

总主编 何其莘 [美] 杨孝明

超越概念 Beyond Concept

高等院校英语专业系列教材

Extensive Reading 2

泛读 (第二册)

主编 张卫平 郭庆民
[美] 王敏民 [美] 姜晓阳
编者 毕玉玲 张卫平 郭庆民

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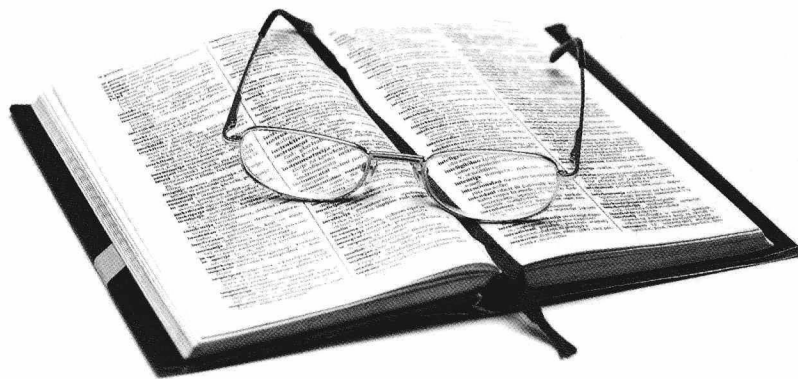
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总序

培养高校英语专业学生的文化素养要有合适的教材：不是那种仅仅文字漂亮却没有太多文化内涵的传统教材，而是具有时代特征，选自政治、经济、社会真实交往，含有丰富文化内涵的读本，同时兼有能够启发学生思考和分析的活泼、互动的教学方法以及配套的课外实践活动。这就是中国人民大学出版社推出“超越概念”这套英语专业系列教材的宗旨。

“超越概念”是一套完整的高校英语专业本科系列教材，涵盖了2000年教育部颁布执行的《高等学校英语专业英语教学大纲》中规定的“英语技能”和“英语知识”两大课程板块中的所有课程，由一批长期从事国内高校英语专业本科教学的中国教师和一批美国学者（均为20世纪80年代赴美留学，而后在美国大学获得博士学位和终身教职的华裔教授）合作编写而成。

与国内高校当前使用比较广泛的几套英语专业教材相比，“超越概念”有以下几个特点：

第一，教材采用了中美教授、学者合作编写的形式。由中外学者合编教材国内已有先例，但是本套教材无论从编撰者的数量到编写人员的素质，从双方合作的广度到相互交流的深度，从教材种类所涵盖的范围到其内容的真实性，都是前所未有的。编写初始由中方编者提出编写思路、选材要求，之后将要求交付美方编者，由美方编者在美国选材。在选材过程中，双方经过多次讨论，最后确定每一篇课文的内容与长度。然后由中方编者根据所选内容编写配套的练习，最后由美方审读并润色。这种分工方式最充分地利用了双方的优势：中方编者不但有在国外学习、工作、获取学位的经历，而且长期在国内高校从事英语教学，对国内学生的需求以及国内现有教材的情况了如指掌，可以准确地把握教材的内容和难易程度。而美方编者的优势在于对西方，特别是美国的英语教学和文化的认知与了解。他们出国前均为国内高校英语教师，并有在美国大学英语系不低于20年的教学经验。他们不但对国外的英语教学了如指掌，更重要的是对英语语言和文化有一种直觉的感知，而这种感知是从任何教科书中学不到的。凭着这种感知，他们不但可以在教材的最终审定过程中杜绝那种语法全对但读起来不像英语的中式英语，更能够在选材的过程中准确把握住西方文化核心的东西。

第二，教材以主要英语国家的文化为切入点，全部课文采用英文原文。教材的配套练习有很强的针对性，适合我国高校英语专业课堂教学使用。以精读教材为例，从第一册的第一课起，全部的课文均采用有实质内容的英文原文，从而彻底摒弃了无文化内容的以句型练习为主的课文。另外，语法讲解和练习均出自课文中出现的语法现象，而不是脱离课文内容、为语法而讲语法的训练。这样安排语法的讲解和练习就是将语法放在一个从属的地位。语法仅仅是对语言现象的描述与诠释，而不是规范语言对错的标准。与课文的文化内涵和语言的活力相比，语法理应处于从属地位。无论是以书面语为主的精读、泛读课文，还是形式活泼的听力、口语课文，有很多句子是“不符合语法规则”的。然而正是这些看似不符合语法的句子才是语言的生命，是有血有肉的活生生的语言。而我们的学生就是要感悟、学习并掌握这种有生命力的活的语言，而不是那些完全按语法规则编造出来的僵死的语言。

过去社会上对于高校英语专业的毕业生有这样一种指责,说他们只是一个“传声筒”。当然,这种指责讲的并不是在翻译中,特别是口译中,即从一国语言转换成另外一国语言的过程,而是嘲笑英语专业的学生没有思想。虽然,在翻译过程中译者不能随意添加或删减原文中的内容,但是如果译者没有足够的思想文化素养,那么很可能在理解上出问题,或是在用另一种语言转述时出现纰漏。这是我们作为外语教师 and 我们的学生都不愿意看到的局面。我们编著本套教材的指导思想之一就是使学生接触有文化内涵、有生命力的真实语言,从而避免在语法规则内闭门造车,避免“传声筒”式的教学。

第三,在注重培养学生听、说、读、写、译英语综合运用能力的同时,努力锻炼学生对外国文化的分析、批判和吸收的能力。不同课型的教材相互呼应,相互配合。突出教材的文化特征是本套教材最大的特点。英语专业学生文化素养的培养起码应该涵盖以下3个方面的内容:(1)要熟悉所学语国家的文化;(2)要了解所学语国家文化深层的内容;(3)要有鉴别、分析、批判和吸收外国文化的能力。本套教材的编写就是基于以上3个文化方面的内容。首先,教材内容涵盖了主要英语国家的政治、经济、历史、地理、哲学、宗教、社会等诸多方面。学生通过学习课文不仅了解其中丰富多彩的内容,同时锻炼对包括历史渊源、宗教背景、政治、经济、地理诸领域之间盘根错节的联系有一定的分析能力。其次,教材的内容要蕴含深层的文化内涵,要有强烈的时代感。要在有限的课文中详尽地反映出几百年甚至上千年的文化内涵是不可能的,因此必须做出选择,有取舍地遴选教材的内容。本套教材的选材原则是兼顾经典和现当代题材,以反映当代文化题材为主。如全部精读和泛读教材的128篇课文中,只有一篇选自18世纪爱尔兰裔英国作家斯威夫特(Swift)的作品,其他文章均为现代和当代作家的作品。而这些文章所涉及的主题并非西方文化所独有,很多文化现象,包括环保、就业、商业和技术对教育的冲击等等问题在世界各国均有普遍性,有些也是中国目前所面临的实际问题。另外,所选文章不仅体现出当代文化的特征,更重要的是这128篇课文中所涉及的问题均以议论文、辩论文的形式出现,没有一篇是一般人物或事件介绍性的文章。况且,很大一部分课文均以对西方传统、主流思潮批判的形式来阐述某个问题。这也是本套教材与国内其他教材一个重要的不同之处。由于议论文、辩论文旨在与读者进行交流,学生是以参与者的身份去接触课文中所涉及的内容,而不是被动的接受者。这就为学生对西方文化的内涵进行分析和批判提供了必要的途径与方法。

国内高校英语教材的编写不仅反映出不同时代西方文化的不同内涵,同时也折射出中国与西方世界的互动关系。20世纪五六十年代的英语教材以古典主义为主,所选内容多为西方文学经典,而中国学生对这一部分的西方文化大体上是被动地接受。七八十年代的英语教材主要以功能训练为主,学生学英语是为了掌握一门工具。而本套教材是以文化交流为宗旨,学生通过学习英语增加对西方文化的了解,全方位地参与到世界事务中去。这也是当前中国发展的真实写照与必然结果。

在教材编写过程中,我们得到了中国人民大学的大力支持,在此,我们代表全体编写人员向校方和相关职能部门表示由衷的感谢。

何其莘 杨孝明

2010年4月

使用说明

本书为“超越概念——高等院校英语专业系列教材”之泛读教材，供大学本科一、二年级学生及同等水平学习者使用。泛读教材共四册，每册分16个单元，供任课教师每周处理一个单元。

本书的编写以《普通高中英语课程标准》对各种技能、知识和词汇量的要求为起点，以教育部颁布的《高等学校英语专业英语教学大纲》对各个级别的阅读量、难度和速度的要求为依据。其独特设计充分体现了泛读课程自身的特点，注重体裁和题材的多样化和视角的多元性，同时兼顾题材的系统性，旨在开阔学生的视野，增强其阅读能力和分析能力。

下文对本教材的特点和使用做具体说明：

一、单元总体设计

每单元围绕同一个主题设计了一篇主课文（Text A）、一篇副课文（Text B）和三篇短文阅读，总体阅读量达到“超越概念”精读教材的三倍以上。主课文用作课堂重点讲解的内容，副课文供学生在教师指导下自学使用，三篇短文供学生训练阅读速度并对自己的理解能力进行自测。所有文章都标识了总字数，供学生及时检验并记录自己的阅读速度。除了Text A和Text B中的阅读理解题和讨论题以外，所有的练习在“教师用书”中都提供了参考答案。

二、阅读能力要求

每部分的阅读理解练习都同时检验学生在宏观和微观水平上把握文章的能力，并根据文章的体裁和题材做出了相应的设计。例如，议论文后所提问的问题侧重于检验学生对文章的主旨、作者的意图、重要细节或论据的理解；叙述文后提问的问题则重点检验学生对主要情节和人物、作者的态度、文章的语气的把握能力。但二者也都包括对文章中语言难点和社会文化知识难点的理解。编者认为，这些能力的培养构成了泛读课的核心内容。

三、Text A 阅读前练习

编者对主课文（Text A）的练习进行了重点编写。在课文前的Thinking Starters中，练习一中的两个问题旨在激活学生在相关话题上已经取得的知识，鼓励学生在这些话题上先发表初步的看法，待学生读完主课文后把自己的知识和看法与文章中所表达的观点相对比，使学生充分认识到视角的多元性。请教师组织学生围绕这两个问题展开讨论，并在学完课后帮助学生分析和对比作者的视角与学生的视角之间的异同。练习二中选择的几个词都是学生可能不认识的生词，但它们也是对理解课文内容至关重要的词，该题的目的是通过测试学生在句子中猜测词义的能力，引导学生注意并

准确地理解这些词,弄清楚与它们相关的概念。这将对主课文的阅读起到引导作用。

四、Text A 阅读后练习

在主课文之后的练习中, Learning New Words 对文章的语言难点进行了注释,其中有一些是难以在一般的学习词典上查到的词语; Understanding the Text 检验学生对主课文内容的把握能力,找出这些问题的答案就等于掌握了这篇课文的主要内容;在 Building Your Vocabulary 中,练习一要求学生掌握一些常见的词根和词缀,借以扩大词汇量,练习二训练学生运用词语的能力,它们都是在运用上有一定难度但又必须学会使用的重点词语,建议学生在做这个练习之前在文章中找出这些词,并研究一下这些词语在上下文中的使用方法; Using Reference Books and the Internet 中的词语有些是专有名词,有些不是,旨在让学生在教师的指导下学会使用工具书和互联网资源,教师可以让学生把找到的内容在课堂上做一个陈述,或让学生互相核对并讨论自己查阅到的内容。

五、Text B 阅读后练习

副课文 (Text B) 后的 Getting Informed 中包括作者的简单信息以及对课文中语言难点和社会文化知识的注释; Responding to the Author's Claims 要求学生做简略回答,帮助学生理解文章的主要内容、作者的态度或文章的语气; Translating Important Statements 包括课文中有一定难度、文字精彩并表达重要内容的句子,训练学生的英译汉能力,请在翻译前一定要研究上下文线索对这些句子的准确意思的暗示; Discussing the Assumptions 把课文主题与社会生活或学生的个人经历联系起来,鼓励学生学以致用,用学到的知识和语言讨论现实问题。个别单元中副课文的文章是主课文的延续。

六、阅读技能训练

Reading Skills 中根据英语教学大纲列出了最常用的阅读技能。除了对阅读技能进行概括性讲解之外,每个单元都给出例子供学生训练并掌握这种技能。而且,在其后的 Readings and Self-testing 部分中,我们也设计了两三道涉及这种技能的题,让学生把学到的技能及时运用于阅读实践。

七、阅读自测练习

每单元最后的三篇短文 (Readings and Self-testing) 供学生自行测试阅读速度和水平。每篇短文之后的问题都按英语专业四、八级考试中阅读理解部分 (Reading Comprehension) 的题型设计,既能够起到进一步扩大知识面的作用,又能让学生熟悉四、八级考试的题型和难度,为应试四、八级考试做好准备。请学生对自己进行计时测验,每篇文章控制在 8 分钟左右完成。

需要指出的是,教师也可以灵活使用本教材,例如,在讲授任何一个单元时,教师可以根据学时的要求和学生的兴趣把 Text B 作为课堂上主要讲解的对象,而把 Text A 留给学生自学使用。

本书的独特设计是提高学生英语基本功、扩大知识面、增强分析能力的保障。

编者

2010年1月

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Thinking Starters

1. Consider the following questions before reading the text.

- (1) What is the true meaning of life? Why are childhood dreams important in one's growth?
- (2) How should you handle it when confronted with the gap between dreams and reality?

2. Determine the meaning of the underlined words from the clues in the following sentences.

- (1) Different species have characteristic life spans that vary greatly in total length and in duration of individual phases.
- (2) "Life is the Great Adventure" and growth is the vessel we travel in towards its rewards. So the next time you find yourself thinking about making a change, think about the process of growth instead.
- (3) Telescope provides a means of collecting and analyzing radiation from celestial objects, even those in the far reaches of the universe.
- (4) More intelligent and understanding parents would allow their children to explore life on their own.
- (5) The witty story reflects both the contemporary struggle between French and English cultures and the universal quest by humanity for ways to improve its natural state.

Text

*Speech at Worcester Polytechnic Institute*

Robert D. Ballard

Perhaps one of the reasons I have been asked to speak is that I turn fifty in a few weeks yet remain as excited about my future as I did thirty years ago when I was in college preparing to move on to a new phase in my life.

To me, life is a great adventure. A series of journeys within journeys, circles within circles. And like all great journeys, they begin with a dream. When I was growing up, dreams were, and still are, a major part of my life. Everyone should dream and then try to make those dreams come true. For me, my dreams dealt with adventure. My heroes were people like Marco Polo, Captain James Cook, and mythical characters out of Jules Verne's novels. One of my major heroes came from *20,000 Leagues Under the Sea*, with its nuclear submarine *Nautilus* and its great Captain Nemo. My biggest dream was to build a submarine myself and sail around the world underwater—to be Captain Nemo and look out of his magical window to see things no one had ever seen before.

I was lucky with my dreams. My father was an engineer and my older brother a physicist. To them the world was bound by the laws of physics. What a wonderful thing, the laws of physics. Wherever you go in the universe, they apply. If you were to travel to the far reaches of our galaxy and find a planet with intelligent life, those beings may have never heard of communism or capitalism or lawyers or politicians, but they would know the laws of physics. If God wrote any laws to govern us, He certainly wrote these laws. How could anyone be a great explorer like Captain Nemo and not know the laws ruling the planet?

This discovery was a lucky one for me. It meant that the dreams I had were governed by reality. I found that when I tried to live out my dreams, I could. If it obeyed the laws of physics, it was possible. And if it was possible, it was attainable, if I would only take the risk and try.

In an epic journey, after you have a dream, you begin to prepare yourself to pursue that dream. That is what many of you have been doing for the last four years. In my case, my journeys were physical journeys. That is what is so wonderful about what I do. I am able to leave society as we know it and travel to some distant place. Like Jason in search of the Golden Fleece or Ulysses on his odyssey.

When I was growing up, the landmasses of the world were largely explored—and the final frontiers were in space and underwater. Space fascinated me and still does, but the ocean fascinated me even more. I do not know if it was the pull of Nemo or that I grew up in San Diego and the sea was so much a part of my life, literally at my doorstep.

I can vividly remember walking along the beautiful sandy beaches of Southern California,

searching for treasures washed ashore by the tide. I remember one day finding a Japanese fishing float which had traveled across the broad Pacific Ocean, a journey that must have taken years to complete, finally washing ashore, now waiting to be discovered. I can remember exploring the countless tidal pools at low tide, each a world unto itself. One might have a small school of fish racing around, trying to find a way out. Another an octopus hiding inside a tiny cave hoping not to be seen. The ever-present sea anemones which closed when I touched them and the small crabs ready to stand their ground and fight to the death should I try to pick them up. I had a friend named Johnny Bickley who went with me on numerous adventures in San Diego Bay, watching the giant manta rays leap into the air, hooking onto a monster who effortlessly broke my line and swam away.

As I was growing up, the sea was always a part of my life. I graduated from walking along the beach and investigating tidal pools to bodysurfing and Scuba diving. For some reason, I never had an interest in the top of the sea or, for that matter, the sea itself. It was the land beneath the sea that held my fascination. Perhaps it was my love of mountains. Every time I put on an air tank. I headed straight for the bottom. While in high school I wrote a letter to the Scripps Institution of Oceanography in La Jolla, a place I had visited many times before to see their aquarium or to fish on their pier, if I could sneak out onto it undetected. A kind scientist at Scripps answered my letter and told me how I could apply for a summer scholarship. I was seventeen years old and the summer of 1959 gave me my first great adventures with the sea. On the first cruise, we were hit by a great storm and limped back to shore. On the second, our ship was almost sunk by a great wave which knocked out the windows in the bridge and exploded the portholes in the galley. It was awesome to watch the waves crash over the ship. I was hooked.

On that cruise, I met another kind scientist who encouraged me to attend the University of California at Santa Barbara, where he was teaching geology. Not knowing exactly what aspect of the sea I wanted to concentrate on, I majored in all the physical sciences: physics, math, chemistry, and geology. It proved to be my most important decision. This broad-based education in science and technology has made it possible for me to follow the action in my field. I think it is a mistake to narrowly focus your interests. The broader your experience, the more you can go with the flow, as time goes on.

My childhood dreams always dealt with the sea. But before I could set out on a marine adventure, I had to prepare myself. To carry out my adventures required teamwork, leadership, discipline, and a knowledge about the sea, both technical and scientific.

For teamwork I turned to sports, which have always been an important part of my life—team sports like basketball to teach me to work with others and individual sports like tennis to teach me about myself.

Leadership and discipline came from the military, initially in the Army during the Vietnam era and later in the Navy, where I remain a commander in the Reserve. The military put me into

major leadership positions long before I would have had that experience anywhere else.

Your childhood is spent dreaming, your young adulthood preparing. The moment finally comes when it is time to venture forth. If your dream is a big one you will need help, you will need to be part of a team. Initially, you will follow, but then you will lead. You will never make a good leader unless you have learned to follow. On those initial journeys when you are asked to pull your oar while another leads, learn what it takes to be a team player. Learn how to get along with others. Learn what loyalty and honesty are all about. Anyone can get to the top by taking shortcuts by climbing over the bodies as of others. But if you take that route, your time at the top will be short-lived.

Finally, after working for years to help someone else live their dream, your turn will come. And when you lead your team on its first adventure in life, be prepared to fail initially. For no quest is worth pursuing that does not require you to pass many tests, take numerous risks. Jason had to tame the wild bulls. Ulysses had to resist the sirens calling him onto the rocks; Captain Nemo had to face the giant squid. Every major adventure I have been on over the years has tested me severely with violent storms and lost equipment. My first voyage to find the *Titanic* ended in failure. My first expedition to find the *Bismarck* failed as well. The test you must pass is not whether you fall down or not but whether you can get back up after being knocked down. The journeys you will now begin in life will test you to find how well you prepared your mind, but the hardest tests of all will look to see how determined you are to live your dream, how strong is your heart.

At times it will seem like the storms of life will never end, that the trials you must pass seem to go on forever, but they will end—only after your heart and mind have been tested. I have lived through countless storms at sea. Winds over one hundred miles an hour, swells reaching fifty feet. And when I thought I could not last another minute, the winds dropped off, the seas flattened, and the blue sky appeared and my quest was reached. Be it the *Titanic*, the *Bismarck*, or whatever goal I sought. For me, Neptune would finally say enough is enough. I had passed the test. The sea calmed and Neptune would pull back the veil of watery secrecy and there was what I had been looking for. There was the truth I sought.

Your journey is not over once your goal is reached, your dream fulfilled, the truth attained. The journey is never over until you share what you have learned with others. Then and only then can you begin preparing yourself for your next adventure. Sharing is the final step, when you give up what you have learned. Giving is not something that may interest you right now, but always remember life is never fulfilled, your journey never over until you take time to give back a portion of what has been given to you.

I congratulate all of you for dreaming dreams and preparing yourself to live those dreams. This is at hand to move on to the next phase. When life knocks you down, which it will, lay there for a second and reflect upon what has happened. Learn from your mistake but then get back up. Do not let anyone stop you from fulfilling your dreams.

(1,738 words)

Learning New Words

1. live out: experience or do something that you have planned or hoped for 实现; 履行
2. or...for that matter: used to say that what you are saying about one thing is also true about something else 对……同样如此
3. head for/towards: go in a particular direction 朝……前进
4. bridge: raised part of a ship from which the officers control it 船桥; 舰桥
5. shortcut: quicker way of doing something 捷径; 更有效的办法
6. knock down: cause somebody or something to fall to the ground by striking or pushing 打倒; 撞倒
7. live through: experience difficult or dangerous conditions 经历(艰难或险境)
8. at hand: near in time or space 接近的; 不远的

Understanding the Text

Read the text and answer the following questions.

1. How do you think the author feels about the invitation to speak at the graduation? How does his feeling affect the way he describes his childhood dreams?
2. What are the author's childhood dreams? Name two of his heroes. What details show that his dreams are fascinating?
3. Why does the author say that he is lucky with his dreams? What can be predicted of him?
4. Which dreams are more appealing to you? Dreams guided by reality or dreams driven by fantasy?
5. Why does the author mention a number of his childhood events? How does he show his love for the ocean?
6. How does author feel after his first two adventures on the sea? What is special about the cruise? What crucial change does he make with his dreams?
7. According to the author, team work is preliminary to living out childhood dreams. Do you prefer to work in a team or on your own? What are the advantages respectively?
8. For what purpose does the author refer to his great failures? What would you do if you do not get what you want?
9. For what reasons does the author say that life is never fulfilled and your journey is never over until you take time to give back a portion of what has been given to you? What clues in Robert's behavior help you understand his words?
10. How true is the saying "dreamers are forerunners; miracles are for those daring to try?" Use the author's experience and yours as examples in your answer.

Building Your Vocabulary

1. *Identify the roots of the following words with the help of a dictionary and give three relevant words sharing the same root.*

physics () _____; _____; _____

oceanography () _____; _____; _____

2. *Study how the following words and expressions are used in the text and then fill in the blanks with their proper forms.*

bind	govern	live out	in search of
effortlessly	head for	hook	short-lived

- (1) They spent the first two months of the season collecting quality victories, one after another, but they aren't of the caliber of the other team. Therefore, the success was to be _____.
- (2) She has hardly put in any _____, yet she's expecting the same rewards as everyone else.
- (3) As I reflect on my experience, I realized how fortunate I was to have such an amazing opportunity to meet so many people. It is the shared experiences that helped _____ the team members together.
- (4) It is true that parents' and teachers' guidance cannot be ignored to help children realize their dreams, but it is the money that enables them to _____ their dreams after all.
- (5) One school of thought within psychology is that we tend to get _____ into behavior patterns if they produce intermittent rewards.
- (6) Many of its best-educated residents have been driven to neighboring counties _____ better jobs.
- (7) It is challenging to find a practical model for decision making so that _____ does not become a constraint to the fulfillment of dreams.
- (8) _____ success requires many elements such as intelligence, confidence, luck and perseverance.

Using Reference Books and the Internet

Look up the following words and expressions in reference books and on the Internet.

Words & expressions	Meaning
Golden Fleece	
scuba diving	
sirens	

The Vietnam Era	
The Titanic	

**Text
B***Just Be Yourself*

Matthew Kelly

Before the beginning of time, when you were just a dream, your purpose had already been assigned. Purposefully created, and created for a purpose, you are here at this very moment to become the-best-version-of-yourself—not to become some poor imitation of your parents, your friends, your siblings, or your colleagues—but to become perfectly yourself.

Life is not about doing and having; it is about becoming.

Could you have a better dream for your children than to want them to become the-best-version-of-themselves? Could you have a better dream for your spouse than to want him or her to become the-best-version-of-him- or herself? It is the ultimate dream—and when we turn our attention to living this dream, our lives are flooded with energy, enthusiasm, passion, purpose, and a real and sustainable joy. It is time to start living the dream.

When we are healthy in a holistic sense, or in any one aspect of our lives, we are driven by this dream to become the-best-version-of-ourselves. Why are there so many products and programs available that help people transform different areas of their lives? Because there is an enormous demand for them. Marketers know that people have this insatiable desire to improve themselves. This desire is what drives us when we are healthiest.

When we are unhealthy, we tend to abandon our true selves, often wishing we were more like someone else or that we were someone else altogether. This is often most noticeable during adolescence, when people grapple with identity issues. But many of us develop a permanent contempt for ourselves (or for certain aspects of ourselves) during this period of development. This contempt for self stifles our dreams.

Living the dream and striving to become all we are capable of being is the only thing you ever truly need to answer for, and our only regrets come from abandoning our true selves. Are you celebrating your true self, or are you still trying to be the person you think other people want you to be—or the person you think other people will like?

Now is your time. There will never be a better time to begin. It is time now to peel back the layers of conditioning and expectations that have encrusted your heart and mind. It is time to become perfectly yourself.