiefly in England. They are still hunted with hounds, and deer are also hunted, but many people are against blood-sports, which will perhaps be forbidden one day. The rabbit, a natural prey of the fox, used to infest the countryside literally in millions. However, an epidemic of a terrible disease (myxomatosis) wiped out vast numbers of rabbits although rabbits are becoming more numerous again now. As a consequence, foxes take an even greater interest in domestic poultry, and are of course much disliked by farmers. The hare, the rabbit's 'cousin', is still fairly frequent. Two small bloodthirsty animals, the stoat and the weasel (found more or less all over Britain), also prey on rabbits as well as on other small animals.

The badger, whose hairs provide, it is said, the best shaving brushes, comes out at night and is useful because he eats slugs, snails, and other garden pests. So also does the hedgehog, which is common in the countryside and in gardens all over the country, and unfortunately is often run over when crossing a road.

Only two snakes are found in Britain; both are small. The grass-snake is harmless but the adder is poisonous, though its bite is rarely fatal. There are no adders in Ireland.

As regards fishes, there are various species of fresh-water fishes and angling is a nationwide pastime, whether in lakes and rivers or in the sea, where there are also many kinds of fishes. Pollution of both inland waters and the sea is being slowly (perhaps too slowly) brought under control. Trout and salmon are present in many rivers, particularly in Scotland. Fishermen grumble about the quantities of fish eaten by seals and otters, and concern has been expressed about the possible extermination of these animals.

Birds are numerous and the Royal Society for the Protection of Birds does much for their preservation. It manages a large number of nature reserves, amongst other activities. Many birds are protected by law, especially the rarer species, such as the eagle and the osprey. Our chief song-birds are the nightingale and the blackbird. Owls help to keep down the mouse population. There are more kinds of birds in Britain than can be enumerated here but let us mention the pretty robin redbreast, a frequent character on Christmas cards. Of sea-birds the most common are the various kinds of gulls.

To Check Your Understanding

I . Give two examples of blood-sports:

_____ , _____

II . Fill in the blanks with appropriate names of the wild life that fit into the descriptions:

DESCRIPTION	WILD LIFE
poisonous , found in the Great Britain	
active in the evening ; feeding on garden pests	
living on the sea	
snail-eating ; living in the countryside ; giving trouble to drivers	
having beautiful voice	
largest in size ; sometimes dangerous	
living in fresh waters ; found in the north	
hated most by mice	
rarely found in Britain ; protected by law	
rabbit-eating ; living everywhere in the country	

UNIT THREE

Part A. Reading Skills: Reading Passages of Comparison and Contrast

Sometimes when writers find it difficult to talk about something by itself or when they have several things to talk about, they may make comparisons or contrasts to show to their readers in what way the things are similar or different, and they usually make these comparisons and contrasts by describing the different aspects of the thing or things they have in mind.

* * *

Origin of Language

Before the First Reading

Every day, people use language to communicate. But have you ever had any idea about where, when and how language began and why it varies from place to place? The following passage may lead you further on your way to the understanding of the mystery.

Keep these questions in mind when you read:

- 1. Are we sure where, when, and how language began?*
- 2. Could there be any favorite theory about the origin of language?*
- 3. Is there anything in common among all languages?*
- 4. Do the common characteristics have anything to do with our language learning?*

[1] Where, when, and how language began is still a mystery, though there are many theories on the subject. One favorite theory is that early man imitated the sounds he heard in nature, such as the barking of a dog or the gurgling of the brook. Those who favor this theory believe that it explains why there are so many languages in the world. A rooster's crow may have struck the ear of one tribal chief in one way, but it may have sounded slightly different to another chief. Both men were probably able to convince their followers that their own imitation of the sound was the only correct one. Thus the sound a rooster made came to be "cock-a-doodle-doo" in English, *cocorico* in French, *cucuricu* in Rumanian, and *chicchirichi* in Italian.

[2] Today there are nearly 3,000 separate spoken tongues. Some, such as English and Chinese, are spoken by hundreds of millions of people. Others, such as some of the native tongues of the American Indians, are spoken by only a few thousand or a few

hundred people.

[3] All languages have certain things in common, though their differences are enormous. They all consist of sounds produced by the vocal organs (the throat, nose, tongue, palate, teeth, lips) and received by the ear. The vocal organs are capable of producing hundreds or perhaps thousands of different sounds. Each language group selects and uses only a small number of these — usually between 10 and 60. Different languages use different sets of sounds. People grow accustomed to the sounds of their own language. When they need to learn a new set of sounds, they find that their old language habits get in their way.

[4] The sounds used by any language are arranged so that they produce words that have certain meanings. When the sounds of D, O, and G are lined up, they produce the word “dog.” English-speakers agree that the spoken word “dog” represents a particular animal. If one English-speaker says “dog,” another English-speaker will automatically see the image of a dog. But the same word will be meaningless to a Russian, who uses the word *sobaka* for the dog image, or to an Italian, who uses the word *cane*.

[5] Words also have to follow certain rules. These are by no means the same in all languages. In English if you want to speak about more than one dog, you add the letter *s* and get “dogs.” In Italian you change the last letter of *cane* to *i* and get *cani*. In English “I see him” has a certain meaning, and it is normal for English-speakers to arrange the words in that order. In Italian, however, it is just as normal to arrange the words so that they equal “I him see.”

[6] Despite their many differences, then, all languages have three things in common: a set of individual sounds, a particular way of ordering sounds into words or word units, and rules for such things as word endings or the arrangement of words in a certain order. To learn a new language, you must first learn to produce a new set of sounds. Then you must learn to accept new words for given meanings. Finally, you must learn new regulations for your new words. This is not really as difficult as it sounds. In fact, you have done it all before. As a baby, you began to imitate the sounds produced by your parents and other people around you. You connected the sounds with certain objects, actions, or ideas. You learned to string your words along in a certain way and to make changes in them when necessary for their meaning.

After the First Reading

Answer the following questions:

1. What is the one favorite theory about the origin of language?

-
2. In what way are all languages common?

-
3. How do we learn a new language?

-
4. Do all languages share the same rules for sounds and words?

During Further Readings

I . Form sentences by joining each item in Column A with one in Column B according to the passage :

- | | |
|---|-----------------------------------|
| 1. ____ Early man imitated the sounds | a. different sets of sounds. |
| 2. ____ All languages have certain things | b. he heard in nature. |
| 3. ____ Different languages use | c. they produce meaningful words. |
| 4. ____ The sounds are arranged so that | d. certain rules. |
| 5. ____ Words also have to follow | e. in common. |

II . Answer the following questions :

1. Can you explain why there are so many languages in the world?

2. What may probably be the least spoken tongues in the world?

3. Can you name more than five vocal organs people use to produce sound?

4. If an English-speaker says “dog,” will an Italian automatically see the image of a dog? Why?

5. In Italian, is the word order “I see him” the same as it is in English?

6. Does the author imply that when a baby imitates the sounds produced by adults, it is learning its mother tongue in a similar way as an adult learns a new language?

III . Guess the meaning of the following words as they are used in the paragraphs indicated :

1. rooster's crow

[1]

- a. large black bird with a loud cry
- b. loud, sharp cry made by a cock
- c. noise produced by the wings of a bird
- d. a natural sound meant for imitation

2. tongue

[2]

- a. movable organ in the mouth, used in talking and tasting
- b. a kind of food
- c. a piece of leather on the shoe
- d. language

3. image

[4]

- a. wandering thought
- b. high-quality photo
- c. mental picture
- d. mirror

4. arrange

[5]

a. make a plan in advance

b. treat

c. manage

d. put in order

5. imitate

[6]

a. think

b. produce

c. hear

d. reproduce

* * *

Alfred Nobel — A Man of Contrasts

Before the First Reading

Contrasts are often made between different persons or things. But in the following passage, you will read about some quite contrastive characters and experiences of a single person — Alfred Nobel.

Keep the following questions in mind when you read:

1. *Who was Alfred Nobel?*

2. *What did he do that made him so famous?*

3. *In what specific ways do his characters and experiences contrast?*

Alfred Nobel, the great Swedish inventor and industrialist, was a man of many contrasts. He was the son of a bankrupt, but became a millionaire; a scientist with a love of literature, an industrialist who managed to remain an idealist. He made a fortune but lived a simple life, and although cheerful in company he was often sad in private. A lover of mankind, he invented a new explosive, to improve the peacetime industries of mining and road building, but saw it used as a weapon of war to kill and injure his fellow men. During his useful life he often felt he was useless; "Alfred Nobel," he once wrote of himself, "ought to have been put to death by a kind doctor as soon as, with a cry, he entered life." World-famous for his works he was never personally well known, for throughout his life he avoided publicity. "I do not see," he once said, "that I have deserved any fame and I have no taste for it," but since his death, his name has brought fame and glory to others.

He was born in Stockholm on October 21, 1833 but moved to Russia with his parents in 1842, where his father, Immanuel, made a strong position for himself in the engineering industry. Immanuel Nobel invented the landmine and made a lot of money from government orders for it during the Crimean War, but went bankrupt soon after. Most of the family returned to Sweden in 1859, when Alfred rejoined them in 1863, beginning his own study of explosives in his father's laboratory. He had never been to school or university but had studied privately and by the time he was twenty was a skillful

chemist and excellent linguist, speaking Swedish, Russian, German, French and English. Like his father, Alfred Nobel was imaginative and inventive, but he had better luck in business and showed more financial sense. He was quick to see industrial openings for his scientific inventions and built up over 80 companies in 20 different countries. Indeed his greatness lay in his outstanding ability to combine the qualities of an original scientist with those of a forward-looking industrialist.

But Nobel's main concern was never with making money or even with making scientific discoveries. Seldom happy, he was always searching for a meaning to life, and from his youth had taken a serious interest in literature and philosophy. Perhaps because he could not find ordinary human love — he never married — he came to care deeply about the whole of mankind. He was always generous to the poor: "I'd rather take care of the stomachs of the living than the glory of the dead in the form of stone memorials," he once said. His greatest wish, however, was to see an end to wars, and thus peace between nations, and he spent much time and money working for this cause until his death in Italy in 1896. His famous will, in which he left money to provide prizes for outstanding work in Physics, Chemistry, Physiology, Medicine, Literature and Peace, is a memorial to his interests and ideals. And so, the man who felt he should have died at birth is remembered and respected long after his death.

After the First Reading

Choose the items that properly describe Alfred Nobel according to the above passage:

1. An inventor and industrialist and an excellent linguist
2. Both a millionaire and the son of a bankrupt
3. Both a scientist and a bankrupt
4. An idealist full of impractical ideas
5. Having hatred for literature and philosophy but love for mankind
6. Always cheerful
7. Having so much money, he lived a very luxurious life.
8. A patriotic man spending all his life in his native land
9. Inventing a new explosive for a peaceful purpose
10. A well-known person of self-importance
11. A bright university student when young
12. With more financial sense than his father, he was lucky in business.
13. Making money by all means to support his family
14. Always generous to the poor
15. Having a profound love for peace

During Further Readings

I. Fill out the following blanks:

ALFRED	was the son of a bankrupt	BUT	became a millionaire
	was a scientist		
	was an industrialist		
	was a very rich man		
	was cheerful in company		
	was a lover of mankind		
	was a patriotic son of his native land		
NOBEL			never personally well-known
			became a skillful chemist and excellent linguist
			more lucky in business and showed more financial sense
			always searched for a meaning to life
			did not care so much about the glory of the dead
			is remembered and respected long after his death

II. Correct the false statements about Alfred Nobel:

1. He loved the whole of mankind probably because he never found ordinary human love.
2. He was always generous to the poor for he was a millionaire.
3. Nobel's famous will is a memorial to his interests and ideals, because he was an idealist and he listed some of his favorite hobbies in his will.
4. We can conclude that he acquired from his father both the qualities of an original scientist and those of a forward-looking industrialist.

III. Fill in the blanks with the words given. Do not read the text before you finish:

a, the, with, at, to, in, on

1. He made _____ fortune but lived _____ simple life.
2. Although cheerful _____ company he was often sad _____ private.
3. He died alone _____ foreign soil.

4. He made a strong position for himself in _____ engineering industry.
5. He had never been _____ school or university.
6. Nobel's main concern was never _____ making money.
7. The man who felt he should have died _____ birth is remembered and respected long after his death.

IV. Answer the following questions :

1. In what sense is the word "kind" used in Line. 10? Can you give a reasonable explanation?

2. What do you think is the most important thing worth learning from Alfred Nobel?

3. Why was Nobel's main concern never with making scientific discoveries?

4. Why is Nobel who felt he should have died at birth remembered and respected long after his death?

* * *

Johnny Reb and Billy Yank

Before the First Reading

The last day of the American Civil War was nearly about one hundred and thirty years away from today. You must have had many plots about this war in your memory. However there is one thing that should be clear to you besides all those you are familiar with, i. e. the differences and similarities of the fighting men from the North and the South. This article will be one more block to build up your knowledge on the American Civil War.

Keep the following questions in mind during your reading:

1. *Who were Johnny Reb and Billy Yank?*
2. *In what way were they different from each other?*
3. *In what way were they similar to each other?*

The common soldiers of North and South during the American Civil War were very much alike. As a general rule they came from similar backgrounds, spoke the same language, and throughout the war, there was never any significant difference in their determination, pride, courage, devotion to cause, loyalty to comrades and other basic qualities that go to make good soldiers. Even so men of the opposing sides presented some notable and interesting differences.

For example, Billy Yanks (soldiers on the Northern side, also called the Union Blue)

were more often of foreign background than were their opposites in gray, and during the decades preceding the war, several million Europeans migrated to America and most of them had settled in the north. As these immigrants tended to identify themselves with the section in which they settled, they generally fought on the Union side.

There were Negro soldiers on both sides, but most of the 188,000 Negroes fighting on the Northern side were ex-slaves, who fought well, for they knew what they were fighting for whereas the Negroes on the Confederate side served mostly as cooks or body servants.

Billy Yanks were better educated than Johnny Rebs (soldiers on the Southern side, also called the Confederate gray), owing to the North's better schools and greater emphasis on public education. And because of this, Billy Yanks also manifested a livelier interest in politics than did the men they opposed. In their religious attitudes and activities Billy Yanks and Johnny Rebs also showed some notable contrasts. Though both religious, Southern soldiers were perhaps more so than the men in blue, and more emotional in their worship. Another contrast was that Billy Yanks were more often town dwellers and factory workers whereas Johnny Rebs were mostly farmers.

But the biggest difference lies in the reasons for fighting. Many Yanks no doubt went to war to free the slaves. One of these was Channcey Cooke, who wrote to his family: "I have no heart in this war if the slaves cannot be free." However, Cooke represented a minority. The overwhelming majority of the soldiers in blue did so primarily to save the Union. Sam Croft, a soldier from Pennsylvania, wrote to his folks after a hard march in September 1861: "I have never once thought of giving up I am well, brave, strong and doing my country a little service. I did not come for money or good living. My heart beats high and I am proud of being a soldier. When I look along the line of shining bayonets with the glorious Stars and Stripes floating over them . . . I am proud and hopeful of success." Croft died at Gettysburg.

Most Rebs, who commented on their individual motivation, indicated that they were fighting to protect their families and homes against foreign invaders. Many were fighting for slavery, but this was rarely indicated in their letters or diary. Usually they represented themselves as fighting for self-government, state rights, or "the Southern way of life." There is no doubt that most Southerners were earnestly fighting to preserve the slave system. But a North Carolina soldier wrote a friend in 1863: "You know I am a poor man having none of the property said to be the cause of the present war. But I have a wife and some children to raise in honor and never to be put on an equal footing with the African race."

After the First Reading

Answer the questions:

1. Who were Billy Yanks?

2. Who were Johnny Rebs?

3. In what aspects has the author contrasted the soldiers of the North and the South?

- a. background and language
- b. education
- c. religion
- d. purpose for their fighting
- e. support from people
- f. profession
- g. roles in the army
- h. age

During Further Readings

I. Fill in the blanks with appropriate words and expressions given below:

the same, the biggest difference, more, however, whereas, similar, showed some notable contrasts

1. Though speaking _____ language, Billy Yanks and Johnny Rebs _____ in many other aspects.
2. Compared with Billy Yanks the soldiers of the South were _____ religious.
3. Soldiers of both sides were _____ in their determination and devotion to cause.
4. Most southern soldiers were from cities _____ their opposites were mostly from the country.
5. _____ between the opposing sides lies in the reason for fighting.
6. Negroes in the North fought well. _____ Negroes of the South often served as cooks and body servants.

II. Give reasons of the following:

1. Most northerners had migrated from Europe but they only fought for the Union.

2. Most Negroes on the Union side fought well.

3. Billy Yanks were more educated than Johnny Rebs.

4. Most Rebs joined the Civil War.

5. Channcey Cooke represented a minority of the Northern soldiers.

* * *

Open Education

Before the First Reading

Monday through Friday, you attend classes from 8:00 a.m. to 4:00 p.m. You listen to your teachers all day long and do all kinds of homework given by the teachers in the evening. Sometimes, you may say to yourself, "I wish I could have some of my own time when I could be my own boss." Well, you may not know that in this very world of yours, there does exist another kind of education in which teachers and students are real friends and students have the right to do what they want to do and can really be their own boss.

Keep the following questions in mind when you read the following passage:

- 1. What is open education?*
- 2. What are the differences between open education and traditional education?*
- 3. How can open education and traditional education be improved?*

Today many people are concerned about improving classroom instruction. In the opinion of some people, open education will provide a solution to the problems. By contrast, critics of open education are sure it spells disaster in the classroom. Let us investigate this controversial subject and see what kind of judgment we can make.

Open education differs from traditional education in two major areas: how the teacher relates to the students, and how the teacher manages the classroom. These two aspects are closely related in that the teacher's management of the classroom depends very much on how he views the maturity of the students.

In traditional education, the teacher may feel that the students are not very grown up. Usually teachers are older than their students and thus teachers feel that because their students are younger and less experienced, they do not know very much about the world. The teachers feel that they must tell the students what to do most of the time, and they feel obliged to make the students study specific things. By contrast, in open education, the teachers believe that the students are individuals first and students second. They expect the students to be responsible for the things that they do, just as adults are. The teachers believe that a student's ideas and feelings are just as important as the teacher's. Thus teachers in open education allow their students to decide what they want to do rather than require them to study specific subjects or to undergo a specific sequence of study. The teacher lets the student decide what to study and how much to study. It is very important for the teachers to show confidence in the student's ability to make appropriate decisions for himself or herself.

Classroom management depends then on how the teacher feels about the student's ability to make correct decisions. In the traditional classroom, the students are told what to do and when to do it. There is a list of things that the students must do to finish the class. The rules are made by the teacher, and the students must follow them even if they see no reason for the rules. By contrast, in open education, the teacher allows the individual students to choose what they will do at any given moment. Students do what interests them; they may study or talk, or do nothing at all, if they want to. There are no specific tasks the students must accomplish and no time limits either. Furthermore, there are no traditional rules made by the teacher. The only rules in an open classroom are rules concerning everyone's safety. The students are allowed to discover subjects in the open classroom instead of being made to study them. We can really see that open education is a relatively complex idea.

Obviously there are some very good things about open education. This method of teaching allows the students to grow as people and to develop their own interests in many subjects. But many students will not do well in an open classroom. Some students encounter difficulty in adjusting to a classroom where there are too few rules. Without a ready-made structure, these students will do little or no work; such students have a problem making choices for themselves simply because there are so many opinions available. Many students want rules in the classroom and tend to worry about the rules even when there are no rules. They feel helpless without an authority figure standing over them telling them what to do, how to do it, and when it must be done.

In theory, open education sounds very exciting. It would be wonderful to observe a classroom of students busily engaged in studying subjects of their own choice, pursuing new subjects as the need arose, discussing their projects with one another or with their teacher who serves primarily as a resource person and helper. On the other hand, in contrast with a traditional classroom, the open classroom might appear chaotic with students moving about and perhaps holding noisy conversations that might interfere with another student's concentration or still another student's nap. Also it would be difficult to measure a student's progress in any meaningful way.

Perhaps it is possible to adapt some of the ideas of an open education to a traditional classroom. Depending on the student's need for rules, the teacher could provide a flexible schedule of activities, providing more structure for those students who work better in a structured atmosphere and less structure for students who can work independently. The teacher can also modify his behavior toward individual students, gradually encouraging the more dependent students to seek independence and to begin to take more responsibility for their own learning.

After the First Reading

Answer the following questions:

1. What are the two major areas in which open education differs from traditional education? Which one is more basic?

-
-
-
2. Which paragraphs contrast open education and traditional education? Which paragraphs contrast the advantages and disadvantages of open education?
-

During Further Readings

- I. Tell if the following features are characteristic of open education (O) or traditional education (T):

1. ____ The students follow the rules given by their teachers without knowing why.
2. ____ The students can have a rest whenever they feel tired.
3. ____ Students' own interests are developed.
4. ____ Some students are at a loss what to learn.
5. ____ Students do what interests them.
6. ____ Teachers are older than their students.
7. ____ Teachers have confidence in the students' ability to do what is necessary.
8. ____ Teachers provide rules for the students.
9. ____ Students are given specific tasks to do in class.
10. ____ Students can decide what to do for themselves.
11. ____ There is very much noise in the classroom.

- II. Give the expressions the author uses to link the ideas contrasted in the following paragraphs:

1. Paragraph 1: _____
2. Paragraph 3: _____
3. Paragraph 4: _____
4. Paragraph 5: _____
5. Paragraph 6: _____

- III. In paragraph 7, the author gives two ways in which traditional classroom can benefit from open education. Write down the expression the author uses to link the two ideas:
- _____

- IV. Find out another sentence from the text that means more or less the same as each of the following sentences which are also taken from the text:

1. ... it (open education) spells disaster in the classroom.
- _____
- _____

2. ... the teacher's management of the classroom depends very much on how he views the maturity of the students.

-
-
3. The students are allowed to discover subjects in the open classroom instead of being made to study them.
-
-

V. Sentence Comprehension:

1. "By contrast, critics of open education are sure it spells disaster in the classroom." (1)
 - a. People in favour of open education think it will destroy the equipment in the classroom.
 - b. People who like open education are afraid that there may be disasters in the classroom.
 - c. Some people who dislike open education think that it will lead to the poor spelling of the students.
 - d. According to some people, open education will cause classroom trouble.
2. "...they feel obliged to make the students study specific things." (3)
 - a. Students know that they should not study everything.
 - b. It is their duty to make the students study specific things.
 - c. They enjoy making the students learn specific subjects.
 - d. Students have the feeling that they must study specific subjects.
3. "Some students encounter difficulty in adjusting to a classroom where there are too few rules." (5)
 - a. Some students face difficulty in getting used to a classroom with little order.
 - b. A classroom with rules will cause problems to some students.
 - c. Students like to have as much freedom in the classroom as possible.
 - d. Some students feel uneasy in the classroom when there is a rule to control them.
4. "Without a ready-made structure, these students will do little or no work." (5)
 - a. These students could work well only when they are given clear requirements.
 - b. If a class does not have a structure, these students will have to make their own rules.
 - c. Students do not need a ready-made structure unless they are given little work to do.
 - d. These students can learn everything they are taught in a ready-made class structure.
5. "It would be difficult to measure a student's progress in any meaningful way." (6)
 - a. A student's progress can't be learned whatever means are used.
 - b. It's hard to find a meaningful method to see how much progress a student has made.

- c. A student's progress can't be judged in any meaningful way.
- d. It is difficult to see how much meaningful progress has been made by a student.
- 6. "Perhaps it is possible to adapt some of the ideas of an open education to a traditional classroom." (7)
 - a. It is possible to make an open education more traditional.
 - b. It is possible to apply some of the ideas of an open education to a traditional classroom.
 - c. An open classroom could be changed into a traditional one by using some new ideas.
 - d. An open classroom can be managed in a traditional way.
- 7. "The teacher can also modify his behavior toward individual students." (7)
 - a. The teacher is encouraged to use different teaching methods with different students.
 - b. Individual students who have different needs in class may be taught by different teachers.
 - c. The teacher should not teach the same thing to the students.
 - d. Individual students should be taught by individual teachers.

Part B. Vocabulary Skills:

I. The following words are for your reference:

chaotic /kei'ɒtik/ *a.* 混乱的, 浑沌的

controversial /ˌkɒntreɪ'vɜːʃəl/ *a.* 引起争议的

II. Make a close study of the following words and expressions:

accomplish /ə'kɒmplɪʃ/ *vt.* to succeed in doing; to complete

e. g. Have you accomplished your task?

activity /æk'tɪvɪti/ *n.* action, an active force

adapt /ə'dæpt/ *v.* to make fit

e. g. She always adapted easily to new circumstances.

Novels are often adapted for the stage, television and radio.

adjust /ə'dʒʌst/ *v.* 调整; 修正; 校准

e. g. These desks and seats can be adjusted to the height of any child.

Some animal adjust themselves to their environment by instinct.

adult /'ædʌlt/ *a.* grown to full size or strength; mature in age

n. person or animal grown to full size and strength

appropriate /ə'prəʊpriət/ *a.* suited to; in keeping with; proper

arise /ə'raɪz/ *vi.* to get up; to move upward

e. g. These problems have arisen as a result of your carelessness.

aspect /'æspekt/ *n.* 方面

e. g. We must consider every aspect of the problem.

atmosphere /'ætmosfiə/ *n.* mixture of gases surrounding the earth; feeling, of good

or evil that the mind receives from a place, conditions, etc. 气象;大气(层);气氛
e. g. There is an atmosphere of peace and calm in the country quite different from the atmosphere of a big city.

complex /'kɒmpleks/ *a.* made up of closely connected parts; difficult to understand or explain

concentrate /'kɒnsentreit/ *vt.* (～ on/upon), to focus one's attention on
e. g. You will solve the problem if you concentrate all your attention on it.
 concentration *n.* 注意力
e. g. The child is too young to understand such a book that requires great concentration.

concern /kən'sə:n/ *vt.* to have relation to; (～ oneself with/in/about) to be busy with, interest oneself in
e. g. Don't trouble about things that don't concern you.
 We are all concerned about her safety.

confidence /'kɒnfɪdəns/ *n.* firm belief; trust; reliance
e. g. I have great confidence in you.

contrast /'kɒntrɑ:st/ *n.* striking difference 对照,对比
e. g. The contrast of light and shade is important in photography.
 His white hair is in sharp contrast to/with his dark skin.
 /kən'trɑ:st/ *v.* 对照,对比
e. g. His words contrast with his action.

critic /'kɹɪtɪk/ *n.* person who forms and expresses judgments of people or things according to certain rules or standards
 differ /'dɪfə/ *vi.* to be unlike; to have another opinion
e. g. Her house differs from mine.

disaster /di'zɑ:stə/ *n.* any happening that causes great harm or damage

encounter /ɪn'kaʊntə/ *vt.* to come upon; meet (unexpectedly)

engage /ɪn'geɪdʒ/ *v.* (～ in) to take part in; (be ～d in be busy with; employ 使从事, 使忙于;雇用;使订婚
e. g. As the scientist has been busily engaged in his research, he has little time to take care of his family.
 The Department will engage two foreign teachers next semester.

flexible /'fleksɪbl/ *a.* easily bent without breaking; easily changed to suit new conditions 柔软的;灵活的
e. g. My holiday plans are very flexible, so I can make changes whenever it is necessary.

furthermore /fə:ðə'mɔ:/ *ad.* in addition; besides

helpless /'helplɪs/ *a.* unable to help oneself; without any help; weak
e. g. When left alone the new born baby is helpless.

independence /,ɪndɪ'pendəns/ *n.* freedom from influence or control

e. g. The nation won her independence from foreign control after fifty years of hard struggle.

individual /ˌindiˈvidʒuəl/ *a.* special for one person or thing; characteristic of a single person, animal, plant or thing
n. any one human being

instruction /ɪnsˈtrʌkʃən/ *n.* giving or receiving teaching or orders; (*pl*) directions, orders

interfere /ˌɪntəˈfiə/ *vi.* to cause trouble by interruption
e. g. I wish you would stop interfering with my work.

investigate /ɪnˈvestɪgeɪt/ *vt.* to examine; to make a careful study of

judgment /ˈdʒʌdʒmənt/ *n.* (process of) judging or being judged; (legal) decision

limit /ˈlɪmɪt/ *n.* line or point that may not or cannot be passed
e. g. Stop bothering me. There is a limit to my patience.
 As we grow older, we learn the limits of our abilities.

management /ˈmænɪdʒmənt/ *n.* handling; controlling; directing
e. g. The management of this company is a difficult task.

mature /məˈtʃuə/ *v.* come or bring to full development or to a state ready for use 成熟, 长成
e. g. His character matured during those years.
 He matured his novel by constant revision.
a. fully grown or developed; ripe with fully developed powers 成熟的; 考虑周到的

maturity /məˈtʃʊərɪti/ *n.* 成熟; 到期(日)

modify /ˈmɒdɪfaɪ/ *vt.* make changes in; qualify
e. g. People's tastes have changed, so we must modify our original design accordingly.

nap /næp/ *n.* short sleep

noisy /ˈnɔɪzi/ *a.* full of noise

oblige /əˈblaɪdʒ/ *vt.* (∼ sb to do sth) require; (be ∼d to do sth) to compel
e. g. When people get married, they are not legally obliged to hold wedding parties though this is the general practice.
 I'm much obliged to you for the information.

observe /əbˈzə:v/ *v.* to see and notice; watch carefully; pay attention to (rules, etc.)

obvious /ˈɒvviəs/ *a.* easily seen or understood; clear
 obviously *ad.*

project /ˈprɒdʒekt/ *n.* (plan for an) undertaking 计划, 工程, 项目

pursue /pəˈsju:/ *vt.* to follow in order to overtake 追逐; 从事, 进行
e. g. He has set his heart on pursuing his studies abroad.
 It is our policy to pursue the enemy and let not a single escape.

relate /riˈleɪt/ *vt.* to tell (a story); to connect 叙述, 讲述; 联系; 关联

e. g. Whenever she had time, my grandmother would relate all her childhood stories to me.

The two cases are closely related, so we should study them together.

relative /'relatɪv/ *a.* comparative

e. g. Before you make any decision, you have to think clearly about the relative advantages of the two methods.

relatively *ad.*

require /rɪ'kwaɪə/ *vt.* to need; to depend on for success; to insist upon

resource /rɪ'sɔ:s/ *n.* wealth, raw materials, etc. ready for use; sth which helps in doing sth

e. g. We are afraid of using up all our natural resources soon.

responsibility /rɪ'spɒnsə'bɪlɪti/ *n.* being responsible; sth for which a person is responsible

schedule /'ʃedju:l, 'skedʒul/ *n.* list or statement of details, esp. of times for doing things; timetable

sequence /'si:kwəns/ *n.* following of one thing after another; connected line of events, ideas, etc. 继续, 序列; 次序, 顺序

e. g. He described the sequence of events leading to his admission into the firm.

specific /spe'sɪfɪk/ *a.* detailed and precise

structure /'strʌktʃə/ *n.* way in which sth is put together; building

tend /tend/ *vi.* to be inclined to move; have a direction 趋于, 倾向

e. g. The prices tend to drop a little after going up for two weeks.

toward /tə'wɔ:d/ *ad.* in the direction of

tradition /trə'dɪʃən/ *n.* opinions, beliefs, customs handed down from generation to generation

traditional /trə'dɪʃənl/ *a.*

undergo /ˌʌndə'gəʊ/ *vt.* experience; pass through 遭受, 经历

e. g. During those ten years, the old man underwent a lot of hardships.

III. In the previous units we learned a few ways of forming adjectives from other parts of speech. Here we will learn how past participles of some verbs can act as adjectives to function as attributives or predicatives.

First study these sentences taken from the above passage:

a. ... *providing more structure for those students who work better in a structured atmosphere...*

b. ... *because their students are younger and less experienced...*

c. *Without a ready-made structure, these students will do little or no work...*

d. ... *the teacher allows the individual students to choose what they will do at any given moment.*

Now complete the following sentences with appropriate past participles:

Example: *A draft that has been written out in full is a finished draft.*

1. All the _____ doors have been repaired.
2. A man who has worked hard for 8 hours without a rest must be very _____.
3. The boy was very _____ when he was put in front of the tiger.
4. People can walk on a _____ river.
5. Japan has highly-_____ modern industries.

IV. Translate the following into English:

1. 迷路的孩子 _____
2. 凋谢的花朵 _____
3. 干果 _____
4. 拥挤的街道 _____
5. 新建成的公路 _____
6. 失望的表情 _____
7. 刚买的车 _____
8. 热烈的讨论 _____
9. 烧好的菜 _____

V. Give the meaning of the following words:

1. undergo _____
2. undergraduate: _____
3. underground: _____
4. underline: _____
5. undertake: _____
6. underwear: _____
7. underlie: _____
8. underpass: _____
9. underwater: _____
10. underworld: _____

VI. Match the words in Column A with those in Column B to make synonymous pairs:

- | A | B |
|----------------------|----------------|
| 1. _____ accomplish | a. watch |
| 2. _____ investigate | b. follow |
| 3. _____ pursue | c. clearly |
| 4. _____ instead of | d. complete |
| 5. _____ obviously | e. look into |
| 6. _____ furthermore | f. rather than |
| 7. _____ method | g. way |
| 8. _____ observe | h. in addition |

VII. Use appropriate forms of the words given to fill in the blanks:

1. solution
 - a. They'll attend the conference with a _____ to that technical problem.
 - b. The problem to save energy could be _____ in a variety of ways.
2. encourage
 - a. They were _____ enough to break away from the tradition.
 - b. He was _____ to go to work where he was needed most.
 - c. People are _____ from smoking in public places.

3. relate

- a. Their Taiwan _____ came to visit them the week before last.
- b. It is difficult to _____ these results with any known cause.
- c. I hope that our pleasant business _____ will continue.

4. believe

- a. It was _____ that he won the race with his wounded left leg.
- b. People in different nations have their own religious _____.
- c. We _____ what the scientist has predicted about the future development of the subject.

5. education

- a. College _____ is a great and effective means to raise a nation's intellectual level.
- b. Every year there will be some baby _____ television program presented to children as a gift.
- c. Their purpose is to _____ through the use of visual aids.

6. view

- a. Yesterday's _____ was fruitful. Now I think I can understand most of what the teacher says.
- b. We should keep the whole world in _____.
- c. The best way to keep things in your mind is to _____ them constantly.

VIII. Confusing words and expressions:

1. aspect, side, area

- a. Optimists always look on the bright _____ of things.
- b. Many results could be obtained every day in the _____ of scientific investigation.
- c. We should consider a problem in all its _____.

2. appropriate, fit, proper, suitable

- a. He gave a remark _____ to the occasion.
- b. Snowing is the weather _____ to the North in winter.
- c. These days there are rare home-made movies of high quality _____ for children.
- d. Water must be treated before it is _____ to drink.

3. adjust, adapt, modify

- a. We must _____ our thinking and our work to the new circumstances.
- b. They _____ the moving parts of the machine to make another test.
- c. The Prime Minister had to _____ his plans before they could be accepted by the public.

4. opinion, view, idea

- a. If he doesn't agree, he always voices his own _____.
- b. This _____, now held by most experts, can be supported in a number

- of ways.
- c. Different social classes hold different political _____.
 - d. It takes a long time to persuade people to accept new _____.
5. discover, learn, find
 - a. Columbus _____ America in 1492.
 - b. I _____ of his marriage from a friend.
 - c. I think I can _____ you something to do.
 6. seek, look for
 - a. What are you _____ in the dark room?
 - b. People are always encouraged to _____ truth from facts.
 7. resource, source, origin
 - a. Newspapers provide a rich _____ of information.
 - b. He has come to the end of his _____.
 - c. They are English by _____.
 8. expect, hope, wish
 - a. He had not _____ that things should turn out like this.
 - b. I _____ there can be further improvements in the relationship between the two neighbouring countries.
 - c. He _____ us good luck.

IX. Replace the italicized parts with words and expressions from the fourth reading selection:

1. The novelist *does not care about* other people's attitudes to his work.
2. Merchants give in order to take. *But different from that*, students take in order to give.
3. *It is their duty to clean up* the chemistry lab.
4. She *received* a thorough examination at the hospital.
5. Time and again she loses her *belief* in her ability to improve her listening comprehension in English.
6. *Having met with* numerous difficulties in his youth, the captain was an extremely tough guy.
7. Janet *is likely* to get very angry if you annoy her.
8. I rarely *bother* people when they are at work.

Part C. Writing and Cloze

I. Respond to the statements or questions using the words and expressions given in the brackets:

1. A: You are in good health, but you still do morning exercises every day.

B: _____

(physical training, necessary, in that, prevent)

3. A: Are you sure you will have the party in the open?

B: _____

(even if)

4. A: You have only the final paragraph left. Why don't you try to finish your composition now?

B: _____

(try, have a problem, appropriate words)

5. You have been standing by the playground for half an hour.

B: _____

(interesting, watch, engage, play, run, high-jump, long-jump)

II . Combine the sentences in each item into one and keep their original meanings :

1. a. Students are younger than their teacher.

b. Students are less experienced than their teacher.

c. Students should always be told what to do.

2. a. Teachers should show confidence in the students.

b. This is very important.

3. a. There is a list of things for the students to do.

b. If the students want to finish the class, they must do these things.

4. a. Sometimes students see no reason for the rules.

b. Students must follow these rules.

5. a. Open education allows the students to grow as people.

b. In open education students are allowed to develop their own interests in many subjects.

6. a. In some classrooms, there are too few rules.

b. Some students encounter difficulty adjusting to such class-rooms.

7. a. In open classrooms students move about freely.

- b. In open classrooms students make noisy conversations.
 - c. Such classrooms may appear chaotic.
-
-

III. After each sentence given below, write another sentence that will be about something similar or contrary to what has been talked about:

1. This machine costs little but makes too much noise.

2. Because of the cut in the educational budget, many local schools of the country are seeking new sources of financial support.

3. Car driving gives you speed and comfort.

4. For centuries women have been content to accept the role of wife, mother and home-maker.

5. To a child in the city, home is an isolated world where he is expected to find no one but his parents.

IV. Fill the blanks with "the" where necessary:

1. I go to _____ church every Sunday.
2. A bus goes directly past _____ church.
3. A diet of only _____ hamburgers is not very healthy.
4. _____ air is necessary for life.
5. We eat _____ dinner every evening at 7:00.
6. _____ coffee keeps me awake at _____ night.
7. _____ air in this room smells of cigarette smoke.
8. Fuad wants to study _____ engineering at _____ college.
9. Sarah prefers _____ tea that Saul makes to _____ tea that she makes herself.
10. Keiko is learning how to play _____ violin.
11. _____ history of Latin America is very interesting.
12. _____ Giovanni never watches _____ television in _____ evening.
13. _____ love of _____ money is _____ root of all _____ evil.
14. Sylvia enjoys reading _____ books about _____ love and _____ romance.
15. _____ rain is good for agriculture, but _____ rain last week was too heavy.

16. _____ English Evening School is at _____ corner of _____ 34th Street and _____ Lexington Avenue.
17. _____ Montreal is _____ largest French-speaking city outside of _____ France.
18. _____ Mississippi River is _____ longest river in _____ United States.
19. _____ Mount Qomolangma is in _____ Himalaya Mountain Range.
20. _____ Queen of England resides at _____ Buckingham Palace.
21. _____ Times Square is _____ heart of _____ New York City.
22. _____ University of Texas is at Austin.
23. _____ Lincoln Tunnel goes under _____ Hudson River and connects _____ island of Manhattan with _____ state of New Jersey.
24. _____ president is elected every four years.
25. _____ Andes is a chain of mountains that runs north and south in _____ Latin America.
26. _____ Sahara Desert is _____ largest in _____ world.
27. _____ Harvard University is in _____ city of Cambridge in _____ Massachusetts.
28. _____ Louvre is probably the greatest museum in _____ Europe.
29. From the top of _____ Washington Monument you can see _____ Lincoln Memorial and _____ White House.
30. _____ United States is also called _____ America.

V. Translation

在一些亚洲国家,老年是一段幸福的时光。老年人被认为是聪明人,因而年轻人尊敬他们。老人与他们的孩子们生活在一起,受到很好的照料。他们在社会上受到尊重,享有特权。因而绝大部分老年人都能过上幸福晚年。

但在北美国家,老人的情况就截然不同。老人得不到应有的尊重和关注。企业不要老人工作。孩子们也不和老人同住。因此老年是一段悲哀和孤独的时光。老年人尽量让自己保持年轻。

由此可见,在不同的国家,人们的习俗及价值观都是不同的。

IV. Cloze

Are you looking for a good book to read? Do you need information about universities in the United States? Do you want to _____ the correct price of a used car? _____ you like to read newspapers and magazines from different countries? Do you need a quiet place to study? Did you answer "_____" to any of these questions? Then you should visit "the information place" — your local library.

There are as many different library services as there are types of _____ who use them. Children's libraries provide materials for young readers. _____

sometimes have story-tellers who read stories to groups of children, and a _____ have computers for the children to play _____. Music lovers can listen to recordings of their favorite musicians in music libraries. Some libraries have _____ and sculpture exhibits, and most libraries offer special services for blind people.

Libraries provide entertainment as well as information. Novels and short stories from a library's fiction collection are a good source of enjoyable reading practice. Public libraries often sponsor lectures _____ topics of interest to members of the community, and a few even offer concerts and films. No matter what your interests are, you will find that a library can be a great place to _____ yourself while you learn.

Part D. Background to the United Kingdom

The Two Main Parties

Politicians can be roughly divided into those who are reasonably satisfied with things as they are, and those who are not. The former respect tradition, and oppose rapid changes; the latter believe more in progress, and they want to change some things quickly and completely. When we talk of 'the Right' we are referring to politicians of the first kind; when of 'the Left', to those of the second.

In Britain, the party of the Right is the *Conservative Party*. Their opponents often call them the Tories, which was their old name. The Conservatives are supported by most land-owners and businessmen, i. e. those who have something to *conserve*; and generally speaking it is true to say that the older and more successful you are in life the more likely you are to be a Conservative. Farmers too, are businessmen of a sort, self-employed, independent, owners of land; and they too, and country people generally, are mostly Conservative. The party is associated particularly with the middle class, though it has many working-class supporters too, especially among non-industrial workers. One of the central characteristics of Conservatives is a belief in 'private enterprise'. They believe in the capacity of a private individual to build up his own business, working hard, sacrificing his leisure, having the courage to risk his own money, making his own decisions and working out his own plans — and in the end reaping his own reward. That is the right of everyone. And it is people like this, they believe, who have built up our modern civilization, benefiting not only themselves, but society as a whole.

Thus, Conservatives are against too much government control of industry. They feel that men of business as a whole, in doing what is best for themselves, can be trusted to do what is best for the community. They are particularly opposed to nationalization, i. e. the taking over of private industry by the state, for not only does this take the control away from the owners and the builders of industry, but it leads to inefficiency. A man who runs a business for his own profit cannot afford to be inefficient, and he has a personal reason

for seeing that his staff are efficient too. But the state is impersonal. The leader of a state-run industry is merely a representative. He has a fixed salary. If he and his staff are inefficient what difference does it make to him? There are always government funds to make good the lack of profit; the taxpayers will be a little poorer, that is all.

Conservatives also tend to believe in a governing *class*. Certain kinds of people with certain backgrounds have a tradition of governing and therefore a natural aptitude for it. To these we may add the newer leaders of industry whose very success is a testimony to their administrative capabilities. All those who have a recognized position in life, all those who have a share in their country by virtue of owning land or business in it, also deserve a special share in its government and future.

The worst type of Conservative is the person who lives an easy life as a result of luck rather than effort, despising those who are less fortunate than himself, knowing nothing about them, having no sympathy for them, and making no effort to understand their difficulties. Such a person opposes all changes because he himself has nothing to complain of.

But the Conservative Party as a whole has survived because it *has* shown a willingness to accept controls and changes when it sees that they are inevitable. And it has shown itself able to make them work.

The party of the Left is the *Labour Party*, whom their opponents prefer to call the Socialists. This is a comparatively new party, having formed its first government in 1924. It is with the working class that the Labour Party is particularly associated.

The central belief of the Labour Party is that businessmen can not be trusted to serve the best interests of the community. They point to the past miseries of the workers at the hands of their masters; the long hours, the poor wages, the lack of holidays, the hard and sometimes dangerous work in unpleasant conditions, the favouritism, the dismissals, the periods of unemployment, the poor housing, the lack of welfare services. This is no fiction, as anyone knows who has studied the history of the last two centuries. Some people have personal memories of the poverty and unemployment of the early 1930s, when the over-confidence of businessmen caused a world economic crisis. The workers themselves reacted early to their sufferings by forming 'trade unions', so as to be strong enough to bargain with their employers, and if necessary to force them to do what they wanted by collectively refusing to work; and the Labour Party was formed with the strong support of the trade unions so as to give the workers political power.

Thus the Labour Party believes in the supervision of industry by the government, and in certain industries complete nationalization, which means public ownership instead of private enterprise. They do not agree that a state-owned industry is necessarily less efficient than a privately-owned one. True, the profit motive is lacking, but on the other hand a state industry has all the aids to efficiency which belong to a large-scale organization; mass production, standardization, sharing of resources between one department and another, and so on. And above all the workers are protected. For which is

better, to put a huge profit into the pockets of a few directors, or to sacrifice the profit for the sake of better wages and better conditions for everybody?

The Labour Party believes that *no* businessmen, however clever and hardworking he is, deserves the fantastically high salaries that some of them get — and further, that many rich men have done *nothing* for their money: they are just living idly on family inheritance and investments, gathering the fruits of somebody else's labour, while the people who do the hard work have not even enough money to live on. Thus, by means of heavy taxation on high profits and incomes, the Labour Party seeks to even out the distribution of wealth so that everyone has a fair share. This evening out of wealth, added to the doctrine of state ownership of industry, is the main principle of socialism.

Naturally, the Labour Party has no patience with the belief that certain people have a natural right to govern and to enjoy special privileges. They believe in equal opportunity for everybody, with merit as the only standard.

The worst type of Labour man is the ignorant and self-pitying worker who does as little as he can for as much as he can, and is suspicious of anyone who tries to do more. Such a person never recognizes any merit in his superiors: he is jealous of them and never co-operates with them. But the Labour Party as a whole has unselfish ideals which have made a very important contribution to the great general improvement in standards of living during the present century. Both the Conservative and the Labour Parties have nationwide organization, with hundreds of local branches. The Conservative organization is richer, and its members often have a higher standard of cultural and administrative experience. The Labour Party has fewer resources, and relies heavily on the trade unions for financial help, but it has always attracted a strong body of intellectuals who have supported the struggle of the workers on more theoretical grounds. This has brought its own difficulties. For socialism is a theory, and theories can be argued about. In particular, there is this question of nationalization: should we nationalize all industries or only a few, and if so, which? But the Conservative Party is not a theory: it is rather an attitude of mind. You cannot argue about that. You can only feel it. So the Conservative Party appears calm and united (or should we say idle and complacent?), while the Labour Party tends to be divided and quarrelsome (or should we say vigorous and vital?).

When it comes to concrete problems, particularly problems of foreign policy, there is not always much difference in the attitude of the great parties. It is perhaps fair to say, however, that where the Conservatives tend to uphold existing authority (particularly *British* authority), Labour people show more lenience and flexibility. Thus it is the Labour Party which has shown rather more readiness to oppose racial discrimination, to promote self-government in the Commonwealth, to renounce nuclear warfare, to abolish both corporal and capital punishment for criminals, and to organize the 'welfare state'.

To Check Your Understanding

Fill out the following table with appropriate information from the passage:

	CONSERVATIVE PARTY	LABOUR PARTY
MEMBERS	farmers , businessmen	
MAIN CHARACTERISTICS	1. belief in private enterprise 2. against nationalization	
VIEWS TOWARD MAN	1. When a man works for himself, he is the most efficient. 2. Everyone has the right to work and get reward for what he does. 3. Some people are born to govern others.	
WORST TYPE OF PERSON	1. one who gets his wealth by luck rather than honest work 2. one who does not know the less fortunate and has no sympathy for them	

UNIT FOUR

Part A. Reading Skills: Tracing Cause and Effect

Ours is a changing world and this change mainly means that new things come up and old things die out. In explaining these changes of the world, writers often try to determine the newly emerged phenomena or “effects” and then analyze the causes of these effects. Sometimes this cause and effect relationship may be very simple and straightforward. But more often, it is very complicated either in the sense that a single effect might be traced back to various causes or that there might be a chain of causes and effects, the effect of one cause being the cause of another effect.

* * *

Why Cities Grew

Before the First Reading

Do you know any of the big cities of our country and do you know that they used to be very small but gradually grew to the present size? Like many other things, cities grow as civilizations advance, but the growth of cities has its own specific causes.

Keep the following questions in mind when you read:

- 1. What caused the growth of cities?*
- 2. How did all those causes come about?*
- 3. What else is talked about in the passage?*

From the time of the beginning of cities until a short time ago, most cities did not grow very large. In fact, many shrank in size. Some turned into towns and villages; others disappeared altogether. A little more than one hundred years ago, however, cities began to get bigger. Today, like a snowball rolling downhill, they are growing faster and faster. They are growing so fast that it will not be long before more than half the people in the world will be living in city areas.

What has caused this great shift in human affairs?

One of the important reasons has been the enormous increase in the amount of food farmers can raise. We know that in Mesopotamia men were able to live in cities because enough food came from the farm to feed them. These cities, however, remained quite small by our standards. If they were to grow larger, the farmer would have to be able to

raise more food.

But the amount those early farmers could raise was limited. Just as long as they had to depend on their own muscles or those of animals, they were never going to be able to feed many people. Most people would have to continue to spend their lives as food producers.

About thirty-five hundred years ago, the secret of making tools of iron was discovered, probably by mountain people of north-eastern Turkey, and the Age of Iron was born. Iron is one of the commonest metals in the earth's crust, far cheaper than copper. A farmer who could never have afforded a bronze axe could now afford one made of iron.

Iron was much stronger and more useful than bronze. With his trusty iron axe a farmer could cut down trees, break up the ground, and dig drainage canals. He could use land he never could have farmed in the past. He could raise more food and therefore feed more people.

But though the farmer had better tools he still continued to rely chiefly on his own strength and that of animals to do his work.

But the invention of a practical steam engine by James Watt less than two hundred years ago opened the way to new sources of power. Today mankind is making use of the energy found in coal, oil, gas, and even the atom.

The farmer, who once dug with a hoe or ploughed with a pair of oxen, now does his work with tools and machinery driven by a petrol or diesel motor. The amount of food the farmer raises has increased enormously. And more and more people have been freed to live and work in the city.

One machine can do the work of several men. As machines become more powerful, fewer farm workers are needed. In search of new work, millions of people flock to the city. All over the world the flow from village to city continues.

As the number of people in the city increases, they require more space for living and working. The modern city swallows space. The ancient city could not spread very far because people had to get about chiefly by walking. The modern city, however, can extend for many kilometers because people can now depend on buses, cars and trains for transportation. A man can live far from his job and yet get to work on time every day.

The very size of the modern city brings us problems that did not trouble the ancient city dweller. Many thousands of workers travel into the heart of the city from the outskirts every day. The buildings in which they work are so tall that the sky is almost blotted out. The streets are crowded and noisy with traffic. Car fumes and factory smoke often fill the air. Wastes pour into the rivers and lakes and dirty the water.

And yet people live far better lives than did city dwellers in ancient times. In the modern industrial city man is no longer a pack animal. The machine does much of his work for him. A child no longer need do the work his father did. He can go to school and when he grows up, discover that a wide choice of jobs awaits him.

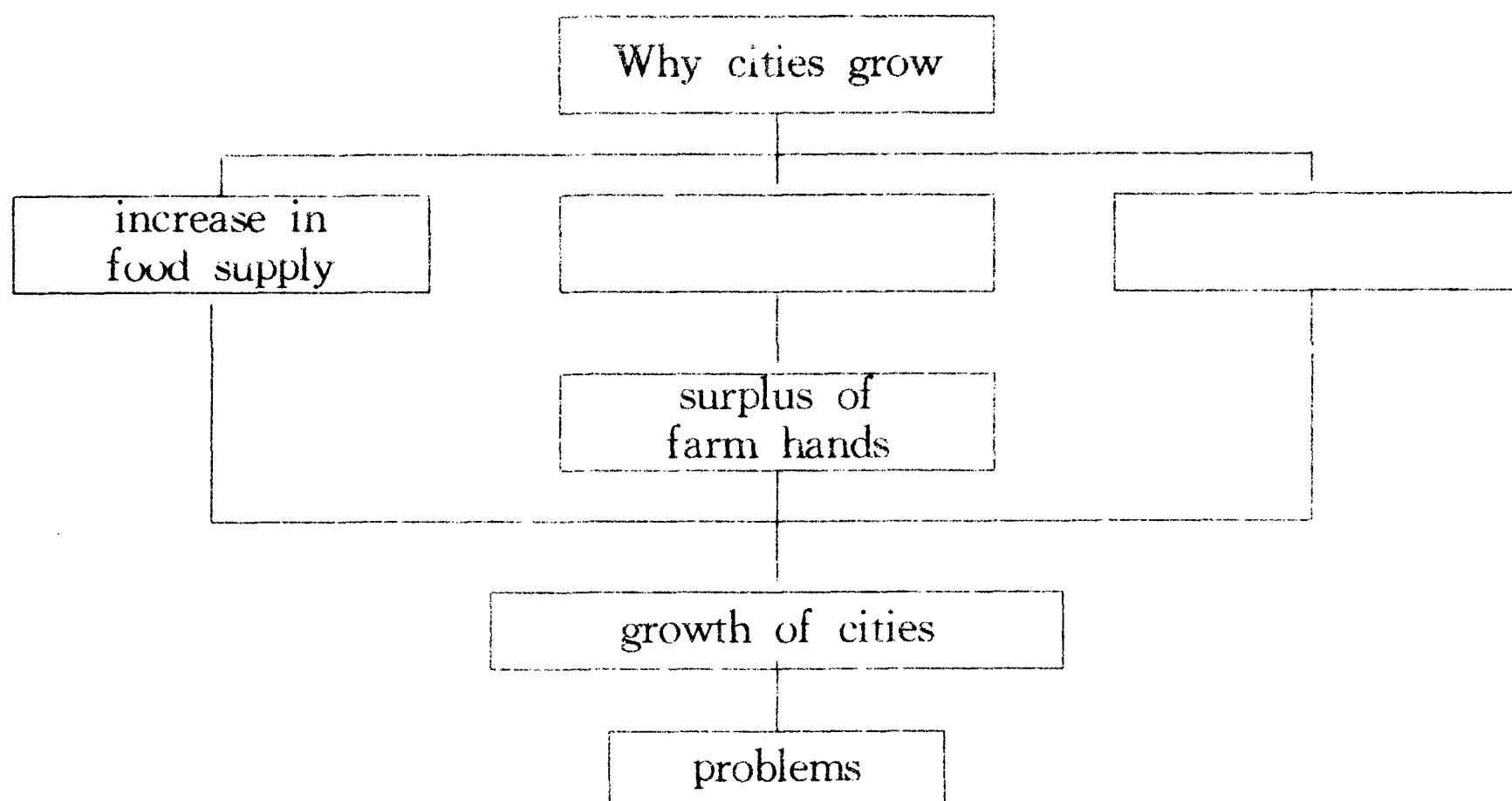
After the First Reading

Complete the following sentences :

1. Cities began to grow rapidly _____.
 - a. one thousand years ago
 - b. one hundred years ago
 - c. ever since the beginning of cities
2. One of the important reasons for the growth is _____.
 - a. the increase of food supply
 - b. the increase of population
 - c. the decrease of farm land of cities
3. _____ also contributed to the growth of cities.
 - a. Modern means of transportation
 - b. Tall buildings
 - c. Walking to city centres from the outskirts
4. Despite the problems of big cities, people _____.
 - a. enjoy tall buildings
 - b. can travel faster today
 - c. live a better life

During Further Readings

I . Complete the following table that shows the causal relationships among the items :



II . Choose the right statement in each pair :

1. a. It was not until one hundred years ago that most cities began to grow.
b. Most cities grew larger and larger until one hundred years ago.
2. a. There are more people living in the country.
b. There are more people living in the city.
3. a. The existence of the cities in Mesopotamia was due to the sufficient food supply.
b. The existence of the cities in Mesopotamia led to the increase in food

production.

4. a. Because of the growing food supply, the cities in Mesopotamia grew bigger.
b. The food production did not go up, so the cities in Mesopotamia did not grow very big.
5. a. Most people would have to remain food producers unless they had better farming tools.
b. Most people would have to remain food producers so long as they had better farming tools.
6. a. An iron axe is cheaper than a bronze axe but less useful.
b. A bronze axe is more expensive than an iron axe but less useful.
7. a. Iron tools freed farmers from heavy labour.
b. Iron tools caused limited change to the amount of heavy labour needed in farming.
8. a. The use of motor-driven machinery resulted in the great increase in food production.
b. The use of motor-driven machinery resulted from the great increase in food production.
9. a. Farming machinery drove many people to the city.
b. Cities made a lot of farmers leave their farming work.
10. a. Ancient cities extended because people could only move on foot.
b. Though modern cities are spread far, people can move about easily.
11. a. Bigger cities have problems that smaller ones do not have.
b. Bigger and smaller cities share the same problems.
12. a. In ancient cities, it was a common practice for children to take over their fathers' professions.
b. In modern cities, it is a common practice for children to take over their fathers' professions.

* * *

Why Does Food Cost So Much?

Before the First Reading

Talking about food, do you know how much Americans spend on food? The following passage will give you some ideas about it. Keep the following questions in mind while you read:

1. *Does the cost of food increase rapidly?*
2. *Who is the responsible party for the high cost of food?*
3. *What are the reasons for the high food cost?*

In 1959 the average American family paid \$ 989 for a year's supply of food. In 1972

the family paid \$1,311. That was a price increase of nearly one-third.

Every family has had this sort of experience. Everyone agrees that the cost of feeding a family has risen sharply. But there is less agreement when reasons for the rise are being discussed. Who is really responsible?

Many blame the farmers who produce the vegetables, fruit, meat, eggs, and cheese that stores offer for sale.

But farmers claim that this increase was very small compared to the increase in their cost of living. Farmers tend to blame others for the sharp rise in food prices. They particularly blame those who process the farm products after the products leave the farm. These include truck drivers, meat packers, manufacturers of packages and other food containers, and the owners of stores where food is sold. They are among the middlemen who stand between the farmers and the people who buy and eat the food. Are middlemen the ones to blame for rising food prices?

Of the \$1,311 family food bill in 1972, middlemen received \$790, which was thirty-three per cent more than they had received in 1959. It appears that the middlemen's profit has increased more than the farmer's. But some economists claim that the middlemen's actual profit was very low.

According to economists at the First National City Bank, the profit for meat packers and food stores amounted to less than one per cent. During the same period all other manufacturers were making a profit of more than five per cent. By comparison with other members of the economic system, both farmers and middlemen have profited surprisingly little from the rise in food prices.

Who then is actually responsible for the size of the bill a housewife must pay before she carries the food home from the store? The economists at the First National City Bank have an answer to give housewives, but many people will not like it. These economists blame the housewife herself for the jump in food prices. They say that food costs more now because women don't want to spend much time in the kitchen. Women prefer to buy food which has already been prepared before it reaches the market.

Vegetables cost more when they have been washed and cut and sometimes even cooked before being packaged. Chicken costs more when it has been cut into pieces by someone other than the one who buys it. A family should expect to pay more when several "TV dinners" are taken home from the store. These are fully cooked meals, consisting of meat, vegetables, and sometimes dessert, all arranged on a metal dish. The dish is put into the oven and heated while the housewife is doing something else (cleaning the house, perhaps, or resting or watching TV). Such a convenience costs money. Thus, as economists point out: "Some of the basic reasons for widening food price spreads are easily traceable to the increasing use of convenience foods".

Economists remind us that many modern housewives have jobs outside the home. They earn money that helps to pay the family food bills. The housewife naturally has less time and energy for cooking after a day's work. She wants to buy many kinds of food that

can be eaten on her family's table easily and quickly.

"If the housewife wants all of these," the economists say, "that is her privilege, but she must be prepared to pay for the services of those who make her work easier."

It appears that the answer to the question of rising prices is not a simple one. Producers, consumers, and middlemen all share the responsibility for the sharp rise in food costs.

After the First Reading

Tell if the following statements are true or false:

1. ____ Farmers are not responsible for the rise in food prices.
2. ____ Food processing includes washing, cutting and selling.
3. ____ The middlemen make more profit than farmers.
4. ____ Neither farmers nor middlemen make any profit from the rise of prices.
5. ____ Food is already prepared before sold to housewives, so it is costly.
6. ____ Women want convenience food, and they should be responsible for the high price of foods.

During Further Readings

I. Answer the following questions:

1. What make farmers increase the prices of their farm products?

2. What factor has contributed to the greater complexity of food processing?

3. What led to women's higher demand for more processed or convenience foods?

4. So, who are responsible for the rise in food prices?

II. Indicate which statements show "causes" (C), which "effects" (E), and which both:

1. ____ That was a price increase of nearly one-third.
2. ____ Many blame the farmers
3. ____ It appears that the middlemen's profit has increased more than the farmers'.
4. ____ Women prefer to buy food which has already been prepared before it reaches the market.
5. ____ Vegetables cost more when they have been washed and cut and sometimes even cooked before being packaged.
6. ____ Such a convenience costs money.
7. ____ . . . many modern housewives have jobs outside the home.
8. ____ The housewife naturally has less time and energy for cooking after a day's work.

Ability to Learn

Before the First Reading

What are you good at learning? Do you know anyone who is good at what you are poor at? If you do, you may also ask that since you and the other person have had the same background, how come there should be this kind of difference. Well, in the following passage you will find some explanations to your questions, though a complete answer to them is still to be discovered.

Keep the following questions in mind when you read:

- 1. What are the common causes of the difference in learning ability?*
- 2. Are there any differences in learning ability between boys and girls, the old and the young?*
- 3. Are there any questions that cannot yet be answered?*

People differ in their ability to learn. They differ in the amount of ability they have, as well as in the kind of ability they have. Some students can barely get passing marks in high school, while others earn all A's. Certain students are successful in mathematics and science but do poorly in literature and history. Other students do well in literature and history and poorly in science and mathematics. It is hard to find out what causes these differences. Are they due to the person's background — to the kind of home or neighborhood in which he grew up and the kind of experiences he had? Or is a person's ability to learn passed on to him from his ancestors, along with such traits as the texture of his hair and the color of his eyes?

Most studies of these questions seem to point to the fact that both the conditions under which a person grows up (his environment) and the traits passed on to him from his ancestors (his inheritance) determine how well the person learns.

It is true that some families have an unusually large number of gifted members. But these families may live in homes in which there are books and other opportunities for learning. The parents may be concerned with their children's success in school. In other families there are generations of people with very modest abilities. In these families, interest in learning may not be encouraged.

Differences between boys and girls in ability to learn have also been reported. Generally, however, the differences have been small. Girls tend to have slightly better grades in elementary school, and they are slightly better in work skills than boys. Boys, on the average, get higher scores on mathematical learning tasks and in science and mechanics.

It is doubtful that the differences reported in learning reflect physical differences between boys and girls. It is more likely that the differences in learning reflect a general

feeling among people in the Western world. Certain tasks are popularly felt to be best suited to girls and others best suited to boys.

It is thought by many people that children learn more easily than adults. But children are not necessarily the best learners. The ability to remember numbers, to memorize poetry, or to learn school subjects increases as people grow older. In many of these tasks a person can achieve nearly twice as much at the age of 20 as he can at the age of 10. After the age of 25 the ability to acquire new learning begins to drop somewhat. This drop continues for the rest of one's life. But it is not the same for all subjects. The ability to learn routine tasks falls off faster than the ability to learn meaningful material. It also seems to be true that people who are intelligent and well educated show less of a drop than others in ability to learn as they grow older.

The rapid growth of technical and other information in this century has made learning particularly important. But many questions wait for answers. Much research is going on in psychological laboratories. Psychologists want to know how memory works. In what way is an ability to learn affected by the skills we have learned before? Do human beings have certain inborn abilities that make it possible for them to learn some skills more easily than others?

The need for learning and remembering is especially important to students. Perhaps your task as a student will be made easier as more is discovered about learning.

After the First Reading

Answer these questions:

1. Is one's ability to learn determined by his environment, or his inheritance, or both?

2. Can you explain briefly how one's environment influences his learning ability?

3. Does the author strongly believe that the difference in learning ability between boys and girls is caused by their physical difference? _____
4. Are children always better learners? _____

During Further Readings

1. Fill in the blanks with appropriate words and expressions given below:

because, due to, determine, cause, make, reflect

1. Are they _____ the person's background?
2. Both his environment and his inheritance _____ how well he learns?
3. Learning has become particularly important _____ technical and other information is growing rapidly in this century.
4. The differences in learning _____ a general feeling among people in the

Western world.

5. It is hard to find out what _____ these differences.
6. Perhaps your task as a student will be _____ easier as more is discovered about learning.

II. Complete the following sentences by providing the possible causes according to the text. The expressions given are for your reference:

result from, because, due to, determine

1. Boys and girls have somewhat different learning abilities _____.
2. It is more likely that the difference reported in the learning abilities between boys and girls _____.
3. A person's lack of interest in learning _____.
4. A person's ability to acquire new learning _____.

III. Complete the following sentences by providing the possible effects according to the text. The expressions given are for your reference:

as a result, therefore, so, lead to, result in

1. Some families live in homes in which there are books and other opportunities for learning, _____.
2. In some families, interest in learning is not encouraged _____.
3. Girls are physically different from boys _____.
4. Some people have certain skills _____.

* * *

Energy and Building Design

Before the First Reading

If you have a chance to travel around the world, or if you learn about foreign countries through TV or films, you may find that buildings of different nations are often of different styles and different materials. These differences might have resulted from the specific social, cultural or historical circumstances of specific nations, which is obvious to all. However, they may, at the same time, have something to do with the specific geographical and economic conditions of the nations concerned.

Keep the following questions in mind when you read:

1. *What is the relationship between energy and building design?*
2. *What methods do people in different areas use to conserve energy when designing buildings?*

[1] People used to build houses that fitted the climate of their areas. For example, in desert regions there is a big difference between daytime and nighttime temperatures. Therefore, many desert people built houses with very thick walls. These thick walls served a useful purpose in the houses. For example, in the winter the thick walls absorbed the sun's warmth during the day and radiated the heat at night. Desert people were relatively comfortable in their homes, or residences, at all times because they built them to fit the desert climate.

[2] Then the supply of fuel for electricity became both cheap and easy to get. The effect on housing was immediate. People began to build their homes according to fashion instead of utility. During that time, building materials were moved across continents, and people did not worry about how much fuel they used to heat and cool their homes. Houses no longer reflected the availability of building materials or climate. Houses with steep roofs could be found in the tropics, the warm regions of the Earth, even though these pointed roofs originated in snowy regions of the world. Heavy snow falls off a slanted roof. Another example is the use of glass. Houses made almost completely of glass could be found in very cold places. Yet ordinary glass does not insulate well because it neither keeps out cold air nor keeps in warm air. As long as fuel was cheap and easy to get, people could build any type of house anyplace.

[3] People are no longer building any type of house anyplace because fuel is no longer cheap. In addition, more and more people realize that fossil fuels, such as gas and oil, must be conserved. There are limited quantities of these fuels, and therefore people must make an effort to save them. Even some people who can afford to pay high prices for fuel are choosing to build energy-efficient houses. They choose not to waste fuel. Housing is beginning to show both the availability of building materials and the climate of the region again. Traditions are being combined with modern technology to produce an old, yet new, type of house.

[4] In cold, mountainous regions of the world, for example, people have traditionally built houses so that one side almost touches the mountain. Thus, this side of the houses is protected from cold winds. Modern architects who plan houses are finding this old tradition to be very useful. They are designing houses with one or more walls that touch the surrounding earth. In fact, sometimes the houses are almost completely covered with soil. These houses are efficiently heated and cooled because underground temperatures change very little. For example, in Minneapolis, Minnesota, a city in the north-central part of the United States, the ground temperature 15 to 20 feet (about 6 meters) beneath the surface is nearly always 50°F (11°C.). In Tucson, Arizona, a city in the warm, south-western part of the United States, the temperature of the earth 5 feet (1.5 meters) beneath the surface is almost constant. It stays at about 75°F (24°C) all

year. When the temperature of its surroundings remains constant, a house can be heated and cooled with relatively little energy. Thus, modern architects who want to conserve energy have changed a traditional house plan. The traditional plan uses the mountain as protection, or shelter, from the cold. The modern plan uses earth as insulation from both cold and heat. In fact, the new houses are called “earth-sheltered” houses.

Architects have studied other types of old yet new houses. For instance, in many parts of the world, people share their houses with their livestock. During cold weather, they gather their cows, goats, or other animals and shelter them inside, on the ground floor of their houses. There are two practical reasons for doing this. The reasons are that the animals are protected from the cold and that they help to heat the house. Animals radiate body heat. Warm air rises. The body heat given off by the animals rises to the second floor of the house, where the people live. By sharing their homes with their livestock, the people gain a source of heat.

[5] People who live in and near cities do not usually keep livestock. However, home builders are using the fact that heat rises. This scientific law can be used in these areas just as it has been used traditionally. Instead of filling the ground floor with livestock, builders are filling it with large rocks. These rocks are open to the sun’s rays during cold weather. Because the rocks are not protected from the sun, they absorb heat. They also radiate the heat, and, of course, the warm air rises into the living area of the house. Because energy in the form of heat from the sun is used in these houses, they are called “solar” houses. In addition to the solar system, these houses usually include a heating system that depends on fossil fuels like coal. Still, they are energy-efficient.

[6] Housing is offering architects and energy engineers a great challenge. They must plan houses that use energy efficiently so that energy supplies can be conserved. They are meeting this challenge by learning from old traditions and by using modern technology. Perhaps someday a traveler will be able to learn about an area by noticing how far underground houses are built.

After the First Reading

- I. Choose the answer that best describes the factors that building designers have been concerned with most in different historical periods:
 - a. Utility→Style→ Utility
 - b. Style→Utility→ Style and Utility
 - c. Utility→Style→ Style and Energy Conservation
- II. Select the energy-conserving methods in build designing mentioned in the text:
 - a. Make the rooms smaller;
 - b. Make one side of the house touch the mountain;
 - c. Heat the house with electricity;
 - d. Use the heat from the sun;
 - e. Make the roofs thick;

- f. Build thick walls;
- g. Use modern building materials;
- h. Use building materials from the other side of the continent;
- i. Build steep roofs in the tropics;
- j. Share one's house with his livestock;
- k. Live underground;
- l. Fill the ground floor with rocks;
- m. Construct high buildings

During Further Readings

I. Complete the sentences according to the text:

1. In desert regions, people built houses with thick walls to _____.
2. When there was enough cheap fuel, people could concentrate _____ and did not _____.
3. People in snowy regions of the world build slanted roofs so that _____.
4. Using glass to build houses resulted from _____.
5. Using glass to build houses resulted in _____.
6. As _____, fashion is no longer the only concern for building designers.
7. People build houses covered with soil so that _____ and these houses require _____.
8. People share their houses with their livestock during cold weather so that _____.
9. The purpose of filling the ground floor with rocks is to _____.

II. Tell what ideas the following examples support:

1. Many desert people built houses with very thick walls.

2. The thick walls make the house warm in winter and cool in summer.

3. Houses with steep roofs could be found in the tropics.

-
4. Some houses were made almost completely of glass.

 5. Modern architects are designing houses with one or more walls that touch the surrounding earth.

 6. In Tucson, the temperature of the earth 5 feet beneath the surface stays at about 75°F all year.

 7. Some houses are shared by people and their livestock.

 8. There are houses whose ground floor has been filled with rocks.

-

III. Sentence comprehension:

1. "Desert people were relatively comfortable in their homes, or residences, at all times because they built them to fit the desert climate."(1)
 - a. Because of the thick walls, desert people were comfortable at all times.
 - b. Their houses were made comfortable by the desert climate.
 - c. Their way of building houses made them live more comfortably.
 - d. Desert people could live comfortably because they fitted the desert climate.
2. "People began to build their homes according to fashion instead of utility."(2)
 - a. People shifted their attention from utility to fashion.
 - b. People did not want to make their houses beautiful.
 - c. People did not care whether their new houses were useful so long as they were fashionable.
 - d. All the new houses were fashionable but not useful.
3. "Houses no longer reflected the availability of building materials or climate."(2)
 - a. Houses no longer sent back the image of building materials or climate.
 - b. People no longer made use of materials or climatic characteristics.
 - c. Houses did not show the effect of building materials or climate.
 - d. People no longer consider whether they could get the building materials or climate.
4. "... it neither keeps out cold air nor keeps in warm air."(2)
 - a. The temperatures inside and outside are almost the same.
 - b. It can neither keep the house cool nor keep it warm.

- c. Cold air cannot enter the house.
 - d. Warm air cannot leave the house.
5. "People are no longer building any type of house anyplace because fuel is no longer cheap."(3)
- a. Houses are only built in certain places.
 - b. People can only build some types of houses in some places.
 - c. Cheaper fuel has made house building more difficult.
 - d. There are places that cannot be used to build houses.
6. "Traditions are being combined with modern technology to produce an old, yet new, type of house."(3)
- a. As the houses are traditional and built with modern technology, they are both old and new.
 - b. As houses built a long time ago are equipped with modern technology, they are both old and new.
 - c. New houses are made older by traditions.
 - d. Modern houses are giving way to traditional houses.
7. "When the temperature of its surroundings remain constant, a house can be heated and cooled with relatively little energy."(4)
- a. When the temperature of its surroundings doesn't change, people can use less energy to heat and cool a house.
 - b. When the temperature around a house keeps unchanged, its heating and cooling costs comparatively more energy.
 - c. If the temperature doesn't change, little energy will be lost to heat and cool a house.
 - d. If the temperature keeps changing, a house should use a lot of energy too heat and cool its surroundings.
8. "The modern plan uses earth as insulation from both cold and heat."(4)
- a. The modern plan uses earth to keep both cold and heat.
 - b. Modern people replace cold with heat by using earth.
 - c. The modern plan uses earth to produce cold and heat.
 - d. Modern people keep out both cold and heat from the houses with earth.
9. "By sharing their homes with their livestock, the people gain a source of heat."(4)
- a. With their livestock heating the house, people need waste no other energy.
 - b. The livestock are used as a source of heat to warm the house where people live.
 - c. Living with the livestock, the people can serve as a source of heat.
 - d. Sharing their homes with the animals, the people spend more energy.
10. "This scientific law can be used in these areas just as it has been used traditionally."(5)
- a. This scientific law is used in these areas as in elsewhere.
 - b. In these areas this scientific law can also be used in a traditional way.

- c. In using this scientific law, tradition makes little difference in any area.
 - d. This scientific law can be used in the same way as it was in the past.
11. "They must plan houses that use energy efficiently so that energy supplies can be conserved." (6)
- a. When architects use energy efficiently, they can conserve energy supplies.
 - b. Energy supplies can be conserved when house planning requires less energy.
 - c. When less energy is required to warm or cool houses, its supplies can be conserved.
 - d. People should use energy efficiently in their houses.

Part B. Vocabulary Skills:

I. The following words and expressions are for your reference:

Arizona /ˌæriˈzəʊnə/ *n.* 亚利桑那 [美国州名]

fossil /ˈfɒsl/ *n.* 化石 *a.* 化石的

livestock /ˈlaɪvstɒk/ *n.* 家畜, 牲畜

Minneapolis /ˌmɪniˈæpəlɪs/ *n.* 明尼阿波利斯 [美国城市]

Minnesota /ˌmɪniˈsəʊtə/ *n.* 明尼苏达 [美国州名]

slant /slɑːnt/ *n. a.* 倾斜(的)

v. (使) 倾斜

Tucson /tuːˈsɒn/ *n.* 图森 [美国城市]

utility /juːˈtɪlɪti/ *n.* 有用, 实用, 效用; 公用事业

II. Make a close study of the following words and expressions:

architect /ˈɑːkɪtekt/ *n.* 建筑师

availability /əˌveɪləˈbɪlɪti/ *n.* state of being available, ready or at hand

challenge /ˈtʃælɪndʒ/ *n.* call to play a game, run a race, have a fight, etc. to see who is better, stronger, etc. 挑战

e. g. The hare received a challenge from the tortoise to run a race.

vt. to give; send; be a challenge to

e. g. Being obviously stronger than his opponent, Jack challenged him to fight.

climate /ˈklaɪmɪt/ *n.* 气候

conserve /kənˈsəːv/ *vt.* to keep safe; keep from harm, decay, waste, or loss; preserve

e. g. We should conserve our strength for our second charge.

constant /ˈkɒnstənt/ *a.* going on all the time; faithful; unchanging

continent /ˈkɒntɪnənt/ *n.* one of the land masses (e. g. Europe, Asia)

daytime /ˈdeɪtaɪm/ *n.* time between sunrise and sunset

efficient /ɪˈfɪʃənt/ *a.* 有效率的

e. g. Joan is an efficient secretary; she works fast and with high quality.

efficiently *ad.*

fashion /'fæʃən/ *n.* (of clothes, custom, etc.) that which is considered most to be admired or imitated during a period or at a place
e. g. You'll spend a lot on clothes if you always follow the fashion.

fit /fit/ *vt.* to suit
e. g. The coat fits you.
 The tune exactly fits the words.

fuel /fjuəl/ *n.* 燃料

housing /'haʊzɪŋ/ *n.* (提供)住宅

immediate /i'miːdiət/ *a.* occurring, done at once; without anything coming between
e. g. Our boss is asking for an immediate answer.
 The Blacks are our immediate neighbours.

insulate /'ɪnsjuleɪt/ *vt.* to set apart; separate (a thing or person) from its or his surroundings 绝缘

insulation /ɪnsjuˈleɪʃən/ *n.*

mountainous /'maʊntɪnəs/ *a.* having mountains
e. g. My hometown is in a mountainous area.

nighttime /'naɪtaɪm/ *n.* time between sunset and sunrise

originate /ə'rɪdʒɪneɪt/ *v.* (~ from/in sth. ; ~ from/with sb.) to have as a cause or beginning
e. g. The war originated in the different religious practices of the two nations.
 The use of steam originated many other changes.

protection /prə'tekʃən/ *n.* protecting or being protected; person or thing that protects

purpose /'pəːpəs/ *n.* 目的, 意图

radiate /'reɪdiəɪt/ *vt.* to give out rays of; spread around
e. g. The sun radiates light and heat.

ray /rei/ *n.* line of light or heat

region /'riːdʒən/ *n.* area

relatively /'relətɪvli/ *ad.* compared with something else
e. g. He is relatively a wealthy man.

residence /'rezɪdəns/ *n.* 住宅

shelter /'ʃeltə/ *vt.* to protect from (danger, wind, rain, etc.) by means of a hut or a house

solar /'səʊlə/ *a.* of the sun

steep /stiːp/ *a.* having a sharp slope 陡峭的; 险峻的

surroundings /sə'raʊndɪŋz/ *n. pl.* everything around a place
e. g. You don't see animals in their natural surroundings at a zoo.

system /'sɪstəm/ *n.* set of things or parts forming a whole

technology /tek'nɒlədʒi/ *n.* 技术

tradition /trə'dɪʃən/ *n.* 传统
 traditional *a.*

traditionally *ad.*

tropic /'trɒpɪk/ *a.* 热带的

type /taɪp/ *n.* class or group considered to have common characteristics; kind

underground /'ʌndəgraʊnd/ *ad.* under the surface of the ground

e. g. The thieves went underground when they heard the police coming.

III. Give the noun forms of the following words after the model and be sure to end them with “-th”:

Model: warm warmth

wide _____ deep _____

grow _____ true _____

long _____ dead _____

bear _____

IV. Choose a word that best completes each sentence:

1. She was _____ about her daughter being out so late at night.

a. ambitious b. enormous c. anxious

2. The air has a _____ smell.

a. precious b. glorious c. delicious

3. He said he would come and see me, but I am _____ of his promise.

a. suspicious b. jealous c. serious

4. It was _____ of them to share their house with the homeless child.

a. obvious b. generous c. tedious

5. Recently there has been a _____ growth in the country's economy.

a. vigorous b. various c. rigorous

6. The police are inquiring into the _____ disappearance of the _____ scientist.

a. cautious, ridiculous b. marvelous, nervous c. mysterious, famous

7. The incident had a _____ effect on the world oil market.

a. tremendous b. courageous c. conscious

8. After that _____ blow, he was never heard again.

a. disastrous b. humorous c. dangerous

9. Don't be too _____ about things you are not supposed to know.

a. spacious b. curious c. ingenious

V. Give the words that mean the following and be sure that each word ends with “-ize”.

Example:

_____ realize _____: make real; turn (a hope, etc.) into a fact

1. _____: make (something) modern

2. _____: give a summary of

3. _____: make (something) stable

4. _____: feel or express sympathy (with)

5. _____: draw a general conclusion

6. _____: put emphasis on
7. _____: show the character of
8. _____: develop the industry of

VI. Study the change in spelling when the following verbs are turned into nouns ending with “-tion”:

absorb→absorption; describe→description; explain→explanation;
 destroy→destruction; solve→solution.

VII. Use appropriate forms of the given words to fill in the blanks:

1. include

- a. I do not agree to the _____ of Sally in the party.
- b. We _____ a chair with every desk we sell.
- c. The monthly rent is 15 yuan, _____ of electricity and water.
- d. They charge \$50 a day with two meals _____.
- e. Upon his entering the classroom, everybody, _____ the teacher, burst into laughing.

2. surround

- a. He stood _____ by an eager crowd of students.
- b. After the fire was put out, the neighbours _____ the family with comforts.
- c. Good work cannot be done in unpleasant or uncomfortable _____.

3. originate

- a. All theories _____ from practice and in turn serve practice.
- b. Unfortunately, your painting is turned down for it does not show much _____.
- c. The plan of the work is _____ with the author.
- d. I am studying English in order to read Shakespeare in the _____.
- e. In the book, the author traces the _____ of written speech back to the prehistoric times.

4. addition

- a. Five years of living abroad _____ considerably to his experience.
- b. In _____ to English, you need to learn a second foreign language.
- c. You probably need an _____ box for those books.

5. choose

- a. As the shirt is not my _____, I do not want it.
- b. The girl is very _____ about her food.
- c. Of two evils _____ the less.
- d. I should take this one for _____.

6. waste

- a. I didn't imagine it became an utterly treeless _____ twenty years later.

- b. What you say is a _____ of words; he will not be persuaded.
- c. After the long illness, he was _____ into a shadow.
- d. You'd better give up the _____ habit.

7. relatively

- a. I have a remote _____ in this town.
- b. _____ speaking, the film is not too bad.
- c. The police did not find any information _____ to the murder.

VIII. Match the words in Column A with those in Column B to make antonymous pairs:

- | | |
|-----------------------|----------------|
| 1. _____ availability | a. absolutely |
| 2. _____ conserve | b. similarity |
| 3. _____ modern | c. lack |
| 4. _____ relatively | d. theoretical |
| 5. _____ challenging | e. traditional |
| 6. _____ fill | f. demand |
| 7. _____ practical | g. radiate |
| 8. _____ supply | h. changing |
| 9. _____ difference | i. ignore |
| 10. _____ constant | j. gain |
| 11. _____ absorb | k. empty |
| 12. _____ notice | l. easy |
| 13. _____ offer | m. waste |

IX. Find five or more pairs of synonymous words or phrases in the following sentences:

1. Houses with steep roofs could be found in the tropics, the warm regions of the Earth
2. For example, in the winter the thick walls absorbed the sun's warmth during the day and radiated the heat at night.
3. They are designing houses with one or more walls that touch the surrounding earth.
4. The body heat given off by the animals rises to the second floor of the house, where the people live.
5. Houses no longer reflected the availability of building materials or climate.
6. In fact, sometimes the houses are almost completely covered with soil.
7. Housing is beginning to show both the availability of building materials and the climate of the region again.
8. Heavy snow falls off a slanted roof. Another example is the use of glass.

X. Confusing words and expressions:

1. quantity, quality
 - a. Mrs. Tylor always buys things in large _____.
 - b. He came to see Prof. Wilson in the _____ of his student.

- c. These goods are in considerable _____, but of bad _____.
2. effort, afford, effect
- a. He attempted serious _____ to pass the examination.
- b. Violence in films is likely to have a bad _____ on youngsters.
- c. I cannot _____ to waste any time for I have to exert great _____ to fulfill the plan.
3. protect, protest
- a. The farmers are taking measures to _____ the crops from frost.
- b. Don't worry, I can _____ myself against danger.
- c. The workers presented a _____ to the employer for low wages.
- d. He drummed the table softly with his fingers as if in _____ against the waste of time.
4. desert, dessert
- a. To their delight, the explorers found an oasis in the _____.
- b. After dinner she took an apple for _____.
- c. We should not _____ him in his misfortune.
5. region, area, district
- a. The steel works covers a(n) _____ of over thirty acres.
- b. The city is divided into five _____.
- c. Finding that he was not used to living in mountainous _____, he moved to the southern _____ of the country.
6. include, contain
- a. I don't understand why you _____ him as your friend.
- b. At the sight of his rudeness, I could hardly _____ my anger.
- c. Jane failed to _____ the alternative result in her report.
7. climate, weather
- a. How do you like the _____ of England?
- b. This is the worst _____ I have experienced.
- c. The _____ is clearing up. I hope the fine _____ will last for a week.
- d. After the war, the _____ of the country remained tense.
8. supply, provide, give
- a. The market has been always well _____ since 1980s.
- b. He was benevolent and _____ away most of his fortune to the poor.
- c. At such a remote village, you can't find a room _____ with electric light.
- d. He has been well _____ for his old age.
- e. Happily, I am well _____ with everything I need in my work.

XI. Fill in the blanks with words and expressions from the fourth reading selection:

1. The girl was deeply _____ by the tragic end of the film.
2. Information about the birth rate is shown _____ a graph.
3. The map shows clearly the roads _____ from the city in every direction.

4. Their actions clearly _____ their thoughts.
5. We can stay in the room _____ we keep quiet.
6. The speaker was well-informed and his lecture _____ the subject thoroughly.
7. He has been _____ to his ideals and has dedicated his life to scientific studies.
8. The public must _____ energy in order to prevent energy crisis.
9. Dinner will be _____ at 7 p. m. in the main dining-room.
10. We have been taught to _____ what we have with others.

Part C. Writing and Cloze :

- I . For each item, use the prompt given to write a sentence describing what *you used to* do. Follow the pattern of the model and pay particular attention to the italicized parts :**

Model: People *used to* build houses *that* fitted the climate of their areas.

1. (eat cakes, make)

2. (go to the park, near)

3. (read books, pleasure)

4. (ride a bike, look)

- II . Use “neither . . . nor” to complete the sentences that explain why you think the given parts are true. Follow the pattern of the model and pay particular attention to the italicized parts :**

Model: Yet ordinary glass does not insulate well *because* it *neither* keeps out cold air *nor* keeps in warm air.

1. Nobody in my class likes him _____

2. I have a strong love for my hometown _____

3. I can no longer trust my calculator _____

4. That doctor is no better than a farmer _____

- III . Answer the questions after the models :**

Model A: They *choose not to* waste fuel.

1. What decision have you made?

2. Did all of you agree to start the project right now?

3. Can you give me some advice concerning my health?

4. What did the chairman say to the talkative speaker?

Model B: *By sharing* their homes with their livestock, the people gain a source of heat.

5. Why are people encouraged to read newspapers?

6. Did the government spend a lot of money setting up more schools?

Yes.

7. Are you using the dictionary? If you don't know any word, why don't you ask me?

8. To learn English well, is it necessary to do a lot of boring exercises?

Yes, of course.

Model C: This scientific law can be used in these areas *just as* it has been used traditionally.

9. How do I drive cars in your country? Are there any different rules?

10. Can you tell me how to use this big dictionary? I can only use my small dictionary.

11. They take good care of their home. Do they do the same to their office?

12. How do you eat this kind of fruit? It looks like an apple.

IV. Complete each sentence by supplying the cause or effect. The given expressions are for your reference. You may also use present or past participles.

*owing to, now that, because, because of, due to,
for the reason that, as a result, lead to, result in, so that*

1. It rained last night, _____.
2. _____ why don't you stay with us overnight?
3. _____ you are free to do what you like.
4. The old woman read the story slowly _____.
5. Nothing more was heard of him, and _____.
6. I overslept this morning _____.
7. The judge decided not to charge him with murder _____.
8. _____ the house was very quiet.
9. _____ as the windows were all open.
10. _____ they have learned to speak perfect English in two years.

V. Change the following conversation into reported speech, keeping closely to the meaning of the original:

1. "Did you ring me up yesterday evening?" asked Mina.
"Yes," I said, "I wanted you to come over and meet my cousin who has just come from the United States, but your mother said that you were at evening class."
2. "Did you see the big fire last night?" Joseph asked.
"No. Where was it?" said Sam.
"On the industrial estate. Do you know the textile factory? Well, it started there, so I heard. They couldn't get it under control and it spread to the factories on either side."
"Was anyone hurt?" asked Sam.
"No. Luckily it was at night and there was only the watchman on duty. He raised the alarm," said Joseph.
3. "Have you read the works of Omar Khayyam?" asked Hussein. "Of course," said his English friend, Harry. "Everyone knows him in England."
"You know, it's funny," said Hussein, "but he is better known abroad than he is in his own country. In Europe he is the only Persian poet you all seem to know about and yet here, at home, he isn't considered as important as the great poets

Ferdowsi, Sa'di and Hafiz. Have you heard of them?"

"I'm afraid I hadn't before I came to Iran," Harry said.

VI. Change the following reported speech into direct speech:

1. The boy asked where the railway station was and I told him that it was about one kilometre further down the road.
2. Our guide said that he would come early next morning and bring maps for the journey. He warned us that we had better be prepared for a long, hard day.
3. The teacher told the boy that if he did not pay more attention to his work and less attention to sport, he would not pass his examinations.
4. Sam exclaimed to his friend, with surprise, that he had not expected to see him, as he thought that Joseph had intended to remain with his family in Europe until the end of the holidays. Joseph replied that he had returned home early in order to do some work before college resumed the following week.
5. The teacher told them to write their names in the top right-hand corner of their papers and to put their examination numbers in the left-hand corner. He told them that they had one hour for the first question and two hours for the others and that he would inform them after the first hour was up. He wished them all luck, told them to read the questions carefully and then said, after a moment's pause, that they could begin.

VII. Translation

油画于十六世纪后期由西方传入中国。但它最初兴起于“五四”运动后的三十年代。解放以来,中国油画家出了不少优秀的作品。在这些作品中,他们融西方绘画艺术与中国传统画法于一体,把艺术表现形式与深刻的内容相结合。因而,中国的广大民众能看得懂,并能与画家一起分享快乐。

许多青年画家还正在探索新的画法,并力图在作品中体现公众关注的社会问题。此外,各地艺术家成立若干社团以便进行艺术史及艺术理论的研究。可以说,艺术正在中国人民中普及。

VIII. Cloze

Originally, family names in China came from a sacred poem that has 438 different words. This means that there could be _____ 438 different family names for millions of Chinese people. Each Chinese family _____ had a poem of its own with twenty characters in it, and _____ these words came a person's middle name. Everyone also had a given name _____ *milk* name. In most cases, the family name was written _____, then the second name, then the milk name. So a famous Chinese leader called Sun Yat-sen was Mr. Sun.

Common people in England often got their names from the work they did: Baker, Powder-maker, Cooper. People also took name from the _____ where they lived or from some feature of the landscape nearby — such as, Westfield, Shore, Hill.

In Spanish-speaking countries, a woman keeps her own name after she marries.

Her son may choose _____ her name or his father's, or he may combine them, putting the letter *y* between the _____. *Y* in Spanish _____ *and*. So Juan Rivera *y* Gonzales means: John, the son of Mr. Rivers and his wife who was _____ into a family named Gonzales.

Part D. Background to the United Kingdom

Alfred the Great

In the ninth century one of the English kingdoms called Wessex was ruled by King Alfred. The Danes wanted to conquer all of England and Alfred fought many battles against them. He finally beat them in a great battle at sea. He made the Danish chiefs swear a solemn oath never to make war against the English again. This promise was made with great ceremony. Sheep and cattle were killed and offered in sacrifice to the heathen gods worshipped by the Danes. A beautiful ring of gold, called the holy bracelet, was dipped in the blood of the animals. The bracelet was then placed on an altar and the Danish chiefs laid their hands on it and swore to fight no more against the English.

But the Danes did not really mean to keep this promise, even though it was so serious. Very soon, they came back to make war again. This time the battles were even fiercer and Alfred lost many of his supporters. He was forced to hide for a time from the Danes, with no money and no friends.

This was the saddest part of Alfred's life. He was a King and yet he had neither a crown and royal robes, nor a palace and servants. He was so poor that he went to live in the cottage of a man called Denewulf who looked after cows.

Denewulf knew who Alfred was, but because Alfred was hiding, he kept the secret even from his wife. Alfred's clothes were so old and torn that Denewulf's wife thought he was just a friend of her husband and not a great King.

One day, Denewulf's wife was very busy. She had been baking cakes, and still had many things to do. Alfred was sitting by the fire. He had been mending his bow and arrows but they had dropped from his hands. He was thinking deeply about his kingdom and how he could beat the Danes. He had forgotten everything else.

It seemed to Denewulf's wife that Alfred was a lazy sort of fellow. She did not know the great matters he had to think about. She wondered how anyone could sit for hours by the fire doing nothing while she and her husband had to work so hard.

Now, she said to herself, this lazy fellow can at least look after my cakes while I go and do something else.

"Here, good man," she said to Alfred, "mind my cakes for me, will you, and don't let them burn. When they are nice and brown on one side, turn them over on to the other side, like this," and she showed him how to do it.

"All right, good wife," replied Alfred, "I will look after your cakes for you."

But when the wife had gone, Alfred became lost in thought again. As he watched the

cakes, he looked into the fire. Soon, in the red glow of the burning ashes, he saw wonderful things. Once again, he was leading his army, his flag flying in the wind, his spear in his hand and his crown on his head. He heard the cries of his soldiers as they fought the Danes. The Danes began to run back and they fled to their ships. The English chased them and set fire to the Danish ships. He smelt the smoke rising, heard the crackle of the flames and the shouts of the dying. England was saved!

Then suddenly he was woken from his dream by the angry voice of Denewulf's wife. "Can't you see the cakes are burning, you fool?" It was not the Danish ships which were on fire, but the cakes. Alfred was a great King, but he had proved himself to be a bad cook. The wife was very angry. She shouted at Alfred and told him off, not knowing she was shouting at her King. She was still shouting when Denewulf came in. "Quiet, woman, quiet," he said, ashamed and frightened.

"And why should I be quiet?" his wife replied. "This lazy fellow has let my cakes burn. All he had to do was watch them!"

"Quiet, woman. This man is King Alfred!" Denewulf said, even more afraid. "The King!" she cried in astonishment. "My Lord, I beg your forgiveness."

"You are forgiven, good woman," replied Alfred, smiling. "But you were right. I should have been watching your cakes and it is I who should ask you for forgiveness."

Later on Alfred raised an army and forced the Danes to make peace and leave Wessex. He built ships and encouraged education. Some of his own Latin translations became part of English literature. He was known as Alfred the Great.

To Check Your Understanding

I. If the following statements are false, correct them:

1. After the battle fought in Wessex, Alfred made the Danes swear never to fight against the English again.
2. The Danes joined the ceremony to show they were serious about their promise.
3. After their defeat, the Danes offered sheep and cattle to the gods of the English.
4. Alfred, the King of England, defeated the Danes twice.
5. Though good at fighting, Alfred did not know how to read and write.
6. Alfred always acted like a king.
7. Denewulf had great trust in his wife.
8. Denewulf's wife knew she should have great respect for her king.

II. Name four things a king should have:

_____, _____, _____, _____

III. Complete the following sentences according to the passage:

1. Denewulf's wife thought Alfred was a poor man, but actually _____

2. She thought Alfred was lazy, but actually _____

_____.

3. Alfred thought looking after the cakes was easy, but actually _____

_____.

4. Alfred thought he was looking at the burning ships of the Danes, but actually _____

_____.

5. Denewulf's wife thought she must ask the king for forgiveness, but actually _____

_____ because _____

_____.

UNIT FIVE

Part A. Reading Skills: Exemplifications

In Unit One, we learned that writers often use topic sentences to express the main ideas of paragraphs. But these ideas need further support so that they can be clearer to the reader. There are usually many ways to give this support. In this unit we will concentrate on how certain ideas, whether general or specific, are supported by examples.

There are several ways to introduce examples. A common way is to use phrases like "for example" or "such as". Sometimes writers may give examples without using any signal words, so you must be careful to distinguish what are examples and what are not.

* * *

When Medicine Was Magic

Before the First Reading

Do you hate to see the doctor who gives shots or pills when you are ill? Well, if I tell you that in the past patients did not have to have shots or pills, would you prefer to be living then rather than now?

Keep this and the following questions in mind when you read:

- 1. Why didn't people have to have shots or pills in the past?*
- 2. How did ancient people understand the causes of ill health?*
- 3. Were all ancient medical practices magic or ineffective?*
- 4. Besides medicines, were other things involved in the treatment of illnesses?*

You say you don't like to go to see the doctor? He gives you shots, or makes you take pills that are somewhat hard to swallow?

People didn't always have to take shots and pills, and patients in other ages certainly were treated somewhat differently. But do you think you would want to trade places with them?

Suppose you were living in ancient Egypt, for example, and came down with a children's disease, or a bad cold. Your doctor would not give you a shot or a pill. He would give you a whole skinned mouse to swallow. This would be bound to cure you of your particular problem! Or suppose you were living in the Middle Ages, and stepped on a

nail one day. Today your doctor would clean your foot and make sure you had a shot. Not your doctor of the Middle Ages. He would suggest you leave your foot alone altogether. But take good care of that nail, he would say! If you grew worse, and you happened to die, it would be all your own fault. Clearly, you had not taken the right measures to keep the nail clean.

Now, we may laugh at these ancient examples of “medicine,” but they were taken quite seriously in their time, and if they sound more like magic, or the work of witches, that’s because early medicine was mainly magic. Our earliest ancestors believed that ill health came when harmful spirits entered one’s body. The first doctors were medicine men or witch doctors. It was their work to drive away the harmful spirits from their patients.

Today, in some parts of the world, people still believe that good health is a matter of magic. They wear such things as necklaces of animal teeth for protection against harmful spirits. To cure their patients, witch doctors put on masks, and dance about to frighten off the harmful spirits.

To earliest men, magic and spirits were everywhere. Because some plants, stones, or animals were thought to have large amounts of good magic, they were used for the sick. That is how the first medicines came to be.

Thousands of years passed between the time of ancient Egypt and the Middle Ages. You would expect that the practice of medicine would have changed somewhat, and it did. By the Middle Ages, there were many new cures for sick patients.

For example, take whooping cough, which was very common in children. Many cures for whooping cough are mentioned in old books and papers of the Middle Ages. One was to feed that child hair from a donkey’s back. Another was to pass the child under a donkey three times and over it three times. Still another measure was to have the child ride on a bear’s back.

A person who suffered fits could wear a bag containing a dried frog around his neck. Or he could go out to gather a particular kind of flower. It was a good idea to gather the flower at night, however. In the daytime, there might be a wood-pecker where the patient could see it. Then the patient would be bound to go blind.

A few of these early medicines actually turned out to be of some real help; for example, the boiled toads that were given to people with heart trouble. We know now that toad skins do contain something that is helpful to heart cases.

Far Eastern people once gave “dragon bones” as medicine to treat children who were having fits. These were actually ground-up dinosaur bones. They contained large amounts of something we use today to treat fits in babies.

But, in general, the oil of ants, the ground-up stones, and the other cures did little for the health of long-ago people.

Besides their thousands of medicines, early doctors took other strange measures to guard the health of their patients. The doctors carefully noted the position of the stars before they gave any medicine. And they always warned that a man who allowed the moon

to shine on his face while he slept was bound to go mad.

Numbers and colors were important too. Witch doctors would say spells four times, or seven times. And children born at certain hours were sure to have special gifts. They could see ghosts, and they were born with protection from the spells of witches.

To use the color red in a sickroom was altogether a bad idea. The patient was bound to become very angry, and refuse to lie quietly in his bed. One learned doctor said that gold should be used in heart cases. This was because gold was also the color of the sun, which ruled the heart.

For many years, there was one usual way to stop the flow of blood from a wound. That was to pour boiling oil on the wound. To close up the wound in operations, some doctors, who were highly thought of, used large ants. They placed the ants on the openings and the ants held the cut closed. Then the doctors chopped off the ants' heads. Simple!

The conditions under which early operations took place were altogether different from those of today. No one seemed to realize that washing and keeping clean had something to do with health. A bath once or twice a year was thought to be enough for anyone. One's feet, though, should be washed once a week.

By the time of Queen Elizabeth I, matters improved somewhat. A notice of that time mentioned that the ruler took a bath once a month, whether she needed it or not.

Being a patient in days of old was hardly the best thing for anyone. But things were not much better for doctors. Anyone who paid the doctor the full amount of his services would be sure to have his illness return. So the doctor was not always paid in full. The doctors of ancient Babylonia was worse off than that, however. If one of his rich patients died, he had his hands cut off!

We have come a long way since those days, luckily for doctors and patients alike. Nobody really likes having a shot, or taking pills. But they are an improvement over boiling oil ... and donkey hairs.

After the First Reading

- I. Choose the ancient medicines and medical practices that are believed to be really of some help today:
 1. ____ Taking care of the nail if one happened to step on it
 2. ____ Hair from a donkey's back for whooping cough
 3. ____ A whole skinned mouse for a bad cold
 4. ____ Boiled toads for heart trouble
 5. ____ Picking a certain kind of flower at night for fits
 6. ____ Taking ground-up dinosaur bones for fits in babies
 7. ____ Riding on a bear's back for whooping cough
- II. Besides medicine, what else did ancient doctors make use of in the treatment of illnesses?

1. ____ Clean living conditions
2. ____ Ants
3. ____ Oil, especially boiling oil
4. ____ Weather
5. ____ Positions of stars
6. ____ Smoke
7. ____ Colours
8. ____ Numbers
9. ____ The moon
10. ____ Gold

During Further Readings

I . Link the example with the ideas they support :

IDEAS

1. Ancient practices were worse than shots and pills.
2. Some people still believe in magic.
3. People wear certain things to protect themselves.
4. By the Middle Ages, there were many new cures for sick people.
5. Some early medicines were of some real help.
6. Early doctors took other strange measures to guard the health of their patients.

EXAMPLES

- a. Giving a patient a whole skinned mouse to swallow
- b. Taking care of the nail if one stepped on it
- c. Wearing things to drive away spirits
- d. Wearing masks when treating patients
- e. Dancing about to frighten off harmful spirits
- f. Necklaces of animal teeth
- g. Ways to treat whooping cough
- h. Treatment of fits
- i. Boiled toad
- j. "Dragon bones"
- k. Noting the position of the stars
- l. Staying away from the moon when sleeping
- m. Taking care of numbers and colours
- n. Using boiling oil or ants to close up wounds

II . List the words or phrases that introduce the above examples if there are any :

III . Explain what the italicized words mean :

1. But do you think you would want to *trade* places with them?
2. That is how the first medicines came to *be*.
3. You would expect that the practice of medicine would have changed somewhat, and it *did*.
4. And children born at certain hours were sure to have special *gifts*.
5. One *learned* doctor said that gold should be used in heart cases.

* * *

Museums in the Modern World

Before the First Reading

One of the common signs in traditional museums is probably "Don't touch!" As the exhibits there are often very rare and delicate, one touch of them may do great damage to them. In modern museums, however, things are often quite different. Visitors may not only be encouraged to touch, and feel the exhibits, but listen to them and participate in making them.

Keep the following questions in mind when you read:

1. *How have museums changed?*
2. *What kind of audience do they try to please?*
3. *What caused all the changes?*

Museums have changed. They are no longer places for the privileged few or for bored vacationers to visit on rainy days. Action and democracy are words used in descriptions of museums now.

At a science museum in Ontario, Canada, you can feel your hair stand on end as harmless electricity passes through your body. At the Metropolitan Museum of Art in New York City, you can look at seventeenth century instruments while listening to their music. At the Modern Museum in Sweden, you can put on costumes provided by the Stockholm Opera. At New York's American Museum of Natural History recently, you could have helped make a bone-by-bone reproduction of the museum's stegosaurus, a beast that lived 200 million years ago.

As these examples show, museums are reaching out to new audiences, particularly the young, the poor, and the less educated members of the population. As a result, attendance is increasing.

Many museums have changed in appearance. Some of the old, gray museums have been rebuilt, and the newer ones are open and modern in their architecture. Inside, there is modern lighting, color, and sound. Instead of displaying everything they own, museum directors show fewer objects and leave open spaces where visitors can gather and sit down. They also bring together in one display a group of objects drawn from various parts of the museum in an effort to represent the whole life-style of a region or a historical period. In

one room, for instance, you may find materials, clothing, tools, cooking pots, furniture, and art works of a particular place and time.

More and more, museum directors are realizing that people learn best when they can somehow become part of what they are seeing. In many science museums, for example, there are no guided tours. The visitor is encouraged to touch, listen, operate, and experiment so as to discover scientific principles for himself. He can experiment with glass blowing and paper making. The purpose is not only to provide fun but also to help people feel at home in the world of science. The theory is that people who do not understand science will probably fear it, and those who fear science will not use it to best advantage.

Many museums now provide educational services and children's departments. In addition to the usual displays, they also offer film showings and dance programs. Instead of being places that one "should" visit, they are places to enjoy.

One cause of all these changes is the increase in wealth and leisure time. Another cause is the rising percentage of young people in the population. Many of these young people are college students or college graduates. They are better educated than their parents. In the words of Leon F. Twigg, young black professor of art: "They see things in a new and different way. They are not content to stand and look at works of art; they want art they can participate in." The same is true of science and history.

In the United States, certain groups who formerly were too poor to care about anything beyond the basic needs of daily life are now becoming curious about the world around them. The young people in these groups, like young people generally, have benefited from a better education than their parents received. All these groups, and the rest of the population as well, have been influenced by television, which has taught them about other places and other times. The effect of all this has been to change existing museums and to encourage the building of new ones. In the United States and Canada alone, there are now more than 6,000 museums, almost twice as many as there were twenty-five years ago. About half of them are devoted to history, and the rest are evenly divided between the arts and sciences. The number of visitors, according to the American Association of Museums, has risen to more than 700 million a year.

In fact, the crowds of visitors at some museums are creating a major problem. The Metropolitan in New York and other great museums like the Louvre in Paris and the Prado in Madrid are often too crowded. Admission to museums has always been either free or very inexpensive, but now some museums are charging entrance fees for the first time or raising their prices. Even when raised, however, entrance fees are generally too low to support a museum, with its usually large building and its highly trained workers. Several museums, struggling to provide service without enough money, have had to close some of their rooms or shorten viewing hours. They have not been able to afford enough guards to watch the crowds of visitors who want to come in.

Problems such as these have worried museum directors. There is disagreement among directors concerning the kinds of service that museums should provide. Some believe that

museums are already changing too much. Others feel that many museums still have too little connection with the world outside their walls. "If museums are to meet the needs of the man of today and tomorrow, they must involve themselves in every aspect of human existence," one speaker recently told an international conference of museum directors.

The problem is how museums can continue to serve as storehouses for treasures while encouraging the general public to enjoy visiting them. Somehow museums must learn to do both. In the meantime, museums are a major educational force. It has been said that it would take you eighteen years to visit all the museums now existing in North America if you could visit one each day. Furthermore, in eighteen years from now there will be at least 4,680 new museums. About five new ones are opening every week.

After the First Reading

Complete the following sentences with appropriate choices:

1. Modern museums have _____.
 - a. changed in appearance
 - b. increased their exhibits
 - c. found for themselves new audiences
 - d. attracted more wealthy people
 - e. received many vacationers
 - f. rearranged their exhibits
 - g. changed some of their exhibits
 - h. completely stopped asking people not to touch the exhibits
 - i. encouraged visitors to work with the displays
2. Museums have changed because _____.
 - a. they can not make money in the old way
 - b. people do not understand enough science
 - c. people are richer
 - d. people have more leisure time
 - e. people are more educated today
 - f. moving objects attract people better

During Further Readings

1. Underline the examples in the text that support or illustrate the following:

1. Museums are reaching out to new audiences.
2. Museum directors also bring together in one display a group of objects drawn from various parts of the museum.
3. More and more, museum directors are realizing that people learn best when they can somehow become part of what they are seeing.
4. Better education and increase in wealth today have caused the change in museums.
5. The crowds of visitors at some museums are creating a major problem.

6. Some people feel that many museums still have too little connection with the world outside their walls.

II. Tell whether the following statements are true or false:

1. ____ Less people visited museums on fine days.
2. ____ As museums charged little money, poor people often went to visit them.
3. ____ More people are visiting museums today.
4. ____ Modern museums often display their exhibits in the open.
5. ____ A group of objects of one historical time are put together to show the living conditions of the time.
6. ____ Visitors of museums are encouraged to touch, listen, operate, and experiment because in this way they learn better.
7. ____ People do not learn science well until they feel at home with it.
8. ____ Film shows and dance programs were rarely provided by museums.

III. Complete the following statements according to the passage:

1. More and more young people who _____ and _____ need to visit museums for education and enjoyment, which partly _____.
2. When they are learning science and history, they do not _____ but prefer _____.
3. Poor people had to occupy their minds with _____ so they _____.
4. Twenty-five years ago there were _____, which was about half _____.
5. In the United States and Canada there are _____ history museums, _____ art museums and _____ science museums.
6. Though _____, they have had to close some of their rooms or shorten viewing hours because _____.
7. Museum directors disagree on _____.
8. Modern museums should not only _____ but also _____.

* * *

Looking Ahead

Before the First Reading

The world of business lives very much on predictions. So one of the basic requirements of a businessman is the ability to understand the past and present so as to foretell the future. In the following passage, you will find many examples that support this view.

Keep the following questions in mind while you read:

- 1. What is strange about the ways people study the past and future?*
- 2. What are the examples used to support the main idea of the passage?*
- 3. Are different examples given equal attention?*
- 4. While making predictions what should people pay attention to, and why?*

It is strange how much time we spend studying the events of the past, and how little preparation we make for the future. It is true, of course, that we often think about the future but most of these thoughts are rather casual and fleeting. They hardly compare with the systematic study of history which is found in most schools. The educational theory is that after having studied the past we shall be better able to anticipate the future. The truth is, however, that too often we leave the future to look after itself. The result is that we are sometimes badly prepared for it when it arrives.

In the early days of the 1939—45 war, the British Government decided that all the people should have identity cards. In due course, every Briton was given a numbered identity card which showed his name and address but which did not include a photograph or thumb-print. These cards were made of quite thick paper but were easily torn. They were issued free and no protective cover was given with them. This was a nuisance because each person was supposed to carry his identity card with him at all times, and the constant use soon damaged the card. Very quickly the average citizen looked round for some convenient wallet or plastic cover in which to carry his card.

He did not have to look very far. Almost before the cards were issued, hawkers were offering a variety of wallets for sale; leather, cloth and plastic covers appeared in the streets and shops overnight. For many weeks brisk business was done. Somebody had looked ahead ——— and made a small fortune as a result. A few shrewd men had realized that people would need covers for their identity cards and had started to manufacture them even before the cards were issued. The risk was small; the profit was large.

We can find many similar examples of this in history. The moral is always the same: the man who looks forward makes a profit; the man who looks backward stands still or makes a loss. Of course there will be exceptions. The man who looks ahead must do so intelligently. If he does not think carefully, he may risk everything in vain. Equally, the past is by no means useless. It is only by studying history (not merely the details of battles, dates, kings and treaties but the history of the progress of people) that we can

learn what to expect in the future. Perhaps the ideal state is to have one eye on the past and one on the future. Where so many people fail is in their inability to look beyond yesterday and today.

In 1962 an oil company offered 7,500,000 one dollar shares to the public. People who were able to think ahead argued in this way, "Eventually the company will make quite good profits because trade is developing rapidly. More roads are being built and more cars are being sold. The company should be able to declare an annual dividend of about 15 percent. Usually I can get about 5 percent interest on my savings. If that is the case, 15 percent would be very good indeed. Everybody will want to buy the shares so the price of a dollar share will soon rise. If I buy some now, I can probably sell them later and make a quick profit — or I can keep them and hope to receive interest of about 15 per cent."

On this occasion, almost too many people thought ahead. Instead of receiving \$7,500,000, the company received \$142,000,000 so a ballot was held to decide to whom the share should be sold. The lucky people received up to 2,000 shares each. Almost within twenty-four hours, the price of the shares rose to \$1.85 on the stock exchange. Those who sold their allocation of 2,000 shares made an immediate profit of about \$1,700.

The whole business of buying and selling shares depends on a person's ability to anticipate the future. A lack of demand for tin, for example, means less business and profit for tin mines. It also means less trade for concerns which supply the mines with electricity, machines and other products. Tin smelters, haulage companies and many others are affected too.

We find the same picture in the world of shopkeepers and smaller traders. Mr. X may be thinking of opening a shop in a certain district. Before he can make up his mind, he must find out what other shops already exist there, whether any new housing estates are planned for that district, whether the population is increasing or decreasing, what employment prospects are for his potential customers, and what goods the people in that district can afford to buy. All this involves looking into the future. If he can draw the right conclusions, his business will be a success. If he cannot, he may be ruined.

It is by no means easy to predict future demands. A lot depends on national and international conditions. Things which may be in demand in an era of peace may be less attractive in days of international tension, and vice versa. But we shall probably not be far wrong if we guess that there should be noticeable expansion in anything connected with television, electronics, building and engineering, and such domestic appliances as air-conditioners and refrigerators. On the other side, it is difficult to see much increased prosperity for cinemas, the sale of radios, the coal industry and any mining concern faced with steadily dwindling resources.

If you can look beyond this list and anticipate failures and successes, whether in large or small commodities, you are on your way to becoming a successful businessman.

After the First Reading

Complete the following sentences :

1. People should study the past in order to _____
but unfortunately _____.
2. Examples given in the passage support the view that _____.
3. _____ often depend on future demands,
which in turn depend on _____.

During Further Readings

I . Answer the questions briefly :

1. Who failed to look ahead in the “card cover” example?

2. Who took advantage of the failure?

3. What is the use of studying the past?

4. What is the most basic reason that drove people to buy the oil company's shares?

5. What specific view does the “demand for tin” example support?

6. Who does the author name as an example of shopkeepers and smaller traders?

7. As far as business is concerned , what is the general trend of development predicted by the author?

II . Tell if the following sentences are true or false :

1. ____ History is taught systematically in all schools.
2. ____ Identity card covers of different kinds were put on the market at about the same time that the cards were issued.
3. ____ Printed on the identity card were the owner's number , name , address and photograph.
4. ____ If one can look ahead , he can always make profits.
5. ____ The understanding of the future depends partly on the knowledge of the past.
6. ____ The price of shares depends on the number of people who want to buy them.
7. ____ A change in the demand of certain materials can sometimes affect different industries.

8. ____ Things which may be in demand in days of international tension may be less attractive in an era of peace.

* * *

Proverbs

Before the First Reading

If you compare everyday language with philosophical language, you will find that the former is simpler but expresses less meaning than the latter, which, unfortunately, is more difficult to understand. However, there is a kind of language that is both simple and meaningful. That is the language of proverbs.

Keep the following questions in mind when you read:

1. *What are proverbs?*
2. *In what ways are proverbs both simple and meaningful?*
3. *In what ways are proverbs important to an individual and a nation?*

[1] Proverbs are probably as old as our civilization, and are an important part of our culture. Children can learn basic lessons from them. For instance, they may learn thrift by hearing a parent or grandparent say, "Waste not, want not." Persons faced with difficult tasks will be encouraged to hold out by keeping in mind that "little strokes fell great oaks". And many tense situations are improved when one person or another remembers that "a soft answer turns away wrath," or that "two cannot quarrel if one won't."

[2] Proverbs are found in almost every language in the world, whether the language is written or not. In fact, where the language has not been written, proverbs are one of the principal ways the people pass down their philosophy of life from one generation to another.

[3] Proverbs deal with things that concern all people: birth and death, success and failure, love and marriage, happiness and sorrow, riches and poverty, war and peace, work and play.

[4] The universal truths expressed in proverbs are used not only to convey practical knowledge, to contribute to the education of children, and to settle arguments, but may even be used to make a point in court; for example, "Two wrongs never make a right." They are also used to make a point in conversation or writing. As one saying goes, "A proverb is a horse which can carry you quickly to the discovery of the idea sought."

[5] Because they are simple in form, proverbs can be easily understood by both young and old, the uneducated and the educated. Their meaning is usually illustrated by reference to simple household objects ("A new broom sweeps clean"), or to such familiar activities as hunting ("A bird in the hand is worth two in the bush"). Animals also play a large role in proverbs ("Beware of a wolf in sheep's clothing"). Nature, too, provides us

with an important source of proverbs (“There is no new thing under the sun;” “Speak to the earth, then it shall teach you”). Finally, time is often mentioned in proverbs (“Time discovers the truth;” “Time is on our side”).

[6] Some proverbs are based on well-known fables or stories. Unless one knows the story he cannot always understand the proverb, especially when the story is from a culture that is not familiar to him. For example, the expression, “One swallow does not make a summer” is taken from the following fable written by Aesop, an ancient Greek: A youth who had wasted all his inheritance sold his coat when he saw the first swallow. Later the weather turned cold and the swallow died, after which the youth, who was suffering from the cold, remarked, “One swallow does not make a summer.”

[7] It is usually difficult to discover the authors of proverbs. Sayings pass from one country to another and are translated and adapted to the experience of the people in each country where they are found. It is not hard to understand why similar sayings are found in those countries where for centuries there has been considerable traffic across borders.

[8] On the other hand, different proverbs meaning essentially the same thing are found in cultures as far away from each other as Tahiti and Afghanistan, so that there is practically no chance of their having been borrowed from one another. This is not very strange, however, when we consider that human nature is much the same everywhere. Almost everyone has special feelings about his home, for instance, so it’s not surprising that proverbs about home can be found in almost every language. Here are a few examples:

Home is where the heart is. (Latin)

In my own home I am king. (Spanish)

Be it ever so humble, there’s no place like home. (American)

East or west, home is best. (German, Dutch)

He that has no rest at home is in the world’s hell. (Turkish)

A man without a home is like a bird without a nest. (French)

He who is happy should remain at home. (Greek)

He is happiest, be he king or peasant, who finds peace in his home. (German)

Men make houses, but women make homes. (Unknown)

Home is where the great are often small, and the small are often great. (Unknown)

It is not wood nor stone, but hearts, that make a home. (Unknown)

A home is a real one if people visit it. (African)

A house is not home unless it contains food and fire for the mind as well as for the body. (American)

[9] A person who has stored a rich supply of proverbs in his memory might be compared to a computer that has been carefully programmed; he can usually come up with a quick solution to a particular situation.

After the First Reading

1. Give a definition of “proverbs”:

I . Give three examples of proverbs :

III . Fill in the blanks with proper expressions according to the selection :

As _____ of our culture and dealing _____
_____ that concern _____ ,
proverbs are _____ language, whether _____
_____ and are so simple _____
_____ that they _____ by both _____
_____, partly because
_____ or _____ .

During Further Readings

I . Tell if the following statements are true or false :

1. ____ Proverbs might begin their existence when human civilization began.
2. ____ Proverbs can give people courage to overcome difficulties.
3. ____ Proverbs only exist in written language.
4. ____ Proverbs can teach people some practical knowledge.
5. ____ Proverbs are simple to understand as they are used only by uneducated people.
6. ____ Similar proverbs are found in different countries because people pass them around.
7. ____ The more proverbs one has, the better he will be able to solve problems.

II . Indicate which are general terms or statements (G) and which are specific examples (E) and then group them :

1. ____ Children can learn basic lessons from them.
2. ____ They may learn thrift from "Waste not, want not. "
3. ____ things that concern all people
4. ____ birth
5. ____ happiness
6. ____ thrift
7. ____ Some proverbs may even be used to make a point in court.
8. ____ "Two wrongs never make a right. "
9. ____ hunting
10. ____ familiar activities
11. ____ Some proverbs are based on well-known fables or stories.
12. ____ The expression "One swallow does not make a summer" is taken from a

fable written by Aesop.

13. ____ Different proverbs meaning essentially the same thing are found in cultures far away from each other.
14. ____ Similar proverbs are found in many cultures because human nature is much the same everywhere.
15. ____ Proverbs about home can be found in almost every language.
16. ____ Home is where the heart is. (Latin)
17. ____ A home is a real one if people visit it. (African)

III. Sentence comprehension:

1. "In fact, where the language has not been written, proverbs are one of the principal ways the people pass down their philosophy of life from one generation to another."(1)
 - a. In a language that has not written form, proverbs are all the more important.
 - b. If people do not write down their language they express their philosophy in proverbs.
 - c. Before they learn to write, young people use proverbs to learn philosophy of life from their elders.
 - d. People have the principle of passing their philosophy of life from one generation to another.
2. "The universal truths expressed in proverbs are used ... to convey practical knowledge, to contribute to the education of children, and to settle arguments, ..."(4)
 - a. Proverbs can express universal truths that will make people win an argument.
 - b. There is much practical knowledge in each proverb that expresses universal truth.
 - c. Arguments are settled when people learn the universal truths expressed in proverbs.
 - d. Proverbs express universal truths, which, in turn, can help educate the children.
3. "A proverb is a horse which can carry you quickly to the discovery of the idea sought."(4)
 - a. A proverb discovers ideas quickly.
 - b. A proverb is like a horse in that sense the it helps you think about ideas quickly.
 - c. A horse carries you as quickly as a proverb helps you discover strange ideas.
 - d. If you are looking for an idea, a proverb may lead you there quickly.
4. "Their meaning is usually illustrated by reference to simple household objects"(5)
 - a. The illustration of their meaning usually refers to simple household objects.
 - b. They are usually accompanied by illustrations.

- c. Reference to simple household objects makes it possible to illustrate their meaning.
 - d. They refer to simple household objects, which makes people understand them more easily.
5. "Unless one knows the story he cannot always understand the proverb, especially when the story is from a culture that is not familiar to him." (6)
- a. If one does not know stories, he cannot understand any proverbs.
 - b. The story of an unfamiliar culture may be important for the understanding of the proverbs of one's own culture.
 - c. Knowing the stories of a foreign culture may lead to the understanding of certain proverbs of that culture.
 - d. If one knows the story, he will certainly understand the proverb.
6. "(It is not hard to understand why similar sayings are found in those countries where) for centuries there has been considerable traffic across borders." (7)
- a. There have been many cars and buses along the borders of these countries.
 - b. People of this area have travelled or moved a lot in each other's countries.
 - c. Traffic has been heavy across the borders of these countries.
 - d. It has been found out where the traffic has been heavy.
7. "... there is practically no chance of their having been borrowed from one another." (8)
- a. These cultures were not given any chance to borrow from one another.
 - b. There have been no borrowings between two distant cultures.
 - c. It is almost impossible for one culture to borrow proverbs from another distant culture.
 - d. The borrowing of proverbs was not practiced in different cultures.

Part B. Vocabulary Skills:

I. The following words and expressions are for your reference:

- Aesop /'i:sɒp/ *n.* 伊索 [希腊人名]
 Afghanistan /æf'gænistæn/ *n.* 阿富汗 [亚洲]
 Dutch /dʌtʃ/ *a.* 荷兰(人)的
 saying /'seiɪŋ/ *n.* 话; 格言; 谚语
 Tahiti /tɑ:'hi:ti/ *n.* 塔希提岛 [南太平洋]
 thrift /'rɪft/ *n.* 节俭
 thrifty *a.* 节约的

I. Make a close study of the following words and expressions:

- argument /'ɑ:gjʊmənt/ *n.* act of arguing; discussion; dispute
 author /'ɔ:θə/ *n.* writer of a book, story, etc.
 basic /'beɪsɪk/ *a.* of or at the base; forming the base; fundamental
 beware /bi'weə/ *v.* [only in infinitive and imperative] to be careful; be on one's guard

(against)

e. g. Beware of bad companions.

Beware what you say before them.

Beware! Danger is near.

broom /bru:m/ *n.* large brush for sweeping the floor

civilization /ˌsɪvɪlaɪˈzeɪʃən/ *n.* civilized condition; advanced stage in social development
文明

e. g. The invention of steam engine was a major advance in civilization.

considerable /kənˈsɪdərəbl/ *a.* worth considering; important; rather large; much 相当
(远、多等) 的; 重要的

e. g. They spent a considerable sum of money in building the new house.

contain /kənˈteɪn/ *vt.* to have within itself; hold as its contents; enclose

e. g. It is books that contain the most information.

My purse contains little money.

contribute /kənˈtrɪbjʊ(:)t/ *vt.* to give with others (money or help) for a common
purpose 捐助, 捐献; 投稿

e. g. The millionaire has the habit of contributing time and money to relieving the
poor.

convey /kənˈveɪ/ *vt.* to carry; take from one place to another; serve as a means of
carrying

e. g. A bus conveys passengers from the train to the boat.

A pipe conveys the hot water from the boiler to the bath.

culture /ˈkʌltʃə/ *n.* ideas, arts, customs, etc. of a race or nation at a given time

educate /ˈedʒju(:)keɪt/ *vt.* to teach and train

e. g. He used to educate his daughter's taste in music.

She was once educated at Oxford.

essential /ɪˈsenʃəl/ *a.* belonging to the essence or real character of a thing 基本的; 本
质的

essentially *ad.* in fundamental respects; by nature; in essence

fable /ˈfeɪbl/ *n.* story made up to teach a moral lesson; usu. having talking animals as
characters

fell /fel/ *vt.* to cause to fall; knock down; cut down (trees)

e. g. How hard is it to fell an ox?

My last heavy blow felled him.

People are forbidden to fell trees in this area.

following /ˈfɒləʊɪŋ/ *a.* that follows; next after

generation /ˌdʒenəˈreɪʃən/ *n.* all the people born at about the same time and of about
the same age 代, 世代; 产生

e. g. Most of the present generation can remember the disaster mentioned in the
book.

household /'haushəuld/ *n.* all the persons who live in one house; family and servants
a. of or belonging to the home; domestic

humble /'hʌmbl/ *a.* not proud; modest; low in position; not important; mean
e. g. People of humble birth usually show little pride in themselves.
 We used to live in a humble cottage far from the city.

illustrate /'iləstreit/ *vt.* to make clear or explain (a statement, argument) by stories, examples, etc.
e. g. Let me illustrate my point by small details.

Latin /'lætin/ *n.* 拉丁语 *a.* 拉丁的

mention /'menʃən/ *vt.* speak of; refer to; name
e. g. The teacher even did not mention my mistake.
 It's only a piece of cake. It's not worth mentioning.
 I did not mention having met her mother without her permission.

oak /əuk/ *n.* 橡树, 橡木 *a.* 橡木制的

philosophy /fi'ləsəfi/ *n.* study of the most general causes and principles of the universe 哲学

practically /'præktikli/ *ad.* in a practical way; in a useful way; almost

principal /'prinsəpl/ *a.* most important; chief; main
e. g. The Nile is one of the principal rivers in the world.

program /'prəugræm/ *n.* list of events, acts, performances, etc. in an entertainment, ceremony, etc. 节目; 程序

proverb /'prɒvə:b/ *n.* short wise saying used for a long time by many people

reference /'refrəns/ *n.* act of referring a matter to a person for his decision
e. g. The dispute was settled without reference to arbitration.

remark /ri'mɑ:k/ *vt.* say; speak; comment
e. g. I should like to remark that our meeting is to be canceled.

resist /ri'zist/ *vt.* to stand up against; act against; oppose
e. g. I can never resist chocolate.
 The sea-wall cannot resist the force of the waves.

riches /'ritʃiz/ *n.* [*pl.*] wealth; abundance of property; much money, land, goods, etc.

role /rəul/ *n.* actor's part in a play; part played in real life 角色
e. g. He assumes the role of a writer, but he has never published a book.

tense /tens/ *a.* stretched tight 拉紧的, 紧张的
e. g. In such a tense moment, his mind works fast.

universal /'ju:ni've:səl/ *a.* of all; belonging to all; concerning all; done by all; general
e. g. English is fast becoming a universal language.

unknown /'ʌn'nəun/ *a.* not known; not familiar; strange

wrath /rɔ:θ/ *n.* very great anger

III. "Encourage" is made up of "en-" and "courage", which means "give courage or hope to." Add "em-" or "en-" to the following words and say what they mean:

1. ___ power: _____

2. ___ danger: _____

* * *

3. ___ sure: _____

4. ___ rich: _____

5. ___ able: _____

6. ___ large: _____

7. ___ dear: _____

* * *

8. ___ close: _____

9. ___ circle: _____

* * *

10. ___ force: _____

11. ___ title: _____

12. ___ joy: _____

* * *

13. ___ slave: _____

IV. Study the following words which all begin with "com-", "con-", "col-", "co-" or "cor-" and have the meaning of "all" or "together" in them. Tell the meaning of each word and supply more words you know:

colleague

conceal

collect

conduct

collide

connect

combine

consist

committee

consume

common

contain

communicate

contract

community

conversation

company

convey

compare

cooperate

complain

corporation

computer

correspond

V. Fill in the blanks with appropriate words from the above exercise :

1. Dust _____ on the furniture overnight.
2. Small nations often have to _____ against the power the a large one.
3. The fire had _____ half the forest away before it was stopped.
4. Pipe _____ hot water from this boiler to every part of the building.
5. The doctor decided that he could not _____ the truth from the old man any longer.
6. They cannot come with us, they have _____ tonight.
7. Young people sometimes _____ of not being able to _____ with their parents.
8. The witness's account _____ closely to the policeman's observations.
9. Did Doctor Manson actually _____ with Mr. Stillman in performing this operation?
10. This is a good _____ in which to bring up children.

VI. Make a sentence with each of the following words :

1. a. principal: _____
b. principle: _____
2. a. whether: _____
b. weather: _____
3. a. country: _____
b. county: _____
4. a. adapt: _____
b. adopt: _____
5. a. waste: _____
b. waist: _____
6. a. fell: _____
b. fall: _____
7. a. passed: _____
b. past: _____
8. a. marry: _____
b. merry: _____
9. a. found: _____
b. founded: _____
10. a. across: _____
b. cross: _____
11. a. later: _____
b. latter: _____
12. a. wood: _____
b. woods: _____

VI. Fill in the blanks with the appropriate forms of the words given:

1. consider

- a. In the old days foreign language was _____ largely as a key to the classical literature of the country.
- b. It was _____ of you not to play the piano while I was having a sleep.
- c. There are one or two points that deserve special _____.
- d. The sun was now high in the sky, and the heat very _____.

2. civilization

- a. In China Marco Polo found a _____ far ahead of that in Europe.
- b. The government has just introduced a measure that encourages people to put space technology into _____ use.
- c. The rough husband has been _____ by his wife.

3. reference

- a. The book is full of _____ to places that I know well.
- b. I would like to _____ back to the first of my three points.
- c. On _____ to my dictionary I find that this expression is no longer used in English.

4. illustrate

- a. The teacher cut an apple into four equal pieces as an _____ of what 1/4 means.
- b. The _____ are strictly _____ of the text.
- c. Each verb in this dictionary is _____ with a sentence.
- d. The artist _____ the book with pen-and-ink drawings.

VII. Confusing words and expressions:

1. unless, lest, otherwise

- a. Parrots don't speak _____ they are taught to do so.
- b. He was in constant fear _____ something dreadful should happen.
- c. Let us make haste; _____ we'll miss the bus.
- d. Ring him up _____ he forget to come.

2. one another, each other, one by one, one after another

- a. The two sat for one hour without talking to _____.
- b. The commander said they were not strong enough for a quick victory, they would destroy the enemy forces _____.
- c. We won victories _____.
- d. The teacher encouraged the class to help _____ in doing today's assignment.

3. particular, specific

- a. He cited _____ cases to support his argument.
- b. Why is he interested in this _____ case.

4. quarrel, argue, dispute, debate

- a. The children _____ with each other for the biggest apple.
 - b. Galileo _____ that the earth moves.
 - c. The robbers _____ violently over the stolen gold.
 - d. She _____ me into (/out of) granting their request.
 - e. The students were divided into two opposing groups and asked to _____.
5. compare to, compare with
- a. The south of England is certainly beautiful, but it can't be _____ the south of France for sunshine.
 - b. _____ many women she was indeed very fortunate.
 - c. Shakespeare _____ the world _____ a stage.
6. concern, relate
- a. The meeting mostly _____ trade and agriculture.
 - b. The unemployment figures are not necessarily _____ to the rise in prices.
 - c. The police are anxious to interview everyone _____ in last night's incident.
7. translate, interpret
- a. He quickly _____ to me what the Russian was saying.
 - b. Poetry does not _____ easily.

IX. Make pairs of words that are opposite in meaning:

- | | |
|----------------------|------------------|
| 1. _____ riches | a. modern |
| 2. _____ success | b. local |
| 3. _____ mind | c. failure |
| 4. _____ ancient | d. body |
| 5. _____ practically | e. poverty |
| 6. _____ universal | f. theoretically |

X. Point out the antonyms in the following sayings:

1. A word before is worth two behind.
2. Absence sharpens love, presence strengthens it.
3. Admonish your friends in private, praise them in public.
4. As a man lives, so shall he die; as a tree falls, so shall it lie.
5. Better early than late.
6. Feed a cold and starve a fever.
7. He that spares the bad ignores the good.
8. Penny wise, pound foolish.
9. No joy without annoy.
10. Little strokes fell great oaks.

XI. Fill in the blanks with appropriate prepositions or adverbs:

1. There is one thing you must always keep _____ mind.
2. She shook my hand and turned _____.

3. Deal _____ a man as he deals _____ you.
4. The Song Dynasty contributed three great inventions _____ world civilization.
5. The parts of a machine all have reference _____ each other.
6. He told me to beware _____ the dog.
7. In an overcrowded country, people will suffer _____ the shortage of housing.
8. When you go to a foreign country, you must adapt yourself _____ new manners and customs.
9. Scientists will have to come _____ new methods of increasing the world's food supply.
10. Armed struggle is not the best solution _____ a quarrel between two countries.

Part C. Writing and Cloze:

1. **Make sentences by joining two or three parts. You may make insertions where necessary:**

Example: *Merline persuaded king Arthur that a round table was the best solution.*

1. Merline persuade King Arthur
2. the reason is
3. which can travel at 150 miles an hour
4. where there is plenty of sun and rain
5. why I was in the mountains
6. for whom I have the greatest respect
7. that I had a difficulty with my guide
8. the fields are green
9. James Russell is a man
10. he mentioned the book
11. he is driving a car
12. that a round table was the best solution
13. whose use presents special problems
14. when doing her homework
15. she won't lose weight
16. why don't you stay with us overnight
17. only those pronouns are treated in the following part of the text
18. since the weather is so bad outside
19. she is always listening to music
20. the title of which I can't remember now
21. unless she keeps a diet
22. it was
23. if the offer was rejected
24. because people distracted him

II . Complete the following sentences after the models, using the prompts given in the brackets :

Model A: *Persons faced with difficult tasks* will be encouraged *to hold out* by keeping in mind that “little strokes fell great oaks. ”

1. People _____ forest can _____
_____.

(lose, determine, watch, direction, position, star)

2. The repairman _____ the broken machine _____
_____.

(instruct, fix, arrive, take, factory, fast, train)

Model B. Proverbs are *one of the principal ways the people pass down* their philosophy of life from one generation to another.

3. Jogging is only _____
_____, thus _____.

(maintain, health, good)

4. Singing is _____
_____, thus _____.

(win, people, love)

Model C. Their meaning *is usually illustrated* by reference to *such familiar activities as hunting or teaching*.

5. Their daily needs _____ by our _____
_____ such _____.

(meet, provision, rice, coal, necessities, clothes)

6. The pupils' _____ by _____
_____ such _____.

(improve, ability, skill, development, reading, writing, calculating)

Model D. *Unless* one knows the story *he cannot* always understand the proverbs, *especially when* the story is from a culture that is not familiar to him.

7. Unless you _____
_____, especially _____.

(do, lose, have to, eat, you, more, exercise, a lot, weight)

8. Unless one is _____
_____, especially _____.

_____.

(adaptable, survive, change, everything, new situations, today, so fast, in the world)

Model E. Later the weather turned cold and the swallow died, *after which the youth, who was suffering from the cold, remarked, ...*

9. Later the farmer _____

_____.

(divide, quarrel, a long time, die, his, property, sons, themselves, among)

10. Later the frog _____

_____.

(turn, fall in love, marry, back, the girl, immediately, happily, him, with, into, a prince)

III. Give examples to support the following statements:

1. The bicycle is an important means of transport in China.

2. Mother's love is the greatest love of all.

3. Different people have different habits.

4. There are many ways to make money.

5. Sports can do people a lot of good.

6. Our life has improved greatly in the past 10 years.

IV. Improve the following sentences and pay special attention to the italicized parts:

1. *Although* the road was icy, John decided not to take the car.
2. We didn't buy the camera *though* the price was high.
3. *When* the weather was unbearably hot, they played tennis every day.
4. The clothes didn't fit him *as* he gave them away.
5. We can offer you the job *no matter how* you accept our conditions.
6. I thought it was a middle-aged man, *and* it turned out that she was a pretty young girl.
7. He has brought an umbrella *unless* it rains later.
8. *As* nobody comes by twelve o'clock, I will give you a call.

V. Join up these pairs of sentences to make single longer sentences:

Example: He's wearing a hat. He doesn't want us to know that he's bald.

He's wearing a hat because he doesn't want us to know that he's bald.

1. Ann and Tim were waiting for the same flight. As a result they start talking.

2. She was feeling very hungry. The reason was that she hadn't had breakfast.

3. He offered her a sandwich. Being so hungry she accepted the offer.

4. They had a common interest in music. That was why they got on well.

5. She was much older than him. Nevertheless he found her very attractive.

6. He enjoyed her cooking. Furthermore he enjoyed her company too.

7. He never let her go out alone. This was to prevent her from meeting any other men.

8. I will keep on my study. I will stop studying when I graduate from the university.

9. He came back from Europe. And then he bought this house.

10. They found a new house. They moved immediately.

VI. Translation

人类与动物的最大区别在于会学习并使用语言。人们通过语言彼此沟通,交流思想和经验。语言使人们的思想代代相传。因此,语言大大促进了社会群体的形成。语言还帮助人类发展多种文化,并成了文化的一部分。文化则直接影响人们的生活方式、思想及人们的需求。但人们有时也改变文化以使自己适应新的环境。

VII. Cloze

The earth at the YMCA camp is coming to life. Everywhere you can see green leaves and bright May flowers. _____, all around the bright, growing things are burned-out trees and bushes.

Last year, a fire at the camp _____ for 12 weeks. It _____ 15 to 20 acres of field and forest. This week, the _____ people who caused the fire came back to plant thousands of trees and bushes in the blackened earth. More than 200 of their school friends helped, too.

The _____ began last fall. A few campers used a fire to try to smoke a gopher out of his hole. Nearby bushes _____ fire. Before long, the hills were on fire. It took 12 weeks _____ the fire was finally all out.

The campers felt very bad about what had happened. Their school held sales to raise money. Besides raising money, the _____ said they would help plant the 11,500 seedlings the camp had bought. This week, as the campers planted, they could not help but remember the fire. Burned bushes, black grass and dead wood were all _____ them.

“Right now, the campers are learning something important,” the head of the camp said. “They see all that has happened _____ of what they did without thinking.”

Part D. Background to the United Kingdom

(I)

The British Bobby

The English policeman has several nicknames but the most frequently used are ‘copper’ and ‘bobby’. The first name comes from the verb to ‘cop’ (which is also slang), meaning to ‘take’ or ‘capture’, and the second comes from the first name of Sir Robert Peel, the nineteenth century politician, who was the founder of the police force as we know it today. An early nickname for the policeman was ‘peeler’, but this one has died out.

Whatever we may call them, the general opinion of the police seems to be a favourable one; except, of course, among the criminal part of the community where the police are given more derogatory nicknames which originated in America, such as 'fuzz' or 'gig'. Visitors to England seem, nearly always, to be very impressed by the English police. It has, in fact, become a standing joke that the visitor to Britain, when asked for his view of the country, will always say, at some point or other, 'I think your policemen are wonderful.'

Well, the British bobby may not always be wonderful but he is usually a very friendly and helpful sort of character. A music-hall song of some years ago was called, 'If You Want To Know The Time Ask A Policeman'. Nowadays, most people own watches but they still seem to find plenty of other questions to ask the policemen. In London, the policemen spend so much of their time directing visitors about the city that one wonders how they ever find time to do anything else!

Two things are immediately noticeable to the stranger when he sees an English policeman for the first time. The first is that he does not carry a pistol and the second is that he wears a very distinctive type of headgear, the policeman's helmet. His helmet, together with his height, enables an English policeman to be seen from a considerable distance, a fact that is not without its usefulness. From time to time it is suggested that the policeman should be given a pistol and that his helmet should be taken from him, but both these suggestions are resisted by the majority of the public and the police themselves. However, the police have not resisted all changes: radios, police-cars and even helicopters give them greater mobility now.

The policeman's lot is not an enviable one, even in a country which prides itself on being reasonably law-abiding. But, on the whole, the English policeman fulfils his often thankless task with courtesy and good humour, and an understanding of the fundamental fact that the police are the country's servants and not its masters.

To Check Your Understanding

I. Where did the following terms come from?

1. copper
2. bobby
3. fuzz
4. pig

II. Pick out the true statements about the British police:

1. ____ They do not carry pistols although they want to.
2. ____ They wear high helmets so that they can be easily seen in a crowd.
3. ____ Everyone loves them.
4. ____ They are kind and friendly to people.
5. ____ They are better equipped today.
6. ____ People thank the police in return for the help they get.

7. ____ It seems the London policemen's only job is directing visitors about the city.
8. ____ No one wants them to change their high helmets.

* * *

(II)

Football Pools

The English have never shown themselves averse to a gamble, though fortunately most of them know where to draw the line, and wisely refrain from betting excessively. Since the war the most widespread form of mild gambling is no doubt that of staking a small sum on the Football Pools. (The word 'pool' is connected with the picture of streams of money pouring into a common fund, or 'pool' from which the winners are paid after the firm has deducted its expenses and profit.) Those who do so receive every week from one of the pools firms a printed form; on this are listed the week's matches. Against each match, or against a number of them, the optimist puts down a 1, a 2 or an x to show that he thinks the result of the match will be a home win, an away win or a draw, respectively. The form is then posted to the pools firm, with a postal order or cheque for the amount staked (or, as the firms say, 'invested'). At the end of the week the results of the matches are announced on the television and published in the newspapers and the 'investor' can take out his copy of the form and check his forecast.

If one sent in a correct forecast, one might win a fortune, for some of the rewards for guessing accurately eight drawn matches have been of over half a million pounds. Naturally, this does not happen every week. However, no doubt a man would still consider himself lucky if he won twenty thousand pounds.

Anyone lucky enough to win a really large sum would be able to retire, or perhaps set up a little business of his own. The pools firms recognize a responsibility towards the winners of large sums and employ experts to give winners advice, if they wish it, on how best to invest their newly-acquired wealth. Not all of them take such advice, but the majority do. Most of the big pools wins have gone to people who are not very well-off and generally they have used the money wisely, buying themselves a house and a car, adding some luxuries to their daily life, but not throwing the money away on riotous living. Very many winners have at once spent part of their fortune on helping less fortunate relatives.

To Check Your Understanding

- I. Rearrange the following sentences according to the passage:
 1. Check your expected result with the actual result.
 2. Collect the money you have won.
 3. Receive a printed form from a pools firm.
 4. Write to a pools firm, saying you will join them.

5. Wait to see the results of the football match at the end of the week.
6. Buy a house and a car.
7. Return the form to the firm, with the money your invest.
8. Write down your expected result of each football match.

II . Make a proper choice to complete each sentence :

1. The English (like/dislike) gambling.
2. The writer (thinks/doesn't think) it a good thing for people to gamble a lot.
3. There must be (a lot of/few) football games in England.
4. If you guess accurately eight drawn matches, you will (certainly/not necessarily) receive half a million pounds.
5. (Most/Few) winners follow the advice of the pools firms.
6. It is a (common/rare) practice for pools winners to spend the money on others.

UNIT SIX

Part A. Reading Skills — Understanding Definitions and Classifications

One of the most important purposes for people to write anything is to explain concepts or ideas to readers the author intends to address. But before any detailed explanation is given to any such concepts or ideas, the author has to make sure that readers understand what these concepts or ideas really mean. To do this, the author often finds it convenient to give a clear definition of what he is talking about first and then goes on with further explanations.

Again, during the process of explanation, the author may find that certain concepts or phenomena involve many aspects and types and these aspects and types may, in turn, involve many details or sub-types. In order to explain these concepts and phenomena clearly, it is certainly necessary for him to describe to the readers the relationships among these concepts, aspects and details by way of classification, in which each item is given an appropriate place in a clearly described structure.

* * *

Why Do We Do Anything?

Before the First Reading

Human beings are common in many respects and one of these respects is that they all have the same kind of needs ranging from the basic need to survive to the higher need of self-actualization.

Keep the following questions in mind while you read:

1. *Why do we do anything?*
2. *How to define “needs” and “wants”?*
3. *What is the difference between “needs” and “wants”?*
4. *How are our “needs” classified?*

Why do we do the things we do? Why do we go to school? Why do we work? Why do we do anything?

To deal with such questions we turn now to the ideas of a famous psychologist, Dr. Abraham Maslow. During his lifetime, Dr. Maslow wrote many books and articles, but

probably his most famous work was *Motivation and Personality*. In this book, Dr. Maslow said that everything we do is done for a purpose. That purpose, whether we realize it or not, is to satisfy our needs.

Think about that for a minute. Dr. Maslow says that everything we do — everything — is done to satisfy some need that we have. We spend our entire lives — work, rest, play, you name it — trying to satisfy our needs. If this is true, and if we truly understand our behavior, Dr. Maslow's book goes a long way toward helping us do this. Let's take a look at some of the ideas.

Needs and Wants

To begin, we should understand the difference between a need and a want. A "want" is a conscious desire for something. If you have a want, you know it — whether it's a want for a vacation trip, a new pair of shoes, a date with so-and-so, or simply a bite to eat. You always are consciously aware of your wants.

A "need" is something different. A need is a basic human requirement, but a person may or may not know that it exists. In other words, while a want always is conscious, a need may be conscious or it may be unconscious. If you need a drink of water you are likely to know it, but if you need to make up a vitamin deficiency, or need recognition from someone, you may not be consciously aware of that. But if Dr. Maslow is right, you will be motivated (driven from the inside) by your need, whether you are aware of it or not.

Five Basic Needs

If people work to meet their needs, it would be good to know what these needs are. They are very simple. Dr. Maslow has suggested that people have only five needs. Everyone has them, and everyone spends his or her life trying to satisfy them. Although we may try to satisfy our needs in different ways, we all are trying to satisfy the same needs. In a way, it is these needs, which are common to all people, that make us human. They seem to be a basic part of human nature.

The needs, which occur in the order shown below, can briefly be described as follows:

1. The Physiological Needs — Our needs for the things that keep our bodies alive — food, water, air, rest, elimination, etc. These needs come first. We must meet them or we will die.
2. The Safety Needs — First we need to stay alive, and then we need to be safe. There are two kinds of safety needs: the need to be physically safe and the need to be psychologically safe or secure.
3. The Belongingness Needs — Once we are alive and safe, we then try to satisfy our social need, a need to be with and accepted by other people. We discover our need for love.
4. The Esteem Needs — After our first three needs are fairly well met, we try to

satisfy a fourth need. This is a need for recognition, respect, reputation. The need has two parts: self esteem (thinking well of ourselves) and the esteem of others.

5. The Self-Actualization Needs — The highest need of man is to actualize himself, to achieve his full potential, to become all that he might be. This need is one that no one ever satisfies completely, partly because we are too busy trying to satisfy our lower needs.

If Dr. Maslow is correct, those are the things we are after. Our work, rest, play — whatever we do — is done in an effort to meet one or more of those needs.

Some activities are more rewarding than others in helping us meet our needs. The wise person will try to spend his or her time doing those things that are most rewarding. That's one reason why it's so important to make a good occupational choice. If you make a poor occupational choice, you will have to do a lot of things that really are not satisfying. And in the end, your total life will be less rewarding than it might have been.

After the First Reading

Answer the following questions?

1. Why do we do anything?

2. What is the difference between "need" and "want"?

During Further Readings

I. Find a word or phrase in the text that expresses the same meaning as each of the following:

1. book or article: _____

2. motivated: _____

3. be consciously aware of: _____

4. meet (one's needs): _____

5. self esteem: _____

6. to actualize oneself; or
to achieve one's full potential: _____

7. rewarding: _____

8. the social need: _____

II. Support the following statements with reasons you find in the text:

1. Our physiological needs are the most basic needs.

2. Understanding human needs helps us better understand human nature.

3. "Needs" are more basic than "wants".

4. No one can fully actualize himself.

5. It is important to find a good job.

III. If the author has placed the following needs at two different levels of classification, indicate which is at the higher level (by writing "H") and which is at the lower level (by writing "L"):

1. ____ belongingness needs
2. ____ esteem needs
3. ____ need for esteem from others
4. ____ need for love
5. ____ need for self-esteem
6. ____ need to be physically safe
7. ____ need to be psychologically safe
8. ____ physiological needs
9. ____ safety needs
10. ____ self-actualization needs

* * *

Dewey Decimal Classification
and
The Library of Congress Classification

Before the First Reading

If you want to find books you want in a library, you will first try to know how books are classified in your library. The following passage introduces two ways of classification adopted by most libraries in the United States and also in many libraries all over the world.

Keep the following questions in mind while you read:

1. *How is knowledge divided in the Dewey Decimal Classification?*
2. *How is knowledge divided in the Library of Congress Classification?*
3. *Has there been any change in either DDC or LCC since they were first invented?*

To say that classification groups together materials on the same subject is an oversimplification. In fact, both the Dewey Decimal Classification and the Library of Congress Classification, the major systems in use in this country, are classification by discipline. The division of main classes and subclasses is based on academic discipline or

field of study, rather than subject. As a result, the same subject may be classed in more than one place in the scheme. For example, the subject "family", depending on the author's approach, may be classed in ethics, religion, sociology, social customs, family planning, home economics, or genealogy.

In the Dewey Decimal Classification, knowledge is divided into nine basic classes: Philosophy, Theology, Sociology (later, Social sciences), Philology, Natural science, Useful arts, Fine arts, Literature, and History. These were recognized as academic disciplines in Dewey's time. Some of them are not considered disciplines today, but rather areas of study, each of which includes several academic disciplines. Based on the curriculum of a modern university, one would group such fields as Philosophy, Languages, Fine Arts, and Literature as disciplines under the area, Humanities, which parallels other areas of study such as Social sciences and Physical sciences, each of which also consists of various disciplines. In DDC, Philosophy, Languages, Literature, etc., have been established as coordinate subjects with Social sciences, Pure sciences, and Applied sciences. The fact that six of the nine main classes in DDC belong to the area of humanities reflects the state of learning in the nineteenth century.

Added to the nine main subject classes is a general class, making a total of ten classes. Each main class is divided into subclasses which are further subdivided into various levels as required. Each level, divided on a base of ten because of the notational system, is subordinate to the level above it, thus forming a hierarchical structure, progressing from the general to the specific.

Although designed mainly for the Library of Congress collection, the Library of Congress Classification has been adopted by many academic and research libraries since the 1920s. According to LCC, the entire field of knowledge is divided into main classes corresponding to major academic disciplines. Because of the use of the letters as notation for representing main classes, there is a larger number of main classes in LCC than in the Dewey Decimal Classification. The main classes are divided into subclasses, which are further subdivided into form, place, time, and subject (or topical) aspects. The system thus forms a hierarchical structure, progressing from the general to the specific.

Each of the main classes, with a few exceptions, is divided into subclasses, representing disciplines or major branches of the main class. Class Q, for example, is divided into the following subclasses:

Q	Science (general)
QA	Mathematics
QB	Astronomy
QC	Physics
QD	Chemistry
QE	Geology
QH	Natural history (general)
QK	Botany

QL	Zoology
QM	Human anatomy
QP	Physiology
QR	Microbiology

Each subclass is further divided into divisions representing components of the subclass. For example, the subclass chemistry has the following divisions:

QD	Chemistry
23.3—26	Alchemy
71—142	Analytical chemistry
146—197	Inorganic chemistry
214—441	Organic chemistry
450—731	Physical and theoretical chemistry
901—999	Crystallography

Each of the divisions, in turn, has subdivisions specifying different aspects of the subject, such as form, time, place and further subject subdivisions.

After the First Reading

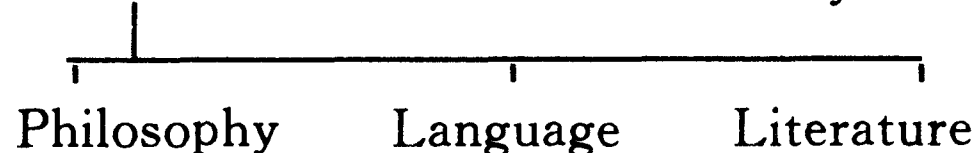
I. Answer the following questions:

1. How many main classes does DDC have?

2. Why can there be more main classes in LCC than in DDC?

II. Which of the following shows the division of knowledge by DDC?

- a. Humanities — Social sciences — Physical sciences



- b. Philosophy — Language — Literature — Social sciences

During Further Readings

I. Complete the sentence with appropriate choices:

Both DDC and LCC _____.

- a. are classification by subject
- b. are classification by discipline
- c. have several levels of division
- d. have adopted the decimal system
- e. have adopted the alphabetical system
- f. are popularly used in the United States
- g. began in the nineteenth century
- h. divide knowledge from the most general to the most specific

I . Choose the one in each pair that is more general or at a higher level in either DDC or LCC:

- | | |
|---------------------------|------------------|
| 1. a. subject | b. discipline |
| 2. a. class | b. subclass |
| 3. a. discipline | b. area of study |
| 4. a. subclass | b. division |
| 5. a. science | b. astronomy |
| 6. a. inorganic chemistry | b. chemistry |
| 7. a. humanities | b. language |

II . Complete the following sentences:

1. In a classification by discipline, things of the same subject may _____
_____.
2. In Dewey's time, social science was considered a discipline, but _____
_____.
3. According to Dewey, social sciences would _____ philosophy as an academic discipline.
4. We can infer that in Dewey's time, more attention was given to the area of _____.
5. If Level A is above Level B, then Level B is _____ Level A.
6. In LCC, subclasses represent _____
_____ and divisions directly under the subclasses represent _____.

* * *

Modern Examinations

Before the First Reading

Although most modern examinations are in the written form, they fall into two different types and one of them can even be further classified into two types. Read the following passage to know more about modern examinations.

Keep the following questions in mind while you read:

1. *In what way were examinations given in ancient times?*
2. *How do you define an objective test and what are its advantages and disadvantages?*
3. *How do you define an essay test and what are its advantages and disadvantages?*

In ancient times the most important examinations were spoken, not written. In the schools of ancient Greece and Rome, testing usually consisted of saying poetry aloud or giving speeches.

In the European universities of the Middle Ages, students who were working for advanced degrees had to discuss questions in their field of study with people who had made a special study of the subject. This custom exists today as part of the process of testing candidates for the doctor's degree.

Generally, however, modern examinations are written. The written examination, where all students are tested on the same questions, was probably not known until the nineteenth century. Perhaps it came into existence with the great increase in population and the development of modern industry. A room full of candidates for a state examination, timed exactly by electric clocks and carefully watched over by managers, resembles a group of workers at an automobile factory. Certainly, during examinations teachers and students are expected to act like machines. There is nothing very human about the examination process.

Two types of tests are commonly used in modern schools. The first type is sometimes called an "objective" test. It is intended to deal with facts, not personal opinions. To make up an objective test the teacher writes a series of questions, each of which has only one correct answer. Along with each question the teacher writes the correct answer and also three statements that look like answers to students who have not learned the material properly.

Sometimes the question is expressed in the form of an incomplete statement, and the answers are phrases which could complete the statement. For example:

- Mahatma Gandhi was (A) an ancient palace in Asia
(B) a famous Roman general
(C) a religious leader in India
(D) a great Christian teacher

On objective tests the student has just one task: he must recognize the correct answer and copy its letter (or number) on his examination paper. Sometimes there is an answer sheet on which the four letters or numbers are printed. Then the student has only to circle the one that goes with the correct answer.

For testing a student's memory of facts and details, the objective test has advantages. It can be scored very quickly by the teacher or even by a machine. In a short time the teacher can find out a great deal about the student's range of knowledge.

For testing some kinds of learning, however, such a test is not very satisfactory. A lucky student may guess the correct answer without really knowing the material. Moreover, some of the wrong answers are usually *more* incorrect than others, yet the scores on the test will not take account of this fact. Looking at the example given above, we can see the *C* is that expected answer. But a student who chooses *A* or *B* shows that he knows nothing at all about Gandhi, while the student who chooses *D* seems at least to

know that he was a person with a strong influence upon the ideas of others. The student who chooses *D* should therefore receive a higher grade than one who chooses *A* or *B*, but this is not how objective tests work.

For a clearer picture of what the student knows, most teachers use another kind of examination in addition to objective tests. They use “essay” tests, which require students to write long answers to broad general questions, such as the following:

Mention several ways in which Mahatma Gandhi has influenced the thinking of people in his own country and in other parts of the world.

One advantage of the essay test is that it reduces the element of luck. The student cannot get a high score just by making a lucky guess. Another advantage is that it shows the examiner more about the student’s ability to put facts together into a meaningful whole. It should show how deeply he has thought about the subject. Sometimes, though, essay tests have disadvantages, too. Some students are able to write rather good answers without really knowing much about the subject, while other students who actually know the material have trouble expressing their ideas in essay form.

Besides, on an essay test the student’s score may depend upon the examiner’s feelings at the time of reading the answer. If he is feeling tired or bored, the student may receive a lower score than he should. Another examiner reading the same answer might give it a much higher mark. From this standpoint the objective test gives each student a fairer chance, and of course it is easier and quicker to score.

Most teachers and students would probably agree that examinations are unsatisfactory. Students dislike taking them; teachers dislike giving them and scoring students’ answers. Whether an objective test or an essay test is used, problems arise. When some objective questions are used along with some essay questions, however, a fairly clear picture of the student’s knowledge can usually be obtained.

After the First Reading

Fill in the blanks with appropriate words or phrases:

In both ancient and modern times people have used two kinds of tests _____ and _____, which fall into two major types _____ and _____. The objective test may be given in the form of a series of _____ or _____, each being followed by four choices, only one of which is the correct answer.

During Further Readings

I. Answer the following questions:

1. What does the author compare modern examinations with?

2. Why does the author make this comparison?

3. In what sense is the student who chooses *D* for the question on Gandhi better than

those who choose *A* or *B*?

4. What kind of examination is the author in favour of?

I. List the advantages and disadvantages of objective and essay tests:

OBJECTIVE TESTS

ADVANTAGES

DISADVANTAGES

_____	_____
_____	_____
_____	_____

ESSAY TESTS

ADVANTAGES

DISADVANTAGES

_____	_____
_____	_____
_____	_____

II. Tell if the following statements are true or false according to the text:

1. ____ There were probably no written examinations in ancient Greece and Rome.
2. ____ Spoken examinations are only used for testing Ph. D. candidates today.
3. ____ It was not until 1900 that people began to use written tests.
4. ____ The increase in population certainly had something to do with the change in the form of examinations.
5. ____ There might be other names for "objective tests".
6. ____ If a student chooses a correct answer, it shows that he knows the material well.
7. ____ The three other choices beside the correct answer are all incorrect.
8. ____ There might be different answers to the same essay question.
9. ____ Students have a fairer chance on objective tests than on essay tests.
10. ____ Different examiners reading the same answer to an essay question may give different scores.
11. ____ Taking an essay test requires more than the knowledge of the material to be mastered.
12. ____ Teachers enjoy giving objective tests but dislike giving essay tests which require a lot of effort in scoring.

* * *

Historical Time and Stages of Life

Before the First Reading

There are various ways to express time. Clocks and watches tell us hours and minutes. Calendars tell us years, months and weeks. Besides these, we may also have such measurements of time as lifetime, which contain childhood, youth, old age, etc., or historical ages, such as the stone age, the computer age, etc. In fact, as our purposes differ, our ways to measure time also differ. Read the following passage and you will learn much more about the division and measurement of TIME.

Keep the following questions in mind while you read:

- 1. What are the two most general ways to divide time?*
- 2. How are these general ways further divided?*
- 3. What are the principles governing the division?*

We can divide time in two ways — in a physical way and in an organic way. The time that we use for all our day-to-day meetings and arrangements is the measure of physical time. Physical time is measured by the rotation of the earth on its axis (days, hours, minutes, seconds), by the movement of the moon around the earth (months), and by the movement of the earth in relation to the sun and the other stars (seasons, years). Longer periods, like a century, are measured by counting years. Physical time is the time of the clock and the calendar. With their help the journeys of the earth and moon can be recorded. Astronomical standards of time can be provided by the motions of the stars, which are studied with the aid of optical and radio telescopes.

But we often think of time as a sequence, a series of lives or stages in life, or of events. We speak of the lifetime of a man or of his life history, and then we think of his birth, childhood, youth, middle age and maturity, old age and death. These are the stages a biographer writes about when he studies a man as a child, as a young man, and as an adult, and tells the story of his life.

A student who studies zoology is often asked to observe the stages in the life of a frog. A frog begins life as an egg. The egg becomes a tadpole, which has a head and a tail but no legs. Afterwards legs develop and finally the frog is mature or completely formed. These are the four principal stages in its life. The female frog has one more, when she produces eggs. This completes a cycle of life and reproduction. Organic life moves in cycles; a cycle is a sequence of stages which are repeated in a regular order and which end in such a way that the last stage leads back to the first. "Cycle" is derived from a word which means "circle," and it is used for this sequence because it has a circular pattern.

We also speak of generations. A generation means a set of people of approximately the same age, born at the same time, and so we speak of the younger generation and the older generation, of past generations and future generations. People who belong to the same generation are called contemporaries. The word "contemporary" is derived from two Latin words, cum = with or together and tempus = time. Contemporaries are people who are together in time. You already know that "temporary" means "for a short or limited time" and is the opposite of "permanent." Thus we speak of temporary jobs or posts and permanent posts.

Society also has its lives or life histories. The word “age” has two meanings; the “age” of a person means the number of years he has lived up to the present, but a historical age means a special period in history. What determines the length of a historical age? This depends on the point of view of the historian, the classification of societies which he has adopted. Certain changes of developments are considered significant enough by historians to mark the beginning or end of an “age.”

The early ages of man are often given the names of minerals: stone, bronze, iron. These classifications refer to the kind of tools used by man. A new kind of tool may have a far-reaching effect on social behavior and organization. Perhaps our own age will be called “the age of automation” or “the computer age,” because modern industrial production is not only operated but also increasingly controlled by machines. The most complex machines, those which constitute the “brains” of a factory, are called computers.

Another way of dividing history into ages is by the chief method of obtaining food. The life of a community changed significantly when people began to produce food by raising crops, instead of hunting wild animals or looking for fruit and roots in the wild forests and grasslands. When they began to sow seeds, they stopped wandering about and settled in one place, because an agricultural community cannot live far from the place where the food is grown. They developed a routine, and their lives became more regular and punctual. There was greater safety and security. We can define the “age of savagery” as a state (a condition) of society without planned food production, and the “age of barbarism” as a state of society with planned food production but without written records. The “age of civilization” begins when facts are recorded and knowledge is passed on from one generation to another.

Within these great ages and within different communities we can also define shorter historical ages or periods. Thus literary critics fix periods by forms or styles of writing. These periods also have a life of their own, for they are born, reach a stage of ripeness or maturity, and then die or lose their influence. Thus the critics speak of the “romantic age” and a “classical age” in poetry. And philosophers speak of “the age of belief” or “the age of reason” though they may not have very good reasons for doing so.

Time is a strange thing. The philosopher Augustine once said, “When I do not think about time, I know what it is, but when I think about it, I do not know what it is.”

After the First Reading

Tell which are physical time (P) and which are organic time (O):

1. ____ day
2. ____ youth
3. ____ a tadpole
4. ____ second
5. ____ summer
6. ____ older generation
7. ____ midnight

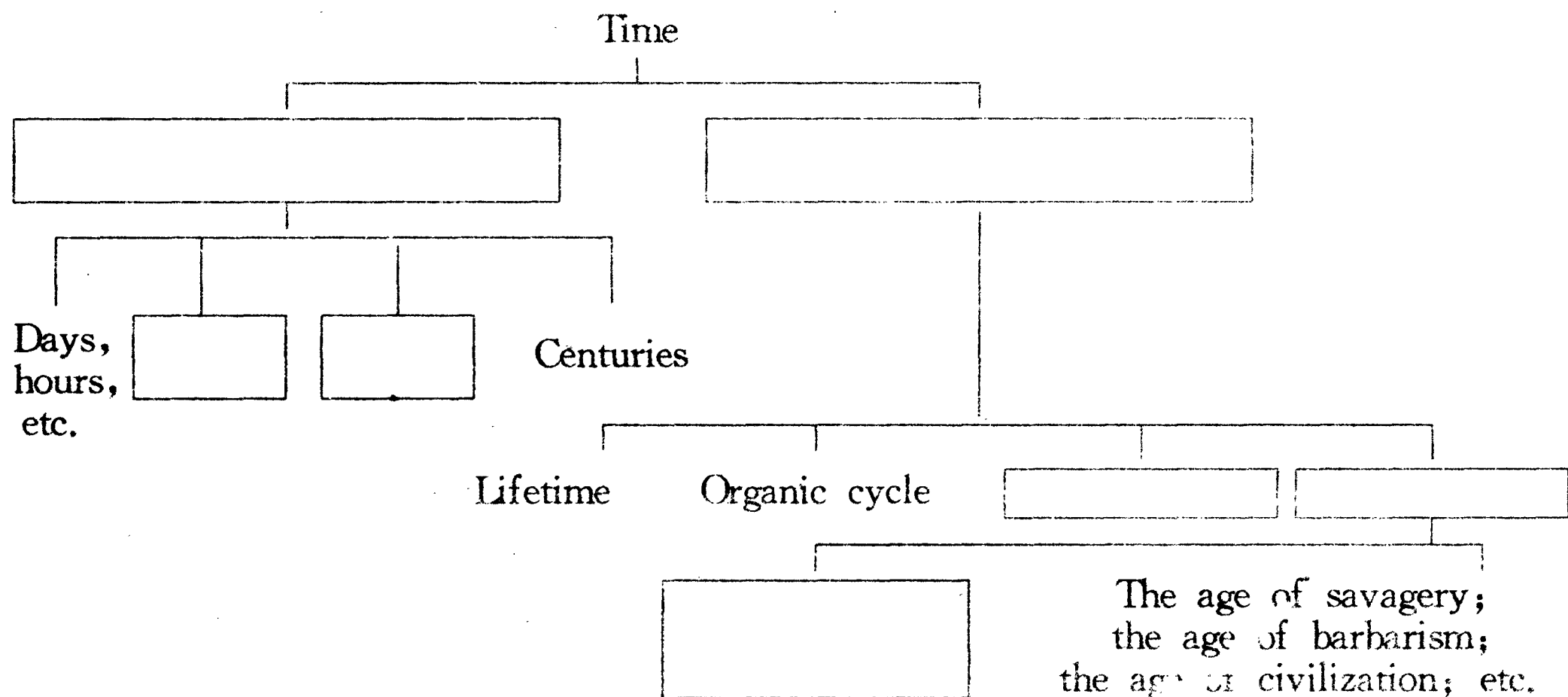
8. ____ half past ten
9. ____ the stone age
10. ____ the computer age

During Further Readings

I. Give the definitions of physical time and organic time:

1. Physical time is _____
_____.
2. Organic time is _____
_____.

II. Complete the following table:



III. Complete the following sentences:

1. Days and hours are measured by _____
_____.
2. Months are measured by _____
_____.
3. Seasons and years are measured by _____
_____.
4. Longer periods like a century are measured by _____
_____.
5. Stages of human life contain _____
_____.
6. The stages in the life of a frog can be regarded as a _____ which
begins from _____ and ends with the female frog's _____.
7. The term "generation" is different from "lifetime" in that the former mainly
concerns _____ while the latter is about _____.
8. Historical ages can either be measured by _____
_____ or by _____.

9. Literary ages, such as the “romantic age” or the “classical age”, are measured by _____.

IV. Sentence comprehension:

1. “Astronomical standards of time can be provided by the motions of the stars, which are studied with the aid of optical and radio telescopes.”(1)
 - a. The stars move in such an irregular way that studies would be out of the question without modern technology.
 - b. There weren't astronomical standards of time until necessary technical means were invented for the studies of the stars.
 - c. With the help of telescopes, we are able to obtain astronomical standards of time according to the motions of the stars.
 - d. The optical and radio telescopes came along with the studies of the heavenly bodies.
2. “But we often think of time as a sequence, a series of lives or stages in life, or of events.”(2)
 - a. It is commonly believed that time is in a certain order in which a series of events happen one after another.
 - b. Time is often regarded as a life-long duration of happenings.
 - c. A man's life is a certain order according to which events happen one after another.
 - d. A series of lives, or stages of life, account for the sequence of events.
3. “... a cycle is a sequence of stages which are repeated in a regular order and which end in such a way that the last stage leads back to the first.”(3)
 - a. In a single sequence of stages, the first one happens to be the last one, which repeats itself at the beginning of the next sequence.
 - b. After the completion of a sequence, the first stage of which is the last one of the same sequence, a new sequence starts.
 - c. The last stage of a sequence leads naturally to the first one, which starts another sequence.
 - d. There are no connections between two cycles but for the last one of the previous cycle being the first of the next.
4. “This depends on the point of view of the historian, the classification of societies which he has adopted.”
 - a. The length of a historical age is decided by different kinds of historians and societies. (5)
 - b. It is the historian who decides the length of a historical age according to the type of society he lives in.
 - c. Only historians, the special class of a society, have the right to decide the length of a historical age.
 - d. How historians classify societies decides the length of a historical age.

5. "The life of a community changed significantly when people began to produce food by raising crops, instead of hunting wild animals or looking for fruit and roots in the wild forests and grasslands." (7)
 - a. Great changes took place when human beings changed from meat-eating to vegetable-eating.
 - b. The life of a group of people was remarkably different when they turned rough forests and grasslands into the land on which they live.
 - c. The people who fed on crops had hunted wild animals and picked fruit and roots for survival.
 - d. The change of the life style of human beings resulted in the wild animals living on fruit and roots in the wild forests and grasslands.
6. "Within these great ages and within different communities we can also define shorter historical ages or periods." (8)
 - a. We can subdivide the stages and communities and define them.
 - b. It is possible for the longer historical periods to be further analyzed and defined in each individual community.
 - c. If different communities are at the same historical age, their subdivisions should be defined in the same way.
 - d. We might also define shorter historical ages or periods in spite of different communities.

Part B. Vocabulary Skills:

I. The following words are for your reference:

astronomical /ˌæstrəˈnɒmɪkl/ *a.* 天文学的; 巨大的
 Augustine /ˌɔːˈɡʌstɪn/ *n.* 奥古斯廷 [姓氏]
 automation /ˌɔːtəˈmeɪʃən/ *n.* 自动化
 axis /ˈæksɪs/ *n.* 轴, 轴线
 barbarism /ˈbɑːbərɪzəm/ *n.* 野蛮(状态)
 biographer /baɪˈɒɡrəfə/ *n.* 传记作者
 classification /ˌklæsɪfɪˈkeɪʃən/ *n.* 分类(法)
 far-reaching *a.* 深远的; 影响大的; 广泛的
 savagery /ˈsævɪdʒrɪ/ *n.* 野蛮(状态); 残暴
 tadpole /ˈtædpəʊl/ *n.* 蝌蚪
 zoology /zəʊˈɒlədʒi/ *n.* 动物学

II. Make a close study of the following words and expressions:

adopt /əˈdɒpt/ *vt.* to take, e. g. an idea, and use; accept; take (a child of other parents) and bring up as one's own
 e. g. The newly elected president has adopted a milder attitude towards the religious conflict of the country.
 After a heated debate, the committee adopted the suggestion.

The only thing they can do is to adopt his brother's child into their family.
approximately /ə'prɒksɪmɪtli/ *ad.* nearly; not exactly but almost
arrangement /ə'reɪndʒmənt/ *n.* the act of arranging

e. g. The arrangement of a large library takes a long time.

belief /bi'li:f/ *n.* the feeling that sth is real; sth accepted as having a real existence,
and held to be true; trust, confidence (~ in)

e. g. He came to me in the belief that I could help him.

I don't have any belief in his honesty.

bronze /brɒnz/ *n.* 铜; 锡合金; 青铜

calendar /'kælɪndə/ *n.* list of the days, weeks, months of a particular year 日历

circle /'sə:kl/ *n.* 圆形

circular /'sə:kjulə/ *a.* round like a circle

classical /'klæsɪkl/ *a.* 古典的; 有价值的

community /kə'mju:nɪti/ *n.* a group of people living together or having the same
religion, race, etc.

constitute /'kɒnstɪtju:t/ *vt.* to compose; make up; form

e. g. Seven days constitute a week.

contemporary /kən'tempərəri/ *a.* living or happening at the same time; belonging to
the same time

e. g. He was contemporary with Hamilton.

cycle /'saɪkl/ *n.* (period of time in which) a series of events happening as if in a circle

e. g. The seasons of the year — spring, summer, autumn and winter — make a
cycle.

day-to-day 每日的

define /di'faɪn/ *vt.* to explain the nature of; state the exact meaning(s) of

e. g. A dictionary defines words and phrases.

derive /di'raɪv/ *vt.* obtain, get, or draw, as from an origin

e. g. They derive much pleasure from scientific books.

You can not expect to derive your fortune from this trade.

England /'ɪŋɡlənd/ *n.* 英格兰; 英国

female /'fi:meɪl/ *a.* 女性的; 雌性的

form /fɔ:m/ *n.* 类型; 结构; 表格

frog /frɒɡ/ *n.* 青蛙

historian /hi'stɔ:riən/ *n.* a writer of history; student of history

historical /hi'stɔ:rikl/ *a.* of or having to do with history

industrial /ɪn'dʌstriəl/ *a.* of or having to do with industries

influence /'ɪnfluəns/ *n.* an effect or result of non-physical action; the action of natural
forces

e. g. The cold weather has a good influence upon the growth of this plant.

literary /'lɪtərəri/ *a.* having to do with literature

method /'meθəd/ *n.* a way, or manner of accomplishing an end

e. g. Methods of teaching play a very important role in the study of the students.

mineral /'minərəl/ *n.* 矿物

motion /'məʊʃn/ *n.* act of moving; change of position or place

e. g. Anything that is in motion is not at rest.

optical /'ɒptɪkl/ *a.* of the eye; connected with sight

e. g. What you have seen is an optical illusion.

organic /ɔ:'gænik/ *a.* 有机的; 有系统的

organization /,ɔ:gənai'zeɪʃn/ *n.* act of organizing; state of being organized; organized body of persons

e. g. The human body has a high degree of organization.

philosopher /fɪ'lɒsəfə/ *n.* person studying or teaching philosophy, or having a system of philosophy

poetry /'pəʊɪtri/ *n.* the art of a poet; poems

punctual /'pʌŋktʃuəl/ *a.* observing regular or appointed times; in good time; prompt

e. g. He is as punctual as a clock.

He is always punctual in payment.

refer /rɪ'fə:/ *v.* to send to (sb) to be dealt with; speak of; turn to for information

e. g. He has to refer to a dictionary to find the meaning of a word.

Would you please refer to your watch for the exact time?

reproduce /,ri:prə'dju:s/ *vt.* to produce again by a process of natural growth

e. g. Lobsters are able to reproduce claws when the old ones are torn off.

reproduction /,ri:prə'dʌkʃn/ *n.* act of reproducing; state of being reproduced

ripe /raɪp/ *a.* fully grown or developed; ready to be gathered and used

ripeness /'ræpnɪs/ *n.*

romantic /rə'mæntɪk/ *a.* 浪漫的; 传奇性的

e. g. Mary thinks it would be romantic to be an actress.

root /ru:t/ *n.* part of a plant, tree, etc. which is normally in the soil and which takes water and food from it; origin or basic cause of a thing

e. g. Is money the source of all evil?

rotate /rəʊ'teɪt/ *vi.* (of an object) to move round about its own centre; turn in a circle

e. g. The earth rotates on its axis.

rotation /rəʊ'teɪʃn/ *n.*

security /sɪ'kjʊərɪti/ *n.* state of being or feeling secure; freedom from danger, care or fear 安全

e. g. For security, the door was chained as well as locked.

A good fire is a security against wild beasts.

series /'siəri:z/ *n.* a number of similar things in a row

e. g. There are a series of illustrations in the book.

significant /sɪg'nɪfɪkənt/ *a.* important; likely to have an effect

significantly *adv.*

social /'səʊfl/ *a.* living in groups; of people living in communities; of or in society

sow /səʊ/ *vt.* to scatter (seeds) on the ground

e. g. Everybody knows that peasants sow seeds in spring.

stage /steɪdʒ/ *n.* point, period or step in development

e. g. The baby has reached the talking stage.

telescope /'telɪskəʊp/ *n.* 望远镜

temporary /'tempərəri/ *a.* lasting for, designed to be used for, a short time only

e. g. In two hours' time, a temporary bridge was built over the river.

writing /'raɪtɪŋ/ *n.* act of writing; literary work

III. Complete the following sentences by turning the italicized words into noun forms which may end with -ity, -ty, -sity, or -ety:

Example: A *mature* man is a man who has reached his maturity.

1. A *secure* method is a method that holds certain _____.
2. Staying in *safe* places can give you a sense of _____.
3. A *regular* event is an event that occurs with certain _____.
4. A *certain* answer is given with _____.
5. A *generous* man will show _____ in front of the poor.
6. People with *various* characters add to life much _____.
7. You can trust *honest* people's _____.
8. A *cruel* man treats people with _____.
9. A *curious* man looks at the world with _____.

IV. Give the meanings of the following adjectives:

1. regular _____
2. circular _____
3. particular _____
4. similar _____
5. popular _____
6. lunar _____
7. solar _____
8. familiar _____
9. peculiar _____
10. nuclear _____

V. Turn adjectives into nouns and concrete nouns into abstract nouns after the model:

Model: savage — savagery

- | | |
|----------------|------------------|
| 1. brave _____ | 2. fine _____ |
| 3. slave _____ | 4. machine _____ |

VI. Use appropriate forms of the given words to fill in the blanks:

1. significantly

- a. He brushed aside the warning that the material is of great _____.
 - b. There were _____ of suffering on her face.
 - c. He _____ his agreement with a nod of his head.
 - d. He mentioned _____ that he was in bad need of money.
 - e. I don't see why this is a _____ point.
2. classification
- a. The story of the film centres around the love affairs of a young couple who come from different social _____.
 - b. Books in this library is _____ by their subject matter and country of publication.
 - c. Different people have come up with different _____ of the matters under discussion.
3. effect
- a. His order to arrest me was no longer _____.
 - b. The faith I placed in my doctor's treatment perhaps helped in its _____.
 - c. The news has produced very little _____ on the mind of the public.
4. organization
- a. After the revision, the story is now much better _____.
 - b. He is head of an _____ created for helping the children who cannot afford to go to school.
 - c. As an _____ of the conference, he has been working on the schedule for three days.
 - d. The heart is one of the body's vital _____.
5. define
- a. He gave no _____ answer to my question.
 - b. To give a _____ of a word is more difficult than to illustrate its use.
 - c. We can _____ burn-out as exhaustion.
 - d. _____, he has never been here.
6. divide
- a. He insisted on a fair _____ of the money.
 - b. Do you _____ your hair at the side or in the middle?
 - c. Thirteen is not _____ by any even number.
7. history
- a. Captain Webb made _____ by being the first man to swim from England to France.
 - b. The perfect _____ is he in whose work there is no hasty judgment.
 - c. Shakespeare wrote a number of _____ plays. Most of them were about kings and kings' people.
 - d. It is in here that the President made that _____ speech.
8. regular

- a. The seasons come and go with _____.
 - b. There is a garden _____ laid out in front of his house.
 - c. According to _____ school closes today.
 - d. Six o'clock was his _____ hour for rising.
9. special
- a. Is there anything _____ in the papers today?
 - b. He _____ in history, and history is his _____.
 - c. His father happens to be a _____ in diseases of the nose and throat.
10. provide
- a. The dutiful son promised to _____ adequately for the support of his parents.
 - b. _____ were kept in the storehouse.
 - c. I don't mind lending the money to you _____ you pay it back within a year.
 - d. He is a good husband but not a good _____.

VII. Add appropriate prefixes to the following words to give them opposite meanings.

Number one is done for you.

- | | |
|----------------------|--------------------|
| 1. <u>ir</u> regular | 2. ___ organic |
| 3. ___ complete | 4. ___ perfect |
| 5. ___ limited | 6. ___ significant |
| 7. ___ legal | 8. ___ secure |

VIII. Pair the antonyms:

- | | |
|-----------------------|-----------------|
| 1. _____ special | a. death |
| 2. _____ birth | b. obtain |
| 3. _____ female | c. male |
| 4. _____ temporary | d. regular |
| 5. _____ provide | e. settle |
| 6. _____ wander | f. civilization |
| 7. _____ barbarism | g. meaningless |
| 8. _____ physical | h. stillness |
| 9. _____ motion | i. permanent |
| 10. _____ derive from | j. mental |
| 11. _____ significant | k. simple |
| 12. _____ modern | l. result in |
| 13. _____ complex | m. ancient |
| 14. _____ divide | n. unite |

IX. Confusing words and expressions:

1. safety, security
 - a. He would never do anything to endanger the _____ of other people.

- b. A watch dog is a _____ against burglars.
2. wander, wonder
- a. I _____ alone as a cloud.
- b. I _____ how to get there quickly.
3. raise, grow
- a. He has been _____ in the south.
- b. Some plants _____ from seeds and some from cuttings.
4. principle, principal
- a. Good character depends upon high _____.
- b. The Nile is one of the _____ rivers of Africa.
5. observe, watch, stare
- a. The little girl _____ at the toys in the window.
- b. I _____ nothing queer in his behaviour.
- c. She _____ his face anxiously.
6. study, learn
- a. Have you _____ how to ride a horse yet?
- b. He often _____ late into the night.
7. aid, assist, help
- a. She _____ the hostess at the tea.
- b. The scientist _____ by the computer.
- c. May I _____ you with your luggage?
8. divide, separate
- a. The two brothers _____ the money equally.
- b. We should _____ the good ones from the bad ones.
9. sow, sew
- a. Mother is working at the _____ machine.
- b. Let's _____ our field with rice.
10. series, serious
- a. The manager offered a _____ of methods to settle the _____ problem.

X. Fill in the blanks with the words or expressions taken from the fourth reading selection:

1. This sum of money is _____ what will be needed.
2. The committee finally _____ his suggestions.
3. From the public _____, there should be more buses and less cars, but personally, I like cars better.
4. The names are arranged in alphabetical _____.
5. A monkey is _____ at a few years old.
6. The Chairman often _____ his notes when speaking at the meeting.
7. The knowledge acquired by the mind is gradually _____ into wisdom.

8. Seven days _____ a week.
9. The book has a _____ influence on the public.
10. We _____ to hope that the project can be completed ahead of time.

Part C. Writing and Cloze :

I . Answer the questions using the expressions given. When you finish , check your answer with the fourth reading selection :

1. How can we divide time?

_____.

(two ways , a physical way , an organic way)

2. What do the clock and calendar do for us?

_____.

(with their help , the journey of , record)

3. What determines the length of a historical age?

_____.

(depend , point of view , classification , adopt)

4. How can a historical age be named after the main tool used by man?

_____.

(effect , behaviour , organization)

5. Why is our age called the computer age?

_____.

(production , not only...but also , operate , control)

II . What do the following terms mean?

1. a cycle

_____.

2. a generation

_____.

3. contemporaries

_____.

4. the age of a person

_____.

5. a historical age

6. the age of savagery

7. the age of barbarism

8. the age of civilization

III . Answer the questions after the models :

Model A: Physical time *is measured by* the rotation of the earth on its axis, ...

1. How is a person's IQ measured?

2. As far as the use of petrol is concerned, how is a car's mileage measured?

Model B: *With their help* the journeys of the earth and moon can be recorded.

3. What can you do when you get that bicycle?

4. What have planes brought to us?

Model C: ... a cycle is a sequence of stages which ... end in *such* a way *that* the last stage leads to the first.

5. What did he put forward at the meeting?

6. What was the weather like yesterday?

Model D: Certain changes or developments are considered significant *enough* by historians *to* mark the beginning or end of an 'age. "

7. I asked you to get the basket down for me, but why did you ask Joe to do it instead?

_____.

8. I want to drink the water. Is it still warm?

_____.

Model E: The life of a community changed significantly when people began to produce food by raising crops, *instead of hunting* wild animals ...

9. Why was the dirty boy scolded by his mother?

_____.

10. Did he ride his bicycle when it broke down?

_____.

IV. Make brief classifications of the following:

1. Your classmates

_____.

2. The departments of your college or university

_____.

3. Books

_____.

4. Traffic tools

_____.

5. Drinks

_____.

V. Correct the mistakes in the following sentences if there are any:

1. I wish I have a house of my own.

2. He suggested the money will be donated to the poor children in Africa.

3. I suppose you can complete it in an hour.

4. If I had time, I would have walked to my class.
5. If the weather is fine, we can go for a long walk.
6. Had it not for the thick trees, the bitter wind would blow the house to pieces.
7. You act as though nothing depend upon you.
8. But for their help, the two girls may freeze to death in the snow.
9. I intended to do some gardening, but if it is too hot I will catch up on some letter writing.
10. I'd rather it stands near the fireplace.
11. If you have done my shopping, you can keep the change.
12. If Bill mended Hellen's sewing machine, she could have sewn up the hole in his trousers.

IV. Rewrite the following sentences to express what is/was the real situation:

1. But for the fact that we stayed up all night, we wouldn't be so tired this morning.
 _____ and that's why _____

2. Had she been able to answer the questions, she would have passed the exam.
 _____ and so _____

3. If I had seen you there, I would have said hello.
 _____, otherwise _____
4. If I could afford it, I would have been to America.
 The reason _____

5. Had he studied English before, he wouldn't be in a beginners' class.
 _____ because _____

6. Given good weather, they would have gone to the seaside.

7. Were it not for my busy schedule, I wouldn't have forgotten to phone you.

8. They would never have won the match if two of our players had not been injured.

VII. Translation

根据人和工作的关系，我们可以将人们分为四类：第一种人将工作看作是谋生的手段。他们每天准时上班，按时回家，听任他人安排自己每天的活动。这种人占有职业人数的一大半。对第二种人来说，拥有一份固定的职业只是意味着获得一种安全感。他们同时干很多临时性的工作以获得更多的经济收入。第三种人的工作是苦役。他们被强迫去干自己不愿干的事情。他们的最大愿望便是尽早地获得自由。第四种人视工作为实现自身价值的途径。工作既是谋生的手段，也是幸福的源泉。

VIII. Cloze

There are basically two types of families: *nuclear families* and *extended families*. The nuclear family usually _____ of two parents (mother and father) and their children. The mother and father form the nucleus, or center, of the nuclear family. The children stay in the nuclear family _____ they grow up and marry. Then they form new nuclear families.

The extended family is very large. There are often many _____ families in one extended family. An extended family includes children, parents, grandparents, uncles, aunts, and cousins. The members of an extended family are _____ by blood (grandparents, parents, children, brothers, sisters, etc.) or by marriage (husbands, wives, mothers-in-law, etc.) They are all related, so the members of an extended family are called relatives.

Traditionally, all the _____ of an extended family lived in the _____ area. However, _____ the change from an agricultural to an industrial society, many nuclear families moved away from the family home in _____ to find work. In industrial societies today, the members of most nuclear families live together, _____ most extended families do not live together. Therefore we can say that the nuclear family _____ more important than the extended family as the society industrializes.

Part D. Background to the United Kingdom

The Daily Newspapers

The British are the most voracious newspaper readers in the world. They read newspapers at breakfast; they walk to the bus reading a newspaper; they read a newspaper on the bus, as they go to work; and on the way back home, after work, they are engrossed in an evening newspaper.

There are many "morning papers", both national and provincial. The most famous is *The Times*. Contrary to what many foreigners believe this is not a government newspaper.

The various newspapers usually have their own views on politics, but they are not organs of the political parties, with the exception of the Communist *Morning Star*. The Labour Party and the Trades Union Congress no longer have a daily newspaper to represent them.

Bold headlines and a variety of photographs are features of the British press. Some newspapers, such as the sober *Daily Telegraph* and *The Times* (which belong to the “quality press”) use photographs sparingly. The more “popular” newspapers, such as the *Daily Express*, the *Daily Mail*, the *Daily Mirror* and the *Sun*, use pictures extensively and also run strip cartoons and humorous drawings, some of which present striking pictorial comment on politics.

Besides offering features common to newspapers all over the world, British newspapers specialize in pages devoted to criticism of the arts and a woman’s page. One feature found in many foreign newspapers is missing in British papers: the serial.

Nearly all papers pay special attention to the reporting of sport and athletics. The evening newspapers (the first editions of which appear in the morning) are often bought because the purchaser wants to know the winner of a race, or to get a good tip for a race that is still to be run.

There is no censorship of the press in Britain (except in wartime), though of course all newspapers—like private persons—are responsible for what they publish, and can be sued for publishing articles that go beyond the bounds of decency, or for “contempt of court” (e. g. calling a man a murderer while he is still being tried). Such lawsuits are infrequent.

To Check Your Understanding

Indicate which are the general features of all or almost all British newspapers and which are the features of specific newspapers. Write in the brackets “Common” for the first kind, and the name of the related newspaper(s) for the second:

1. The most famous ()
2. Independent from the government ()
3. Reporting sports and athletics ()
4. Printing a lot of pictures ()
5. Reflecting the ideas of a political party ()
6. Carrying bold headlines and photographs ()
7. Offering features ()
8. Free of censorship ()

* * *

More about the Press

Besides the daily newspapers, there are a number of Sunday newspapers, many of which are connected with the “dailies”, though not run by the same editor and staff. The

Sunday papers are larger than the daily papers and usually contain a greater proportion of articles concerned with comment and general information rather than news. The national daily and Sunday papers have enormous circulations (the largest in the world) running into several millions of readers in certain cases. The economics of newspaper publishing in Britain and in particular their reliance on advertising revenue have, in recent years, led to the closing-down of several newspapers; their circulations would have been considered large in many other countries, but they were insufficient to ensure the life of a national newspaper in Britain. Of the Sunday papers, the *Observer* and the *Sunday Times* are the best known; their literary and artistic reviews are particularly prized, especially among the more highbrow members of the community. Several Sunday newspapers now publish a magazine supplement in colour.

Some of the daily and Sunday newspapers are at times criticized for being too sensational and devoting too much space to reporting murders and other crimes.

It is a regrettable fact that the number of magazines of a literary or political nature has declined since the war. This has probably been caused by the ever-wider use of radio and television. The most flourishing magazines are those published for women. Their covers are designed to catch the eye, and they certainly succeed in doing so! They offer their readers articles on cookery, fashion, needlework, knitting and many other matters of feminine interest. They also provide advice to those in love, "your fate foretold by the stars", and stories of romance with handsome heroes. Some women's magazines also include serious articles of more general interest.

The visitor who looks at the magazines displayed in a large bookstall such as one may find in an important railway station will notice that there is a wide variety of technical or semi-technical publications. There are magazines for the motorist, the farmer, the gardener, the nurse, the wireless enthusiast, and many others.

There are many local and regional newspapers. It is customary in Britain for a newsagent to deliver the morning papers to his customers for a small extra payment; this service is usually performed by boys and girls who want to earn some pocket money.

To Check Your Understanding

I. Put the following terms in contrasting pairs (using also information from passage one):

- | | |
|-------------------|---------------------|
| a. national paper | b. daily paper |
| c. morning paper | d. quality paper |
| e. popular paper | f. evening paper |
| g. Sunday paper | h. provincial paper |

II. Answer the following questions:

1. In what way should the Sunday newspaper not be considered a NEWSpaper?

2. Besides the readers , who gives financial support to newspaper publishers?

3. What is it that people like most about the “Observer” and the “Sunday Times”?

4. Why do magazines have less concern for literature and politics?

5. Who are the main magazine readers?

6. How do most people get their newspapers?

UNIT SEVEN

Part A. Reading Skills—Reading Plays

Unlike most other reading materials, plays are usually meant to be read aloud or acted out, and the major part of plays will be speeches of the characters — people who take part in plays. Like narrative stories, they deal with people and events, but different from narrative writings, a writer of a play — the playwright — does not TELL the story himself. Instead, he uses the character's mouth to talk about the events. Therefore, in reading a play, a closer attention to the speeches is essential to a good understanding.

* * *

Play One

Below you will read a play based on a story by Washington Irving about a man who slept through the American Revolutionary War. The man's name was Rip Van Winkle, and the story took place in the Catskill Mountains of New York.

Rip Van Winkle

Characters

RIP VAN WINKLE
DAME VAN WINKLE
 his wife
JUDY, his daughter
NICHOLAS VEDDER,
 landlord of the King
 George Tavern
BROM DUTCHER
PETER VANDERDONK

DERRICK VAN BUMMEL
 the schoolmaster
JONATHAN DOOLITTLE
 proprietor of the
 Union Hotel
HENDRIK HUDSON
SAILORS, TOWNSPEOPLE
 and CHILDREN

Part One

Before the First Reading

Keep the following questions in mind while you read:

1. *When and where does the story take place?*
2. *What kind of person is Rip Van Winkle?*
3. *What kind of person is his wife, Dame Van Winkle?*

Scene I

TIME: *Autumn, 1772.*

SCENE: *A village in the Catskill Mountains. At left is an inn with a sign, "King George Tavern." A British flag hangs on the flagpole.*

AT RISE: *Several townspeople are in front of the tavern. VEDDER is sprawled back in his chair. DUTCHER and VANDERDONK are at a table, playing a game of checkers. VAN BUMMEL is reading aloud from a newspaper. From time to time, a rumble of thunder can be heard in the distance.*

VAN BUMMEL (*Reading*): "... and it has been learned that Massachusetts favors a Stamp Act Congress to be held in New York to protest English taxation in the Colonies."

DUTCHER: Good! It's high time we did something about this English taxation.

VANDERDONK: Taxes and more taxes! The English are a pack of rascals with their hands in our pockets.

VAN BUMMEL: One of these days the people here in the American Colonies will revolt, you mark my words.

VEDDER: Well, here comes one man who is not troubled by these problems — Rip Van Winkle. (*RIP VAN WINKLE enters.*)

RIP: Good afternoon, gentlemen. (*Thunder is heard.*) Just listen to that, will you!

DUTCHER: We're probably in for a storm.

VANDERDONK: How about a game of checkers, Rip?

RIP (*Hesitating*): I don't know. Dame Van Winkle sent me for a bucket of water, but — maybe one game. (*He sits down and begins to play.*)

DUTCHER: Your move, Rip.

DAME VAN WINKLE (*Calling from outside*): Rip! R-I-P! Rip Van Winkle!

RIP: Oh, my galligaskins! It's my wife! (*DAME VAN WINKLE enters with a broom.*)

DAME VAN WINKLE: So this is how you draw water from the well! Sitting around with a lot of lazy good-for-nothing loafers. (*She tries to hit RIP with the broom.*) Pick up that bucket, you dawdling Dutchman, and fill it with water!

RIP: Hey there, Dame, I'm not an old rug to be beaten with a broomstick.

DAME VAN WINKLE: Well, you might better be. An old rug is more useful than you. At least it would keep our feet warm in winter, which is more than you can do. Little you care that your family is starving and the cow is gone.

RIP: The cow gone?

DAME VAN WINKLE: Aye, the cow is gone and the cabbage trampled down, When are you going to mend the fence?

RIP: It rained yesterday —

DAME VAN WINKLE: If excuses were shillings, we'd be rich!

RIP: I'll mend the fence — tomorrow.

DAME VAN WINKLE: Tomorrow, tomorrow! All your work is going to be done tomorrow! You're always ready to help someone else, but here at home (*She exits.*)

VEDDER: Poor Rip! His wife has the scoldingest tongue in the Hudson Valley.

DUTCHER: What would you do, Derrick, if you had a wife like Van Winkle's?

VAN BUMMEL: War would be no worse. I would enlist. (*They all laugh and exit through the tavern door. Children's voices are heard off-stage. JUDY, LUKE, KATCHEN, MEENIE, holding a kite, and JACOB, carrying a bow, run in and shout with delight when they see RIP.*)

CHILDREN: There he is ! There's Rip Van Winkle! (*They surround him, chattering excitedly.*)

JACOB: Oh, Rip, my bow is fine now. Thank you for fixing it.

MEENIE (*Holding out kite*): My kite really flies now, since you fixed it.

LUKE: Rip, will you see what's the matter with my whistle? I did what you told me, but it doesn't work. (*He hands RIP the whistle.*)

RIP (*Examining it*): You missed a little here, Luke. Here, let me fix it for you. (*He sits and begins to whistle.*)

JUDY: Tell us a story, Father!

LUKE: Oh, yes, please do. (*The children all gather around RIP. A loud roll of thunder is heard.*)

JUDY: Oh, listen! Hear the thunder!

RIP : Why, don't you know what that is, Judy? That's Hendrik Hudson and his famous crew, playing ninepins up in the mountains. (*More thunder is heard.*)

MEENIE: Oh, what a noise they make!

RIP: Yes, they come back to the Catskills every twenty years.

JACOB: What do they do that for?

RIP : Oh, old Hendrik Hudson likes to revisit the country he discovered and keep a watchful eye over the Hudson River.

JACOB: I wish I could see them.

RIP : Peter Vanderdonk says his father saw them once in their funny breeches playing ninepins up in the hills. (*More thunder is heard.*) Listen to their pins falling!

DAME VAN WINKLE: (*Entering*): So! Here you are, telling silly stories. I could tell some stories myself — about a husband who only whistles and whistles. (*She snatches the whistle from RIP.*)

LUKE: It's my whistle! Please don't break it!

DAME VAN WINKLE: Take it and begone! (*She gives LUKE the whistle, and he runs off.*) Judy, you go and ask Dame Vedder for an armful of wood. Your father is too busy spinning yarns to split wood for our fire. (*JUDY exits.*) As for the rest of you, go home if you have any homes, and don't keep hanging around here like stray dogs. (*She sweeps the children off the stage with her broom.*) Get along! Begone, all of

you! (*She faces RIP.*) Well, what do you have to say for yourself? (*RIP says nothing.*) Nothing as usual. (*RIP goes to the tree for his gun.*) What are you getting your gun for? Going off to the mountains, no doubt.

RIP : Well, wife, you have often told me — *my* side of the house is the outside. Where's my dog? Where's Wolf?

DAME VAN WINKLE: Well, if you're going hunting, go. Take your silly dog with you, and don't come back until you bring us something for supper. (*She exits.*)

JUDY (*Re-entering, carrying wood for stove*): Oh, Father, it's going to rain.

RIP : I'll find a place. Don't cry, Judy. Remember your little song? Come, we'll sing it together. (*They sing an appropriate folk song.*)

JUDY: Oh, Father, I hope you have wonderful luck. Then Mother won't be so cross. (*She hugs RIP.*)

DAME VAN WINKLE (*Calling from off-stage*): Ju-dee! Ju-dee!

RIP : There's your mother. I'd better be off. Goodbye, Judy dear. Come Wolf, come boy! (*A dog's bark is heard off-stage. RIP waves to Judy, and exits.*)

JUDY (*Waving*): Goodbye, Father. (*LUKE enters and joins JUDY as a loud crash of thunder is heard.*) Oh, Luke, listen to that thunder!

LUKE: It's only Hendrick Hudson's men playing ninepins. Don't be scared, Judy.

JUDY: I'm not — that is, not very.

DAME VAN WINKLE (*Calling from off-stage*): Judy! Ju-dee!

LUKE: You'd better go in or you'll catch it. Here, I'll carry your bucket for you. (*He and JUDY exit.*)

After the First Reading

- I . Choose the group of words that best describe Rip Van Winkle:
 - a. honest, slow in action, extremely lazy
 - b. helpful, handy, simple-minded, carefree
 - c. happy, poorly dressed, loving children but not animals
- II . Choose the group of words that best describe Dame Van Winkle:
 - a. mild, peaceful, hard-working
 - b. free, caring, poor at speaking
 - c. busy, strict, sharp-tongued

During Further Readings

- I . Turn the following into complete sentences:
 1. (Dame Van Winkle sent me for a bucket of water,) but— maybe one game.

 2. Your move.

 3. Well, you might better be.

4. The cow gone?

5. It rained yesterday —

6. (You're always ready to help someone else,) but here at home

7. Nothing as usual.

8. Going off to the mountains, no doubt.

9. Remember your little song?

II. Indicate what feelings the followings express:

(excitement, sympathy, anger, gratefulness, fear, contempt, surprise, impatience, etc.)

1. Taxes and more taxes. _____

2. Oh, my galligaskins! It's my wife! _____

3. So this is how you draw water from the well! _____

4. An old rug is more use than you. _____

5. The cow gone? _____

6. Tomorrow, tomorrow! All your work is going to be done tomorrow. _____

7. Poor Rip! His wife has the scoldingest tongue in the Hudson Valley. _____

8. There he is, there's Rip Van Winkle! _____

9. Oh, Rip, my bow is fine now. Thank you for fixing it. _____

III. Explain what the speakers of the following sentences mean:

1. Dame Van Winkle sent me for a bucket of water, but

2. If excuses were shillings, we'd be rich.

3. All your work is going to be done tomorrow!

4. It's only Hendrik Hudson's men playing ninepins.

Part Two

Before the First Reading

1. *What time is it now?*
2. *Where is Rip Van Winkle?*
3. *What will happen to him?*

Scene II

TIME: Later the same afternoon.

SCENE: A forest glade, high in the Catskill Mountains.

AT RISE: RIP enters left, and sits on a tree stump.

RIP: Whew! That was a climb! All the way up the mountain. How peaceful it is up here. No one to scold me, no one to wave a broomstick. Ah, me! I wonder where Wolf is. Wolf! Here, boy! (A dog barks off-stage. A loud crash of thunder is heard.) That thunder sounds much louder up here in the mountains than down in the valley. Maybe it's going to rain, after all.

VOICE (High-pitched): Rip Van Winkle! Rip Van Winkle!

RIP (Rising): That's my name. Somebody is calling me.

VOICE (Off-stage): Rip Van Winkle!

RIP (A ship's bell is heard off-stage): What was that? A ship's bell? But how can that be? A ship? Up here in the mountains? It is a ship! Look at it! Sails all set — a Dutch flag at the masthead. (The ship's bell is heard again, fainter.) There, it's gone. I must have imagined it. (1ST SAILOR with a keg on his back, enters as RIP watches him in amazement.) By my galligaskins, what a funny little man! Such old-fashioned clothes he has on! (RIP goes to meet him.) Hello, old Dutchman. That keg looks heavy. Let me carry it for you. (RIP takes the keg.) By golly, it is heavy! Why did you bring this keg all the way up here to the top of the mountain? Who are you, anyway?

1ST SAILOR (Gruffly): Don't ask questions. Set it down here.

RIP (Obeying cheerfully): Anything to oblige. (HENDRIK HUDSON and his crew enter. They carry bowling balls, ninepins, and drinking mugs.) Bless my soul! Who are you?

SAILORS (shouting): Hendrik Hudson and his merry crew!

HUDSON: Set up the ninepins, men, and we'll have a game. (They set up the ninepins. HUDSON speaks to 1ST SAILOR.) You there, fill up the mugs. Now then, Rip Van Winkle, will you drink with us?

RIP: Why, yes, thank you, Captain Hudson. I'm quite thirsty after my long climb up the mountain. (The mugs are filled at the keg and the 2ND SAILOR proposes a toast.)

2ND SAILOR: To Hendrik Hudson and his merry crew!

ALL: To Hendrik Hudson and his merry crew!

RIP (*Lifting his mug*): Well, gentlemen, here's to your good health. May you live long and prosper. (*RIP drinks.*) Ah! This s the best drink I ever tasted, but it makes me feel sleepy. (*HUDSON and his men begin to bowl. As they roll the balls, the thunder increases. RIP yawns.*) Ho, hum! I can't keep my eyes open. I guess I'll lie down — (*Carrying his gun, he goes behind a bush and lies down.*)

HUDSON: Now men, let's have a dance. (*Sailors dance. RIP goes off for costume change and returns. End of dance. Then 1ST SAILOR points to the bush where RIP is sleeping.*)

1ST SAILOR: Look! Rip Van Winkle is asleep.

HUDSON: Peace be with the poor fellow. He needs a good long rest from his nagging wife. Sh-h-h-h! (*HUDSON and MEN gather up ninepins, keg, etc. and exit. Lights dim briefly to indicate the passage of twenty years. RIP, dressed in old clothes and with a long beard, limps to the center of the stage.*)

RIP : Ouch, my back! It's so stiff. And my legs! My, my, but I'm shaky! I feel as if I'd grown to be an old man overnight. Well, I'd better get home to Dame Van Winkle. (*He looks at the gun he is carrying.*) Why, this rusty old thing is not my gun! Somebody has played trick on me. (*Suddenly remembering*) It's that Hendrik Hudson and his men! They've stolen my gun, and left me this rusty one. (*He whistles.*) Wolf! Here, Wolf! Have those scamps stolen my dog, too? Maybe he found it too cold and went home. Well, I'd better go home, too. (*He exits.*)

(*Curtain*)

After the First Reading

Complete the following sentences by making a correct choice:

1. Once up the mountain, Rip Feels _____.
 - a. light-hearted
 - b. sad
 - c. extremely excited
2. Hendrick Hudson and his merry crew come to _____.
 - a. produce thunders
 - b. sail ships
 - c. play ninepins
3. Rip's gun becomes rusty because _____.
 - a. somebody has played a trick on him
 - b. it is somebody else's
 - c. he has slept for twenty years

During Further Readings

I. Indicate which are offers(O) and which are requests(R):

1. Let me carry it for you. _____

2. Don't ask questions. Set it down here. _____
3. You there, fill up the mugs. _____
4. Now then, Rip Van Winkle, will you drink with us? _____

II. Say what the underlined pronouns refer to:

1. That was a climb! _____
2. I must have imagined it. _____
3. By golly, it is heavy. _____
4. Bless my soul! Who are you? _____
5. It's so stiff. _____
6. Maybe he found it too cold and went home. _____

* * *

Part Three

Before the First Reading

Keep the following questions in mind while you read:

1. *What happened to the town and the whole United States during Rip's 20 years' sleep?*
2. *How do the townspeople treat him at first?*
3. *How does he prove that he is the Rip Van Winkle who disappeared 20 years ago?*

Scene III

TIME: Twenty years after Scene I.

SCENE: Same as Scene I, except that the sign above the tavern door reads: "Union Hotel — Proprietor, Jonathan Doolittle." A picture of George Washington has replaced that of King George III. An American flag hangs on the pole.

AT RISE: TOWNSPEOPLE are in front of the tavern.

1ST MAN: George Washington! Washington for President! (TOWNSPEOPLE sing "Yankee Doodle." RIP enters with a group of children, who are laughing at him.)

CHILDREN: Look at him! He looks like a scarecrow! Where did you come from, Daddy Long-legs? (1ST CHILD stands in front of RIP and pulls on his beard.)

1ST CHILD: Billy goat! Billy goat! (RIP is amazed to find he has a beard.)

RIP: By my galligaskins, what's this?

2ND CHILD: It's a beard, old Father Time. Didn't you know you had a beard?

RIP: But I didn't have one last night. (The children laugh.)

1ST MAN (To RIP): What do you mean by coming here at election time with a gun on your shoulder and a mob at your heels? Do you want to cause a riot?

RIP: Oh, no, sir! I am a loyal subject of King George!

CHILDREN and TOWNSPEOPLE (Shouting): A spy! Away with him! Lock him up!

JONATHAN DOOLITTLE: Let's get to the bottom of this. (*To RIP*) Aren't you a supporter of Washington for President?

RIP (*Puzzled*): Eh? Supporter of Washington? (*Shaking his head, completely bewildered*) I don't understand. I mean no harm. I only want to find my friends. They were here at the tavern yesterday.

DOOLITTLE: Who are these friends of yours? Name them.

RIP (*Hesitantly*): Well, one is the landlord of the inn —

DOOLITTLE: I am the landlord — Jonathan Doolittle.

RIP: Why, what happened to Nicholas Vedder?

1ST WOMAN: Nicholas Vedder? He died eighteen years ago.

RIP: No, no, that's impossible! Where's Brom Dutcher? And the schoolmaster, Van Bummel —?

1ST MAN: Brom Dutcher was killed in the war at Stony Point.

2ND MAN: And Van Bummel went off to the war, too. He became a great general, and now he's in congress.

RIP: War? What war?

2ND MAN: Why, the war we fought against England, and won, of course.

RIP: I don't understand. Am I dreaming? Congress? Generals? What's happened to me?

DOOLITTLE (*Impatiently*): Enough nonsense. Who are you, anyway?

RIP (*Confused*): I don't know. I mean, was Rip Van Winkle yesterday, but today —

DOOLITTLE: Don't try to make fun of us, my man!

RIP: Oh, indeed, I'm not, sir. I was myself last night, but I fell asleep on the mountain, and Hendrik Hudson and his crew changed my gun, and everything's changed, and I'm changed, and I can't tell what's my name, or who I am!

2ND MAN (*Shaking his head*): Hendrik Hudson, he says! Poor chap. He's crazy. Let's leave him alone.

RIP: (*In distress*): Doesn't anyone know who I am?

2ND WOMAN (*Soothingly*): Why, you're just yourself, old man. Who else do you think you could be? (*JUDY GARDENER enters holding LITTLE RIP's hand. He hangs back, whimpering.*)

JUDY: Hush, Rip! The old man won't hurt you.

RIP: (*Turning in surprise*): Rip? who said Rip?

JUDY: I did. I just told my little boy not to be afraid.

RIP: And what is your name, my good woman?

JUDY: My name is Judy, sir.

RIP: Judy? Did you say Judy? (*In great excitement*) And your father — what was his name?

JUDY: Ah, poor man, his name was Rip Van Winkle. It's twenty years since he went away. We never heard of him again.

RIP (*Staggered*): Twenty years?

JUDY: Yes, it must be all of that. His dog came back without him. I was a little girl then.

RIP: And your mother — where is she?

JUDY: My mother is dead, sir.

RIP (*Sighing*): Ah, but that woman had a tongue! Well, peace be with her soul. Did you love your father, Judy?

JUDY: With all my heart. All the children in the village loved him, too.

RIP: Then look at me, closely, dear Judy. I am your father.

JUDY: (*Not believing*): You? My father?

RIP: We used to sing a little song together, remember? (*He sings a few lines from the folk song in Scene I.*)

JUDY (*Slowly*): Yes, my father used to sing that song with me, but many people know it.

RIP: Do you remember, Judy, that I told you the ninepins in the mountains just before I went off with Wolf?

JUDY (*Excitedly*): Yes! And Wolf was our dog's name. Oh. Father, it's really you!

RIP (*Taking her in his arms*): Yes, my little Judy — young Rip Van Winkle once, old Rip Van Winkle now. (*TOWNSPEOPLE talk excitedly among themselves as they watch.*)

JUDY: Dearest Father, come home with me. Luke and I will take good care of you.

RIP: Luke?

JUDY: Luke Gardenier, my old playmate. You used to make whistles for him and take him fishing. We were married when he came back from the war.

RIP: Ah, the war. There is so much I have to catch up with.

JUDY: You will have plenty of time to do that — and you must tell us what happened to you.

RIP: Maybe you won't believe what happened to me. Judy — it was all so strange. (*RIP reaches out a hand to LITTLE RIP, who shyly takes it, and they start off left, JUDY following. A loud clap of thunder stops them. RIP turns front and shakes his fist toward the mountains.*) Oh, no you don't. Hendrik Hudson! You don't get me back up there again. (*There is an answering roll of thunder that sounds like a deep rumble of laughter as the curtain falls.*)

After the First Reading

Tell whether the following statements are true or false according to the part of the story after Rip's 20 years' sleep:

1. _____ George Washington is the President.
2. _____ The children like Rip Van Winkle because he is kind to them and has helped them a lot.
3. _____ Even Rip's daughter does not recognize him at first.
4. _____ As he looks and acts in strange ways, the townspeople all laugh at him.

5. _____ Rip Van Winkle sings a folk song to prove that he is Judy's father.
6. _____ Judy doesn't believe Rip Van Winkle is her father until he mentions their dog's name.

During Further Readings

I . Which of the following expressions show surprise (S) or excitement (E):

1. Washington for President! _____
2. By my galligaskins, what's this? _____
3. No, no, that's impossible! _____
4. Rip? Who said Rip? _____
5. Judy? Did you say Judy? _____
6. Twenty years? _____
7. You? My father? _____
8. Oh, Father, it's really you! _____

II . Complete the following commands by filling in the blanks with appropriate negative verbs or modal verbs:

1. _____ you know you had a beard?
2. _____ you a supporter of Washington for President?
3. _____ anyone know who I am?
4. _____ you remember we used to sing a little song together?

* * *

Play Two

Before the First Reading

If you find it hard to believe that Rip could have slept in the mountains for twenty years, then, would you be equally surprised if one day somebody comes to you and says that he wants to give you five hundred pounds? Read the following play and think what you would do when faced with such an offer.

Bear in mind the following questions while you read:

1. *Are Mr. and Mrs. Brownlow rich or poor?*
2. *Why does Henry Snaith offer Mr. Brownlow five hundred pounds?*
3. *Does Mr. Brownlow accept the offer? What is his problem, if he has any?*

A Question of Ethics

Characters

George Brownlow, a solicitor's clerk.

Nellie Brownlow, his wife.

Henry Snaith, a solicitor.

SCENE: *A sitting-room in the BROWNLOWS' house. There is very little furniture in it. GEORGE BROWNLOW is sitting in front of the fire, NELLIE opposite him.*

GEORGE. I know that the house is half-empty, my dear, but we can't afford to buy more furniture. We have enough debts already. We'll have to let it stand for the moment. Nothing else for it. Sorry, dear, but we really can't get into any more debt.

NELLIE. Of course, darling. I know. Doesn't matter a bit, really, but—well, anyway, we may see something cheap later on, and—and maybe a client will leave you something in his will one of these days, and—oh! wouldn't that be wonderful, George!

GEORGE. (*laughingly*) That is likely to happen at any moment. That is, if I do not prevent him. Clients have a habit of slipping in under one's guard and leaving some money to lawyer's clerks if we take our eyes off them for a moment.

(*A ring of the front door bell. NELLIE gets up and goes to answer it.*)

GEORGE. Now, I wonder who that can be ... Probably the grocer with his week's account. How sick of it all I am!

(*Re-enter NELLIE, excitedly*)

GEORGE. Well, dear, who was it?

NELLIE. It's a Mr. Snaith, and he wants to see you.

GEORGE. Snaith?

NELLIE. Yes, of Snaith and Worthing, the solicitors. Shall I show him in here?

GEORGE. Yes, I wonder what he wants!

(*NELLIE goes to the door, returning in a moment with MR. SNAITH.*)

NELLIE. In here, Mr. Snaith. (*She withdraws.*)

SNAITH. Good evening. You are Mr. Brownlow?

GEORGE. Yes.

SNAITH. Senior clerk of Brand & Topiss?

GEORGE. Yes, but I don't—

SNAITH. Ah! of course! You are, no doubt, surprised at my visit; however, that can soon be explained. May I sit down?

GEORGE. Why, certainly. ...

(*SNAITH produces a cigar case, offers one to George, who refuses politely, lights one himself, and sits back, looking at George, through the smoke.*)

SNAITH. How old are you, Mr. Brownlow?

GEORGE. Twenty-six.

SNAITH. A wonderful age. Dear me, how long ago is it since I was twenty-six? They were interesting days for the lawyers then, Mr. Brownlow. You are married, are you not? It was your wife who showed me in, wasn't it?

GEORGE. Yes.

SNAITH. Long married?

GEORGE. About four months.

SNAITH. Well, well. Just starting on the seas of life's great adventure. We older men have a habit of envying you younger ones your youth, but when one looks back one remembers that one had one's struggles and hard battles in those days, too. No doubt you have yours.

GEORGE. I have.

SNAITH. The economic problem, eh? (*Leaning forward.*) Well, Mr. Brownlow, to get to the subject of my visit. Your people are handling the South-Western Trust case, aren't they?

GEORGE. The fact is well known.

SNAITH. Exactly. It's an unpleasant business, that affair. Of course, you'll win your case.

GEORGE. We are hoping so.

SNAITH. Not a doubt of it. Well, what I have to say to you is this, Mr. Brownlow. You have on your list of witnesses Lord Savering. Of course—Ahem!—Lord Savering has had no dirty business with this South-Western Trust, but nevertheless he is not anxious to have anything to do with it at all. You understand? Now, without dragging him into it you can easily win your case, Mr. Brownlow. (*Smiling.*) Oh, we are quite clear about the case, you know. Now it is your business, as I know, to make the list of witnesses, and so forth, and my proposal to you is this, Mr. Brownlow. Take out Lord Savering's name from that list—remember, you do not really need him—and I shall pay you five hundred pounds on the evening before the trial.

GEORGE. I don't deny that five hundred pounds would be very useful to me at present, Mr. Snaith. What you are saying is quite true, we can win the case without Lord Savering's name on the list. But what about the ethics of the business! After all, in law, matters are, well they're—

SNAITH. Take your time and think over my proposal. Just think, Mr. Brownlow, that five hundred pounds is five hundred pounds, and as you say, you could do with that sum at the present stage of your career. To be frank with you, at your age I would not have turned down the offer. One witness more or less will make no difference. You are bound to win that case, anyway, and by taking out Lord Savering's name you will be doing nobody harm and doing him a lot of good.

GEORGE. This money to be paid in notes, Mr. Snaith?

SNAITH. Certainly. If at nine o'clock on the evening before the trial I may call here and you will show me your list without the name of Lord Savering, I shall pay you the money myself.

GEORGE. Very well. I accept your offer.

SNAITH. (*with a smile*) I am very glad that you do so, Mr. Brownlow. I think you have

acted very wisely. I shall come here on the evening before the trial—that will be the 25th, one week from today. Nine o'clock. Understood?

GEORGE. Understood.

SNAITH. Then good night, my boy, good night. (*He rises. GEORGE opens the door for him and they go out.*)

(*Curtain for a few moments, to show passage of a week. As it rises, a clock is striking nine and GEORGE BROWNLOW is sitting in his usual chair, moving about and impatient; NELLIE is very excited. A ring is heard at the door.*)

NELLIE. There he is! (*Rushes to front door; returns in a moment with MR. SNAITH, and at a sign from GEORGE withdraws.*)

SNAITH. It's been a beautiful day, Mr. Brownlow, hasn't it? Certainly not the day for shouting in the courts of law over money and morals. Ours is a dry trade. Mr. Brownlow; as dry and dusty as our own law books! Well, to business. You have kept your promise, I suppose. May I see the list of witnesses?

(*GEORGE produces it from a pocket-book and hands it to him. He reads it carefully. Then he folds it up, hands it back, and he takes a thick envelope from an inside pocket.*)

SNAITH. You will find the five hundred pounds in that, Mr. Brownlow. Now, what are you going to do with the money?

GEORGE. Buy some furniture for the house, first of all. Before that, I shall take my wife out to dinner.

SNAITH. Ah, those little dinners to celebrate! I used to do the same thing at your age, you know. Now I am a grandfather, Mr. Brownlow. But I remember those dinners in the old days. Soft lights over a table somewhere in Soho—a bottle of wine, whispered dreams, and plans for the house with a garden. Well, I must be going.

GEORGE. Just a moment, Mr. Snaith; I wish to ask you a question of ethics.

SNAITH. I am quite at your service.

GEORGE. You promised me five hundred pounds if I showed you the list without the name of Lord Saverling.

SNAITH. True. And you kept your promise, as I did mine.

GEORGE. Quite so. But what would you say, Mr. Snaith, if I told you that Lord Saverling's name was never on that list? That we had never known he had anything to do with this business till you told me?

SNAITH. I would say, Mr. Brownlow, that there is a great future before you in the law. Also, that Lord Saverling is paying that five hundred pounds, and ... he certainly deserves to pay it. Go ahead and buy the furniture, Mr Brownlow. Good-bye.

CURTAIN

After the First Reading

Choose the answer that best completes each sentence:

1. From _____ we learn the couple do not earn big money.

- a. their discussion on furniture
 - b. their debts
 - c. their fear for the coming of the grocer
 - d. all of the above
2. From what he says and acts, we can see that Henry Snaith is very _____.
- a. kind-hearted
 - b. generous
 - c. experienced
 - d. rich
3. Finally Mr. Brownlow accepts the offer _____.
- a. because his wife wants it
 - b. though he worries a little about it
 - c. though he does not need it
 - d. as it is not a big sum

During Further Readings

I . Make a correct choice to complete each sentence :

1. The story takes place in (winter/summer).
2. Nellie is (happy/unhappy) about the amount of the furniture in the house.
3. When Nellie says somebody may leave them money in his will, George thinks it is (serious/a joke).
4. (George/Nellie) showed Mr. Snaith in.
5. Mr. Snaith is much (older/younger) than George.
6. Mr. Snaith thinks Mr. Brownlow's effort in handling the South-Western Trust case will (succeed/fail).
7. Whether Lord Saverin's name is on the list of witness makes (no/a great) difference to George.
8. If Mr. Brownlow accepts the money, his wife will be (happy/unhappy).
9. When Mr. Snaith rings the door-bell at his second visit, Mr. and Mrs. Brownlow have been waiting for him (anxiously/calmly) for a while.
10. When Mr. Snaith learns that Lord Saverin has never been on the list, he insists that Mr. Brownlow (return/keep) the money.

II . Answer these questions :

1. What do you think Nellie has said to George before the story takes place?

2. When George buys bread, meat, etc. , does he often pay cash? Why do you think so?

3. Why does George want to receive the money in notes?

4. Who has benefited from the deal, Mr. Snaith, George, George's firm, Nellie, or Lord Savering? How?

5. What would you do in George's position? Why?

III. Turn the following into complete sentences:

1. GEORGE. ... Nothing else for it.

2. NELLIE. Doesn't matter a bit

3. GEORGE. Probably the grocer ... with his week's account.

4. SNAITH. Senior clerk of Brand & Topiss?

5. GEORGE. Yes, but I don't—

6. SNAITH. You understand?

7. GEORGE. This money to be paid in notes, ...

8. SNAITH. Understood?

IV. Explain the underlined words:

1. GEORGE. That is likely to happen at any moment.

2. GEORGE. How sick of it all I am!

3. SNAITH. ... that can soon be explained.

4. SNAITH. No doubt you have yours.

5. GEORGE. We are hoping so.

6. SNAITH. Not a doubt of it.

7. SNAITH. ... I used to do the same thing at your age.

8. SNAITH. And you kept your promise, as I did mine.

9. GEORGE. Quite so.

V . Sentence comprehension :

1. "We'll have to let it stand for the moment. "
 - a. We'll be able to do nothing else but asking the hire-purchase man to stand there for a while.
 - b. For the time being, we won't stay where we are.
 - c. Now we'll have to keep the old furniture and buy some new pieces.
 - d. Though we need furniture, we can buy no more for the moment.
2. "Clients have a habit of slipping in under one's guard and leaving some money to lawyer's clerks if we take our eyes off them for a moment. "
 - a. If we want to offer chances to them, clients often come in and secretly give something to lawyer's clerks.
 - b. If we don't watch them closely, clients are likely to fall on the slippery ground when they come to give something to lawyer's clerks.
 - c. While we are off our guard, clients often get in hurriedly to give money to lawyers.
 - d. It is a habit for clients to get in with soldiers keeping guard to leave something to lawyer's clerks before we notice them.
3. "Just starting on the seas of life's great adventure. "
 - a. You just start on your adventurous journey to the seas.
 - b. Travelling by sea is a great danger in one's life.
 - c. Getting married means the beginning of a lot of troubles as well as happiness in one's life.
 - d. Getting married is an adventurous experience.
4. "Lord Saverig has had no dirty business with this South-Western Trust, but nevertheless he is not anxious to have anything to do with it at all. "
 - a. Though Lord Saverig has had no dishonourable dealings with the business, yet he hates to appear on the list.
 - b. Lord Saverig's relations with the business are not unbelievable, so he can wait and be listed later.
 - c. Though Lord Saverig has had nothing to do with the business, he is eager to have his name put on the list.
 - d. It's true that Lord Saverig has had secret connections with the business, but he does not want to be involved in the case.
5. "But what about the ethics of the business!"
 - a. But aren't we breaking the moral principles of the South-Western Trust!

- b. But aren't we breaking the moral principles of a lawyer!
 - c. But you have no knowledge about the ethics of the business!
 - d. The ethics of the business means nothing.
6. "... you could do with that sum...."
- a. ... you could achieve professional success with the help of that amount of money
 - b. ... you could be satisfied with that amount of money
 - c. ... you could meet the ethics of your business with that sum of money
 - d. ... you could do much good to your business with that sum of money
7. "Curtain for a few moments, to show passage of a week."
- a. A curtain sometimes means the period of time called a week.
 - b. Curtain is normally used to describe the passing of time.
 - c. The curtain rises for a minute to suggest that a week has passed.
 - d. The curtain falls for a few minutes to suggest that a week has passed.
8. "Ours is a dry trade, ..."
- a. Working with money and morals is something interesting ...
 - b. We are lucky to pursue the law.
 - c. The law is an uninteresting profession.
 - d. Our business does not make a lot of profits in its dealings with the South-Western Trust....
9. "I am quite at your service."
- a. I am always a true servant of yours.
 - b. I am ready to answer your question.
 - c. I am serving you quietly.
 - d. I am willing to teach you.
10. "... he certainly deserves to pay it."
- a. ... he is richer than you, so he should pay it.
 - b. ... he is involved in the case, so he should pay.
 - c. ... he has asked me to give you the money, so he should pay it.
 - d. ... he is foolish enough not to know the truth, so he should pay it.

Part B. Vocabulary Skills

I. These words are for your reference:

Brand & Topiss 布兰德—托皮斯

ethics /'eθiks/ *n.* 伦理学, 道德学; 道德体系

George Brownlow /dʒɔ:dʒ 'braʊnləʊ/ *n.* 乔治·布朗洛

Henry Snaith /'henri sneiθ/ *n.* 亨利·斯奈斯

Nellie /'neli/ *n.* 内莉

Savering 萨弗林

Snaith and Worthing 斯奈思—沃辛

Soho /'səuhəu/ *n.* 索霍区(英国伦敦一地区,多夜总会及外国饭店)

solicitor /sə'lisitə/ *n.* (英)初级律师

South-Western Trust 西南托拉斯

II. Make a close study of the following words and expressions:

adventure /əd'ventʃə/ *n.* a journey, experience, etc.; excitement, as in a journey or activity

e. g. The boy told them of his adventures in the mountains.

She lived for adventure.

afford /ə'fɔ:d/ *v.* (usu. with can, could, able to) to be able to do, spend, give, etc.

e. g. At last we can/are able to afford a house.

I can't afford three weeks away from work.

and so forth; and others of the same kind; and various other things

career /kə'riə/ *n.* general course of a person's working life 职业

e. g. Churchill's career proves he was a great man.

case /keis/ *n.* 情况,事实;病例;案件

celebrate /'selibreit/ *vt.* to enjoy oneself, usu. for something special

cigar /si'gɑ:/ *n.* 雪茄烟

client /'klaɪənt/ *n.* 诉讼委托人;顾客

court /kɔ:t/ *n.* 法庭

e. g. The case was settled out of court.

curtain /'kə:tn/ *n.* 幕(布);窗帘

darling /'dɑ:liŋ/ *n. a.* 亲爱的

e. g. Darling, will you please hurry up!

My grand-daughter is a little darling.

deny /di'nai/ *vt.* to refuse to accept (as true, as a fact)

e. g. He denied he had told me.

She denied it to be the case.

deserve /di'zə:v/ *v.* to be worthy of; be fit for

e. g. Such bad behavior deserves a beating.

She deserves to win because she was the best.

do somebody good; to improve someone, esp. in health or behaviour

e. g. It will do him good to have to look after himself.

Maybe he won't be so selfish in future.

Milk does you good.

do somebody harm; to hurt in mind or body; to damage

e. g. It wouldn't do her any harm to have to work harder.

I've got up early all my life, and it hasn't done me any harm.

dry /drai/ *a.* dull and uninteresting

e. g. The book was as dry as dust.

dusty /'dʌsti/ *a.* full of dust; like dust; dry as dust

economic /ˌi:kə'nɒmɪk/ *a.* 经济的

e. g. The country is in a good economic state.

envelope /'envɪləʊp/ *n.* 信封

envy /'envi/ *vt.* ; *n.* 忌妒

e. g. They envy Maria's beauty.

The boy's new bicycle was an object of envy to all his friends.

fold /fəʊld/ *vt.* 折叠; 合拢; 包; 笼罩

e. g. He folded the letter before putting it in the envelope.

fold one's arm

n. 褶, 褶痕

frank /frænk/ *a.* free and direct in speech; truthful, open and honest

e. g. If you want my frank opinion, I don't think the plan will succeed.

Will you be quite frank with me about this matter?

go ahead: to begin; to continue going forward

e. g. Go ahead, we are all listening.

The police examined the cars and allowed them to go ahead.

Work is going ahead.

grocer /'grəʊsə/ *n.* 食品商

handle /'hændl/ *vt.* to deal with; to treat

e. g. He handled a difficult argument skillfully.

I handled him carefully because he was so angry.

Handle children kindly, if you want them to trust you.

impatient /ɪm'peɪʃənt/ *a.* not patient

e. g. The young teacher is very impatient with slow learners.

The boy was impatient for his dinner.

later on: 以后

likely /'laɪkli/ *a.* probable; expected

e. g. Are we likely to arrive in time?

ad. probably

e. g. They'll very likely come by bus.

lord /lɔ:d/ *n.* 勋爵

moral /'mɔrəl/ *n.* 寓意

e. g. The moral of this story for children is that brothers and sisters shouldn't quarrel.

nevertheless /ˌnevəðə'les/ *conj. ad.* 然而

lawyer /'lɔ:jə/ *n.* 律师

pocket-book *n.* 皮夹子; 笔记本

proposal /prə'pəʊzəl/ *n.* a plan or suggestion offered

e. g. There are some peace proposals during the war.

re-enter (or: reenter) /'ri:'entə/ *vt.* to enter again

senior /'siːniə/ *a.* of higher rank; older

e. g. They are having a meeting of the most senior army officers.

sitting-room *n.* 起居室

slip /slip/ *vi.* to move secretly or unnoticed

e. g. He slipped into the room when no one was looking.

As the years slipped by, I thought less about her.

stage /steɪdʒ/ *n.* 阶段, 时期; 舞台, 戏剧

strike /straɪk/ *v.* (a person or machine) to make a sound

e. g. The clock struck 12.

He struck a note on the piano.

subject /'sʌbdʒɪkt/ *n.* something being discussed, as in a conversation

e. g. Don't change the subject; answer the question.

sum /sʌm/ *n.* total number or amount; amount of money

to business = Let's get down to business.

trade /treɪd/ *n.* a particular business

e. g. He works in the tourist trade.

trial /'traɪəl/ *n.* (an example of) the act of hearing and judging a person, case, or point of law in a court

e. g. The murder trial lasted six weeks.

turn down: to refuse (a request, person, etc.)

e. g. I'll have to turn down your offer.

unpleasant /ʌn'pleznt/ *a.* not pleasant

will /wɪl/ *n.* 遗嘱

e. g. Have you made your will yet?

withdraw /wɪð'drɔː/ *v.* to (cause to) move away or back

e. g. The commander gave an order to withdraw the army.

After dinner the ladies withdrew.

witness /'wɪtnɪs/ *n.* person who tells in court of law what he saw happen; person who is present when something happens 证人; 目击者

II. Notice how the noun “dust” is turned into the adjective “dusty” to mean something like “full of dust”. Give definitions to the following adjectives:

1. thirsty _____
2. sleepy _____
3. shaky _____
4. rusty _____
5. sunny _____

IV. Turn the following nouns into adjectives in the way described in Exercise III and then write down their definitions:

1. wind _____

2. blood _____

3. stone _____

4. grass _____

5. health _____

6. noise _____

7. sand _____

8. rain _____

V. Study the following table:

n.	v.	a.
adventure	adventure	adventurous
beauty	beautify	beautiful
celebration	celebrate	
economy		economic
habit		habitual
marriage	marry	
pleasure	please	pleasant, pleased unpleasant
proposal	propose	
softness	soften	soft
surprise	surprise	surprising surprised
trial	try	
withdrawal	withdraw	

VI. Replace the italicized parts of the following sentences with words from the above table:

1. The suspect was *brought to court* for murder and found guilty.
2. After dinner the ladies *left the dinner-table and went* to another room.
3. The *ceremony* took place in the central square of the village.
4. The townspeople are trying to *make* the square *look nicer* by planting a lot of flowers around it.

5. Singing in the bath is *usual* with him.
6. I was *astonished* at hearing from him after such a long time.
7. His *suggestion* to postpone the races was rejected.
8. Their trip into the mountainous area was really *exciting but dangerous*.
9. The special cream will help to *make* your skin *tender*.
10. She was so *happy* with her successful performance at the sports game that she phoned her parents about it immediately.

VI. Confusing words and expressions:

1. else, other, another, others, rest
 - a. This one won't do. Could you give me _____ one.
 - b. There were four oranges. Here are two, where are the _____ two?
 - c. Take what you want and throw the _____ away.
 - d. Here is the book you asked for. What _____ do you want?
 - e. He lived in the country for the _____ of his life.
 - f. Do to _____ as you wish to have them do to you.
 - g. This is somebody _____'s hat.
2. anyway, no matter
 - a. The house was empty and I couldn't get in _____.
 - b. Don't trust him, _____ what he says.
3. habit, hobby, custom
 - a. It was a _____ with him to stand with his hands in his pockets.
 - b. It is a _____ for a gentleman to give up his seat to a lady in a crowded bus.
 - c. Reading is the only _____ I can speak of.
 - d. He has the bad _____ of talking too much.
4. leave, stay, keep
 - a. By the time I got to the beach, there was nobody _____.
 - b. The director sent the other two boys away but asked me to _____ behind.
 - c. The food can be _____ in its packing for five days and remain fresh.
5. doubt, suspect
 - a. I _____ very much whether I shall be able to come.
 - b. The police _____ him of murder.
 - c. We have never _____ of the success of our experiment.
6. case, affair
 - a. The _____s of the factory went from bad to worse.
 - b. The man told of a sad _____ of starving children in Africa.
 - c. Even in that _____, he might send a letter of explanation.
7. act, do, behave
 - a. When the decision was made, they _____ immediately.
 - b. A little thing _____ perfectly is better than a big thing _____ badly.

- c. You ought to _____ something about that cough.
 - d. The children do not know how to _____ themselves decently.
 - e. Did she ever _____ on stage?
 - f. A trained dog can _____ as a guide to a blind person.
8. strike, knock
- a. I'm sorry, I've _____ my glass off the table and broken it.
 - b. His heart _____ heavily as he thought of the coming interview.
 - c. The clock is _____ twelve.
9. promise, allow, admit, permit
- a. I _____ now that the engine trouble was due to my faulty operation.
 - b. The nurse _____ the visitors to remain beyond the hospital visiting hours, though it was not _____.
 - c. Smoking is not _____ here.
 - d. He's always _____ people things that he can't do.
 - e. It _____ for another fine day tomorrow.

VIII. Fill in the blanks with words and phrases given below, making changes where necessary:

wonder, what about, more or less, get down to business, turn down, take one's eyes off, be sick of, no doubt, take out ... from, answer, go ahead

1. Earl made some mistakes on the test, but his answers were _____ right.
2. The teacher told the students not to write on the paper yet, but John _____ and wrote his name.
3. He could never understand how the thief had managed to steal in since he never _____ the door.
4. When the door bell rang, the host _____.
5. Jane _____ always having to wait for Bill, so when he didn't arrive on time she left without him.
6. He was _____ where to spend the weekend.
7. Even if she offers to help, I'll _____ her _____.
8. The two parties had a brief greeting before they _____.
9. _____ Susan was the smartest girl in her class.
10. _____ going to the dance with me Saturday?
11. _____ the windows? Shall we close them before we go?
12. He asked his mother to _____ the stains _____ of his shirt.

Part C. Writing and Cloze

I. Give appropriate responses using the italicized parts of the model sentences:

Model A: Clients *have a habit of slipping* in under one's guard

1. A. What does your friend often do after school?

B. _____

2. A. You haven't bought anything, but you spent the whole morning in shops.
Why?

B. _____

Model B: Now, *without dragging him into it* you can easily win your case, ...

3. A. You didn't go to the lecture, but you know everything the teacher said.

B. _____

4. A. You got the dictionary you wanted to buy, and you said you didn't spend any money?

B. _____

Model C: ... we had never known he *had anything to do with* this business. ...

5. A. When the murder happened, you were working near the house.

B. _____

6. A. He has succeeded. Do you think it is because he has been working hard for it?

B. Yes, _____

II. Shorten the following sentences after the model:

Model: George Brownlow is sitting in front of the fire, *Nellie opposite him*.

1. Father is working at his noise-making radio, and Mother is working at her sewing-machine.

2. Tigers live by eating sheep, and sheep live by eating grass.

3. At daytime, streets are jammed with cars, while at night, streets are filled with quietness.

4. With radios, we can enjoy beautiful music, and with television, we can enjoy wonderful views.

5. Eating gives people physical energy, while reading gives people spiritual energy.

III. Make sentences with "make no/little/any/great difference":

IV. Make sentences with “do no/a lot of/little/much good (to)”;

V. Make sentences with “have nothing/a lot/little/something to do with”;

VI. The following sentences can be improved by rearranging the word orders and, sometimes, omitting unnecessary words;

1. My health has been improved in the last few weeks obviously.

2. Postmen only have one day for Christmas.

3. My father can speak very well English.

4. I write carefully my homework.

5. My desk is not enough big for me.

6. Mother always tells me to not stay out late.

7. I and my friend went to visit the farm last Monday.

8. I want to let people share with me in my pleasure.

9. Because of these medicines, the patients may die when they take them.

10. After a day's hard work, all the mountain climbers are sleeping soundly.

VII. Translation:

考试作弊不仅违反校纪,也是一种不道德的行为。

有人认为,只要不被捉住,作弊对学生有百利而无一害。而事实上,作弊无异于行

窃。盗窃指的是通过非法手段而不是诚实的劳动来取得他人的金钱或财物,作弊则是指学生在考试中直接从书本或他人处获取与考试有关的信息,二者都是想不通过自己的努力获得自己想要的东西,所以说他们在本质上是一样的。

另外,作弊者使自己得高分,同时也使那些诚实学生的分数相对地低了。这是对他人的直接损失。作弊还会使人养成不劳而获的恶习,最后可能会导致盗窃等犯罪行为。这是作弊者给自己造成的损失。因此,我们应努力杜绝考试作弊行为。

VII. Cloze

Giving girls' names to hurricanes is a fairly new idea. It all began with a story called "Storm," written by George Stewart in 1941. _____ it a weatherman amused himself by naming storms _____ girls he knew. He named one Maria. The story described _____ Maria grew and developed, and how she changed the lives of people when she struck the United States.

Weathermen of the U. S. Army and Navy used the same system during World War II. They were studying _____ conditions over the Pacific Ocean. One of their duties was to warn American ships and planes _____ a storm was coming. Whenever they spotted one, they gave it a _____ name. The first one of the year was given a name beginning with A. The second one got a name beginning with B. They used all the _____ from A to W, and still the storms _____ coming. They had to use three lists from A to W to have enough names to go round. This was the first _____ of hurricane names that followed the alphabet. It served _____ a model for the system the Weather Bureau introduced in 1952.

Part D. Background to the United Kingdom:

Sightseeing in London

1. Hello, London

Today most foreign visitors arrive by air, flying over the capital and landing at Heathrow Airport. Below them, on a clear day, they will see a sprawling city, with a diameter of approximately thirty-two miles (52 km), a winding river gleaming in the sunlight, thousands of buildings, and little houses with red and grey roofs. It has a population of roughly eight and a half million and attracts nearly twenty million visitors a year. Just over half of these are from other parts of the British Isles and the rest are from abroad. Many come for business reasons, others come to visit friends and relations. The majority come for a holiday.

Today, London is a major world capital. But because of the nature of the land, appreciated by the Romans so many years ago, it has remained a horizontal rather than vertical city, spreading outwards from the original settlement. The soft marshy areas prevented the building of high skyscrapers. Although there are some today, London consists mainly of streets, houses, and communities. All these communities are very different, and many of the houses and streets have a story to tell.

2. The Tower of London

The White Tower was started in 1076 and completed in 1097. It is the oldest of the twenty towers which used to stand here, of which many can still be seen today. The Tower of London was first built by William the Conqueror (who reigned from 1066 to 1087) for the purpose of protecting and controlling the city. Today, it is one of the most popular tourist sights and attracts over three million visitors a year.

It was occasionally used as a Royal Palace for the Kings and Queens of England until the time of James I (who reigned from 1603 to 1625) but is best known as a prison and execution place. Within the walls of the Tower, princes have been murdered, traitors tortured, spies shot, and Queens of England beheaded. One of the most famous executions was that of Anne Boleyn in 1536. She was the second wife of Henry VIII. He wanted to get rid of her because she could not give him a son, so he accused her of adultery. She was tried and found guilty. She asked to be beheaded with a sword, rather than the usual ax, which can still be seen in the Tower. The sword and executioner were brought over specially from France and with one stroke the executioner cut off her head.

The Tower was also the scene of one of London's most famous mysteries, known as the mystery of the Princes in the Tower. King Edward IV died in 1483. He had two sons, Edward and Richard, and the elder of these, Edward, became king on his father's death. As he was only twelve years old, his uncle (Richard, Duke of Gloucester) became his Protector until the time of his coronation. Young Edward lived in Tower, and the Duke persuaded Edward's brother to come and live there as well so that they could play together. But then the Duke announced that he was the new king, and he, not Edward, was crowned calling himself Richard III.

After that, the boys were seen less and less and eventually disappeared. It is said that they were suffocated in bed by pillows being pressed over their mouths. It is believed that Richard ordered their deaths, although it has never been proved. In 1674, workmen at the Tower discovered two skeletons which were taken away and buried in Westminster Abbey in 1678. The bones were examined in 1933 and were declared to be those of two children, roughly the age of the Princes. However, the true facts have never been discovered. Today, the tower where the boys were imprisoned is known as the Bloody Tower.

3. The Thames

In the early nineteenth century the effects of the Industrial Revolution changed the Thames from a clear, pure river to a filthy, dangerous one. Sewage and waste from gas-factories, boats unloading coal, fish markets and hundreds of steam boats poured into the river every day. In 1848, cholera struck the capital. Fifty-four people died in the first week of November, and in the last three months of 1849, the cholera deaths in London totaled 12,847. Parliament did little to improve the situation. During the hot summer of 1858, the smell from the Thames was so bad that it was impossible to cross Westminster Bridge without a handkerchief pressed closely over nose and mouth. It was impossible to take a trip on a river steamer without feeling sick. The curtains of the House of Commons

had to be soaked in lime juice to clear the air, and on several days Parliament was adjourned because the smell was so bad. 1858 was remembered as the Year of the Great Stink, and finally the Government began to do something about the awful pollution.

Sewers were constructed to the North and South of the river to take the sewage further downstream, and work was begun on the Victoria Embankment. The river was wider than it is today and therefore it flowed more slowly. One of the reasons for building the Victoria Embankment along the North bank of the Thames was to make the river narrower and so increase its speed. This carried away much of the sewage.

Today London is Britain's largest port. The Thames joins 250 riverside wharves and industrial installations plus three large dock systems. The total trade amounts to 48.6 million tons a year worth £6,872 million. Fuels, chemicals, fruit, grain, wine and wood are the major commodities handled by the Port of London Authority. Today, the pollution of the river is controlled by the Thames Water Authority and the Government has passed strict laws to help make it cleaner. So far it has been very successful. Over eighty-two new species of freshwater and sea fish have returned and the amount of oxygen in the river is rising every year.

4. Big Ben

The sound of Big Ben is one of the most famous sounds of London. Many people think that Big Ben refers to the clock or the whole tower next to the House of Parliament. In fact, the name refers to the largest of the five bells at the top of the tower. Nobody really knows why it is called Big Ben. It is believed that it was either named after Benjamin Caunt, who was a prize-fighter weighing 17 stone and called Big Ben, or after a large Welshman called Sir Benjamin Hall. The story goes that during a debate in the Commons on what to call the bell, Sir Benjamin was about to give his ideas when a backbencher shouted, "Let's call it Big Ben." Sadly, it was never recorded in Hansard.

There was great disagreement about the design of the clock, with the result that it took fifteen years to build. The first bell was made and tested on the ground in 1857, but a four-foot crack developed and the bell had to be cast again. Eventually, the clock started ticking on 31 May, 1859, and struck its first chime on 11 July. Then, in September, the bell cracked again. It was silent for four years but was eventually turned a quarter of a revolution so that the crack was not under the striking hammer. A square was made above the crack to stop it growing longer and it can still be seen today. The mechanism of the clock is so precise that the weight of one extra penny on the balance will cause a gain of two-fifths of a second in twenty-four hours. Although there have been several problems, the same bells are striking today.

To Check Your Understanding

1. Give the missing information about London:

Population:
Diameter:
Number of visitors each year:
Reasons for their visits:
Reasons for the city's lack of skyscrapers:

II. Correct the following statements about the Tower of London:

1. It was built in 1076 by William the Conqueror.
2. Sometimes it is used as a Royal Palace for the Kings and Queens of England.
3. All the Queens of England have been beheaded there.
4. Queen Anne was killed upon the King's order.
5. Queen Anne asked to be beheaded with a sword because she had committed adultery.
6. Nobody knows exactly about the disappearance of Edward, the elder son of King Edward IV, and Richard, Duke of Gloucester.
7. Workmen discovered the skeletons of Edward and Richard in 1674 and buried them in Westminster Abbey.

III. Give the causes of the following results:

1. The Thames was a filthy, dangerous river.

2. 12,848 Londoners died in the last three months of 1849.

3. People used a handkerchief to cover their noses and mouths when walking on Westminster Bridge.

4. Today the Thames is clean and the water is fresh again.

IV. Give the purpose of the following actions:

1. People soaked the curtains of the House of Commons in lime juice.

-
2. They built the Victoria Embankment along the North Bank of the Thames.
-
-

V . If you cannot answer the following questions , give your reasons :

1. What is the most famous sound of London?
2. How did Big Ben get its name?
3. When someone says “Big Ben”, what does he refer to?
4. How did people agree upon the design of Big Ben?
5. How long did it take for people to mend the crack of the second bell?
6. Why does the clock gain two-fifths of a second in twenty-four hours?

UNIT EIGHT

Part A. Reading Skills: Recognizing Word Chains and Omissions

In the previous units we have learned that texts are not simple combinations of sentences because all the sentences in texts have to be related in certain ways. For example in narrative texts, this kind of relatedness is more or less determined by "the order of time". Besides these principles, the uses of reference, repetition, parallel structures, omission and word chains are also frequently found to play a role in linking sentences into unified texts. In Units 6 and 10 of Volume One, we have seen how the uses of reference, repetition and parallel structures have contributed to this purpose. So in this unit we will concentrate on the last two.

* * *

In the Antarctic

Before the First Reading

If you travel straight south from any country of the world, you will finally arrive at the southern tip of the earth — the South Pole and the continent in which you find the South Pole is called the Antarctic. Here you will find ice as deep as two miles. Here you may also find that the sun remains in the sky or doesn't come out for six months.

Keep the following questions in mind while reading:

- 1. What does the Antarctic look like?*
- 2. How are days and nights different there?*
- 3. Can people live in the Antarctic? If yes, how?*

[1] The Antarctic is a continent of great size — equal almost to Europe and Australia put together — yet it has no permanent inhabitants. Only those who man weather stations and the bases from which parties of explorers set out, live there. Some go only for one year, many for two, but never longer, unless the ship which is to bring them out cannot reach their base. In that event they must make the best of it and settle down to another year's work.

[2] Of all this vast continent only about one per cent is exposed rock; all the rest is covered with a mantle of snow and ice, which varies from a few feet to as much as two

miles in depth. In all there are over five million square miles covered with ice, and this huge area has a tremendous cooling effect on the air which moves over it. It is true to say that the Antarctic controls the weather of the southern half of the world.

[3] Around this dome-shaped continent, which is generally between six and nine thousand feet above sea level, two and three times higher than Snowdon or Ben Nevis, with mountain peaks rising up even higher, lies the great Southern Ocean, formed from the southern parts of the Atlantic, Pacific and Indian Oceans. Together the Antarctic continent and the Southern Ocean form an area which is almost a fifth of the world's surface. Small wonder then that more and more scientists are visiting the region to acquire new knowledge which will help our better understanding of the earth as a whole.

[4] All round the Antarctic the sea freezes during the winter months of April to October, making it impossible for ships to reach the coast. But in the summer most of this ice breaks up and begins to move with the winds and currents as great fields of ice floes.

[5] Along the coast in the northern parts of the continent the temperature may rise a few degrees above freezing point in the summer, but in winter everything is perpetually frozen.

[6] The sun disappears daily in winter for a longer and longer time the nearer one gets to the Pole. Just south of the Antarctic Circle there is one day in the winter when the sun never rises above the horizon, and at the same point in the summer there will be one day when it never sets. These periods increase as one travels south, until, at the Pole itself, the year is divided into a six-month night and a six-month day.

[7] But the long night is not perpetually dark because during the autumn the rays of the sun are reflected in the sky long after it has sunk below the horizon, and again before it actually reappears in the spring. There is also the moon which comes each month to light the sky. Even this weak light is reflected from the white snow surface, making the whole scene much brighter than in other regions, and during this period (unless the sky is overcast) it is fairly easy to find one's way about.

[8] In summer the sun circles the sky and although it is always cold by normal standards, the men who live there find it warm in comparison with the dark winter night, when they cannot travel very far and winds up to a hundred or even two hundred miles an hour blow across the surface, tearing up the snow and driving it in billowing streams that seem to blot out the whole world. Then they cannot move about unless they are heavily clothed and there is the constant risk of frostbite.

[9] Apart from the journeys of Scott, Amundsen and Shackleton towards the Pole, nothing was known of the interior until recently. In the early days of exploration, the mere fact of discovering a new land, together with the riches that trade might bring, was sufficient reason to launch an expedition. Now, it is scientific facts which men seek in the unknown parts of the world, although the discovery of new mountains is still exciting and, indeed, important.

[10] We feel that there is much useful work to be done, for although in many places

round the continent mountains stand proudly clear of the ice, the farther south you go, the more they disappear beneath the all-enveloping dome that is the great ice cap. We planned to see what happened to the rocks where they disappeared under the ice- — did they continue to form mountains, or was there perhaps a great plateau? Would they lie above or below sea level? If all the ice were to be removed, would the Antarctic be revealed as a single huge continent or several large landmasses? These are some of the questions yet to be answered.

After the First Reading

Answer the following two questions:

1. What makes the Antarctic area important to scientists all over the world?

2. What are the things that may make it different for scientists to know more about the area?

During Further Readings

I. Multiple choice questions:

1. In lines 4-5, para. 1, "In that event" means _____.
 - a. when people live there for two years
 - b. when it snows heavily
 - c. when no ship comes to bring them out
2. In line 3, para. 2, "this huge area" refers to _____.
 - a. the Antarctic
 - b. the exposed rock
 - c. the ice-covered parts of the continent
3. In line 6, para. 3, "the region" refers to _____.
 - a. the Antarctic
 - b. the Antarctic continent and the Southern Ocean
 - c. the world's surface
4. In line 3, para. 6, "the same point" refers to _____.
 - a. the Pole
 - b. a point just south of the Antarctic Circle
 - c. the horizon
5. In line 4, para. 7, "this weak light" refers to _____.
 - a. the sunlight
 - b. the moonlight
 - c. the skylight
6. In line 5, para. 7, "this period" refers to _____.
 - a. the time when the sun shines

- b. the time when the sky is bright
- c. the six-month night

II. Complete the following phrases. No. 1 is done for you.

1. (l. 2 para. 4) "the coast" of the Antarctic continent _____
2. (l. 4 para. 8) "the surface" _____
3. (l. 2 para. 9) "the interior" _____
4. (l. 4 para. 10) "the rocks" _____

III. Complete the following sentences according to the text:

1. The Antarctic is almost as big as _____.
2. When the sea is frozen and no ship could reach the people who _____
_____ will have to _____.
3. _____ that covers the Antarctic can be as deep as _____.
4. More and more scientists want to make discoveries in the Antarctic and the Southern Ocean because _____ and better understanding of the area will _____.
5. If people want to go to and leave the Antarctic, they have to do so in the summer when _____ so that _____.
6. At the South Pole, the sun _____ and _____.
7. In winter nights, the area is lit by the light _____.
8. Because of the heavy winds in winter _____
_____ for people _____.
9. We didn't _____ until recently.
10. There are still many questions _____
about the Antarctic.

* * *

The Big Wind

Before the First Reading

When we talk about a person who is very thin and weak, we sometimes say that a gust of wind can blow him down. Most of the time when we say this, we do not mean exactly what we say, and are unaware of the possibility that strong winds can blow

down not only a person, however heavy and strong he is, but also big trees and strong houses. The following selection tells just a story of this kind.

Keep the following questions in mind while you read:

- 1. Who are involved in the story?*
- 2. Did they fight against the wind? If not, why? If yes, how?*
- 3. What destructions did the wind do to them?*

It was blowing when we woke up, and the tumbleweeds were rolling across the prairie like big brown bowling balls thrown by some giant in the mountains. By schooltime the wind was too strong for Grace and me to stand against. By noon it had shaken our house until some of the windows had broken up. The whole house was vibrating like a beaten drum, and every few minutes a joint among the rafters would crack with a report as sharp as a rifle shot.

Father's face was gray and Mother's was milk-white. Neither of them spoke; their mouths were closed tight. The muscles were popping out and in on the sides of Father's jaws.

Father went out and untied the horses. They drifted away to the east, the wind whipping their tails up under their bellies. Next he brought poles to support the house against the wind. Mother put us into a corner of the bedroom, away from the windows. She crouched over us like a hen protecting her chicks. There came a tearing screech from the roof as the wind tore away a section of the shingles, and sheets of plaster fell from the ceiling.

Father crawled in through a blown-out window with a coil of rope in his hand and tied the rope around our chests and shoulders. We were strung on it the way Mother used to string popcorn balls at Christmas. Philip was on one end and Muriel was on the other. Only little Hal was not tied on. Father fastened Philip's end of the rope around Mother's waist. He tied Muriel's end around his own.

Then he motioned to us to follow, tied Pal on his back like a small baby, and crawled out the window. Mother passed each of us out to him. Father took us and told us to fall to the ground and lie still. After he had lifted Mother down, he crouched and told us to crawl on our stomachs like frogs. He said that dust would get in our eyes, but we must keep them open so that we would not get into cactus beds.

Father began to crawl, and we crawled after him. When we had moved along for a hundred yards or so, Father stopped to let us rest, and looked back toward Philip and Mother. Philip must have gotten cactus spines in his hand, because he held it out toward Mother and tried to sit up. The wind caught him and rolled him like an ear of grass as far as the rope would let him go. As he went, Mother sprang to her hands and knees. She was barely up when she fell forward on her face as though some giant had put his foot on her from behind and pushed. In that same backward glance, I saw the roof of our new barn fly away like a sheet of newspaper.

We started on. The next time we stopped to rest, I looked back again. There was

blood on Mother's face. Our barn was gone completely. A few minutes after we had begun crawling again, something like the shadow of a great bird flashed past me. A second later the body of our farm wagon struck a few feet beyond Father. It bounced crazily like a football and flew away in pieces.

My eyes were running from the dirt in them, my nose burned as though the dust in it were pepper, and I was coughing from breathing through my mouth.

It seemed hours longer before we crawled into the head of a valley. Now we were under the level of the prairie, and it was safe to raise up and crawl on our hands and knees.

Father led us along to where there was a kind of cave in the west of the valley. There was hardly any wind there. I was so tired I could barely move, and I was shaking all over. I wasn't frightened any longer, and nothing was hurting me, but I started to cry. I didn't know what I was crying for, but I couldn't make myself stop. Everybody but Father and Mother was crying.

The wind went down with the sun. We crawled from our shelter under the bank, cold, stiff, and ragged. Our faces were full of blood, cut by the sharp grass that had been whipped against us by the wind, and our hands, arms, and legs were burning with cactus spines. It seemed to me that we had crawled miles on our stomachs, but when we came out at the head of the valley, our house stood little more than half a mile away.

The house leaned tiredly against the supporting poles. From the wagon road it looked like a deserted ruin. It and the bunkhouse stood alone; barn, wagon, and everything else were gone.

After the First Reading

Tell the order of occurrence of the following events:

- a. barn blown away
- b. wagon flying overhead
- c. Father releasing the horse
- d. Father and Mother tying us together
- e. family reaching the valley
- f. all the children crying
- g. family stopping to rest the first time

During Further Readings

I. Under the heading of "Parts of body" we can find in the text such words and phrases as "stomach," "eye" and so on. Under the following headings, supply more of such words and phrases you find from the text:

Parts of the body: stomach , eye , _____ , _____
_____, _____, _____, _____
_____, _____, _____, _____
_____, _____, _____, _____

Parts of the house: _____, _____, _____, _____
 _____, _____, _____, _____
 _____, _____, _____, _____
 _____, _____, _____, _____

Human actions: _____, _____, _____, _____
 _____, _____, _____, _____
 _____, _____, _____, _____
 _____, _____, _____, _____

I . The author compares:

- a. the crack of the rafters to a rifle shot using "as...as;
- b. the shaking house to beaten drum using "like";
- c. _____ to _____ using _____;
- d. _____ to _____ using _____;
- e. _____ to _____ using _____;
- f. _____ to _____ using _____;
- g. _____ to _____ using _____;
- h. _____ to _____ using _____;
- i. _____ to _____ using _____.

II . There are omissions in the following sentences. Can you put the missing parts back?

1. Father's face was gray and Mother's was milk-white.
2. Philip was on one end and Muriel was on the other. Only little Hal was not tied on.
3. He tied Muriel's end around his own.

* * *

Learning by Doing

Before the First Reading

As a student, most of your knowledge is learned indirectly through books or teachers. Because of the way it is learned this kind of knowledge is called indirect knowledge. Another kind of knowledge is called direct knowledge, knowledge you have learned through your own experiences. The following passage is just about this second kind of learning.

Keep the following questions in mind while you read:

1. What is a "sabbatical leave"?

2. *How did Dr. John R. Coleman, President of Haverford College, spend his sabbatical leave?*

3. *What had he learned through this special experience?*

[1] In the United States a university professor is granted a few months of freedom from his duties approximately every seventh year for travel or advanced study. This period of freedom from teaching is called a "sabbatical leave." Its purpose is to give the professor experiences which will make him a wiser person and a better teacher when he returns to his university.

[2] Few sabbatical leaves are interesting enough to be described in national newspapers and magazines. Recently, however, there was an exception. The public learned how Dr. John R. Coleman, President of Haverford College, had spent his sabbatical leave.

[3] At the age of 51 Dr. Coleman was determined to escape from university life for a few months and to get a variety of experiences in the world of work. He especially wanted to learn about people. People who do hard physical labor were particularly interesting to him.

[4] "I wanted to get away from the world of words and politics and parties—the things a president does," Dr. Coleman later explained to reporters. "As a college president you begin to take yourself very seriously and to think you have power you don't. You forget things about people. I wanted to relearn things I'd forgotten."

[5] Telling no one of his plans, Dr. Coleman started his sabbatical leave on a farm in Canada, hundreds of miles from his college. Getting up at 4:30 each morning, working thirteen hours a day in fields and barns, he prepared himself physically for his next job, digging ditches, in Atlanta, Georgia. After that, the college president washed dishes in a Boston restaurant. During the last ten days of his leave, he worked as a garbage collector.

[6] This unusual sabbatical leave was conducted in great secrecy. Coleman telephoned his family once a week, "just to let someone know where I was and that I was healthy." None of his students or co-workers at Haverford College knew what their president was doing. On each job he avoided letting people know who he was. "When people would ask me about myself, I'd try to turn the conversation back to them," he explained. Some co-workers might have thought I was a little different, a little quiet maybe, but I doubt anyone knew I was a college president."

[7] There was only one employer who sensed something unusual. "At a restaurant in Boston, I had been on the job exactly one hour—I was washing dishes—when the boss came over and said, 'I'm afraid you won't do,' and handed me two dollars. Immediately I asked him, but he just said, 'It's not your work. Sorry.' "

[8] That was the first time in more than thirty years as a job holder that Coleman had heard such words. It helped him understand how a man of his age might feel when he suddenly realized he had lost his job.

[9] After two months of working with his hands. Coleman returned from his unusual

sabbatical leave, convinced that the experience had been worthwhile. He had some good things to say about people who do hard physical work. "A lot of my co-workers would complain when the work was too heavy," he said, "but they'd complain a lot more when there was nothing to do."

[10] He found that pride and satisfaction came chiefly in the form of praise from co-workers. Even though pay was important, what brought the greatest satisfaction was knowing that someone had noticed how a job was being done.

[11] At the end of his sabbatical leave Dr. Coleman felt that his time had been well spent. He now believes that every young person should be required to spend at least half a year in the world of work before starting university studies.

After the First Reading

Tell if the following statements are true or false:

1. ____ A sabbatical leave is a period of freedom a university professor in the United States gets in every seventh year for travel or advanced study.
2. ____ Dr. Coleman spent his sabbatical leave the way he did because he hated words, politics and parties.
3. ____ Dr. Coleman told no one of his plans except his wife.
4. ____ Nobody he had worked with during his sabbatical leave knew who he really was.
5. ____ Dr. Coleman learned a lot from people who do physical work.
6. ____ Dr. Coleman believes that every young person should be given a sabbatical leave before going to college.

During Further Readings

- I. Find a synonym of: "especially" in paragraph 3: _____
"escape" in paragraph 4: _____

- II. Find a noun phrase in paragraph 3 that describes the following:

working in fields and barns,	digging ditches
washing dishes	collecting garbage

- III. Find the sentence in paragraph 11 that means something similar to "...Dr. Coleman returned from his unusual sabbatical leave, convinced that the experience had been worth-while."

- IV. What are the things a university president does?

- V. What is omitted in the sentence: "Immediately I asked him why." (para. 7)?

VI. What do the following expressions refer to:

1. "This period of freedom" (ll. 2-3 para. 1) _____
2. "an exception" (l. 2 para. 2) _____
3. "the boss" (l. 2 para. 7) _____
4. "such words" (l. 2 para. 8) _____
5. "the experience" (l. 2 para. 9) _____

* * *

How Computers Are Changing Our World

Before the First Reading

Do you know who has the best memory in the world? It is not any person you know. It is a kind of machine called the computer. Computers store information mainly on their discs. On a very thin disc of about the size of your hand they can store the content of a thick book. What is more, this kind of machine can do far more than keeping information. Actually, they have entered and to a large extent changed everybody's life.

Keep the following questions in mind while you read:

1. *What are the uses of computers?*
2. *In what ways have they changed our lives?*

[1] Suppose you are a manufacturer of bicycles. You are trying to decide whether or not to build a larger factory or to buy more machines. You could just say to yourself, "Business has been good. We've sold a lot of bicycles recently, so I think we ought to enlarge our plant."

[2] Or you could consider such questions as the following: How much would the changes cost? Can the bicycle-riding population be expected to increase or decrease? Many such questions would have to be answered, but there is a limit to the number of considerations the human mind can take into account.

[3] In a situation like this, you would need a computer. Because of its "memory" and speed, a computer can consider more factors than a person can. Does the bicycle manufacturer wonder how the weather will affect bicycle sales? The computer can tell him by analyzing this factor in relation to information about the business that has already been programmed into the computer.

[4] This is just one of many situations in which computers are being used today. This new servant of man is only about thirty-five years old, but it has already changed the lives of more than 200 million Americans. Wherever the citizen turns, he finds a computer working. It helps him make long-distance telephone calls. It can also provide information needed for making local calls. You pick up your telephone and dial a number. The operator's voice says, "May I have the number you are calling, please?"

[5] You say, "Two-one-three, nine-one-two-one."

[6] "Thank you," says the operator. Her work is finished.

[7] Now another voice tells you, "The number you have called has been changed. The new number is four-eight-four, seven-eight-five-seven."

[8] The second voice came from a computer. While you told the operator you were calling two-one-three, nine-one-two-one, she pressed each of those numbers on a keyboard in front of her. As she thanked you, she pressed a key marked "Start." The computer then took charge of the situation. It reached instantly into its memory to find the new number that matched the old one. Then it put the new number into a kind of "talking machine" which contained recorded phrases and numbers from zero to nine. The computer then put together a message that was made just for you. The operator's work was finished in seven seconds. It would have taken her perhaps half a minute to find the new number herself.

[9] Computers are also used when one reserves space in an airplane. Walk into any airline office. Before selling you a ticket, the reservation clerk uses a machine that looks like a typewriter to record information about where you want to go and the flight number of the plane that will take you to your destination. This information is sent instantly to a central computer that may be many kilometers away from the airline office. Within seconds, the computer informs the clerk whether or not there is space for you on that plane.

[10] Such reservation systems are now in increasing use. They are also employed by hotels, by companies that rent cars, and by offices that sell tickets to theaters and sports events. The computer not only determines what seats are available at what prices, but it also prints the tickets at the same time.

[11] When computers are used in the way you described, some part of the system can actually be seen. Usually what one sees is a machine that looks like a typewriter; it is called a computer terminal. But computers are also used in unseen ways. For example, they determine how much time there should be between traffic signals to prevent traffic problems and to keep millions of cars moving in an orderly flow. When you buy an automobile, a factory process that is controlled by a computer enables you to obtain a car with your own choice of colors and special features in just a few weeks' time. In medical laboratories, computers have reduced the errors in testing, and they have saved doctors countless hours of work. Before long, medical histories of all Americans will be kept in computer "banks." If a person becomes ill far from his home, local doctors will be able to get his medical record immediately. In science, the computer has performed in minute experiments which would have required thousands of hours of work by human hands and minds.

[12] Without special training, it is impossible to understand exactly how a computer does its work. Nevertheless, many people without scientific training use computers in their daily lives. In many American schools young children are being taught by computers

for part of the school day.

[13] The use of computers in schools has worried some Americans. There are those who fear it will remove the human element from teacher-student relationships. Some teachers fear that computers will take their jobs. On the other hand, there are educators who consider computer-assisted instruction a valuable means of freeing teachers from the more boring and tiring tasks, thus enabling them to spend more time with individual students.

[14] In education, as in business and industry, science and medicine, computers play an important part in almost every type of occupation. The future will bring major advances in computer technology and applications, which will aid man in his efforts to improve his world.

After the First Reading

Complete the following statements according to the text. Notice there are more than one correct answer for each question.

1. Computers are excellent in their _____.
 - a. appearance
 - b. cost
 - c. memory
 - d. efficiency
 - e. free conversations with man
 - f. speed
 - g. ability to design programmes
 - h. help to treat patients
 - i. ability to handle large amounts of information
2. The uses of computers mentioned in the text are in the fields of _____.
 - a. business
 - b. science
 - c. government
 - d. industry
 - e. military
 - f. medicine
 - g. tourism
 - h. education
 - i. law

During Further Readings

I. Use one sentence to summarize each use of computers described in the paragraphs indicated. No. 1 is done for you:

1. (paras. 1, 2, 3) Computers can be used to help a manufacturer of bicycles to decide whether to enlarge his factory.
2. (paras. 4, 5, 6, 7, 8) _____
3. (paras. 9, 10) _____
4. (para. 11) _____
5. (para. 13) _____

II. True or false statements:

1. ____Manufacturers would like to increase production if business has been good.

2. ____ There are only a limited number of questions to be considered in making a business decision.
3. ____ Since there are many questions to be answered, a manufacturer can consider all the factors involved.
4. ____ A computer can examine the related information stored in it and show the result.
5. ____ When you want to make a telephone call, a computer will do all the work to get you through.
6. ____ In an airline office, people use a typewriter-looking computer for information about a flight.
7. ____ The part which one sees is a computer terminal.
8. ____ In science, the computer has been used in minute experiments and has greatly saved people's time.
9. ____ It is possible to know the working of computers without scientific knowledge.
10. ____ Some are worried about the computer's being used in schools as it may replace the teacher's role.

III. Sentence Comprehension:

1. "Can the bicycle-riding population be expected to increase or decrease?"
 - a. Can the population hope to increase or decrease the number of bicycles?
 - b. Will the people who ride bicycles become more or less?
 - c. Can the bicycle riders expect to increase or decrease population?
 - d. Can we increase or decrease the bicycle-riding population?
2. "There is a limit to the number of considerations the human mind can take into account."
 - a. Human mind has a boundary to think about questions.
 - b. Human beings can count a limited number and consider them.
 - c. Human mind can only think of a limited number of questions.
 - d. The number of questions is limited and people can count them.
3. "This is just one of many situations in which computers are being used today."
 - a. This is the only situation where people use computers today.
 - b. This is the exact situation in which people use computers.
 - c. Among the many situations, this is the right one to find computers being used today.
 - d. This is only one of the situations where people are using computers today.
4. "Wherever a citizen turns, he can find a computer working."
 - a. No matter which direction a citizen takes, he can work with a computer.
 - b. A citizen can find a computer working everywhere.
 - c. Wherever a citizen changes his way, he finds he must work with a computer.
 - d. A citizen moves round to find a computer working.

5. "Computers are also used when one reserves space in an airline."
 - a. People also use computers to help someone buy an airplane ticket in advance.
 - b. Computers are also used if someone wants to keep space in an airplane.
 - c. Computers are needed to buy room in an airplane for future use.
 - d. One uses computers when he reserves a seat in an airplane.
6. "The computer not only determines what seats are available at what prices, but it also prints the tickets at the same time."
 - a. The computer only informs the prices of available seats, it does not print the tickets.
 - b. Although the computer does not tell the seats available and their prices, it prints the tickets.
 - c. The computer informs about the seats available and the prices, and it prints the tickets as well.
 - d. The computer decides the seats and the prices while printing the tickets.
7. "... they determine how much time there should be between traffic signals to prevent traffic problems and to keep millions of cars moving in an orderly flow."
 - a. ... computers set the period of time before the traffic signals change so they prevent traffic problems and cars from moving in an orderly way.
 - b. ... computers determine the time between traffic signals which prevent traffic and keep cars moving in a flow.
 - c. ... computers determine the time between traffic signals which prevent traffic problems and allow cars to move steadily.
 - d. ... computers decide the time intervals between traffic signals so as to avoid traffic problems and allow cars to move steadily.
8. "... they have saved doctors countless hours of work."
 - a. ... doctors feel safe when they work many hours with computers.
 - b. ... doctors count their working hours more accurately by using computers.
 - c. ... computers have tremendously lessened doctors' work.
 - d. ... computers have rescued doctors countless times in their work.
9. "There are educators who consider computer-assisted instruction a valuable means of freeing teachers from the more boring and tiring tasks."
 - a. Some educators think that using computers in teaching is a good way to help teachers get out of the dull and weary tasks.
 - b. Educators consider helping computers to instruct a valuable means of freeing teachers from boring and tiring tasks.
 - c. Educator believe computers are valuable in teaching so they dismiss teachers.
 - d. Educators think that computers are too expensive even if they can be used to help teachers in doing the dull and weary tasks.

Part B. Vocabulary Skills:

I. The following words and expressions are for your reference:

airline /'eəlain/ *n.* (空中)航线

keyboard /'ki:bɔ:d/ *n.* 键盘

unseen /ʌn'si:n/ *a.* not seen

II. Make a close study of the following words and expressions:

actually /'æktʃuəli/ *ad.* really; in fact

e. g. He actually did do it.

application /,æpli'keɪʃn/ *n.* (act of) requesting; writing expressing a request

e. g. I was successful in my application to the Minister.

assist /ə'sist/ *vt.* help (a person) advance (a movement) *etc.*); give money to

e. g. Can I assist you with those parcels?

computer-assisted: 计算机辅助的

bore /bɔ:/ *v.* make tired by uninteresting talk or by being dull

e. g. The book bores me, so I shall not finish it.

boring /'bɔ:riŋ/ *a.*

e. g. Please don't be so boring.

central /'sentrəl/ *a.* in or at the centre or middle point; near or from the centre;

containing or forming the centre; easily reached from many points

take charge of: be responsible for

consideration /kən,sɪdə'reɪʃn/ *n.* act of considering; careful thought or attention.

e. g. Please take these facts into consideration.

countless /'kauntlis/ *a.* too many to count; innumerable

decrease /di'kri:s/ *vt. vi.* (cause to) become shorter, smaller, less

e. g. As my earnings are decreasing, the life of our family is getting worse and worse.

On high mountains the snow does not decrease till mid-summer.

destination /,destɪ'neɪʃn/ *n.* place to which a person or thing is going or being sent;

place which one aims at reaching

e. g. My destination is Rome. I am bound for Rome.

dial /'daɪəl/ *vt. vi.* call a telephone number by using the dial

e. g. Do not dial the number until you hear the dialing tone.

educator /'edʒju(:)keɪtə/ *n.* person who educates people, esp. the young

element /'elimənt/ *n.* necessary or characteristic feature

e. g. Honesty is an important element in successful business.

enable /i'neɪbl/ *vt.* make able; give the power or means to

e. g. His money enables him to buy anything he likes.

The scholarship enabled him to go to college.

enlarge /ɪn'lə:dʒ/ *vt.* make larger

e. g. We'd better enlarge our house.

error /'erə/ *n.* mistake; sth done wrong

e. g. Instead of correcting the spelling errors, the teacher put an "sp." beside each of them.

factor /'fæktə/ *n.* one of the elements which help to bring about a particular result

e. g. Wealth may be a factor of happiness.

flight /flait/ *n.* act of flying

individual /'indi'vidʒuəl/ *a.* specially for one person or thing; characteristic of a single person, animal or thing
n. single person, animal or thing

inform /in'fə:m/ *vt.* supply with knowledge; give information to; tell

e. g. They informed the police of the accident.
 He informed me that I had to leave at once.
 Please inform us how to find the post office.

information /'infə'meɪʃn/ *n.* act of informing; state of being informed; sth told; news

e. g. This is a guide-book for the information of tourists.
 The general sent the King information of the battle every day.

instantly /'ɪnstəntli/ *ad.* at once; immediately

instruction /in'strʌkʃn/ *n.* act of instructing; state of being instructed; teaching; training

kilometer /'kilə'mi:tə/ *n.* 1,000 meters

means /mi:nz/ *n. pl.* method, way, or instrument by which something is done

e. g. What do you think is the means of accomplishing your object?

medical /'medikəl/ *a.* of the art of medicine

minute /maɪ'nju:t/ *a.* very small

e. g. The doctor took out a minute particle from the boy's eye.

occupation /'ɒkjʊ'peɪʃn/ *n.* profession; job

operator /'ɒpə'reɪtə/ *n.* 操作者; 工作者; 运用者

orderly /'ɔ:dəli/ *a.* arranged in order; having a regular arrangement

perform /pə'fɔ:m/ *vt.* do; accomplish; carry out

e. g. This operation is not easy to perform.

phrase /freɪz/ *n.* combination of words

process /'prəuses/ *n.* 过程

e. g. This substance can be obtained by a chemical process.

reduce /rɪ'dʒu:s/ *vt.* make less or smaller

e. g. During the economic crisis, everyone should try to reduce his expenditure.

relationship /rɪ'leɪʃnʃɪp/ *n.* connection

e. g. Time could not change our relationship.

reservation /'rezə'veɪʃn/ *n.* act of reserving, keeping back, or hiding sth not expressed 预约, 预定; 保留

e. g. I agree with you, but with some reservations.

terminal /'tə:minəl/ *a.* at the end; forming the end

e. g. Where's the terminal railway station?

n. 终端

e. g. The girl working at the terminal is my sister.

theater /'θi:tə/ *n.* public hall in which plays, movies, etc. are presented

traffic /'træfik/ *n.* movement of people, motorcars, wagons, ships, etc. from place to place

e. g. The police control the traffic in large cities.

type /taip/ *n.* class or group having certain characteristics

e. g. There are many types of animals in the zoo.

typewriter /'taip,raitə/ *n.* machine with keys for printing letters on paper

e. g. Please write a letter on the typewriter.

III. Match the present participles with appropriate nouns. Notice that each participle may match more than one noun and the same is true for nouns. Be ready to defend your matches:

Column A

1. talking _____
2. boring _____
3. tiring _____
4. sleeping _____
5. walking _____
6. biting _____
7. increasing _____
8. burning _____

Column B

- a. sound
- b. wind
- c. task
- d. price
- e. machine
- f. enthusiasm
- g. dog
- h. heat

IV. Complete the following sentences:

Example: *The bicycle-riding population* means all the people who ride bicycles.

1. _____ is the equipment that generates electricity.
2. _____ is a task that consumes a lot of time.
3. _____ is a center that trains managers.
4. _____ is an insect that looks unusual.
5. _____ are conditions that threaten life.
6. _____ is a plant that processes chickens.
7. _____ are the people who love peace.
8. _____ is the skill of cutting paper into beautiful forms.

V. Tell the parts of speech of the following words as they are used in the fourth reading

selection :

- | | |
|-------------------|------------------|
| 1. terminal _____ | 2. traffic _____ |
| 3. orderly _____ | 4. minute _____ |
| 5. daily _____ | |

VI. Complete the following statements :

Example: A "typewriter" is not a person who types. It is a machine for typing.

1. A "cooker" _____
2. A "suspender" _____
3. A bottle "opener" _____

VI. Pair the following antonyms :

Column A	Column B
1. _____ increase	a. rough
2. _____ servant	b. few
3. _____ reduce	c. in the past
4. _____ unseen	d. decrease
5. _____ minute	e. local
6. _____ countless	f. master
7. _____ long-distance	g. enlarge
8. _____ sell	h. apparent
9. _____ major	i. buy
10. _____ recently	j. minor

VIII. Fill in the blanks with the appropriate forms of the given words :

1. expect

- a. Did you ever _____ to see such great changes in the city?
- b. The _____ news struck them with grief.
- c. We didn't _____ so many people at the party.
- d. You should live up to your parents' _____.

2. memory

- a. To the best of my _____, I seemed to have met him while I was a university student.
- b. _____ of the happy childhood never deserted his mind.
- c. Some people have excellent _____ and can _____ things quickly.
- d. The Jefferson _____ is a very beautiful building in the shape of a circle.

3. information

- a. I don't have much latest _____ about what becomes of him.
- b. Everyone who attends the meeting agrees that it is very _____.
- c. Please _____ him to come early.
- d. Do you know how to process the _____?

4. servant

- a. The city's bus _____ is good.
 - b. At a restaurant, there will be a waiter or waitress to _____ you.
 - c. The _____ were badly treated by their master.
5. operator
- a. This new law will come into _____ next June.
 - b. The elevator is not _____ properly.
 - c. The doctor suggested that the patient have an _____ without delay.
 - d. _____, I'd like to place a person-to-person call to Los Angeles.
6. instruction
- a. Prof. Wilson will _____ us in botany next semester.
 - b. As a primary school teacher, she always combines _____ with amusement.
 - c. I can't find the manual _____ the buyer on the installation of an air-conditioner.
 - d. Students expressed the hope of having more _____ courses.
7. perform
- a. One should always _____ what he promises.
 - b. She _____ the experiment over and over, working till midnight.
 - c. The singer will give another farewell _____ tomorrow.
 - d. His _____ in the exam was not satisfactory.
8. describe
- a. The novel is a good _____ of sea adventures.
 - b. The landscape was vividly _____ in her composition.
 - c. My joy was beyond _____ when I heard the good news.
 - d. In his article _____ of the historic event, the author left out an important fact.
9. prevent
- a. The best _____ of fever is to have exercise every day.
 - b. Bad weather _____ me from starting.
 - c. The drug effectively _____ the spreading of the disease.
10. reduce
- a. I bought these books at _____ prices.
 - b. She was _____ to skin and bone by illness.
 - c. As the season is changing to winter, we are ready to give a considerable _____ in the price of T-shirts.
11. employ
- a. The elimination of some _____ brought about a strike that threatened the _____.
 - b. I hope you will find a constant and desirable _____.
 - c. The government tried every effort to increase _____.

- d. As _____ is sweeping across the whole country, the _____ are encouraged by the government to _____ more workers.
- e. Although he keeps busy, he _____ his time well.

IX. Confusing words and expressions:

1. find, look, search

- a. In him I _____ a true friend.
- b. He _____ and _____ through all the drawers for the missing papers.
- c. If you want to talk with your angry boss now, you are _____ for trouble.
- d. Please _____ out when the ship sails for Shanghai.
- e. They were _____ the area for concealed weapons.

2. voice, sound, noise

- a. He simply couldn't concentrate; the children were making too much _____.
- b. The child was so attentive that not a _____ escaped him.
- c. The _____ of the footsteps died away.
- d. I tried to call out, but my _____ was frozen with horror.
- e. He is so deaf that he cannot hear, however much you raise the _____.

3. consider, regard, think

- a. You should _____ the consequences before deciding.
- b. The photographs made me _____ back to my schooldays.
- c. The critics _____ the film excellent.
- d. His work is highly _____ by other painters.

4. factor, element

- a. What you said contains some _____ of truth.
- b. He believes that climate, soil, food and other aspects of nature are the determining _____ in intellectual growth.
- c. The company has been the controlling _____ in the auto industry.

5. central, centre, middle

- a. Ann burst out laughing in the _____ of our discussion.
- b. After half an hour's speech, I came to know his _____ argument.
- c. I heard a scream in the very _____ of the night.
- d. In the _____ of the room stands a round table.
- e. The shopping _____ is the most crowded area of a town.

6. message, information, notice

- a. Would you mind passing him a _____?
- b. Her writings brought her into public _____.
- c. Lack of accurate and up-to-date _____ prevented us from making decisions.
- d. The chairman announced several _____ of greetings from abroad.

7. sale, sail

- a. Before moving, I shall put these goods up for _____.
 - b. The captain decided to set _____ earlier than expected.
8. about, or so, around
- a. The police knew that the thief was _____ somewhere.
 - b. There were _____ ten people in the room and she shook hands with them all.
 - c. I think you can do it in five minutes _____.
 - d. You should write a report of _____ 2,000 words.
9. whether, weather
- a. I wonder _____ we shall go home by bus or on foot.
 - b. _____ he will come or not remains unknown.
 - c. Bad _____ caused the reduction of crops.

X. Replace the italicised parts with words and expressions from the fourth reading selection

1. The father promised to *give* money to his son if he would win the prize.
2. The hotel is being *made larger* to accommodate more guests.
3. The book *includes* some humorous passages.
4. It is wise to *book* a room *in advance* before starting the journey.
5. The boss wants the job done *at once*.
6. John *used* most of his time writing the novel.
7. The girl *resembles* her father.
8. Julia was knitting a sweater, and *meanwhile* watching TV.
9. You'd better *take* your books *away* before going to bed.
10. He loves his *job* as bus driver.

Part C. Writing and Cloze

I. Rewrite the sentences, following the models and using the italicized words or expressions:

Model A: Can the bicycle-riding population *be expected* to increase or decrease?

1. Is it possible for workers to benefit from the recent change in the medical care system?

Can workers _____

2. Are the prices of industrial products likely to drop in the next few months?

Are the _____

Model B: In a situation *like* this, you would need a computer.

3. For such kind of boy, physical punishment alone won't work.

For _____

4. Population is growing rapidly in developing countries and China is a good example.

In _____

Model C: ... it has already *changed* the lives of more than 200 million Americans.

5. Because of my university education many of my concepts and values are different now.

My university _____

6. After the ten-year reform, China is no longer what it was.

The ten _____

Model D: Such reservation systems are in *increasing* use.

7. There are more and more demands for this type of vehicle.

This type _____

8. More and more people use electric devices to help with their housework.

Electric _____

Model E: ... many people *without* scientific training use computers in their daily lives.

9. Many students have no knowledge about society, so they find it hard to cope with life outside the school campus.

Many students _____

10. An advanced automobile is nothing but a pile of metal if it is not given any power.

An advanced _____

Model F: ... major advances in computer technology and applications ... will aid man in his *efforts* to improve his world.

11. You are trying to win a gold medal at the Olympics and the three-month intensive training will help you reach your goal.

The three _____

12. They tried to take the town by force but failed.

They failed _____

II . Make nine sentences , each consisting of one expression taken from each of the four columns :

A	B	C	D
You	kept	many computers	a weak leader.
Will you	saves	his mother	working in offices today.
The boy's	cost	the newly elected	find information more
misconduct		president	quickly.
Walking to work	can find	him	four hours.
The public	help	the traffic	your bicycle?
Computers	considered	me	many sleepless nights.
Policemen	sell	people	moving in an orderly flow.
The work	took	us	a lot of trouble.

III . Use the passive voice to rewrite these newspaper headlines as complete sentences :

For example : Theft of valuable painting from National Gallery

A valuable painting has been stolen from the National Gallery.

1. Capital to renovate old garden

2. \$ 1.2b investment in first trade zone

3. Investors attracted to special trade zone

4. Campaign launched to enhance air safety

5. Suspect arrested for NY bombing

6. 49 charged with attacks on foreigners in Egypt

7. More investment areas introduced

8. 1,000 hurt in Qinghai snowstorms

IV . Improve the ungrammatical sentences if you find any :

1. Angrier than before , the fence was flattened by the charging bull.

2. The corn meal mixture must be flattened ; when you have done so , fry it quickly on both sides.

3. The new treatment is hoped to have been helpful.

4. Your windows need to be washed; why not do them now?

5. The plants got to be damaged by the cold weather.

6. The reporter was not seen for three weeks.

V. Write the appropriate tense and passive form of the verb:

1. The writer's first novel _____ in California in 1878. (publish)

2. Fuad's car _____ last night. (steal)

3. English _____ in this country for at least two hundred years.
(teach)

4. Isabel _____ many times since arriving in New York not to jaywalk.
(warn)

5. Scholars judge that the Old English poem *Beowulf* _____ around 700
A.D. (write)

6. Hoa's daughter is still too young _____ alone. (leave)

7. National and international news _____ 20 times a day on CCTV.
(present)

8. Many stars in the northern hemisphere _____ in the southern
hemisphere. (cannot see)

9. Sarah and Saul _____ for 32 years. (marry)

10. Your composition _____ before you came to class. (should complete)

11. Hernando's uncle disappeared three years ago and he _____ from
since. (not hear)

VI. Translation

如今，无论你走到什么地方，都会听到人们在谈论旅游。旅游已被看作普通人生活的一个重要部分，甚至是现代文明的标志之一。

旅游可以扩大人们的视野，增进知识，焕发精神。因此，当人们工作感到厌烦的时候便会想到旅游。高度发达的现代交通和通讯也使得旅游非常方便。人们只要到旅行社交个钱，其余的一切旅行社都包了。遗憾的是许多旅游者一踏上异国的土地，既来不及休息，也不预订房间，就被领着到处观光。他们在有限的时间里想看的太多，结果只能拍很多照片回家以后好好看。

VII. Cloze

There are about three thousand languages in use in the world today. _____
can speak and understand all of them.

International organizations and companies that do business in many countries _____ to have expensive and complicated _____ systems. World leaders cannot communicate _____ translators. Translations are not always accurate, and mistakes and misunderstandings often happen. The _____ needs a universal language.

Linguists have tried for centuries to create an _____ language. A German woman who lived in the twelfth century made _____ a language, but not many people were able to learn it.

In 1880, a German priest created the first practical international language, which used words _____ English, German, and Latin. _____ it was a difficult language, it became popular. At _____ time, there were 200,000 people who spoke it.

Part D. Background to the United Kingdom

(I)

Public Holidays

In England, Christmas Day and Good Friday have been holidays (literally “Holy Days”) for religious reasons since the establishment of Christianity in this country. Christmas is celebrated on December 25, not Christmas Eve as in several other European countries. The other public holidays (or “Bank Holidays”) are Easter Monday, May Day (May 1st), the Spring Bank Holiday (the last Monday in May), the Summer Bank Holiday (the last Monday in August), December 26th (Boxing Day), and New Year’s Day. The term “Bank Holiday” goes back to the Bank Holidays Act of 1871, which owes its name to the fact that banks are closed on the days specified.

Boxing Day takes its name from the old custom of giving employees or tradesmen (such as milkman) an annual present or “Christmas box” on that day. It has nothing to do with the sport of “boxing”! If Christmas Day or Boxing Day falls at the weekend, the weekday which follows December 25th and 26th becomes a Bank Holiday.

Easter Monday is generally regarded as an unofficial consecration of Spring. In many towns there are funfairs with roundabouts, coconut-shies, switchbacks and other amusements. The fair on Hamstead Heath, in the north London, is particularly famous. Easter Monday used to be the day on which the ladies would parade in the parks, wearing new dresses and hats. Although this custom is dying out, the tradition still provides the ladies with a pretext for buying spring clothes.

The August Bank Holiday is probably the most popular one of the year, partly because it comes at a time when children are not at school. Very many people try to make this a long weekend, and go away to the seaside or the country (as they may indeed have done at Easter or in Spring). The result is that anyone who can manage to take a holiday

at another time would be well advised to do so, for the roads get congested with traffic (in England, at the time of writing, there are more vehicles per mile of road than in any other country).

In recent years, there has been a good deal of talk of creating another Bank Holiday mid-way between August and Christmas, but nothing has yet been done. October would be a good month. Many people would welcome an extra "Bank Holiday" or two as England has fewer than most continental countries.

In Ireland, St. Patrick's Day (March 17th) is also a Bank Holiday. St. Patrick is the Patron Saint of Ireland. It is curious that George's Day (April 23rd) is not a public holiday in England, for St. George is the Patron Saint of England, and in addition that day is the anniversary of the birth of the most famous of Englishmen, William Shakespeare. However, the flag of St. George (a red cross on a white background) or the Union Jack is flown on that day, particularly by churches of the Church of England.

The public holidays in Scotland are New Year's Day and the second of January (the third, if the first or second of January is a Sunday), Good Friday, May Day and usually the first Monday in August. There are local variations. New Year's Eve is called Hogmanay in Scotland and is an occasion for joyous and noisy celebrations. It is a Scottish tradition that the first person to cross the threshold of your house on New Year's Day should be dark-haired; such a person brings luck for the coming year. In London, Scottish people gather on the steps of St. Paul's Cathedral and sing "Auld Lang Syne" at midnight. There are also large crowds in Piccadilly Circus and Trafalgar Square, and New Year's Eve is a great occasion for parties and jollity.

To Check Your Understanding

I. After the time given, write down the corresponding holidays:

1. Jan. 1 _____
2. Jan. 2 _____
3. March 17 _____
4. The Friday before Easter Sunday _____
5. The first Monday after the date of the first full moon that occurs on or after March 21 _____
6. May 1 _____
7. The last Monday in May _____
8. The last Monday in August _____
9. December 25 _____
10. December 26 _____
11. December 31 _____

II. Where did the following names come from?

- a. "Bank Holiday"
- b. "Boxing Day"

III . Complete the following table ;

HOLIDAY	PEOPLE	ACTIVITY
Boxing Day	Employers	
Easter Monday	Ladies	
The August	Many people	
Bank Holiday		
New Year’s Eve	Scottish people	
New Year’s Day	A dark-haired person	

* * *

(II)

The British Museum

The British Museum is the biggest in the world. Inside, you feel smaller than usual. Notices tell you about a hundred different things to see: clocks which have been telling the time for six hundred years, Roman money, some of the earliest books in the world, Shakespeare’s own writing

The story of the British Museum goes back three hundred years to one unusual man: Sir Hans Sloane, doctor to King George II. The doctor couldn’t stop collecting—books, drawings, clothes, money, animals, flowers; things from all over the world. The doctor wanted everything to stay together when he died, so that people could come and look at it. The British Museum had begun. King George II gave his library, and the Museum started to grow. It has never stopped.

The British Museum opened in 1759, six years after Sir Hans Sloane died. The doctor wanted people ‘to enter freely’. But the Museum was afraid of letting everybody in. Assistants with guns stood at the doors. Only “gentlemen” could visit the Museum and then they had to buy tickets. They also had to make two or three journeys to the Museum to ask for the ticket, and then they had to wait weeks or months before it came. Ladies could only come in pairs, and children were forbidden! And as the Museum was only open three days a week and only ten people could enter in an hour, there wasn’t much time to see things. Visitors had to run through the rooms! But as nothing had a label, perhaps it didn’t matter!

By about 1800, things began to get better. Wonderful statues, three thousand years

old, arrived from Egypt. There were kings with wings and men's faces. A Scotsman, Lord Elgin, brought back some of the oldest and most beautiful Greek sculptures in the world—girls with vases, horses and riders. When he found them, they had been lying on the ground, broken and forgotten. Lord Elgin saved all the pieces he could, spending thousands of pounds of his own money. During the Second World War, the Museum hid the Elgin sculptures in London's underground railway to keep them safe.

More and more people wanted to visit the Museum. George IV gave all his books, too—though the truth was that he secretly sold them to the Museum for £180,000! The “King's Library” is the most beautiful of the new museum buildings.

New books as well as old ones arrived at the Museum a hundred years ago, and more people came to read them. The old reading rooms were crowded. The air was bad and readers got terrible headaches. The librarian, Panizzi, like Sloane, wanted poor students, as well as rich men, to be able to learn. He got a free copy of every new book for the British Museum. Soon, there were three rows of books on every shelf and hundreds of books on the floor. Something had to happen. So Panizzi himself designed the famous round Reading Room, with a beautiful high roof and forty kilometres of bookshelves. Some of the equipment was unusual. Cool air came up through small holes in the tables. Hot air in tubes underneath the floor kept readers' feet warm. Everybody said that the new Reading Room was wonderful! Since then, many famous men have written and studied there. And the Library is growing faster and faster: there are four kilometres of new shelves every year!

A lot of the Museum's work now is also scientific. New machines can find out how old things are — and how to mend them and keep them for the future. And Sir Hans Sloane would be happy to see what the British Museum does for its visitors today. It is open every day of the year, except for three holidays. Entrance is free. There are lots of special exhibitions and every day there are different films and talks, some of them for children. Small machines tell you about the Museum as you walk round it; you can look and listen at the same time. So if you are one of the British Museum's two million visitors this year, you have a lot to look forward to. Don't try to see it all too quickly. There is a lifetime of looking in the British Museum.

To Check Your Understanding

In what way were the following people associated with the British Museum?

1. Sir Hans Sloane
2. King George II
3. Lord Elgin
4. King George IV
5. Panizzi

UNIT NINE

Part A. Reading Skills: Working with Argumentative Writings (I)

The purpose of narrative, descriptive and expository writings is first to tell readers something they do not know. So, while reading these passages, readers are more interested in knowing what is happening, what something looks like, or how something happens. But in our life, there are also times when people have certain beliefs that they want to persuade others to accept or when people are against certain views that they want other people to reject too. When this is the case, they will try, by various means, to tell us the reasons why they like or dislike certain ideas.

* * *

A Discussion

Before the First Reading

“Are you glad that you are living in the second half of the twentieth century? Or do you wish that you had lived during some time in the past? If you had lived during the second half of the sixteenth century, for example, do you think life would have been more enjoyable or less enjoyable?”

These questions were put to six men and women at a public discussion. The speakers were Mr George White, a doctor; Miss Mary Brown, headmistress of a large girls' school; Sir Timothy Hones, a Member of Parliament; Mr William Samson, a novelist; Miss Letty Dike, a well-known film actress; and Miss K. L. Fowler, a newspaper writer.

(Part One)

1

Miss Brown was the first to speak.

“We’ve been asked whether we’re happy to be living now, in the reign of Queen Elizabeth the Second, or whether we wish we had lived in the reign of Queen Elizabeth the First, in the second half of the sixteenth century. I can, of course, speak only for myself. It’s easy to give a short answer. I’d much rather be alive than dead. I’m glad, very glad,

to be living now.

“What the questioner wants to know is this: ‘Was life easier then or more difficult? Was life four hundred years ago more pleasant or less pleasant than it is today?’ Those are questions that cannot be answered with a simple ‘Yes’ or ‘No’.

“I’m a teacher, so I’m interested in education. Today all children receive free education from the age of five or six until they are fifteen or sixteen. If they are clever, they continue to receive free education until they are eighteen, and even while they are at the university. How many children in the sixteenth century learnt even to read and write? Very few. Only the children of the upper classes. You all agree, I’m sure, that education is a good thing.

“I believe that education helps us to enjoy life. Think of the pleasures of reading! Every town and village in England today has its library or branch library. Think of the pleasures of music! Today, thanks to the radio and the gramophone, we can all enjoy the world’s greatest music in our own homes. Four hundred years ago very few people had books. Bach, Mozart, Beethoven and Brahms were not yet born. I’m glad to be living now, and I’m quite sure that life is much more enjoyable now than it was then.”

2

Dr White was the next speaker.

“I agree with what Miss Brown has said. I, too, am glad to be alive now. I’m a doctor. As I look round this hall, I see dozens of men and women who are over sixty years of age. If you had been born in the sixteenth century, very few of you would have reached the age of sixty. Today, thanks to medical science, we can expect to live to a good old age. This was not true four hundred years ago. Few men and women lived to be sixty. The death rate among children was high, very high. It was common for a woman to have ten, twelve or fifteen children. Of these, perhaps five or six died very young.

“There are few illnesses that we cannot cure today. Four hundred years ago many of those illnesses ended in death. They could not be cured. Today, of course, life is in some ways more dangerous than it was in the past. Thousands of people are killed or injured on the roads every year. But if you’re in a traffic accident today, if your leg is badly crushed, what happens? You’re taken to hospital. I put you to sleep. And when you wake up, your leg has been cut off, quite painlessly! That was not the case four hundred years ago. The soldier who had to have a leg cut off in those days had to bear the pain. You’re much more fortunate today.”

3

Miss Dike spoke next.

“Well, ladies and gentlemen, of course I’m glad to be living now. If I’d been born in the sixteenth century I’d have had no employment. There were no films in those days. I couldn’t even have acted in the theatre! Women’s parts were all played by boys in

Shakespeare's time. And I like fast cars. If I'd lived then, I'd have had to travel on horseback. I don't like horses. I spend half of each year in Hollywood. There was no Hollywood then. And if I'd wanted to go to America, instead of flying there in a few hours, I'd have had to cross with Columbus. And Columbus took months and months and months to cross the ocean, and didn't even know where he was going to! No, I don't think life was more enjoyable in the second half of the sixteenth century!"

Miss Brown: "May I correct a small mistake that Miss Dike made, please? Columbus crossed the Atlantic in the fifteenth, not the sixteenth century. He discovered America in 1492. Sir Francis Drake was our great sailor in the sixteenth century. Miss Dike might have crossed the Atlantic with him."

Miss Dike: "Thank you, Miss Brown. I was always at the bottom of the history class. I can never remember dates!"

4

Sir Timothy Jones stood up to speak.

"Ladies and gentlemen, you've heard some interesting opinions on this question. Is there nothing to be said for the years when Queen Elizabeth the First was on the throne? It was, you'll agree, one of the greatest periods in the history of these islands. It was, I'm sure, exciting to be alive in those days. Miss Brown has just spoken of Sir Francis Drake. He was only one of a number of English sailors who crossed the oceans looking for new lands. Miss Dike spoke of Shakespeare. I wish I'd been alive then. I wish I'd seen Shakespeare's plays in the London theatres of those days. I might have seen Shakespeare himself!

"Dr White told you that people did not, in the sixteenth century, live to a very great age. Today they do. People today are living much longer than they used to. But what's the result? The working population of these islands has to keep all these old people. We pay taxes, very heavy taxes. The taxes are spent on education, the education that Miss Brown has praised. The taxes are spent, too, on pensions. Pensions for several million old people -- people who are too old to work, and are, therefore, useless to the nation. Medical science keeps us alive too long!

"You have been told that radios, gramophones, motor-cars and airliners are all good things that we enjoy today. Are they good things? Have you ever sat in your garden on a hot summer afternoon with the noise of radios and gramophones coming from every house around you? Do you live near an airport? If so, do you enjoy the noise of the aircraft that pass over your roof night and day? It will be worse, much worse, when jet airliners become common.

"I'm sure that life in the sixteenth century was more enjoyable than life today. It was quiet and peaceful. Life was slower then. Are hurry and speed good things? Many people think they are. My answer is 'No!'"

After the First Reading

Complete the sentences:

1. The topic of the discussion is _____.
2. Miss Brown, who works as _____, prefers to _____
_____ mainly because _____.
3. Dr White cites the fact that _____
in support of his view that _____.
4. As a _____, Miss Dike thinks that she would _____
_____ if she _____.
5. Unlike _____, Sir Timothy Jones _____
_____. He finds the advances of society also _____.

During Further Readings

I. Choose the main point of each paragraph in Miss Brown's speech:

1. In paragraph one, she _____.
 - a. gives a direct answer to the question
 - b. says she is speaking for herself
 - c. says it is easy to answer the question
2. In paragraph two, she _____.
 - a. gives both "Yes" and "No" as answers
 - b. explains the main question
 - c. asks her own questions
3. In paragraph three she says _____.
 - a. people enjoy better education today
 - b. some children are more clever than others
 - c. education is a good thing
4. In paragraph four, she says _____.
 - a. people can enjoy reading a lot of books
 - b. books and music make people feel pleasant
 - c. books and music are more available today

II. What is the function of each of the following words or sentences from Dr White's speech?

1. "I, too, am glad to be alive now."
 - a. Telling us he is not dead though he is old.
 - b. Further explaining the preceding sentence.
 - c. Telling us Miss Brown is glad to be alive.
2. "I'm a doctor."

- a. Telling us his profession.
 - b. Changing the direction of the discussion.
 - c. Narrowing down the topic.
3. "very high"
 - a. Giving emphasis.
 - b. Further explaining the preceding part of the sentence.
 - c. Telling us what will follow.
4. "It was common for a woman to have ten, twelve or fifteen children. Of these, perhaps five or six died very young. "
 - a. Explaining why women had many children in the past.
 - b. Showing life was poor in the old days.
 - c. Explaining the preceding sentence.
5. "Of course"
 - a. Indicating a problem that follows.
 - b. Showing life is worse today.
 - c. Telling us the certainty of the dangers in life.
6. "But"
 - a. Changing the main idea.
 - b. Indicating the good aspects of today's life.
 - c. Introducing further problems.
7. "You're much more fortunate today. "
 - a. Offering an opinion.
 - b. Showing a fact.
 - c. Giving a conclusion.

III . Tell why the subjunctive mood is often used by Miss Dike :

IV . Tell the Function of "And" in "And I like fast cars. "

V . How does Sir Timothy Jones conduct his argument on the whole?

- a. Compare the present and the past.
- b. Give other people's views and then make further comments on these views.
- c. Talk about today's problems and then the good aspects of the past.

VI . Tell the function of the question at the beginning of Sir Timothy Jones' speech :

VII . What are the function and main idea of the last paragraph in Sir Timothy Jones' speech?

(Part Two)

5

The next speaker was Mr Samson, the novelist.

"I find it difficult, ladies and gentlemen, to give an answer to these questions. Three of the speakers you have heard this evening have been strongly for; one has been strongly against. I cannot give either 'Yes' or 'No' as an answer.

"Men's clothes today are dull. How much more exciting were the clothes that men wore four hundred years ago! Tailors had imagination then. Today only women wear bright colours and jewels. I'd like to wear jewels and a sword, as men did in those days. You expect men to shave every day. What a lot of time that wastes! Elizabethan men did not shave, they all wore beards.

"I'm fond of food and drink. Is our food today better than the food of four hundred years ago? We have tea and coffee today. That's a point in favour of the present age. The Elizabethans had neither. They drank beer at all meals. I like a glass of beer, but I should not enjoy beer for breakfast. Food was probably fresher four hundred years ago than it is today. How often, today, our food comes out of tins! How much better fresh food tastes than food that has come from a tin, or fresh meat than frozen meat, meat that has come half way across the world!

"I'm fond of going abroad. I like to travel. Today travel is easy. Four hundred years ago travel was slow, difficult, uncomfortable, and dangerous. English merchants did, during the reign of Elizabeth the First, make voyages to distant parts of the world. But travel as we know it today, travel for education and pleasure, was not at all common. For this reason I'm glad to be living today. For other reasons I wish I had lived in the past."

Dr White: "May I correct one of the statements made by my friend Mr Samson? He said that food was better, four hundred years ago, because it was always fresh. That was not true of meat in winter. Cattle had to be killed when winter came. There wasn't enough food for them. The meat was salted. You've all heard of the spice trade with the East. Those spices, particularly pepper, were needed to give a better taste to that salted meat. It's the modern refrigerator that makes it possible to have good meat all the year round."

6

The last speaker was Miss Fowler.

"I work in a newspaper office. If I'd lived in the sixteenth century, I could not have earned my own living, as I do today. Women, in those days, had nothing of the freedom they have now. None of the professions were open to them. A married woman could not

even own property. It was not until the Married Women's Property Acts in the reign of Queen Victoria that a married woman kept her property after marriage. And votes for women, of course, came in very recent times, not until after the First World War.

"Women have not yet won everything they have a right to have. We're still fighting, in some professions and occupations, for equal pay. That will come! A woman who does the same work as a man should get the same pay as a man. But how much better off women are today! Four hundred years ago women were not even free to marry the men they wished to marry! The family chose the husband for a woman in those unhappy times! Today, if a woman prefers to remain single, she's free to do so. There are dozens of occupations that she can choose.

"I ask the women in this hall whether they would like to be without electric light, without their gas or electric cookers, their refrigerators, their washing and sewing machines, without all these things that make housework easier?

"Mr Samson told you about the exciting clothes the men used to wear in the Elizabethan age. He would not find those clothes satisfactory today. Imagine him in a London bus or tube train dressed in lace and velvet! Women's clothes today have plenty of colour. And they're much more sensible than the clothes women wore in the sixteenth century! Imagine yourself playing tennis, or cycling, or riding on the back of your husband's motor-bicycle, or on a hiking holiday, in the fashions of those days! Men may look back with regret to the days when they were our lards and masters, but women must be glad that they live today, when they're free.

"It's true that the present century has seen two world wars, and that many of us are troubled by the possibility of a third world war. There is the fear that our civilization may be completely destroyed by the new weapons of destruction that scientists have placed in the hands of our rulers. But I believe that these new discoveries will be used for peaceful purposes and that life will be made easier and more pleasant by their sensible use. So I ask you to say you are glad to be living in the second half of this century, and that you do not wish you had lived in the past."

After the First Reading

I . Tell in what way Mr Samson's speech is different from those of the others:

II . In what point does Dr White disagree with Mr Samson?

III . What age does Miss Fowler prefer to live in?

IV . What are the present-day problems mentioned by Miss Fowler?

- a. Food is not fresh.
- b. The cost of living is too high.
- c. Women and men still do not have equal rights.

- d. Women's clothes are colourful.
- e. People are in fear of a third world war.
- f. Scientists have made many discoveries that have been used to destroy our civilization.

During Further Readings

I. Answer the following questions:

1. Why can't Mr Samson give either "Yes" or "No" as an answer?

2. Which two sentences best summarize Mr Samson's speech?

3. Why does he consider shaving a waste of time?

4. In the third paragraph of his speech, Mr Samson asks a question. What effect does it have on the readers?

5. What would Mr Samson drink for breakfast?

6. What did you expect to follow when you came across the word "did" in "English merchants *did* ... make voyages to distant parts of the world. "?

7. Do you notice that when Dr White and Miss Fowler attack Mr Samson on the issues of food and clothing, they approach the issues from different angles than those of Mr Samson's?

8. What function does the sentence "There wasn't enough food for them." serve in the development of the writing?

9. Look at the first paragraph of Miss Fowler's speech. What is the relationship between the first sentence and the rest of the paragraph?

10. Of the two sentences: "None of the professions were open to them." and "A married woman could not even own property.", which is a stronger criticism of the past? How do you know it?

II. Tell if the following sentences are true or false:

1. ____ In Mr Samson's opinion, modern tailors lack imagination.
2. ____ Mr Samson prefers the food of four hundred years ago because today's food always comes from tins.
3. ____ According to Miss Fowler, it is better for women to decide for themselves whether they should marry or whom they should marry.

4. ____ Miss Fowler might have supposed that most housework in her country is done by women.
5. ____ Miss Fowler does not think that modern men and women should have regret living in the second half of this century.

III. Complete the following sentences:

1. In Dr White's opinion, frozen food tastes better than salted food. In Mr Samson's opinion, _____.
2. The first four paragraphs of Miss Fowler's speech are mainly concerned with _____.
3. From "It's true. . . ." we know that the speaker is going to introduce a present-day problem. Later we find the word "____" signals a change in the direction.
4. In the first paragraph of her speech, Miss Fowler talks about different rights of women. These rights are arranged in the order of _____.
5. Although Miss Fowler complains that women and men today still do not enjoy equal rights, she _____.
6. Miss Fowler thinks that a modern man in the clothes of the Elizabethan age would look _____.
7. In Miss Fowler's view, our life will be easier and more pleasant only if _____.

* * *

To Smoke or Not to Smoke?

Before the First Reading

The following is a debate over the issue of smoking—whether it should be banned from public places.

Keep the following questions in mind while you read:

1. *Why are some people against smoking?*
2. *Why do other people support it?*
3. *What do people suggest be done about smoking?*

I

Parks: Smoking used to be considered fashionable. But now people like you, Julia Halewood, are suggesting that it's anti-social, even almost criminal. Could you tell us why?

Julia: Look at the facts. As a nation we spend more on tobacco than we do on educating our children or on doctors, medicine and hospitals. Smokers, of course, are far more likely to come down with diseases like cancer or chronic bronchitis, and have to be treated at the nation's expense. But not only do they ruin their own health but that of others as well. They force us to breathe in the poison they blow into the air. This, of course, is dreadfully anti-social behaviour.

Parks: Well, what do you suggest ought to be done?

Julia: First, double the tax on all forms of tobacco. Second, ban all forms of tobacco advertising. Third, ban smoking itself in all restaurants, trains, public meeting-places and places like schools and hospitals. And fourth, protect young people more than we do now.

Parks: What kind of protection did you have in mind?

Julia: Among other things we could double or triple the fines on anyone who sells tobacco to people under the age of 18. And we could and must intensify our efforts to educate young people—to show them the dreadful effects of this dreadful habit!

II

Parks: Daniel Paul. What's your reaction to this?

Paul: It seems an exaggeration, to say the least. I don't deny that smoking can be harmful. But so can lots of other habits. Eating sweets, for example.

Julia: Oh, I just can't accept that there's any comparison between the two habits! And I very much doubt that anyone else can, either.

Paul: Perhaps you'd let me finish. Lots of people die because they eat far too much sugar. Not only does it cause things like tooth-decay, it makes people overweight, as well. And as a result they often die of heart-attacks. But there's no tax on sweets, and no campaign to ban them, either.

Julia: Of course too much sugar is bad. But who's harmed by it? Only the person who eats too much!

Paul: Just a moment. On the one hand you want to ban smoking in restaurants because you say the smoke is bad for non-smokers: But on the other hand you say nothing about motor cars. You don't really believe that smoking causes as much pollution as motor cars, do you?

Julia: Of course I don't. But

Paul: Then why don't you try to ban cars from public places, as well? From the roads, for instance.

III

Julia: Motor cars at least serve useful purpose.

Paul: You can hardly expect smokers to give up the simple pleasure of a cigar or cigarette after a good meal in a restaurant.

Julia: Quite the contrary! You can hardly expect non-smokers to have the simple pleasure of actually tasting the food ruined by selfish and thoughtless smokers!

Parks: Well, we'll come back to that question after a short break for a song. And its title, strangely enough, is 'Smoke keeps getting in my eyes'. And here to sing it is Edith Montgomery.

After the First Reading

Answer the following questions:

1. In what sense is smoking criminal?

2. In what sense is smoking similar to eating sweets and in what sense are they different?

3. In what sense is smoking similar to car driving and in what sense are they different?

During Further Readings

- I. Tell if Paul responds directly (D) or indirectly (I) or even fails to respond at all (F) to the following views held by Julia:
 1. ____ As a nation we spend more on tobacco than we do on educating our children or on doctors, medicine and hospitals.
 2. ____ Smokers ruin their own health.
 3. ____ Smokers ruin other people's health.
 4. ____ Motors serve useful purpose.
- II. Tell if Julia responds directly (D) or indirectly (I) or even fails to respond at all (F) to the following views held by Paul:
 1. ____ Eating sweets can be as harmful as smoking.
 2. ____ Smoking causes as much pollution as motor cars.
 3. ____ It is a pleasure for some people to smoke a cigar or cigarette after a good meal in a restaurant.
- III. In Paul's speech quoted below, Paul and Julia understand the word "harmful" in two different ways. Please tell the difference:
I don't deny that smoking can be *harmful*. But so can lots of other habits. Eating sweets, for example.
Paul's understanding: _____
Julia's understanding: _____
- IV. Tell if the following statements are true of Julia:

1. ____ She thinks that higher prices of tobacco will make some people give up smoking.
2. ____ She believes that smoking is harmful not only to smokers but to non-smokers so it should be banned.
3. ____ She believes that more could be done to prevent young people from getting into the habit of smoking.
4. ____ She knows that it is against the law to sell tobacco to people under the age of 18.
5. ____ She does not understand why people who sell tobacco to those under the age of 18 are not fined.
6. ____ She knows that young people enjoy smoking although they know clearly how harmful smoking can be.
7. ____ She believes that if young people are aware of the dreadful effects of smoking, at least some of them will not get into this habit.

* * *

The Space Program: Is It Worth It?

Before the First Reading

The following discussion took place in a college class in New York City in April 1981 shortly after the successful mission of the U.S. space shuttle, the Columbia. This mission marked the first time a spaceship had been sent out into space and then landed back on earth so that it could be used again later for more flights. Many people considered this to be a tremendous advance for the space program. But some people felt that the cost was too high. This discussion reveals some of the differences of opinion on the importance and the cost of the space program.

Keep the following questions in mind while you read:

1. *What reasons are given in support of the mission?*
2. *What reasons are given against the mission?*
3. *What conclusion is drawn by the teacher?*
4. *What is your opinion about space programs like this?*

Teacher: Let me begin by saying that everyone is very excited about the successful mission of the space shuttle, the Columbia. It is the first time that a spacecraft has been successfully landed back on earth after a space voyage, and this means that this spaceship can be used again on other missions. Obviously, there will be a tremendous saving because we won't have to send up a completely new spacecraft on every mission. Also, we will be able to bring cargo safely back from space in the future—and this offers exciting possibilities from the scientists' point of view.

However, there are differences of opinion about the space program. Many people feel that it costs too much. Today we are going to hear two different points of view of the space program. First, let's hear from someone who is strongly in favor of the space program and who doesn't believe that it costs too much. And then we'll hear the other side. Would you please begin?

A: Yes. I believe that the space program is one of the most important programs the United States has and that we ought to spend even more money on it than is being spent right now. The space program is an investment in the future, and it has great potential to make life on earth better.

Teacher: Thank you, A. And now, B, would you please tell us your position briefly. Then we'll discuss the points of difference between you.

B: First of all, I want to make it clear that I am not against the space program. I just think it costs too much and that society would benefit more from improved social programs than from space exploration. If we could have both—an elaborate space program and really good social welfare programs—I would be very happy. But if we have to choose, I am in favor of choosing to invest in social welfare programs. People need food, shelter, jobs, education—bread-and-butter necessities. Space programs won't provide these basic essentials of a decent life.

Teacher: So you are saying, B, that if we have to choose between investing in social welfare programs and the space program, we should choose social programs because they meet people's immediate needs. Is that right?

B: Yes, that's right. I'm not against the space program in theory. I just think it is too expensive and that we can't afford it. It's a luxury. The space shuttle cost more than 20 billion dollars. That's a lot of money. And who benefits?

Teacher: Would you like to answer that, A? After all, who benefits from the space shuttle? Does the space program really help us here on earth, or is it simply an exciting adventure program, something that looks good on TV?

A: I think we all benefit from the space shuttle in very important ways. The space shuttle proves that we can go into space and then land safely back on earth again. Now we will be able to transport cargo back and forth. We can build laboratories in space and do experiments there that we can't do here on earth because of the earth's gravity. We can produce chemicals and medicines there that we cannot produce here on earth, and these substances will be tremendously valuable to us. We can also set up a really effective system of defense in space to protect our country from foreign attack. Yes, all of us in the United States are going to benefit a great deal from the space program.

B: But you're talking about maybes in the future. I'm talking about *now*. *We need better programs for people now*—not just some vague possibility of scientific advances in the future. You're talking about pie in the sky.

A: I don't agree. I think a country always has to look to the future in order to be great and to stay great. I think our social services are good enough now. I think we can

make life better for more people by investing in the space program. I think the results will greatly improve everyday life here on earth. For example, it's possible that we could collect solar energy for use here on earth. We might be able to solve one of our biggest problems, the energy problem, this way. We wouldn't have to rely on an uncertain supply of oil and coal then. And this would be a huge advance for everyone on earth.

B: You're still talking about *possibilities* in the future. Meanwhile, we have people who don't have enough to eat, who don't have a place to live, who can't afford to get a good education. I think the U. S. government could set a wonderful example for the whole world by giving preference to social programs. Other governments would look at the United States and see that we are investing in our people. And nothing is more important than the people in a country.

A: Let me just say again that I think that investing in the space program is also an investment in the people. I think that the long-range benefits of the space program can greatly change life on this earth for everyone. I think that mankind has the chance to move ahead, to make real progress toward a better life, and that this will happen as a result of scientific achievements in space. I think if we invest more in our existing social programs, we will be thinking only about today and forgetting tomorrow. We won't be moving forward.

B: And I think that if we invest too heavily in our space program, we will be forgetting today. After all, people can't eat dreams. People have to live on something more nourishing than hope.

A: But we shouldn't forget that people need hope too.

Teacher: I want to thank both of you for the interesting points you have made. It seems to me that your disagreement is not over the space program and its quality and potential for the future. Your disagreement is simply over how much we should invest in it and whether we should give preference to the space program rather than to social welfare programs. Thank you both again for sharing your views with us. I'm sure you've given us all a great deal of food for thought.

After the First Reading

The differences between the two sides are _____.

- a. whether the space program will benefit people
- b. whether more money should be spent on social welfare
- c. how much we should invest in the space program
- d. whether we should give more preference to the future
- e. whether the space program has a great potential for the future
- f. what kind of space program we should have

During Further Readings

1. Use the language you find in the text (with slight changes where necessary) to define the following terms:

1. "the space shuttle": _____
2. "basic essentials of a decent life": _____
3. "a luxury": _____
4. "pie in the sky": _____
5. "eat dreams": _____

II. Find a term in sentence b that means the same as the italicised part in sentence a:

1. a. ... there are differences of *opinion* about the space program.
b. Today we are going to hear two different points of view of the space program.
2. a. But you're talking about *maybes* in the future.
b. You're still talking about possibilities in the future.
3. a. People need food, *shelter*, jobs, education
b. Meanwhile, we have people who don't have enough to eat, who don't have a place to live, who can't afford to get a good education.
4. a. ... we ought to *spend* even more *money on* it than is being spent right now.
b. But if we have to choose, I am in favor of choosing to invest in social welfare programs.
5. a. And now, B, would you please tell us your *position* briefly?
b. Thank you both again for sharing your views with us.
6. a. So you *are saying*, B, that if we have to choose between investing in social welfare programs and the space program, we should choose social programs
b. ... this means that this spaceship can be used again on other missions.

III. Identify the points held by A and B. Certain points are held by neither side and others by both.

1. ____ The fact that we can go into and return from space is significant.
2. ____ Space explorations are unnecessary in theory and practice.
3. ____ Too little money has been spent on the space program.
4. ____ We all benefit a lot from the space program now.
5. ____ The space shuttle proves that we will be able to bring cargo safely back from the space.
6. ____ The space program costs too much.
7. ____ The space shuttle proves that we will be able to do a lot of things that can't be done on earth, so it is worthwhile to spend a lot of money.
8. ____ Our social services are not good enough so they need more investment.
9. ____ We don't have enough money to invest in both social and space programs now.
10. ____ More considerations should be given to the future since our life at present is rather good.
11. ____ Investments should be made for the benefit of people.

12. ____ Money spent on social programs should be spent on space programs.

IV. Sentence comprehension:

1. "Let me begin by saying that everyone is very excited about the successful mission of the space shuttle, the Columbia." From this sentence we learn that _____.
 - a. The space mission of the Columbia has just begun.
 - b. Everyone is so excited about the successful mission of the space shuttle that they haven't said anything about it.
 - c. The mission of the Columbia has begun successfully.
 - d. The Columbia has come back from a successful space mission.
2. "The space program is an investment in the future, and it has great potential to make life on earth better."
 - a. People of the future can benefit from the space program.
 - b. The program will improve the life of people who will live in space in the future.
 - c. With the life on earth being improved, the space program will become better in future.
 - d. The investment in space programs is to be made in future to make life on earth better.
3. "If we could have both—an elaborate space program and really good social welfare programs—I would be very happy."
 - a. An elaborate social program will be based on really good social welfare programs.
 - b. Really good social welfare programs will make me happy though we cannot have an elaborate space program.
 - c. I'm afraid we cannot have an elaborate space program and really good welfare programs at the same time.
 - d. It is a good thing that we have both an elaborate space program and really good social welfare programs.
4. "And who benefits?"
 - a. Who is it that benefits the space program?
 - b. I sincerely don't know who benefits, so please tell me.
 - c. Please give me the names of those people who benefit from it.
 - d. Hardly any people in today's world can benefit from it.
5. "We can build laboratories in space and do experiments there that we can't do here on earth because of the earth's gravity."
 - a. The earth's gravity makes it impossible to build laboratories here on earth.
 - b. Some experiments can only be done without the influence of the earth's gravity.
 - c. Experiments done in space laboratories can be successful.
 - d. When laboratories are built in space, we can do all experiments that cannot be done on earth.
6. "I think a country always has to look to the future in order to be great and to stay

great. ”

- a. A country's future depends on how great it is now.
 - b. A great country always looks to the future.
 - c. If a country wants to remain great, it has to take care the future.
 - d. The future of a country can be great if it wants to stay where it is now.
7. “We wouldn't have to rely on an uncertain supply of oil and coal then. ”
- a. Sometimes we do not have the supply of oil and coal because it is uncertain.
 - b. By that time we will no longer use any oil and coal.
 - c. We do not rely on the supply of oil and coal all the time because of its uncertainty.
 - d. We are relying on the supply of oil and coal which may run out at any time.
8. “And nothing is more important than the people in a country. ”
- a. Nothing is important when compared with the people in a country.
 - b. There is nothing less important than the people in a country.
 - c. People are more important than many other things in a country.
 - d. People are always given the greatest importance.
9. “I'm sure you've given us all a great deal of food for thought. ”
- a. After your debate what we need now is some food.
 - b. We can learn a lot from what you have said.
 - c. You have just given us all a good lesson.
 - d. I'm sure what you have given will make us think for a long time.

Part B. Vocabulary Skills

I. The following words and expressions for your reference:

Columbia /kə'lʌmbiə/ *n.* 哥伦比亚号 [航天飞机]

shuttle /'ʃʌtl/ *n.* 航天飞机 (=space shuttle)

spacecraft /'speɪskrɑ:ft/ *n.* 宇宙飞行器, 宇宙飞船

II. Make a close study of the following words and expressions:

achievement /ə'tʃi:vmənt/ *n.* act of achieving; sth achieved

e. g. The professor was rewarded for the achievements he had made in the field of physics.

benefit /'benɪfɪt/ *n.* anything which is for the good of a person or thing; an advantage; profit

vt. vi. do good to

e. g. Such a medicine would be of great benefit to the world.

The new policy will benefit the low income citizen.

He benefited a lot from the holiday.

billion /'bɪljən/ *n.* a thousand million

briefly /'bri:flɪ/ *ad.* in brief

cargo /'kɑ:gəu/ *n.* load of goods carried by a ship or aircraft

chemical /'kemikəl/ *n.* (often pl.) 化学药品, 化学制品

e. g. These chemicals are used for developing films. Don't drink them.

decent /'di:snt/ *a.* right; suitable; fit and proper

e. g. It is not decent to chatter in class.

defense (=defence) /di'fens/ *n.* fighting against attack; means of defending

e. g. We never fight except in self-defense.

People used to build strong walls round their town as a defense against enemies.

disagree /disə'gri:/ *vi.* to have different opinion; quarrel

e. g. He disagreed strongly with his friend.

disagreement /,disə'gri:mənt/ *a.* difference of opinion; quarrel

dollar /'dɒlə/ *n.* a unit of money in the United States and some other countries, equal to 100 cents

education /,edʒju(:)'keɪʃən/ *n.* teaching; training of the mind and character; organized system of instruction as existing in a given state

effective /i'fektiv/ *a.* able to bring about something; producing a result

e. g. Light clothes are effective in keeping cool in warm weather.

elaborate /i'læbərit/ *a.* worked out with great care; having many different parts; complicated

e. g. The inventor has worked out an elaborate plan for the new engine.

expensive /ik'spensiv/ *a.* costing much money; high-priced

exploration /,eksplə'reɪʃən/ *n.* exploring; travelling into or through for the sake of discovering; examining thoroughly in order to learn about

e. g. This is the second space exploration of the country conducted this year.

The government has decided to launch a full exploration of all the reasons for and against closing the railway.

favo(u)r /'feivə/ *n.* friendly regard; support 喜爱

e. g. A mother shouldn't show too much favor to one of her children.

Popular feeling was strongly in favor of public transportation.

gravity /'græviti/ *n.* force which draws all bodies towards the centre of the earth

e. g. The stone rolled down the mountain by gravity.

invest /in'vest/ *vt.* to spend or utilize (time, money, or effort) for future advantage or benefit

e. g. If I had money, I would invest in land.

investment /in'vestmənt/ *n.* act of investing; money or time, etc. invested

e. g. By careful investment of his capital, he obtained a good income.

laboratory /lə'bɒrətəri/ or /'læbərətəri/ *n.* room or building for scientific work or experiment

long-range *a.* 远程的, 长期的

luxury /'lʌkʃəri/ *n.* possession and enjoyment of beautiful and expensive things;

something expensive and enjoyable

e. g. He has a rich father. Though he doesn't earn any money, he lives in luxury.

mankind /mæn'kaɪnd/ *n.* human race; all human beings

meanwhile /'mi:n'waɪl/ *ad.* in or during the time between; meantime

mission /'mɪʃn/ *n.* (飞行)任务

necessity /nɪ'sesɪti/ *n.* quality, fact, or state of being necessary

nourish /'nʌrɪʃ/ *vt.* to feed; keep alive and well with food, etc.

e. g. Babies are nourished with milk.

pace /peɪs/ *n.* single step in walking or running; rate of walking or running; progress

e. g. The world is changing at a rapid pace.

pie /paɪ/ *n.* 水果饼; 馅饼

potential /pə'tenʃəl/ *n.* that can or may come into existence

e. g. You haven't realized your full potential yet.

a. possible as opposed to actual; that can come into being or action

e. g. The seed is the potential flower and fruit.

preference /'prefərəns/ *n.* act of liking better; greater liking

e. g. He has a preference for classical music.

His preference is for brandy.

rely /rɪ'laɪ/ *vi.* to depend

e. g. You'd better rely on your own judgment.

He is not to be relied upon.

solar /'səʊlə/ *a.* of the sun

e. g. Solar energy can be converted into electricity.

substance /'sʌbstəns/ *n.* material of which a thing is made; matter 物质

e. g. Ice, snow and water are the same substance in different forms.

toward /tə'wɔ:d/ *prep.* in the direction of

e. g. He walked toward the post office.

transport /træn'spɔ:t/ *v.* to carry from one place to another

e. g. Wheat is transported from the farms to the mills for grinding

tremendous /tri'mendəs/ *a.* dreadful; terrible; of great importance

e. g. This reminded me of the tremendous event of the war.

Computers have brought about tremendous changes in our life.

tremendously *ad.*

uncertain /ʌn'sə:tn/ *a.* not certainly known; doubtful

e. g. The date of their arrival is uncertain.

vague /veɪg/ *a.* not clearly seen

e. g. I can only see a vague outline of that building.

In a fog everything looks vague.

voyage /vɔɪdʒ/ *n.* journey by water

welfare /'welfeə/ *n.* state of being well or doing well; health; happiness and well-

being 福利(事业)

III. Choose appropriate present participles in Column A to modify the nouns in Column B

- | A | B |
|------------------------|------------------|
| 1. _____ exciting | a. food |
| 2. _____ existing | b. house |
| 3. _____ nourishing | c. programs |
| 4. _____ interesting | d. possibilities |
| 5. _____ disappointing | e. appearance |
| 6. _____ charming | f. points |
| 7. _____ singing | g. force |
| 8. _____ burning | h. water |
| 9. _____ running | i. news |
| 10. _____ driving | j. birds |

IV. Fill in the blanks with appropriate words given:

believe, beyond, bewilder, beware, betray, beside, beloved, belong, behave

1. I can't _____ he could have _____ his _____ mother.
2. The teacher was _____ to find her pupils _____ so rudely toward the old man sitting _____ the tree and her anger was _____ description.
3. _____ of people who give you money that doesn't _____ to them.

V. Give noun forms of the following adjectives:

- | | |
|------------------------|----------------------|
| 1. scientific _____ | 2. terrific _____ |
| 3. romantic _____ | 4. historic _____ |
| 5. artistic _____ | 6. climatic _____ |
| 7. tragic _____ | 8. systematic _____ |
| 9. economic _____ | 10. volcanic _____ |
| 11. enthusiastic _____ | 12. energetic _____ |
| 13. idealistic _____ | 14. democratic _____ |

VI. Fill in the blanks with appropriate forms of the given words:

1. excited
 - a. The audience are _____ about the wonderful performance of the dancer.
 - b. The arrival of the film star _____ many youths of the town.
 - c. The boys talked _____ about their holiday plan.
 - d. Watching the story on TV is more _____ than reading it.
2. mean
 - a. If you think that wave of her hand is _____, how do you interpret it?
 - b. What is the _____ of having a lot of money?
 - c. If everybody lived just to eat, life would be _____.
 - d. What do you _____ by giving the title to her?

3. possibility

- a. There is _____ that economy may improve in the next two years.
- b. It was _____ for him to be present at the meeting. He was injured in a road accident and was sent to hospital.
- c. I'm afraid I can't _____ stay any longer.

4. happy

- a. Reading is my greatest _____.
- b. The girls danced _____.
- c. The bad news made her quite _____.

5. choose

- a. He had to _____ between failure and cheating.
- b. The girl had no _____ but to obey her parents.

6. produce

- a. The _____ of electronic computers has increased rapidly in recent years.
- b. The book is the _____ of the professor's 20-year hard work.
- c. The third round negotiation turned out to be very _____.
- d. He _____ two examples to support his argument.
- e. The farmers brought their _____ to town early each Saturday morning.

7. defense

- a. The government is cutting down its expenditure on national _____.
- b. The enemy are so weak that they are on the _____ all the time.
- c. Nelson rose and spoke in _____ of his plan.
- d. They _____ the island successfully against the attack of the invaders.

8. disagreement

- a. The parties _____ over which policy to adopt.
- b. Much to my delight, the manager _____ to my proposal.
- c. There was apparent _____ between the accounts given by the two witnesses.
- d. On these issues the public is in general _____ with the government.

9. preference

- a. I _____ to buy a house in the country rather than rent a flat in the city.
- b. A dark suit is _____ to a light one for evening wear.
- c. I _____ apples to pears.
- d. Helen has a _____ for piano music.

VI. Confusing words and expressions:

1. tremendous, huge, enormous, immense

- a. The man has an _____ nose.
- b. The newly opened hotel is housed in a _____ building.
- c. He stood at the shore gazing at the _____ sea.
- d. Man has been using a tiny part of the _____ power provided by the sun.

2. cost, spend, take

- a. This skirt _____ me \$ 50.
- b. She doesn't _____ much on clothes.
- c. It will _____ three years to build the bridge.

3. big, large, great

- a. The dress is too _____ for her.
- b. The room we worked in was _____ enough to hold twenty people.
- c. I think you've made a _____ mistake.
- d. The country's first president was a _____ man.

4. briefly, simply

- a. The poem is beautiful yet very _____ expressed.
- b. The officer instructed the soldiers _____ and then they set off.
- c. The beauty of the mountain is _____ beyond words.

5. first of all, above all, after all, at all

- a. There are many things you must take care of. _____ beware of fire.
- b. Whatever is worth doing _____ is worth doing well.
- c. _____ it is not so hard as it looks.
- d. Never waste anything, but _____ never waste time.

6. clear, obvious

- a. You can see the sandy bottom of a _____ stream.
- b. It is an _____ mistake for him to make the trip all alone.

7. right, correct

- a. Your opinions concerning the matter are quite _____.
- b. Is this the _____ job you should do?
- c. Your pronunciation is _____.

8. stay, remain

- a. All the rest of the class went to the playground. He alone _____ in the classroom.
- b. This time I _____ at a much more luxurious hotel.

9. collect, gather

- a. The teacher _____ the children and told them an interesting story.
- b. The old man has a peculiar habit of _____ used shoes.

VI. Fill in the blanks with expressions given below:

<i>invest in</i>	<i>look to</i>	<i>look at</i>	<i>rely on</i>
<i>benefit from</i>	<i>think about</i>	<i>live on</i>	<i>set up</i>

- 1. Rich as he is, he _____ plain food.
- 2. The house _____ the south.
- 3. The factory has _____ the new computer software, which has helped to increase the output by three times.
- 4. Education is the best way for a nation to _____ the future.

5. Don't _____ going abroad for our holiday; we may not be able to afford it.
6. Having lived in China for 20 years, this American has come to _____ things in a Chinese way.
7. The United Nations has decided to _____ a special organization to maintain peace in the area.
8. Sometimes I _____ the happy days we had by the sea.

Part C. Writing and Cloze

I. Complete the following sentences after the Models, paying special attention to the italicized parts:

Model A: I believe that the space program is *one of the most important programs the United States has*

1. As far as I know this machine is one _____
2. The tourist is informed that the temple is one _____

Model B: ... I want to make *it* clear that I am not against the space program.

3. The mayor made it known to the public _____
4. The book has made it clear _____

Model C: But if we have to choose, I am in favor of *choosing* to invest in social welfare programs.

5. As to how to spend the money, I am thinking of _____
6. Are you against _____

Model D: I think a country always has to look to the future *in order to* be great and to stay great.

7. China is quickening its reform and opening to the outside world _____
8. The father spends a lot of money on his son _____

Model E: I think we can make life better for more people *by investing* in the space program.

9. You can make the little tree grow stronger and healthier _____
10. After a three-week absence, the boy caught up with the class _____

Model F: I want to thank both of you *for the interesting points you have made*. or:

Thank you both again *for sharing your views with us.*

11. The old lady thanked the boys _____

12. The manager thanked the workers _____

I. Rewrite the following sentences in other ways without changing their original meaning:

1. We ought to *spend* even more *money on* it than is being spent right now.

We are _____ right now.

2. Nothing is more important than the people in a country.

The people _____

or: The people _____ else.

3. People have to live on something more nourishing than hope.

Hope _____

II. Put the following expressions in the blanks, using each expression only once:

<i>can</i>	<i>could</i>	<i>may</i>	<i>may have</i>
<i>may have had</i>	<i>might</i>	<i>might have</i>	<i>perhaps</i>
<i>possible</i>	<i>possibly</i>	<i>might be</i>	

Sue was expecting Peter to take the afternoon off in order to do some urgent work on the house. But he hasn't arrived. Sue and her sister are discussing what may have happened to him.

Sue: I wonder where Peter's got to. He said he'd be here in time for — lunch. I'm rather worried.

Elizabeth: Don't worry! He _____ still come.

Sue: I doubt it. It's past 2 o'clock. But I *do* think he _____ rung me up!

Elizabeth: He _____ done it, and we didn't hear the phone! Or _____ his boss couldn't give him time off, after all!

Sue: Yes, that's _____, I suppose.

Elizabeth: Or the car's broken down again on the way home, _____!

Sue: Yes, he said that he thought it _____ well do so if he drove too fast!

Elizabeth: Oh dear! If he's stuck on that lonely stretch of country road he won't be home until midnight! You _____ wait an hour for another car to pass!

Sue: Or he _____ an accident! Do you think I should phone the police?

Elizabeth: Gracious, no! Don't fuss! He _____ be on his way right now!

Ten minutes later, the phone rings.

Peter: Sorry, Sue, but I can't get away from the office. An urgent piece of work. I shall be pretty late, I expect. It _____ 8 or 9 before I get home. I hope you weren't starting to worry!

Sue: Gracious, no! Of course not!

IV. Insert the correct form from the following, using each form only once:

be able to *can* *can't* *can't seem*
could *could have* *couldn't* *managed*
succeeded *weren't able to*

Bill and Helen are spending the day on the beach.

Bill: Well, Helen, I'm glad you _____ in persuading me to spend the holiday on Majorca instead of Margate again!

Helen: Yes! Isn't it hot? But the beach is more crowded than in Margate. It was lucky that we just _____ to find this quiet spot, wasn't it?

Bill: We _____ got a spot nearer the sea, if you hadn't wasted so much time at the hotel!

Helen: Well, I _____ find my sun-glasses, could I? _____ you see them anywhere?

Bill: No. It's a pity I _____ understand Spanish. Then at least I _____ buy a new newspaper! I've read Saturday's 'Guardian' three times already!

Helen: You'll _____ buy one at the airport, when we go home! Oh, dear! Whatever have I done with those sun-glasses?

Bill: And what do I read for the next three weeks?

Helen: How about the crossword? You _____ finish it on the plane. Where can those sun-glasses be?

Bill: You really _____ to find them, can you! But I don't think you'll be needing them, after all! Just look at those black clouds! Let's hope we can find our raincoats!

V. Translation

人们常在报纸和电视上看到各种各样的广告。赞成它们的人认为,广告既有利于厂家,也有利于顾客。由于广告提供大量有关商品的信息,很显然,它们不仅可以帮助厂家提高自己产品的知名度,扩大销售量,也可以帮助人们在购买时做出正确的选择。反对广告的人则认为,广告在理论上是个好事情,但有些广告并不提供可靠的信息。另外,厂家在广告上投入的资金实际上是购买他们商品的人们支付的。结果这些人可能是花了很多钱买了自己本不想要的东西。

VI. Cloze

A few months ago the pilot of a small plane had an unusual adventure. He _____ off from an airport runway on a training flight. A strong wind blew the plane sideways, and it touched the _____ of a tree. Both wheels of the plane were knocked off _____ the plane did not crash.

The pilot sent a radio _____ to the airport. He did not know how to land without wheels. The airport controller promised to help the pilot. He telephoned the airport firemen and told them _____ to do.

A fireman saw a long, open lorry. It was waiting at the airport building to collect some goods. The fireman _____ it and drove to one _____ of the airport runway. Then he turned round and waited for the pilot. He told him to try to land on top of the lorry. The fireman drove quickly along the runway and the pilot flew down to land. Luckily, he _____ to land on the lorry. Part of the lorry was damaged and the tail of the plane was broken but _____ was injured. The fireman slowed the lorry down and then stopped.

The pilot was very grateful. He gladly agreed to pay for the _____ to the lorry.

Part D. Background to the United Kingdom

“Pubs”

Owing to the uncertainty of the weather, outdoor cafes are not a feature of English life. Their place is partly filled by what are colloquially known as “pubs”, public houses. Here you can get any form of alcoholic drink, from beer to whiskey, or—nowadays—soft drinks. Many pubs also run some kind of snack bar that provides cold food such as sausages, ham, olives, salad, veal-and-ham pie, rolls and butter and sometimes hot pies or toasted sandwiches.

Some pubs maintain the traditional division into two parts—a public bar and a saloon bar. In the first there is often a dart board, and groups of friends will gather in the pub for a friendly match. The loser may have to pay for a round! In the saloon bar your drinks cost a little more, but the atmosphere is quieter and there are perhaps fewer people. In many pubs there is also a restaurant, and the food here is usually plain but of good quality; in fact, to taste good, traditional English food you would do well to visit a reputable pub. Many businessmen habitually have lunch in a pub near their office. In the country, the pub is often part of an inn where you can put up for the night.

The Englishman’s favourite drink is beer, of which a variety of sorts is brewed; “bitter” is probably the most popular. “Stout” is a heavy dark beer, very popular in Ireland. English beer is different from Continental beer; the latter should be served well chilled, whereas English beer is at its best when it is only cool. Continental-type beer or “lager” has become very popular in England in recent years and its sales are beginning to rival those of the more traditional beers. Wine is also increasingly drunk, both in pubs and in the home.

The times of opening of pubs are regulated by law; local variations are possible but usually a pub is open from half past eleven to three o’clock and from half past five to half past ten or eleven o’clock. Betting is forbidden in pubs and children are not allowed on licensed premises. In the old days, when people drank too much and pubs were often rowdy, the law against children entering pubs was a wise one. Today, however,

increasing numbers of pubs are opening their gardens to customers, so that children can play safely while their parents have a quiet drink.

It would be quite wrong to consider the average English pub as anything other than a respectable, friendly place that provides good food and a pleasant social atmosphere. Far too often the foreigner has read accounts of sordid nineteenth-century drinking places, haunted by people whose one desire was to drink as much as they could afford as quickly as possible.

Another fairly widespread idea is that people do not sit down in English pubs, whereas they often do. This misconception probably arises from the origin of the word "bar", which referred to the metal rod (bar) along the lower edge of the counter, where the customer could rest his foot while standing up to have his drink. English pubs do not resemble the "saloons" shown in the more fanciful Wild West films!

To Check Your Understanding

Explain the difference between the two terms in each pair:

1. a. outdoor cafe _____
b. pub _____
2. a. public bar _____
b. saloon bar _____
3. a. city pub _____
b. country pub _____
4. a. bitter _____
b. stout _____
5. a. English beer _____
b. Continental beer _____
6. a. old-day pubs _____
b. present-day pubs _____
7. a. English pubs _____
b. pubs shown in the Wild West films _____

* * *

London's Parks

One thing about London which every visitor from abroad admires is the large number of parks. These "lungs" of London, as they have been called, are like green islands of peace and quiet in the middle of a noisy sea. They play an important part in helping to form the city's character.

The best-known parks are, of course, the central ones: St. James's Park, Hyde Park, Regent's Park, and Kensington Gardens. They have many attractions. Hyde Park has the Serpentine, a little lake, where, if one feels inclined, one may take a swim or go

for a row, and Speakers' Corner where one may get up and say anything (or almost anything) one pleases. In Regent's Park there are the Zoo and the Open-Air Theatre. Kensington Gardens has the Round Pond where "dry land sailors" of all ages sail every kind of model yacht. St. James's Park boasts a truly elegant lake on which lives a great variety of wild ducks. And, apart from these individual attractions, each park has a greater or lesser expanse of well-kept grass. Here, in fine weather, can be seen hundreds of lucky people who have escaped for a while from the noise and bustle of the town; some sitting on chairs, some lying full length on the ground, some strolling aimlessly around.

But the central parks of London are not necessarily the most popular. Every district of London has its parks, great or small. In the north there is Hampstead Heath, famous for its summer and winter fairs. In the south there is Richmond Park, where deer and sheep still roam and where one can get the impression of being deep in the country. In the south, too, are the Botanical Gardens at Kew, where almost every kind of tree and plant is carefully tended, in large greenhouses or in the open air. Just over Chelsea Bridge, along the south bank of the Thames, is Battersea Park, one of London's largest, complete with its Pleasure Gardens and Fun-Fair. In the east, there is the large Victoria Park and a host of smaller ones.

And so one could go on. Even for a Londoner it is difficult to know and enjoy them all. The visitor to the city may be confident that wherever he is, he is not far away from a park of some description which waits to offer him the same pleasures and relaxations that it does to the Londoner.

To Check Your Understanding

Draw a line between a park and what it is known for:

- | | |
|-----------------------|---|
| 1. St. James's Park | a. the Serpentine |
| 2. Hyde Park | b. the Round Pond |
| 3. Regent's Park | c. summer and winter fairs |
| 4. Kensington Gardens | d. the Open-Air Theatre |
| 5. Hampstead Heath | e. an elegant lake with many wild ducks |
| 6. Richmond Park | f. all kinds of trees and plants |
| 7. Botanical Gardens | g. one of the largest in London |
| 8. Battersea Park | h. Speakers' Corner |
| | i. the Zoo |
| | j. wild life |
| | k. Pleasure Garden and Fun-Fair |

UNIT TEN

Part A. Reading Skills: Working with Argumentative Writings (II)

If a person wants to prove a point to someone or persuade someone to change his opinion, and chooses to do so by way of face-to-face talking, he can present his views and reasons one by one. When questioned or challenged by the listener, he can add what he has not planned to say or change what he has originally planned to say. However, if he chooses to convey his ideas by way of writing, he has to present all the possible reasons and defend himself from whatever questions and challenges his readers might launch to him. What is more, if he chooses to present an argument between two opposing opinions, he alone is responsible for describing both opinions.

* * *

“Books, Plays and Films Should Be Censored”

Before the First Reading

You might already know that when foreign films are imported into China, sometimes parts of those films are cut before they are shown in Chinese cinemas. Some people are unhappy with this, and they argue that they should be allowed to see the original version. However, despite these arguments, people continue checking and cutting foreign films, because they believe that they have good reasons for doing so.

Keep the following questions in mind while you read:

- 1. Besides films, what else does the author think should be checked?*
- 2. Why are some people against this kind of checking?*
- 3. What are the reasons for the checking?*

Let us suppose that you are in the position of a parent. Would you allow your children to read any book they wanted to without first checking its contents? Would you take your children to see any film without first finding out whether it is suitable for them? If your answer to these questions is “yes”, then you are either extremely permissive, or just plain irresponsible. If your answer is “no”, then you are exercising your right as a parent to protect your children from what you consider to be undesirable influences. In other words,

by acting as a censor yourself, you are admitting that there is a strong case for censorship.

Now, of course, you will say that it is one thing to exercise censorship where children are concerned and quite another to do the same for adults. Children need protection and it is the parents' responsibility to provide it. But what about adults? Aren't they old enough to decide what is good for them? The answer is that many adults are, but don't make the mistake of thinking that all adults are like yourself. Censorship is for the good of society as a whole. Highly civilized people might find it possible to live amicably together without laws of any kind; they would just rely on good sense to solve their problems. But imagine what chaos there would be if we lived in a society without laws! Like the law, censorship contributes to the common good.

Some people think that it is disgraceful that a censor should interfere with works of art. Who is this person, they say, to ban this great book or cut that great film? No one can set himself up as a superior being. But we must remember two things. Firstly, where genuine works of art are concerned, modern censors are extremely liberal in their views — often far more liberal than a large section of the public. Artistic merit is something which censors clearly recognise. And secondly, we must bear in mind that the great proportion of books, plays and films which come before the censor are very far from being "works of art".

When discussing censorship, therefore, we should not confine our attention to great masterpieces, but should consider the vast numbers of publications and films which make up the bulk of the entertainment industry. When censorship laws are relaxed, unscrupulous people are given a license to produce virtually anything in the name of "art". There is an increasing tendency to equate "artistic" with "pornographic". The vast market for pornography would rapidly be exploited. One of the great things that censorship does is to prevent certain people from making fat profits by corrupting the minds of others. To argue in favour of absolute freedom is to argue in favour of anarchy. Society would really be the poorer if it deprived itself of the wise counsel and the restraining influence which a censor provides.

After the First Reading

Complete the sentence with correct choices:

In the author's opinion _____.

- a. parents should take their children to see any films
- b. permissive parents are good parents
- c. unlike children, adults do not need protections
- d. sometimes censorship may be unnecessary for some people
- e. ours is not yet a highly civilized society
- f. censors often see as works of art what we fail to recognize
- g. most books, plays and films are works of art
- h. pornographic works are works of art
- i. the word 'art' is sometimes used to describe something that is actually unhealthy

During Further Readings

I. Complete the following sentences:

1. Society's censoring on books and films _____
parents' _____ for their _____
_____.
2. While many adults are old enough _____,
many others _____.
3. Both _____ contribute to the common good of
a society.
4. Censorship is mainly done on _____
_____.
5. Taking away censorship would _____
_____.

II. If we turn the passage into a dialogue, then how does A respond to B's statements or questions?

A: If you want to check the books your children read, you will agree that censorship is necessary.

B: But adults are not like children.

A: _____

B: If you want censorship, who is in a position to check great works of art?

A: _____

B: When there is no censorship, people could provide more works of art. Therefore, people should be free to do what they want to do.

A: _____

* * *

Should Women Return to Their Kitchen?

Before the First Reading

Most women in China, like men, have their own jobs and earn regular income to support their families. Some people say that this is great progress, considering that not long ago they were mostly dependent on men. But other people, when looking at the

problem of unemployment, argue that women should return to their kitchen and let men do their work and get their pay. What do you think about it? In the following passage, the author gives a report of the opinions of many Chinese people when they answered this question.

Keep the following questions in mind while you read.

- 1. Why should women return to their kitchen?*
- 2. How have women been liberated from housework?*
- 3. Who are against this view?*
- 4. Why are they against it?*

Though some people have suggested that women should return to housework in order to leave more and better jobs for men, the idea has been rejected by both women and men in public opinion polls.

Lately some union officials have suggested that too many women are employed in types of work more suitable for men and that women should step aside to make way for unemployed or underemployed young men. They argue that women — especially women in their child-bearing years actually delay economic development and result in lower productivity, poor quality and inefficiency.

Women first began moving out of the house and into the workforce after the idea was put forward during the May 4th Movement in 1919, the first democratic mass movement in the history of modern China. But the idea was not realized until the 1950s, when millions of Chinese women began to go to work.

In 1949 women made up only 7.5 percent of all workers in state-owned enterprises. The percentage rose to 21 percent in 1965 and 36 percent in 1983. In addition, one-third of China's scientists are women and women have begun to take leadership roles in a number of fields.

But some have begun to suggest that there are too many women in the workforce today. To solve the problem, some have suggested that some working women, not all, stay at home, while their husbands or brothers be given double wages. They argue that under these circumstances, families would retain their same level of income, and women could run the house and raise children much better.

The suggestion has been flatly rejected by 9 out of 10 people polled. In Nanchang, Jiangxi Province, 100 persons were questioned last summer. Out of 50 women, 46 said they were unwilling to leave their jobs, no matter what the situation. The other four said they would like to return home if their jobs could be taken by their sons or daughters. Of 50 men polled, only six said they would like to see their wives resign their jobs, if it meant higher wages for themselves.

This proves, said Bi Bingsheng of the city's Women's Federation, that most people reject the idea of women returning home. "This idea reflects the wrong ideology that women are inferior to men and incapable of performing work that requires high intelligence or an aggressive manner. Women's liberation depends, in the final analysis, on their

economic status,” said Bi.

However, the status of women is not only reflected in the employment rate, said union official Xing. She published her own opinion poll last year, indicating that 64 percent of the women workers at the Beijing Da Hua Shirt Factory favour her “phased employment” theory. The theory suggests that a women worker take leave from her job when she is seven months pregnant and stay off the job until her baby reaches the age of 3. Xing suggests that women on leave receive 75 percent of their normal salary and be allowed to return to work after the three-year period. “This will benefit children, women, their families and our society,” said Xing.

Some of those polled, both women and men, felt the idea is a good one. It definitely seems to be more acceptable than the suggestion that women return to the home for ever.

It seems that the vast majority are in favour of women playing a major role in modernization. However, said Zheng Zhaohong, a staff member of the All-China Women’s Federation, the debate is necessary. It urges us to solve our social problems, especially the time-consuming housework that takes up most of our spare time, she said. But housekeeping problems should not be solved at the cost of women’s jobs. Instead, said Zheng, housework should be reduced by developing the service trades and modernizing kitchen equipment.

After the First Reading

Select the choice that best completes each statement:

1. _____ like the idea of women returning to their kitchen.
 - a. The majority of people
 - b. Few people
 - c. Only men
2. _____ if some women return to their kitchen, the working conditions in their factory will be improved.
 - a. According to one view
 - b. Everybody agrees that
 - c. It is certainly true that
3. Chinese women did not have a real rise in social status _____.
 - a. until the 1950s
 - b. because they gave their jobs to men
 - c. so all of them had to stay at home
4. Women may do better _____.
 - a. than their husbands or brothers
 - b. in leadership roles
 - c. in running the house
5. People _____ did not want women to give up both jobs and income completely.
 - a. who were unwilling to leave their jobs

- b. in favour of women returning home
- c. who suggested the idea of women returning home
- 6. The suggestion might have been based on the view that _____.
 - a. women want to go home themselves
 - b. women should enjoy high economic status
 - c. women are inferior to men
- 7. _____ it may be better for some of them to do so for several years.
 - a. If women should not stay at home for ever,
 - b. Since women do not want to leave their work,
 - c. Although some women may lose their jobs,
- 8. Housekeeping problems can be solved _____.
 - a. when service trades are developed
 - b. when kitchen equipment is modernized
 - c. both a and b

During Further Readings

I. Choose the reasons people use in support of their view that women should return to their kitchen;

- 1. ____ Men do better in certain positions that are now taken by women.
- 2. ____ Many young men are unemployed or underemployed.
- 3. ____ Women love their children better than their work.
- 4. ____ Women do not work efficiently.
- 5. ____ Most women stayed at home before 1949, and they were happy.
- 6. ____ Women bear children.
- 7. ____ One-third of China's scientists are women.
- 8. ____ There are too many women in the workforce.

II. List the points quoted by the author against the view of women returning to housework:

III. What solutions would the author have for the following situations:

- 1. When women give birth to children, they cannot work normally.

2. Housework is time-consuming, yet it has to be done.

IV. Give an oral reply to this question: What opinion does the author have? (Notice that most of the views appear in quotations or are simply the results of opinion polls.)

* * *

Education Today

Before the First Reading

Along with the rapid progress of modern society, tremendous changes have taken place in education. Some people welcome these changes with open arms. Others think educational reforms have gone too far. Which view does the author of this passage hold? Keep this and the following questions in mind while you read:

1. *What changes have taken place in today's education?*
2. *What is the author's view of the old educational system?*
3. *What evidence or example does the author offer to support his argument?*

Nobody can govern children's relationships with each other. These must be worked out by each child individually. But the question of what children learn, and how they should learn it, is continually being debated and re-debated. Nobody dares any longer to defend the old system, the learning of lessons parrot-fashion, the grammar-with-a-whip system, which was good enough for our grandparents. The theorists of modern psychology have stepped in to argue that we must understand the needs of children. Children are not just small adults; they are children who must be respected as such.

Well, you may say, this is as it should be, and a good idea. But think further. What happens? "Education" becomes the responsibility not of teachers, but of psychologists. What happens then? Teachers worry too much about the psychological implications of their lessons, and forget about the subjects themselves. If a child dislikes a lesson, the teacher feels that it is his fault, not the child's. So teachers worry whether history is "relevant" to modern young children. And do they dare to recount stories of violent battles? Or will this make the children themselves violent? Can they tell their classes about children of different races, or will this encourage racial hatred? Why teach children to write grammatical sentences? Verbal expression is better. Sum? Arithmetic? No, no; real-life mathematical situations are more understandable.

You see, you can go too far. Influenced by educational theorists, who have nothing better to do than write books about their ideas, teachers leave their teacher-training colleges filled with grand, psychological ideas about children and their needs. They make elaborate, sophisticated preparations and try out their “modern methods” on the long-suffering children. Since one “modern method” rapidly replaces another, the poor kids will have had a good bellyful by the time they leave school. Frequently the modern methods are so sophisticated that they fail to be understood by the teachers, let alone the children; even more often, the relaxed discipline, so essential for the “informal” feeling the class must have, prevents all but a handful of children from learning anything.

The result is that the children become bored and restless, and the teachers helpless. The educational theorists invent new theories; the parents are dissatisfied with their bad-tempered, ill-educated, undisciplined children, and blame the teachers. The children become violent; they dislike both lessons and teachers, learn nothing, play with knives, and indulge in all kinds of naughty games in the classrooms. They terrorize teachers and leave the schools at best semi-literate. The teachers become frightened of the pupils, are unable to keep control, and have nervous breakdown, or else become hard and cynical, and often leave the profession altogether.

Here is Miss Johnson, a primary school teacher. She has finished her breakfast, and is sitting gazing out of the window. A feeling of dread is creeping over her. How dare the children make her life so miserable? She hardly dares to face them this morning. Some of them are nearly as tall as she, even though they are only eleven. They will shout at her and at each other — the girls as well as boys. She remembers what she has learnt at college: that they don’t mean to be horrid to her; they are just expressing their personalities. That is what Education is about.

She stands up. “I dare say I’ll succeed with them this year, if I try.” And off she goes. But Oswald Smith has already dared Billy Jenkins to ask her what she was doing with her boyfriend in the park on Sunday. It’s always good for a laugh to see her blush.

After the First Reading

Answer the following questions:

1. Is the author in favour of reforms in modern education?

2. Now that children are bad-tempered, ill-educated and undisciplined, whose fault is all this?

3. Do you think Miss Johnson will succeed with her pupils this year?

4. Does the author offer any practical solutions to the problems presented in the text?

During Further Readings

I . Complete the following sentences according to the text :

1. We cannot govern children's relationships with each other but _____
2. We used to have no _____ children and regard _____
3. Instead of worrying _____ teachers should _____
4. Educational theorists are only good at _____ and cannot teach the children well.
5. Some of the modern methods are so sophisticated that teachers _____ and pupils _____
6. _____ caused the boredom of the children.

II . Tell if the author agrees (A) or disagrees (D) with the following statements :

1. ____ The old educational system was only good for our grandparents.
2. ____ Children are not just small adults ; they are children who must be respected as such.
3. ____ Education is the responsibility of psychologists.
4. ____ If a child dislikes a lesson , it is the teacher's fault , not the child's.
5. ____ History is relevant to modern young children.
6. ____ There is no need to teach arithmetic because real-life mathematical situations are more understandable.
7. ____ Educational theorists have nothing better to do than write books about their ideas.
8. ____ Frequently the modern methods are so sophisticated that they fail to be understood by the teachers , let alone the children.

* * *

Flats Versus Houses

Before the First Reading

Why do people argue? In most cases , arguments occur because the opposing parties hold only part of the truth while refusing to admit that this is the case. So what seems to them to be an absolutely unconquerable problem may be easily settled by a third party.

Keep the following questions in mind while you read :

1. *What is the argument the author talks about?*
2. *How does the author look at the argument?*
3. *What details are given in support of the author's view?*
4. *Has the author drawn any conclusions or can you draw any conclusions of your*

own?

Britain almost more than any other country in the world must seriously face the problem of building upwards; that is to say of making a considerable proportion of its population live in high blocks of flats. It is said that the Englishman is against this type of existence, but, if the case is such, he does in fact differ from the inhabitants of most countries of the world today. In the past our own blocks of flats have been associated with the lower-income groups and they have lacked such things as central heating, constant hot-water supply, electrically operated lifts from top to bottom, and so on. It is likely that the argument regarding flats versus individual houses will continue for a long time as far as Britain is concerned. And it is unfortunate that there should be hot feelings on both sides whenever this subject is raised. Those who oppose the building of flats base their case primarily on the belief that everyone prefers an individual home and garden to the high cost of the flats. The latter ignores the high cost of providing full services to a scattered community and the cost in both money and time of the journeys to work for those who live outside cities.

A compromise would seem to be obvious. Surely a person in the course of life is likely to live in at least four homes, which may be of somewhat different types. There is in the first instance the home in which one's parents live, in which, one perhaps is born, and lives one's childhood. One has as a rule no greater degree of choice over this than one has over the choice of one's parents. It is in the later teenages that the desire for independence grows quite naturally, the student at College, whether male or female, develops naturally a desire to live a life of his or her own, and searches for that which is almost impossible to find in most of the cities of Britain, a tiny self-contained flat of a couple of rooms at the most — a bedroom, a sitting-room-study, with a bathroom and a small kitchen. Quite frequently there comes the stage when two students will share such quarters, or when the idea grows that two can live as cheaply as one, and the young husband and wife — perhaps, both studying, both working — want accommodation very much of this character. They certainly have no desire at that stage for a larger house with the responsibilities of a garden, nor does the wife wish to be separated from the job which she has undertaken or her studies — the great desire of both partners is to be as near as possible to the daily occupation, and especially to be near the centre of the town, where may be found so many of the things desired in youth and early manhood — the cinema, the live theatre, perhaps art galleries, and concert halls and library, college, or night school. Unfortunately many students are compelled to waste an immense amount of time in getting to their work. Surely this could be settled by building blocks of flats especially for young people near their work.

Many others would if they could live near their work. Take those who are concerned with the running of London's hotels and restaurants, theatres and cinemas, who cannot finish work until late at night. What a joy to be able, as it were, to throw themselves into bed, without the necessity of worrying about last trains home. It would seem that a

compromise in all cases is to build blocks of flats near the centre of the town so that those who wish could live in them and be near their work or pleasure, as the case may be.

The third stage, requiring the third type of accommodation, comes rather naturally with the arrival of the family. The wife gives up her job, becomes a full-time mother, when for the benefit of the children's health space and fresh air are desirable. At this stage in life there is so much to be said for the garden, where the husband coming home during the weekend can himself gain advantages to health and strength by working about the house or garden. The semi-detached house belongs especially to this type. But a fourth stage arrives, when the children grow up and leave the home, get married, and the elderly couple have no longer the strength to look after the garden, no longer the interest. Some still prefer the peace and quiet of the country. Others move back to a town flat, with such advantages as constant hot water, central heating, and electric lifts and refrigerators, there to enjoy that which they have missed earlier in life in concerts and lectures which only a city can provide. Again the need is for the two- or three-roomed, comfortably arranged flat. If one only thought in terms of getting the right proportion of these four or five types of home, surely our planning would be better.

After the First Reading

Complete the sentence with correct choices:

In the author's opinion, _____.

- a. Britain must most seriously face the problem of building high blocks of flats
- b. the Englishman enjoys the type of living of most people of the world today
- c. the British people will soon share the same opinion on the flats- versus-houses problem
- d. a compromise could be reached
- e. one has practically no choice over his first type of home
- f. college students, with the desire to live a life of their own, are likely to search for individual houses
- g. students are spending too much time on their way to college
- h. one needs an individual house in the third stage of life
- i. it's important to think in terms of getting the right proportion of the four or five types of home

During Further Readings

I . Choose the reasons for living in modern high blocks of flats:

- a. Everyone prefers an individual home and garden.
- b. They cost much more than houses in the suburbs.
- c. It costs higher to provide full services to a scattered community.
- d. It costs the suburban dweller both money and time to come to work near the centre of the city.
- e. A tiny self-contained flat can make the teenagers live a more independent life.
- f. The husband and wife have no desire for a large house with the responsibilities of a

garden.

- g. With the arrival of the family, space and fresh air are desirable for the benefit of the children's health.
- h. The great desire of the dweller is to be as near as possible to the daily occupation, and especially to be near the centre of the town.

II . List the points against living in modern high blocks of flats :

III . Answer the following questions according to the passage :

1. What are the general characteristics of life at the fourth stage?

2. What are the two types of home suggested by the author for life at the fourth stage?

3. What advantages do the two types of home respectively have?

IV . Sentence comprehension :

1. "The Englishman is against this type of existence. "

- a. The Englishman likes this type of existence.
- b. The Englishman dislikes living in his traditional blocks of flats.
- c. The Englishman dislikes living in high blocks of flats.
- d. The Englishman hates skyscrapers.

2. "It is likely that the argument regarding flats versus individual houses will continue for a long time as far as Britain is concerned. "

- a. Britain likes the fact that the argument will be popular for a long time.
- b. The dispute tends to make the British people angry for a long time.
- c. It seems quite possible to the British people that the dispute will continue in the world for a long time.
- d. It seems quite possible that the popular dispute will last in Britain for a long time.

3. "And it is unfortunate that there should be hot feelings on both sides whenever this subject is raised. "

- a. Unfortunately, whenever it comes to this topic both sides would get angry.
 - b. It is quite lucky that whenever they talk over this subject, both sides will be warm and enthusiastic.
 - c. Unfortunately, whenever a high level talk is held, both sides would get very active.
 - d. Fortunately, whenever it comes to this topic, both sides would feel good and pleased.
4. "A compromise would seem to be obvious."
- a. It is clear that both sides would be punished.
 - b. Obviously, it would not be difficult to settle the dispute.
 - c. It is quite obvious that both sides are wrong.
 - d. It is clear that the dispute would be settled with each side giving in a little.
5. "One has as a rule no greater degree of choice over this than one has over the choice of one's parents."
- a. As a rule, one has no choice of this because one has no choice of one's parents.
 - b. As a rule, one can make a choice over this but not the same as one chose one's parents.
 - c. As a rule, just as one cannot choose one's parents, one cannot choose this either.
 - d. As a rule, more choices over this are available to one if one has chosen the right parents.
6. "... the young husband and wife ... want accommodation very much of this character."
- a. ... the young couple want this person to entertain them very much.
 - b. ... the young couple want this person to provide them with a self-contained flat very much.
 - c. ... the young couple want very much to have such a self-contained flat to live in.
 - d. ... the young couple want very much to provide this person with a self-contained flat.

Part B. Vocabulary Skills

I. The following words and expressions are for your reference:

London /'lʌndn/ *n.* 伦敦

semi-detached /'semidi'tætʃt/ *a.* 半分离的; (房屋) 一侧与他屋相接的

sitting-room-study 兼作起居室的书房

I. Make a close study of the following words and expressions:

accommodation /ə,kɒmə'deɪʃən/ *n.* 住房

advantage /əd'vɑ:ntɪdʒ/ *n.* anything that is to the good; any condition, opportunity, or means which helps in getting something which is desired

e. g. Age and experience gave him the advantage.

arrange /ə'reɪndʒ/ *vt.* to put in order; put in the proper place
 e. g. The teacher arranged the boys in pairs.

arrival /ə'raɪvl/ *n.* act of arriving; coming
 e. g. He is waiting for the arrival of the football team.

associate /ə'səʊʃieɪt/ *vt.* to join or connect; be often in the company of
 e. g. People associate China with the Great Wall.
 Don't associate with dishonest people.

bathroom /'bɑːθrʊm/ *n.* room fitted up for taking baths

bedroom /'bedrʊm/ *n.* room for sleeping

Britain /'brɪtən/ *n.* England, Scotland, and Wales; Great Britain

comfortable /'kʌmfətəbl/ *a.* giving comfort
 e. g. Having been provided with enough money, we had a comfortable journey.
 comfortably *ad.*

compel /kəm'pel/ *vt.* to force 强迫
 e. g. The rain compelled us to stop our ball game.
 I was compelled by illness to spend several days in bed.

compromise /'kɒmprəmaɪz/ *vt.* to settle (a quarrel or difference of opinion) by yielding on both sides 妥协; 和解
 e. g. It's very difficult to compromise this dispute as neither side is willing to give in.

concert /'kɒnsət/ *n.* a musical entertainment 音乐会
 e. g. I went to the concert last night.

desirable /dɪ'zaɪərəbl/ *a.* to be desired; worth having; worth wishing for
 e. g. It is most desirable that he should attend the conference.

elderly /'eldəli/ *a.* fairly old; getting near old age

Englishman /'ɪŋɡlɪʃmən/ *n.* man born in England, living there or having English parents

existence /ɪɡ'zɪstəns/ *n.* state of being; state of being actual or real 存在, 实有
 e. g. People no longer believe in the existence of ghosts.

full-time 全部时间的; 专职的

gallery /'ɡæləri/ *n.* hall or long narrow passage, esp. one in which pictures are hung

heating /'hiːtɪŋ/ *a.* (act of) making hot

immense /ɪ'mens/ *a.* very large; huge; vast

income /'ɪnkəm/ *n.* money which comes in periodically from property, business, labour, etc.
 e. g. He has a very good income and lives a comfortable life.

inhabitant /ɪn'hæbɪtənt/ *n.* person or animal that lives in some specific place

lack /læk/ *vt.* to be without; have none or too little of; be short of
 e. g. The biggest problem is that we lack money.

male /meɪl/ *a.* 男性的,雄性的

manhood /'mænhud/ *n.* state of being a man

oppose /ə'pəʊz/ *vt.* to stand or fight against (a person or idea)

e. g. We should oppose the enemy with determination.

partner /'pɑːtnə/ *n.* person who takes part with another or others in some activity;
one of two persons bound together in a certain relationship

e. g. His sister was his partner in the crime so both were charged by the police.

proportion /prə'pɔːʃən/ *n.* 比例

e. g. This door is narrow in proportion to its height.

refrigerator /ri'frɪdʒreɪtə/ *n.* an apparatus for keeping (food) cool to preserve it from
going bad

restaurant /'restərənt/ *n.* place to buy and eat a meal; public eating house

self-contained 设备齐全的;独门独户的

somewhat /'sʌmwɒt/ *ad.* rather; in some degree 有点,有些

e. g. I was somewhat disappointed at his performance.

teenage /'tiːneɪdʒ/ *a.* for persons between the ages of 13 and 19

teenager /'tiːneɪdʒə/ *n.* boy or girl between the ages of 13 and 19

undertake /ˌʌndə'teɪk/ *vt.* to take upon oneself; make oneself responsible for 承揽;
承担

e. g. The young man decided to undertake the risky task.

versus /'vɜːsəs/ *prep.* against

III. Rewrite the following sentences using “whenever”, “whatever”, “whoever”, “wherever”, and “however”:

1. What on earth do you mean by that?

2. They are determined to hold out for total independence, regardless of how long it may take.

3. I don't care how you come, but come early.

4. You are certainly right, no matter what others may say.

5. When he comes he is sure to bring me something.

6. He must be punished, no matter who he is.

7. It must be done, no matter how difficult it may be.

8. Every time he coughed, he felt a good deal of pain.

IV. The following words all begin with “de-”. Find those words in which the “de-” means “leaving”, “reducing”, “lowering”, or “neglecting”:

delight	degree	detach	declare
desire	dependence	decrease	defend
depart	delegation	decide	descend
desert	destruction	deposit	depress
develop	determine	decay	decline

V. Pair the following synonyms:

A	B
1. ____ obvious	a. careful
2. ____ dangerous	b. clear
3. ____ anxious	c. different
4. ____ enormous	d. doubtful
5. ____ delicious	e. energetic
6. ____ cautious	f. funny
7. ____ vigorous	g. huge
8. ____ various	h. risky
9. ____ precious	i. tasty
10. ____ humorous	j. worried
11. ____ suspicious	k. valuable
12. ____ famous	l. well-known

VI. Use appropriate forms of the words given to fill in the blanks:

1. existence

- The Roman Empire _____ for several centuries.
- She does not believe in the _____ of God.
- The people are not satisfied with the _____ order in the country.

2. associate

- Religion had an intimate _____ with alchemy during the Middle Ages.
- We naturally _____ the name of Darwin with the theory of evolution.
- _____ learning is quite popular among the students.

3. pleasure

- The children's performance _____ the audience.
- We are very _____ with his work.
- It gives me much _____ to hear of your progress.
- This dish is really _____ to the taste.

4. benefit

- Sunshine and rain are _____ to the crops in the field.
- The changes are to our _____.
- The reforms will _____ working families.

5. naturally

- a. We are well prepared against _____ disasters.
- b. It is against _____ for a mother to hurt her child.
- c. When you do something abnormal, people will _____ ask why.
- d. A number of tropical plants have been _____ in central China.

6. ignore

- a. Some species have been wiped out through _____.
- b. I decided to punish the baby by _____ her.
- c. His parents were kept _____ of the fact that he had failed in the examination.

7. center

- a. The sun is _____ in the solar system.
- b. There is a pavilion at the _____ of the lake.
- c. He _____ all data in one file.

8. social

- a. We often do _____ investigations in the countryside.
- b. Medicine has been _____ in many countries.
- c. This is a busy week for _____.

9. strength

- a. In spite of his age he is still going _____.
- b. The army is at full _____.
- c. We must _____ our defence works.

VI. Confusing words and expressions:

1. flat, apartment, house, home

- a. His _____ was burned, so he made his _____ in a hotel for a time.
- b. The American students stayed in an _____ building.
- c. These Englishmen lived in that block of _____.

2. differ, vary

- a. His opinion _____ entirely from mine.
- b. The fees _____ according to the income of the applicant.

3. inhabitant, citizen

- a. He was born a _____ of England.
- b. Those are _____ of the mountainous region.

4. occupation, profession, employment

- a. They were sail makers by _____.
- b. Nagao was the son of a physician, and was educated for his father's _____.
- c. The fisheries are important, giving _____ to 5,000 persons.

5. elderly, elder, older, old

- a. This story is as _____ as the hill.

- b. There were a few middle-aged and even _____ women in the train.
 - c. He is three years _____ than I.
 - d. My _____ brother is studying abroad.
6. live(a.), alive, living
- a. The child is keen on the _____ language.
 - b. A _____ mouse can rarely be seen.
 - c. No man _____ will believe it.
7. individual, personal, private
- a. We should combine collective leadership with _____ responsibility.
 - b. We must subordinate our _____ interests to those of the general cause of the whole nation.
 - c. The news came through _____ channels.
8. tiny, small, little
- a. _____ did I dream of seeing such superb scenery.
 - b. His wife had brought him a _____ fortune. So he could now live rather comfortably, though not in luxury.
 - c. There is only a _____ difference between the two. You can very well ignore it.
9. finish, complete, accomplish, fulfil
- a. I shall have _____ the work before you return.
 - b. The ship will be _____ for sea by April.
 - c. This task is _____ by great efforts.
 - d. The picture doesn't _____ my expectation.
10. type, kind, sort
- a. Fruits of this _____ soon decay.
 - b. He will do nothing of the _____.
 - c. Her beauty was of another _____.

V. Use appropriate words or expressions from the fourth reading selection of the unit to replace the italicized parts of the following sentences:

1. The woman has a *quick* temper.
2. Some of our graduates *are involved in* the management of private enterprises.
3. We *bring benefit to our health* by daily exercises.
4. Though I have a lot of money, I *don't want to enjoy* a luxurious life.
5. The general was *more or less* encouraged by the new information.
6. The farmers were sometimes *forced* to work 10 to 12 hours a day in the fields.

7. The new machine costs more but is easier to *run*.

8. *As for me*, Sunday is not a day for rest.

Part C. Writing and Cloze

I. Study the following sentences and then complete the unfinished ones after them:

It is said that the Englishman is against this type of existence, ...

It is likely that the argument regarding flats versus individual houses will continue for a long time as far as Britain is concerned.

And it is unfortunate that there should be hot feelings on both sides whenever this subject is raised.

It would seem that a compromise in all cases is to build blocks of flats near the centre of the town ...

1. It is said that _____

2. It is likely that _____

3. It is unfortunate that _____

4. It would seem that _____

II. Use the pattern "It is/was ... that ..." to rewrite the following sentences, emphasizing every underlined part in each sentence:

The desire for independence grows quite naturally in the teenages.

1. _____
2. _____

Students learn this scientific method in high school classes.

3. _____
4. _____
5. _____

His sister gave him a watch for his birthday.

6. _____
7. _____
8. _____
9. _____

III. Insert the expressions given into the appropriate places of the following sentences:

if they could, as a rule, in fact, in the course of life, as it were, with its own garden

1. ... if the case is such, he does differ from the inhabitants of most countries of the world today.
2. Surely a person is likely to live in at least four homes, which may be of somewhat different types.
3. One has no greater degree of choice over this than one has over the choice of one's parents.
4. Many others would live near their work.
5. What a joy to be able to tumble into bed, without the necessity of worrying about last trains home.
6. The separate or semi-detached dwelling belongs especially to this stage.

Now do the same thing to the following sentences, making necessary changes to some of the expressions to be inserted:

7. I would eat the whole cake all by myself.
8. He has kept the secret all his life.
9. The Negro scientist has made a large number of inventions which have brought him great fame.
10. The book gives a picture of the life of the working class in the 18th century.
11. Possessing a house in the country is my long-cherished dream.
12. Lazy boys are good at making excuses.

IV. Choose the right word to complete each of the following sentences:

1. Finding a good part-time job does not happen (easy, easily).
2. Armando looked (steady, steadily) for three weeks before he found his job.
3. Since I need to save money, I want to find a job (quick, quickly).
4. I feel (certain, certainly) that I can find a job this week.
5. If you appear (confident, confidently) during your interview, your chances of getting the job improve.
6. In tense situations some people don't react as (competent, competently) as others.
7. After I had asked all the questions I had about the job, I thought that it would fit my schedule (perfect, perfectly).
8. Working there was (perfect, perfectly) for me.
9. Yet, the manager was not so sure I could handle all of the responsibilities (satisfactory, satisfactorily).
10. When he saw that I had never worked in a stockroom before, he lost interest in me (sudden, suddenly).
11. The manager of an employment agency said she would send me an application (direct, directly).
12. My work schedule should fit into my school schedule (easy, easily).

13. If I do take a job, the coach warns me that I must plan my time (efficient, efficiently).
14. It would be (ideal, ideally) if I could work for two hours every afternoon.
15. Next year I will arrange my class schedule (different, differently) to provide more free time.

V. Translation

课堂讲授(lecturing)作为一种教学方法,经常被认为是向众多学生进行知识传授的十分有效的方法。学生们赞赏条理清楚、要点突出的讲座,因为这样的讲课方式便于学生理解也可以帮助打开(stimulate)自己的思路。但有些评论家认为,课堂讲授是一种被动的学习方法,不能使学生充分参与,教学中学生很少有机会提问,而只能听教师对教学内容的讲解。由此可见,讲座形式在人们心中也是褒贬不一的。

VI. Cloze

The modern sailing ship was developed by a man who never went to sea. He was Prince Henry of Portugal, the younger son of the Portuguese king and an English princess.

Prince Henry lived in the _____ century. _____ a boy he became devoted to the sea, and he dedicated himself to improving the design of ships and the methods of sailing them. In 1416, when he was twenty-two, Henry _____ a school for mariners, _____ which he invited everyone who could help him — Jewish astronomers, Italian and Spanish sailors and Arab mathematicians and map makers.

Henry's goal was to design and equip vessels that would be _____ of making long ocean _____ without having to hug the shore. He developed many ships including the Carrack, which was a slower ship, but _____ that was capable of carrying _____ cargo.

To Prince Henry the world owes credit for _____ of craft that _____ ocean exploration possible. He lives in History as Henry the Navigator.

Part D. Background to the United Kingdom:

Schools in England and Wales

A foreign visitor to England finds English education hard to understand. This is because there is not just one educational system but a number of systems existing side by side.

First of all we can divide the schools into three kinds according to who they belong to. There are private schools, public schools and state schools. First the private schools; these are run as private profit-making businesses usually owned by the headmaster. They are mostly for younger children. The parents pay fees. Secondly there are the public schools. Their name is misleading. In America the term "public school" means what it says — a school which is publicly owned and supported by the taxpayer. The English

public schools are public in the sense that they are not privately owned by individuals but they are not owned by the government. They are independent being governed by their own school committees. They charge fees but do not aim to make a profit. Some of them are connected with particular churches. About 6% of English children go to either private or so-called public schools while the other 94% go to the state schools.

The name of the state schools is also a bit misleading because they do not come directly under the central government. Each county and city has its own Local Educational Authority which runs its own schools. Each authority is allowed a certain amount of freedom in the way it runs its schools. This means that there are variations between the different towns and counties. Scotland also has her own system which is different from that found in England and Wales.

Many local education authorities follow a system dating back to 1944. There is a primary school for six years from five to eleven. At eleven all children take an examination called the "11 plus" to decide which kind of secondary school they should go to. The most intelligent 25% or so are selected for the grammar school. These children nearly all stay there for five years until they are sixteen and many stay on to seventeen, eighteen, or sometimes nineteen. These schools are called grammar schools because in the Middle Ages they spent most of their time studying Latin grammar. Now, of course, they do many other subjects as well. At the end of their course they take a public examination called the General Certificate of Education or G.C.E. for short. The other 75% who do not get into the grammar school go to the secondary modern school. They do less advanced work and very few stay after they are sixteen.

Many towns and counties have gone over to a new kind of school called the comprehensive school. They have no "11 plus" examinations. All the children go to the same school where there are different classes doing different kinds of courses but it is possible to change from one class to another.

There is a lot of discussion going on among teachers, parents, and politicians about the advantages and disadvantages of the different types of school. Some people feel that the state should take over the private and public schools and make them free for all, because it is unfair for the children of richer parents to get a better education than the others and so have a better chance of getting into universities and getting good jobs.

Some would like to keep the grammar schools and secondary modern schools as they are while others would like the whole country to change over to the comprehensive system. They argue that it is wrong to settle a child's future with a test at the age of eleven. It is wrong to test him and then, if he fails, say: "You are a failure; you'll never get to university." In a comprehensive school this does not happen. Everybody is given the chance to go as far as he can.

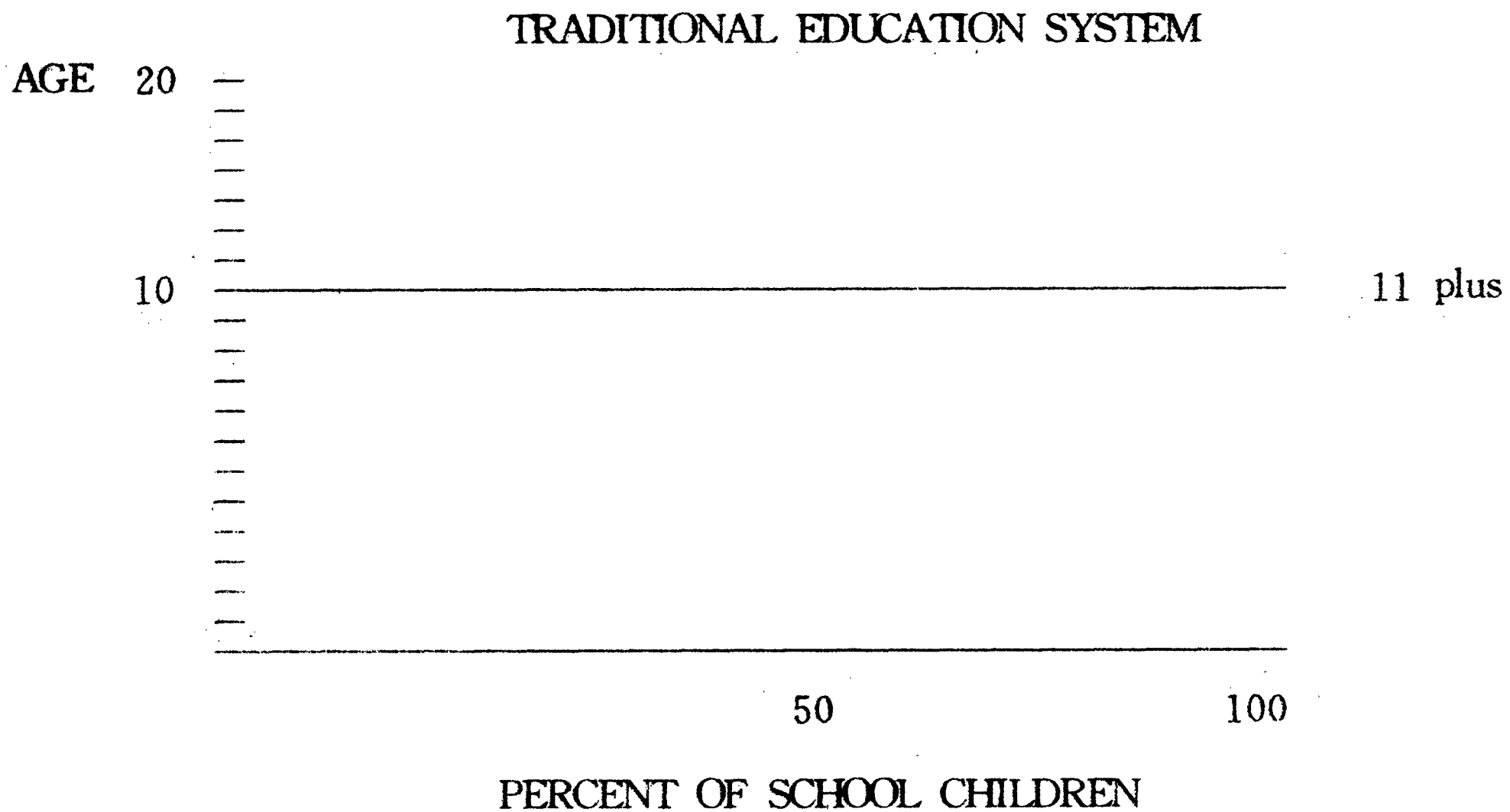
It is impossible to guess what kind of system England will have by the year 2000.

To Check Your Understanding

1. Complete the following table:

	PRIVATE SCHOOL	PUBLIC SCHOOL	STATE SCHOOL
OWNER			
FEES			
PAYER			

I. Complete the following graph by adding appropriate lines and expressions :



II. Talk about the advantages and disadvantages of traditional education and some suggested new educational systems.

* * *

The Welfare State

Every British citizen who is employed (or self-employed) is obliged to pay a weekly contribution to the national insurance and health schemes. An employer also makes a contribution for each of his employees, and the Government too pays a certain amount. This plan was brought into being in 1948. Its aim is to prevent anyone from going without medical services, if he needs them, however poor he may be; to ensure that a person who is out of work shall receive a weekly sum of money to subsist on; and to provide a small pension for those who have reached the age of retirement.

Everyone can register with a doctor of his choice and if he is ill he can consult the

doctor without having to pay for the doctor's services, although he has to pay a small charge for medicines. The doctor may, if necessary, send a patient to a specialist, or to a hospital; in both cases treatment will be given without any fee being payable. Those who wish may become private patients, paying for their treatment, but they must still pay their contributions to the national insurance and health schemes.

During illness the patient can draw a small amount every week, to make up for his lost wages. Everyone who needs to have his eyes seen to may go to a state registered oculist and if his sight is weak he can get spectacles from an optician at a much reduced price. For a small payment he may go to a dentist; if he needs false teeth, he can obtain dentures for less than they would cost from a private dentist. Various other medical appliances can be obtained in much the same way. When a man is out of work, he may draw unemployment benefit until he finds work again; this he will probably do by going to a Job Centre (an office run by the State to help people find jobs). If he is married, the allowance he receives will be larger. Obviously, the amount paid is comparatively small, for the State does not want people to stop working in order to draw a handsome sum of money for doing nothing!

When a man reaches the age of sixty-five, he may retire from work and then he has the right to draw a State pension. For women, the age of retirement is sixty.

Mother-to-be and children receive special benefits such as free milk or certain foodstuffs for which only a minimum charge is made. The State pays to the mother a small weekly sum for each child in a family. There is also an allowance for funerals, for the State boasts that it looks after people from the cradle to the grave! There are special benefits for certain people, such as the blind and the handicapped.

The amount of money needed to operate these schemes is enormous and a large part of the money comes not from the contributions but from taxation.

Most people in Britain agree that there are still many improvements to be made in our national insurance and health schemes, but it is also true that they have become a social institution that the great majority of the population wishes to see maintained.

It is this social insurance scheme, together with the Government's determination to see that there is full employment (or as near as can be), that constitutes what we call the "Welfare State".

To Check Your Understanding

Answer the following questions:

1. According to the social insurance scheme, what should a) the employed, b) the employer and c) the Government do?
2. What rights do the following people enjoy?
 - a. a person who is ill for 8 weeks
 - b. a person who is near-sighted

- c. a woman who is going to give birth to a baby in 3 months
- d. a 2-year-old child
- e. a man who has lost his job
- f. a 65-year-old man
- g. a man whose father has just died
- h. a man who has lost his legs

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