



普通高等教育“十一五”国家级规划教材

新世纪大学英语系列教材

总主编 秦秀白

阅读教程

主编 黄源深

COLLEGE ENGLISH



*Learning to Read:
An English Reading Course*



学生用书
Student's Book

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阅 读 教 程

Learning to Read: An English Reading Course

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2004年1月,教育部颁布了《大学英语课程教学要求(试行)》,将大学英语的教学目标确定为“培养学生的英语综合应用能力,特别是听说能力,使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流,同时增强其自主学习能力,提高综合文化素养,以适应我国社会发展和国际交流的需要”,提出了分层次(即“一般要求”、“较高要求”和“更高要求”)和分类指导的教学要求。与此同时,教育部在全国180所院校开展多媒体网络教学的试点,推广具有个性化学习特征的多媒体网络教学系统,并于2005年2月颁布了《全国大学英语四、六级考试改革方案(试行)》,2007年7月又下发了修订后的《大学英语课程教学要求》。这些举措进一步推动了我国高校大学英语教学全方位的改革和教学质量的全面提升。新世纪的教学改革呼唤新的教材不断诞生。这既是时代的召唤,也是历史的必然。

正是在这样的时代背景下,上海外语教育出版社于2004年初组织全国数十所高校启动了“新世纪大学英语系列教材”建设项目。项目开始之初,外教社以书面问卷、个别访谈和集体座谈等形式在全国数十所高校中进行了广泛的调查研究,并请专家对编写方案进行了多次论证。在上海外语教育出版社社长智象社长的直接领导和筹划下,经过三年多的努力,我们编写了这套“新世纪大学英语系列教材”,力图为新世纪形势下的我国大学英语教材建设做出新的尝试和努力。经教育部认定,这套教材已被列入“普通高等教育‘十一五’国家级规划教材”。

在编写过程中,我们力求体现以下一些编写理念和特色:

(一)坚持人本主义教育观。在确立“新世纪大学英语系列教材”的指导思想时,我们强调教学过程中的人的因素,强调“以学生为中心”,重视开发学习者的自我潜能,注重“情感”和“态度”在学习活动中的作用和力量,力图使学生成为“自我实现者”。与此同时,我们认为,教师必须在课堂内外发挥指导作用,指导学生学会学习。

(二)尊重外语教学的普遍规律和在国内学习英语的客观条件,充分考虑“人”、“语言”和“社会”之间存在的互为依存、互动互促、密不可分的关系,开拓学习者的跨文化交际视野,让学生置身于广阔的社会文化情景之中,养成用英语进行思维的习惯,做到学有所思、思有所得、得有所用,从而不再感到英语是身外之物,实现英语综合运用能力和学习者人格、素质的同步提升。

(三)立足国情,博采众长,充分吸收我国外语教学长期积累下来的宝贵经验和行之有效的教学方法,全面而辩证地审视国外盛行的教学理念,汲取其精髓和内涵,兼收并蓄地注入我们的教学理念中,确保教材具有更好的系统性、科学性、完整性、针对性和实用性。

(四)全面落实《大学英语课程教学要求》提出的教学原则、教学内容和所倡导的教学方法,确保“分层次教学”和“分类指导”的落实,让不同地区、不同群体、不同层次乃至不同时期的学习者各尽其能、各取所需地选用学习资源。为此,系列教材的主干教程共分8册,旨在实现“一般要求”(1—4册)、“较高要求”(3—6册)和“更高要求”(5—8册)的学习目标。不同类别的学校可根据各自的情况从中选择各自的教学起点。

(五)为了体现人本主义的教育观并贯彻“个性化学习”、“自主式学习”、“合作学习”等先进学习理念,“新世纪大学英语系列教材”在课堂教学活动和课后学习活动的设计和安排等方面为

教师和学生都提供了较为广阔的空间，教师和学生都可以根据各自的情况和面对的教学条件选择恰当的教材起点、教学模式和学习模式，实现《大学英语课程教学要求》提出的教学模式的改变，即从“以教师为中心、单纯传授语言知识与技能的教学模式”向“以学生为中心、既传授一般的语言知识与技能，更注重培养语言运用能力和自主学习能力的教学模式”的转变。

(六) 在教学内容的安排上，本系列教材讲求科学性和系统性；在培养学生英语综合运用能力方面，本系列教材注重听说训练，强调听、说、读、写、译等诸方面技能协调而全面的发展；在练习设计上，本系列教材突出实用性、新颖性和可操作性。

(七) 为适应新形势下我国高校英语教育的需求，“新世纪大学英语系列教材”增加了诸如“经贸类”和“文化类”的选修课教程。这些用英文撰写的选修课教程旨在拓宽学生的相关专业知识，进一步提高学生的英语思维能力和听、说、读、写、译诸方面的语言应用技能。

“新世纪大学英语系列教材”由《综合教程》、《阅读教程》、《视听说教程》、《写作教程》、《快速阅读》和选修课系列教程等部分组成。除《快速阅读》外，各教程均配有教师手册。《综合教程》和《视听说教程》配有学习光盘和电子教案；《写作教程》配有电子教案；《快速阅读》配有学习光盘。各教程虽自成体系，但理念相通、联系密切、相得益彰，为学生和教师提供了比较完整的、多元的、立体化的英语教学平台。

“新世纪大学英语系列教材”各教程及主编如下：

教材名称	主 编
综合教程	秦秀白 (华南理工大学)
阅读教程	黄源深 (上海对外贸易学院)
视听说教程	杨惠中 (上海交通大学)
写作教程	刘海平 (南京大学)
快速阅读	束定芳 (上海外国语大学)
经贸类选修课教程	黄震华 (对外经济贸易大学)
文化类选修课教程	石 坚 (四川大学)

新世纪呼唤新教材，新教材体现新理念。和外语界的众多前辈一样，我们在特定的历史条件下做了一件我们认为有意义的工作。我们培育的这棵新苗需要更多园丁的抚育和护理。我们期待着她的成长、壮大、开花、结果。

秦秀白

“新世纪大学英语系列教材”《阅读教程》是根据教育部高等教育司颁发的《大学英语课程教学要求》编写的，共分四册，供大学英语教学基础阶段使用，和《综合教程》、《视听说教程》、《写作教程》及《快速阅读》等一起，共同实现《大学英语课程教学要求》规定的“一般要求”的教学目标。

本教材力求体现以下特色：

1. 紧扣《大学英语课程教学要求》，聚焦阅读课的中心任务，集中提高学生获取信息的能力和阅读理解能力，并让学生通过自主学习提高对四、六级考试阅读题的解题能力。
2. 注重人文主义教育，通过选取生动有趣的故事，突出向善、向上、爱人、助人、乐观进取、服务社会等主题，使学生在学语言的同时塑造自己的性格，发展健康的个性，提高自身素质。
3. 注意为学生自主学习创造条件，除了注重课文的趣味性之外，还特别设计了 Reading for Pleasure 部分，提供小故事、小幽默、文字游戏等材料，使学生想读、爱读，以便养成阅读习惯。
4. 注重跟踪学生的阅读理解能力，每个单元的结尾都有多道阅读理解自测题，并附有总分统计，方便学生随时自测，了解自己的阅读理解能力。

《阅读教程》力求完成《大学英语课程教学要求》所赋予的任务，在多门英语基础课中扮演好自己的角色。但理想和现实之间始终存在着矛盾，缺陷和疏漏永远是我们必须面对的事实，对这部教材来说也是如此。为此，我们诚恳地希望读者不吝指谬。

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《阅读教程》共分四册，既可由教师在课堂上讲解，也可让学生自学。考虑到大学英语课程课时有限，很多学校不一定有时间在课堂上处理《阅读教程》的内容，我们尽量采用了便于学生自主学习的方式来编写，请同学们在开始学习本书之前先阅读下文。

1. 《阅读教程》的任务是什么？

《阅读教程》同其他基础英语课程既是互补的，又是独立的，其主要任务是：1) 帮助学生逐步掌握阅读技巧，提高阅读理解能力；2) 培养借助阅读获取信息的能力；3) 培养阅读兴趣，养成阅读习惯；4) 提高对四、六级考试中阅读题的解答能力。

2. 《阅读教程》的编写宗旨是什么？

《阅读教程》是严格按照《大学英语课程教学要求》来编写的。本课程由于课时很少，能够完成的学习内容有限，所以我们在编写时力求少而精，突出重点，集中抓两个方面能力的提高：一是阅读理解和获取信息的能力；二是对四、六级考试中阅读题的解题能力。书中的练习基本上都是围绕这两个宗旨来编写的。

3. 《阅读教程》的基本结构是怎样的？

《阅读教程》共四册，每册八个单元，每单元大致由三个部分构成：1) Reading for Information；2) Reading for Pleasure；3) Homework。在第一册中还设置了 Reading Strategies 部分，介绍了一些常用的阅读技巧。

以上三个部分大致可归纳为两方面内容：第一部分是实践提高在阅读中获取信息的能力；后面两部分是享受阅读，培养阅读习惯，提高阅读能力。这两方面都是针对本课程的教学任务而构建的。

三个部分中，第一部分可视情况在课内或课外完成；后面两部分通过学习者自主学习，在课外完成。

4. Reading for Information 部分应该抓什么？

根据《大学英语课程教学要求》规定，学生的阅读能力要达到能读懂一般性题材的英文文章和英文报刊，“掌握中心思想，理解主要事实和有关细节”的水平。也就是说，阅读理解要达到三方面的要求：一是掌握中心思想；二是理解主要事实；三是理解有关细节。Reading for Information 部分主要是围绕这三个方面展开的。从顺序上来看，这三方面是由大到小、由总体到局部、由中心思想到细节。这也应当是阅读理解的一般规律。这一顺序使学习者能够高屋建瓴，抓住文章的核心内容，避免学外语时常犯的“捡了芝麻，丢了西瓜”的毛病。

考虑到中国外语学习者的习惯，我们还在这部分的阅读材料中选出一些常用表达，并分别另举一例，以便学习者消化和吸收。这对学习者也是一种慰藉，能使他们感到“学有所得”。但我

们建议不要在这部分花过多精力，否则会喧宾夺主。

阅读材料中常常会有一些难句，容易成为理解上的障碍。是否能读懂这些句子，往往是衡量阅读能力的试金石。因此我们特地设计了一个翻译练习，从课文中选出一些难句，要求译成中文。学习者不妨花些工夫做一做，从中可了解自己的阅读理解能力。

第四个，也是最后一个练习是 Summary，意在培养学习者理解文章大意，并将阅读所获信息转达给他人的能力。

5. 为什么要编写 Reading for Pleasure?

目前，大学英语课程的基本教学模式是“精雕细刻慢慢读，反复举例细细嚼”，注意力大都集中在句子的解读和词汇的“开花”上，多少忽视了篇章的意义。结果使学习者“见木不见林”，抓住了孤立的词和句，却丢失了文章所传递的信息，同时还把英语学习变成了枯燥、繁琐的“解码”活动，即使是阅读课，也完全丧失了阅读通常应带来的乐趣。

针对这一弊病，我们设计了 Reading for Pleasure 这一部分。这部分所选的课文都颇为有趣，学习者可以不费力气地读下去。文后所附练习，作为提示，帮助学习者回忆所读文章的大意。

学习者可以把这一部分当作扩大阅读量的材料，通过自主学习来完成。

6. 怎样完成 Homework?

Homework 分两个部分：一是 Enjoy Your Reading；二是 Test Your Reading。

Enjoy Your Reading 是 Reading for Pleasure 的延续，其宗旨也是给学习者提供更多的阅读材料，让他们在享受阅读的同时提高阅读水平。要提高阅读理解能力，说到底还是要靠多读。目前，我们的大学外语学习者大多满足于做练习、背单词、攻语法，阅读量太少，这是亟待纠正的。

Test Your Reading 由“选择题”加“正误判断”（第一、二册）或“选择题”加“正误判断”加“选词填空”（第三、四册）构成，这些都是大学英语四级考试的题型。我们之所以设计这些练习，一方面是为了使学习者通过平时的练习逐步适应四级考试，另一方面是为了便于学习者自我检测阅读能力。学习者可以按照每题一分的标准给自己打打分，以对自己的阅读水平做到心中有数。

如果把英语学习比作一场战斗，那它就是一场持久的战斗，是对学习者意志力的挑战和考验。学英语不同于其他科目，是无法速成的。谁能锲而不舍、不畏艰难、坚持到底，谁就能赢得胜利。在此过程中，方法当然重要，但更重要的是态度，百折不回的态度。从这个意义上说，学习者只有战胜自己才能战胜学习的对象，把英语学好。以现在的条件，每一个人都是可以把英语学好的，我们所需要的是努力和坚持！祝大家成功！

编者

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Unit

One

PART I

Reading for Information

Pre-Reading Questions

1. Do you agree that truth requires as much strength to give as to receive?
2. Can you describe the sun in your own words?

TEXT

Like the Sun

By R. K. Narayan

① Truth, Sekhar reflected, is like the sun. I suppose no human being can ever look it straight in the face without blinking or being dazed. He realized that, morning till night, the essence of human relationships consisted in tempering truth so that it might not shock. This day he set apart as a unique day — at least one day in the year we must give and take absolute truth whatever may happen. Otherwise life is not worth living. The day ahead seemed to him full of possibilities. He told no one of his experiment. It was a quiet resolve.

② The very first test came while his wife served him his morning meal. He showed hesitation over an apple pie, which she had thought was her culinary masterpiece. She asked, “Why, isn’t it good?” At other times he would have said, considering her feelings in the matter, “I feel full up, that’s

blink /blɪŋk/ *v.* 眨眼

daze /deɪz/ *v.* 使头昏眼花

essence /'esəns/ *n.* 实质

consist in 在于

temper /'tempə/ *v.* 调和

absolute /'æbsəlu:t/ *adj.* 绝对的

resolve /rɪ'zɒlv/ *n.* 决定

culinary /'kʌlɪnəri/ *adj.* 烹饪的

masterpiece /'mɑ:stəpi:s/ *n.* 杰作

swallow /'swɒləʊ/ *v.* 吞咽

wince /wɪns/ *v.* (因痛苦)而脸部肌肉抽搐

common room 公共休息室

cut sb. short 打断

mean /mi:n/ *adj.* 刻薄的

Third Form A 三年级A班

scrawl /skrɔ:l/ *n.* 潦草的笔迹

shirk /ʃɜ:k/ *v.* 逃避

sermonize /'sɜ:mənɪz/ *v.* 说教

timidly /'tɪmɪdli/ *adv.* 胆怯地

15 all.” But today he said, “It isn’t good. I’m unable to swallow it.” He saw her wince and said to himself, “Can’t be helped.” Truth is like the sun.

20 ③ His next trial was in the common room when one of his colleagues came up and said, “Did you hear of the death of so and so? Don’t you think it a pity?” “No,” Sekhar answered. “He was such a fine man ...” the other began. But Sekhar cut him short with: “Far from it. He always struck me as mean and selfish.”

25 ④ During the last period when he was teaching geography for Third Form A, Sekhar received a note from the headmaster: “Please see me before you go home.” Sekhar said to himself: It must be about these horrible test papers. A hundred papers in the boys’ scrawls; he had shirked this work for weeks, feeling all the time as if a sword were hanging over his head.

30 ⑤ The bell rang and the boys burst out of the class.

⑥ Sekhar paused for a moment outside the headmaster’s room to button up his coat; that was another subject the headmaster always sermonized about.

⑦ He stepped in with a very polite “Good evening, sir.”

35 ⑧ The headmaster looked up at him in a very friendly manner and asked, “Are you free this evening?”

⑨ Sekhar replied, “Just some outing which I have promised the children at home ...”

40 ⑩ “Well, you can take them out another day. Come home with me now.”

⑪ “Oh ... yes, sir, certainly ...” And then he added timidly, “Anything special, sir?”

⑫ “Yes,” replied the headmaster, smiling to himself, “You didn’t know my weakness for music?”

45 ⑬ “Oh, yes, sir ...”

14 “I’ve been learning and practicing secretly, and now I want you to hear me this evening. I’ve engaged a drummer and a violinist to accompany me — this is the first time I’m doing it full-dress and I want your opinion. I know it will be valuable.”

15 Sekhar’s taste in music was well known. He was one of the most famous music critics in the town. But he never expected his musical inclinations would lead him to this trial ... “Rather a surprise for you, isn’t it?” asked the headmaster. “I’ve spent a fortune on it behind closed doors ...” They started for the headmaster’s house. “God hasn’t given me a child, but at least let him not deny me the consolation of music,” the headmaster said, sadly, as they walked. He incessantly chattered about music: how he began one day out of sheer boredom; how his teacher at first laughed at him, and then gave him hope; how his ambition in life was to forget himself in music.

16 At home the headmaster proved very ingratiating. He sat Sekhar on a red silk carpet and set before him several dishes of delicacies, as if he were a son-in-law of the house. He even said, “Well, you must listen with a free mind. Don’t worry about these test papers.” He added half humorously, “I will give you a week’s time.”

17 “Make it ten days, sir,” Sekhar pleaded.

18 “All right, granted,” the headmaster said generously. Sekhar felt really relieved now — he would attack them at the rate of ten a day and get rid of the nuisance.

19 The headmaster lighted incense sticks. “Just to create the right atmosphere,” he explained. A drummer and a violinist, already seated on a mat, were waiting for him. The headmaster sat down between them like a professional at a concert, cleared his throat, and began to sing a song composed by Kalyani, and then paused to ask, “Isn’t it good?” Sekhar pretended not to

engage /ɪnˈɡeɪdʒ/ *v.* 雇用

accompany /əˈkʌmpəni/ *v.* 为…伴奏

full-dress *adj.* 正式的

critic /ˈkrɪtɪk/ *n.* 鉴赏家, 评论家

inclination /ˌɪnklɪˈneɪʃən/ *n.* 爱好

consolation /ˌkɒnsəˈleɪʃən/ *n.* 安慰

incessantly /ɪnˈsesəntli/ *adv.* 不停地

chatter /ˈtʃætə/ *v.* 喋喋不休地说

ambition /æmˈbɪʃən/ *n.* 强烈的欲望

ingratiating /ɪnˈɡreɪʃɪeɪtɪŋ/ *adj.* 讨

好的

delicacy /ˈdelɪkəsi/ *n.* 美味佳肴

plead /pli:d/ *v.* 恳求

grant /ɡra:nt/ *v.* 允许

relieved /rɪˈli:vɪd/ *adj.* 宽慰的

nuisance /ˈnju:səns/ *n.* 令人讨厌的

事物

incense /ɪnˈsens/ *n.* 熏香

compose /kəmˈpəuz/ *v.* 作曲

croak /krəʊk/ *v.* 呱呱地叫

bellow /'beləʊ/ *v.* 吼叫

buffalo /'bʌfələʊ/ *n.* 水牛

shutter /'ʃʌtə/ *n.* 百叶窗

stupefy /'stju:pfaɪ/ *v.* 使...麻木

hoarse /hɔ:s/ *adj.* 沙哑的

beaded /'bi:ɪd/ *adj.* 布满珠子的

perspiration /,pɜ:spə'reɪʃən/ *n.* 汗

sentence /'sentəns/ *n.* 判决

peep /pi:p/ *v.* 窥视

tremble /'treɪbl/ *v.* 颤抖

soothingly /'su:ðɪŋli/ *adv.* 安慰地

smooth /smu:ð/ *adj.* 顺利的

hereafter /,hɪə'ɑ:ftə/ *adv.* 今后

in store 即将来临的

throne /θrəʊn/ *n.* 王位

have heard the question. The headmaster went on to sing a full song composed by Thyagaraja and followed it with two more. All the time the headmaster was singing, Sekhar went on commenting within himself. He croaks like a dozen frogs. He is bellowing like a buffalo. Now he sounds like loose window shutters in a storm.

20 The incense sticks burnt low. After a couple of hours, Sekhar felt half stupefied. The headmaster had gone nearly hoarse when he paused to ask, "Shall I go on?" Sekhar replied, "Please don't, sir, I think this will do ...". The headmaster looked surprised.

21 His face was beaded with perspiration. Sekhar felt the greatest pity for him. But he felt he could not help it. No judge delivering a sentence felt more pained and helpless. Sekhar noticed that the headmaster's wife peeped in from the kitchen, with eager curiosity. The drummer and the violinist put away their burdens with an air of relief. The headmaster removed his glasses, wiped his forehead, and asked, "Now, come out with your opinion."

22 "Can't I give it tomorrow, sir?" Sekhar asked timidly.

23 "No. I want it immediately — your frank opinion. Was it good?"

24 "No, sir ...". Sekhar replied.

25 "Oh! ... Is there any use continuing my lessons?"

26 "Absolutely none, sir ...". Sekhar said with his voice trembling. He felt very unhappy that he could not speak more soothingly. Truth, he reflected, required as much strength to give as to receive.

27 All the way home he felt worried. He felt that his official life was not going to be smooth sailing hereafter. All kinds of worries seemed to be in store for him ... Did not Harischandra lose his throne, wife, child, because he would speak nothing less than the absolute truth whatever happened?

28 At home his wife served him with a sullen face. He knew she was still angry with him for his remark of the morning.

Two casualties for today, Sekhar said to himself. If I practice it for a week, I don't think I shall have a single friend left.

29 He received a call from the headmaster in his classroom the next day. He went up apprehensively.

30 "Your suggestion was useful. I have paid off the music master. No one would tell me the truth about my music all these days. Why such antics at my age! Thank you. By the way, what about those test papers?"

31 "You gave me ten days, sir, for correcting them."

32 "Oh, I've reconsidered it. I must have them here tomorrow ..." A hundred papers in a day! That meant all night's sitting up! "Give me a couple of days, sir ..."

33 "No. I must have them tomorrow morning. And remember, every paper must be thoroughly scrutinized."

34 "Yes, sir," Sekhar said, feeling that sitting up all night with a hundred test papers was a small price to pay for the luxury of practicing truth.

(1,228 words)

sullen /'sʌlən/ *adj.* 愠怒的

casualty /'kæʒjuəlti/ *n.* 伤亡人员

apprehensively /,æpri'hensivli/ *adv.*

惴惴不安地

pay off 付清工资解雇(某人)

antics /'æntɪks/ *n.* 古怪行为

reconsider /,ri:kən'sɪdə/ *v.* 重新考虑

sit up 熬夜

scrutinize /'skru:tɪnaɪz/ *v.* 仔细检查

NOTES

1. He realized that, morning till night, the essence of human relationships

consisted in tempering truth so that it might not shock. (Para. 1): 他意识到, 从

早到晚, 人与人之间的相处之道就在于调和事实真相, 以免伤害他人。

2. God hasn't given me a child, but at least let him not deny me the consolation of music

(Para. 15): 上帝没能赐给我一个孩子, 那么至少别让他再夺走音乐带给我的安慰吧

3. He incessantly chattered about music: how he began one day out of sheer