

高等学校英语专业系列教材
Textbook Series for Tertiary English Majors



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A Course in Essential English

基础英语教程 3

主 编 晏 奎 蒋宇红



重庆大学出版社

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内容提要

《基础语言教程》是高等学校英语专业综合英语教材,全书共四册。本册为第三册,供大学二年级上学期使用。选文以政治地理、历史人物、当代文化、社会生活为主,材料新颖、内容健康、语言地道、启发性强。

本册共 10 个单元,整体结构与第一、二册相同,仍由四大部分组成。课文按主题编排,练习以语言能力(词汇能力、语法能力)和语言技能(听说读写译)为主。通过本册的学习和训练,力求使学生在知识、技能、文化、情感、策略五个方面获得进一步提升。

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总 序

进入 21 世纪,我国高等教育呈现快速扩展的趋势。为适应社会、经济的快速发展,人才的培养问题已经比我国任何一个历史时期都显得更为重要。当今,人才的能力和素质的衡量越来越多地采用国际标准,人才的外语水平自然地也越来越受到培养单位和用人单位的重视,由此引发了对大学外语教学模式、教材和检测机制的新一轮讨论,掀起了新一轮的大学英语教学改革。作为外语师资队伍和外语专业人才培养的高等学校英语专业,相比之下,在教学改革思路、新教材开发和新教学模式探讨等诸方面均显得滞后。尽管高等学校外语专业教学指导委员会英语组针对当前高校发展的新形式和外语专业人才培养的新规格、新模式和新要求,修订出了新的《高等学校英语专业英语教学大纲》,并结合 21 世纪外语人才培养和需求的新形势,制定了由教育部高等教育司转发的《关于外语专业面向 21 世纪本科教育改革的若干意见》,就英语专业的建设提出了指导性的意见,但在实际工作中这两个文件的精神尚未落实。

为此,重庆大学出版社和外语教学界的专家们就国内高等学校英语专业建设所面临的新形势作了专题讨论。专家们认为,把“大纲”的设计和“若干意见”的思想和理念变为现实的一个最直接的体现方式,就是编写一套全新理念的英语专业系列教材;随着我国教育体制的改革,特别是基础教育课程标准的实施,适合高等学校英语专业教学需要的教材也应作相应的调整,以应对中小学英语教学改革的新要求;高等学校学生入学时英语水平的逐年提高和就业市场对外语人才需求呈多元化趋势的实际,对高等学校英语专业的人才培养、教学模式、课程设置、教材建设等方面也提出了严峻挑战,应对这些挑战,同样可以通过一套新的教材体系来实现。

迄今为止,国内尚无一套完整、系统的英语专业系列教材;目前已有的教材出自不同的出版社,编写的思路和体例不尽相同;现有的教材因出版时间较早,内容、知识结构、教学方法和手段已经不能适应新的发展要求;传统的教材设计多数基于学科的内在逻辑和系统性,较少考虑学习者的全面发展和社会对人才需求的多元化。

自 2001 年开始,在重庆大学出版社的大力支持下,我们成立了由华中、华南、西南和西北地区的知名专家、学者和教学一线教师组成的《求知高等学校英语专业系列教材》编写组,确定了系列教材编写的指导思想和总体目标,即以《高等学校英语专业英语教学大纲》为依据,将社会的需求与培养外语人才的全面发展紧密结合,注重英语作为一个专业的学科系统性和科学性,注重英语教学和习得的方法与规律,突出特色和系列教材的内在逻辑关系,反映当前教学改革的新理念并具有前瞻性;锤炼精品,建立与英语专业课程配套的新教材体系,推动英语专业的教学改革,培养高素质人才和创新人才。

系列教材力求在以下方面有所突破和创新:

第一,教材的整体性。系列教材在课程类型上分为专业技能必修课程、专业知识必修课程、专业技能选修课程、专业知识选修课程和相关专业知识课程等多个板块。在考虑每一种教材针对相应课程的特性和特色的同时,又考虑到系列教材间相互的支撑性。

第二,学生基本技能和实际应用能力的培养。在课程的设计上充分考虑英语作为一个专业来培养学生的基础和基本技能,也充分考虑到英语专业学生应该具备的专业语言、文学和文化素养。同时,教材的设计兼顾到社会需求中对英语专业学生所强调的实际应用能力的培养,除考虑课程和英语专业的培养目的,课程或课程体系应该呈现的学科基本知识和规

范外,充分考虑到教材另一方面的功用,即学生通过教材接触真实的语言环境,了解社会,了解文化背景,丰富学生的实践经验。在教材编写中突出强调“enable”,让学习者在实践中学习语言、文学、文化和其他相关知识,更多地强调学习的过程,强调学生的参与,以此提高学生的实际应用技能。

第三,学生的全面发展。对高等学校英语专业学生而言,英语不仅是一门工具,更重要的是一个培养学生人文素质和跨文化意识的学科专业。系列教材强调合作性学习、探索性学习,培养学生的学习自主性,加强学习策略的指导。通过基础阶段课程的学习,使学生在语言知识、语言技能、文化意识、情感态度和学习策略等方面得到整体发展;在高年级阶段则更多地注重学生的人文精神、专业理论素养、中外文学及文化修养的培养。

第四,教材的开放性。一套好的教材不应该对课堂教学、老师的施教和学生的学习拓展有所制约,应给使用教材的教师和学生留有一定的空间,要让学生感到外语学习是一件愉快的事,通过学习让人思考,给人以自信,引导人走向成功。系列教材的总体设计既考虑严密的学科系统性,也考虑独具特色的开放性。不同地区、不同类型的学校,可以根据自己的生源和培养目标灵活地取舍、选用、组合教材,尤其是结合国内高等学校中正在探讨的学分制,给教与学一个多维度的课程体系。

我们希望通过这套系列教材,来推动高等学校英语专业教学改革,探讨新的教学理念、模式,为英语专业人才的培养探索新的路子,为英语专业的学生拓展求知的空间。

《求知高等学校英语专业系列教材》编委会

前言

《基础英语教程》是根据《高等学校英语专业英语教学大纲》，结合 21 世纪对外语人才的多元需求，以课改后的新课标为起点而编写的。目的是夯实基础，全面发展，拓宽知识，提升素质。

本教程的主要特色如下：

1. 体现以人为本。

本教程切合中国学生的特殊需要，倡导自主学习、合作研讨，体现以人为本。无论是介绍语言与文化、教与学、知识与技能、历史与发展的内在规律，还是引进先进的教学理念、方法、原则，包括引进新思想、新技术，体现时代性、先进性，都围绕 21 世纪对外语专门人才的多元需求，立足于人的全面发展和终身学习的需要。

2. 选材广泛新颖。

选材范围包括中国文化、西方文化、多元文化、哲学精神、科学知识和科学态度、美学批评(含文学批评)、不同文化的文明史以及人文社科(含管理、经济等)。所选文章大都出自近两三年的英文原版书报杂志和网络资源，都符合内容健康、语言规范、艺术性强的选材原则。

3. 明确五大任务：知识、技能、文化、情感和策略。

- 知识包括语言知识、话题知识、功能知识、语篇知识等，由浅入深，循序渐进，逐渐引向英语的内在知识结构和独特表达方式，引导学生追寻客观规律，提升学习质量。

- 技能包括听、说、读、写、译五项基本技能。根据培养目标要求，本教程按照“以单项促综合、以综合促单项”的交互发展原则，设计了一系列的针对性练习，以全面培养和逐步提升学生的综合实践能力。

- 文化包括族别文化、跨文化、文化理解、文化鉴赏和文化批评等。本教程选材上力求丰富多样，以体现语言所承载的文化特征，提高学生的理解能力和识别能力，培养健康向上的价值取向。

- 情感包括兴趣、动机、合作精神、意志力品质、人生态度等，既是选材的重要依据，也是练习设计的一项重要内容。

- 策略包括学习策略、终身学习、教师教育等。本教程以学习策略为主，每个单元各有侧重，设计相应的专门练习，逐渐将学生引向研究性自主学习。

4. 突出四大板块：文献选读、语言能力、技能开发和拓展训练。

- 文献选读(Reading)板块的核心是主课文(Text)，集中体现五大任务中的知识、文化和情感，间接决定副课文(Supplementary Reading)的选择以及五大任务中的技能和策略。本板块除选文本本身外，还包括 Pre-reading Tasks、Notes to the Text 和 Comprehension Tasks。

- 语言能力(Linguistic Competence)板块包括单词、句子和篇章三个层面。单词层面包含生词、词汇知识和词汇运用；句子层面以句型为主，在具体的上下文中学习语法；二者均设计有大量练习。篇章能力以体裁为主，但不单独列出，而是以提问的形式放在阅读理解中。

- 技能开发(Skill Development)板块的具体内容与任务中的技能一致，但在编排上单列出来，旨在进一步加以突出。

- 拓展训练板块包括后续作业(Further Work)、学习策略(Learning to Learn)和自我评估

(Self-Assessment)。其中,后续作业是单元主题的拓展,学习策略与任务中的策略一致,自我评价则是学生反思学习效果的平台。本板块均设计为任务(Tasks),旨在让学生独立自主地获取知识、发展技能、提升情操、训练相应的学习策略。

5. 坚持两条原则:科学性与前瞻性。

本教程的选材标准、编排体例、技能渗透、目标要求、单元划分、项目呈现等,都力求体现语言学、心理学、教育学、语言教学的科学规律和最新研究成果,并有利于教师组织教学,有利于学生自主学习。与此同时,在板块设计、练习设计、技能训练、策略训练等方面,也都力求体现时代的发展,符合认知原理,鼓励自主探索和集体讨论,培养发现问题、提出问题、解决问题的能力,并在这一过程中,激发学习热情,提高品德修养。

6. 真实场景设计。

本教程各部分练习均设计有一定数量的真实场景,旨在体现学生的主体性,在自然交际而非控制训练的过程中,激发创造性,开发学习潜能,提升学习质量。

《基础英语教程》是高等学校英语专业综合英语教材,全书共四册。本册为第三册,供大学二年级上学期使用。选文以政治地理、历史人物、当代文化、社会生活为主,材料新颖、内容健康、语言地道、启发性强。

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在本书的编写过程中,我们查阅了上千种资料,召开了无数次编写会,得到了系列教材副总主编李力教授始终如一的关心和指导;在时间保障、技术保障、人员保障等方面,得到了西南大学外国语学院和重庆大学出版社外语分社的鼎力支持;系列教材总主编石坚教授、外籍教师 John Sebastian 提出了很多建设性意见;外籍教师 Joe and Joyce Peacock 夫妇、外籍专家 Robert Markley 教授在选材、版权、当代教育理念等方面给予了大力支持。外籍专家 Martha Patton 教授参与讨论了教学目标与教学设计,校对了课文原文,并撰写了全部阅读材料的阅读理解之 Comprehension questions 部分。在此一并致谢。

由于时间仓促,加之水平有限,问题和错误在所难免,敬请广大读者不吝赐教。

编者
2014年4月

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UNIT 1

Pre-reading Tasks

1. What is a proverb? What features does a proverb have?
2. Where do proverbs generally come from?
3. Do you use proverbs in daily life? If so, in what way?
4. How do you understand the following proverbs?
 - (1) Content is happiness.
 - (2) Actions speak louder than words.
 - (3) Well begun is half done.
 - (4) A heavy snow promises a good harvest.
 - (5) All roads lead to Rome.
 - (6) It's never too old to learn.
5. What other proverbs do you know? Which one is your favorite? Why?

Text

Meet the “Proverbial” Scholar

By Stacy Teicher Khadaroo

Paremiology—the study of proverbs, from the Greek “paroimia.” I stumble across this curious word in my background research, but I haven’t a clue what it really means until I meet Wolfgang Mieder in the office he shares with his proverb paraphernalia at the University of Vermont.

This animated gentleman has built up a worldwide reputation during his 30-plus years of reveling in the common phrases people use to persuade, humor, or moralize.

But the scope of Professor Mieder’s devotion isn’t fully apparent until he hands over a volume of his international bibliography of proverbs. (He has annotated entries for more than 7,000 publications, and by the end of May that number will have climbed to include all 10,000 publications in his archive.) A chance opening to the “M” section reveals page after page full of references to books and articles authored by “Mieder, Wolfgang.”

“It’s kind of sick, yah?” he says, his German accent persisting after four decades in the United States. He often jokes his passion keeps him out of trouble. “Just imagine what I’d be doing if I weren’t doing this!” He lets out a quick belly laugh before getting back to business.

In the index, he notes, you can look up “anything you want from mathematics to sex to love to animals to meteorology... Proverbs are ubiquitous and they deal with every aspect of life. That’s what has fascinated me.”

What, exactly, is a proverb? “A concise statement of apparent truth, which has had, has, or will have currency,” he says, adding that it’s generally 10 words or less. “You need ready-made formulaic expressions that you can pull out of your drawer, so to speak.”

Proverbs are not universal truths. Indeed, they often contradict each another. Absence may make the heart grow fonder, but out of sight, out of mind.

We all make alterations when we know a proverb but it doesn’t quite fit. Mieder admits some pride at having coined a term for this that has caught on international scholarship: Anti proverb —“an intentional parody or play with an existing proverb.” Think of this bumper-sticker slogan: A woman’s place is in the House and Senate.

“Shakespeare was the greatest modifier of existing proverbs (in English),” he suggests, and that’s one reason his works often perplex students.

Politics is one topic he’s come back to again and again. Professor Mieder and a colleague searched 40,000 pages of Winston Churchill’s writing and speeches to find proverbs beyond the well-known “Strike while the iron’s hot.” He once studied the inaugural speeches of every US president.

When researching the proverbs of Frederick Douglass for a book, he became enamored of the abolitionist statesman. “He pushed me over to become an American citizen,” says Mieder, who switched allegiances just four years ago. “Look at that handsome man,” he says, tapping the picture on the finished book’s cover.

Poetry, art, law. You name the subject and Mieder can give you a proverb as if he’s pulling a quarter out of your ear.

Most of us aren’t proverbial magicians. We can think of proverbs only when the context is right. Average people know about 300 proverbs in their native tongue. Mieder says. It’s called the “paremiological minimum.”

Mieder is so prolific partly because he challenges himself along with his students (he has taught various subjects in the Department of German and Russian here since 1971). He often writes a paper at the same time his students have one due.

Recently he dared his advanced German class to produce a book with him, in German. “Every paper needs to be publishable,” he told them, “No child left behind!” One chose to look at proverbs in James Bond Movies, others opted for the *Bible*, Valentine’s Day cards, and Johnny Cash lyrics. As Mieder shows me the books, he is so exuberant that his petite frame seems taller, as if he’s standing on tiptoe.

Proverbs can have a dark side, though. Whether used by Hitler against Jews or by Americans against racial minorities, proverbs “can be very dangerous,” Mieder says.

Longstanding proverbs in the Western world generally come from three sources: antiquity, the Bible, and Medieval Latin. But for many, it’s difficult to trace the origin. “The buck stops here” is commonly associated with President Harry S. Truman, but Truman had heard the

proverb used by a judge, Mieder says.

Sometimes it's easier to see when a proverb is dying. To illustrate, Mieder quizzes me on the meaning of "Cobbler, stick to your last." I know that a cobbler fixes shoes, but I've never heard of the foot-shaped equipment called a last. Mieder explains that this means: Stick to what you're good at.

To replace fading references to "carrying coals to Newcastle," Mieder has been trying to coin a new proverb by saying that redundancies are like "carrying maple syrup to Vermont."

Mieder traces the beginning of his love affair with proverbs to his time as a PhD student at Michigan State University in the late 1960s—when he took a German folklore course taught by Stuart Gallacher. "Two weeks were dedicated to proverbs and then it clicked—it stuck with me," he says.

He glances around his office, reverently pointing out framed portraits of "giants" in his field, which share wall space with proverb art and photos of students. Over there is Archer Taylor, author of the seminal 1931 book *The Proverb*. Over here is an excerpt from Finland, and another from Russia. "There's one like me pretty much in every country," he says.

He turns quietly nostalgic when he notes that many of his friends have died, including American folklorist Alan Dundes. He hands me a published version of his long-running correspondence with Dundes, saying, "This I think shows you a friendship among crazy people."

Mieder says he's often accused of being a workaholic, and 95 percent of the time he can laugh it off. "Then there's that 5 percent of the time where it hurts... Some of the old-fashioned work ethics are not all bad."

He credits his very understanding wife of nearly 40 years, Barbara. She lets him enjoy his work, he says, "but I've got plenty of time to do other things."

Mieder shares the fruits of his labor everywhere from elementary school classrooms to Rotary luncheons (and it's a given at faculty meetings, he says, "that little Wolfgang will come up with a little bit of wisdom"). For presentations, he can choose from among more than 10,000 slides he's put together over the years.

Most people in the world doing dissertations on proverbs eventually correspond with Mieder or visit his international archive, which is so voluminous that he's had to split it between his home and a room down the hall from his office.

Standing in that room, he rifles through newspaper clippings in a box, delighting in the antiproverbs he's found in headlines. Three blue ceramic monkeys sit on a shelf nearby—seeing, hearing, and speaking no evil.

Suddenly Mieder reminds me that he hasn't yet told me his favorite proverb. Can he really have a favorite? Just minutes before he was tipping his chair onto its back legs and talking about proverbs like a grandpa on the porch praising his precious grandchildren.

But Mieder is a decisive man. "Different strokes for different folks' is my favorite proverb," he says. He traces it back to 1950s African-American culture, noting that a song by Sly & the Family Stone popularized the phrase in the 1960s. Images flash in my mind from the TV

show “Different Strokes”, which spanned my childhood in the 1970s and 80s.

“I would argue it had to grow on American ground, because it doesn’t tell you what to do. It says, ‘Accept the differences in people,’” Mieder says, “I think it’s a truly liberating proverb.”



Notes to the Text

1. *Stacy Teicher Khadaroo*: staff writer of *The Christian Science Monitor*. She graduated from Smith College, earned her master’s degree at the University of Missouri and is now editing and writing feature articles, essays and poetry.
2. *Wolfgang Mieder* (1944—): professor of German and folklore at the University of Vermont. He is the editor of *Proverbium: Yearbook of International Proverb Scholarship*, author of over 460 articles and over 200 books, and recipient of the 2012 Robert V. Daniels Award for outstanding contributions to international education.
3. *I stumble across this curious word ... at the University of Vermont*: I came upon this interesting word when I was doing my background research about Professor Wolfgang Mieder, but I had no idea what it means until I meet him at the University of Vermont. He possesses a huge collection of proverbs in his office where he received me.
 - (1) to stumble across: to discover or meet unexpectedly, e.g.
 - Gant Redmon was hunting for a job when he stumbled across CareerBuilder, a job database on the Internet.
 - (2) background research: access to any background information (published and unpublished) about a site, a region, a person, or a particular topic of interest. Here, it refers to Khadaroo’s attempts at finding the background information about Professor Mieder before she actually went for the interview.
 - (3) to have not a clue: to have no idea, e.g.
 - Jane doesn’t have a clue as to why John won’t call her.
 - I haven’t a clue where you left your watch.
 - (4) proverb paraphernalia: collection of proverbs.
4. ... of reveling in the common phrases...

torevel in: to greatly enjoy (esp. sth. that most other people do not enjoy), e.g.

 - She revels in all the attention she gets from the media.
 - He seems to revel in inflicting pain.
5. *A woman’s place is in the House and Senate*.

A woman should work in the office of the Congress, rather than doing house work at home. It is a parody of “A woman’s place is in the home”, meaning that a woman’s duty is to take care of children at home. “House and Senate” are the House of Representatives and the Senate.
6. *Winston Churchill* (1874—1965): British politician, Prime Minister (1940—1945, 1951—1955), orator, historian, and artist. He won Nobel Prize in Literature in 1953.

7. *Douglass Frederick* (1818—1895): American abolitionist, orator, writer, newspaper and magazine editor, and political reformer. His autobiography *Narrative of the Life of Frederick Douglass, an American Slave* is his most important work.
8. “*No child left behind!*”: an education policy initiated by President Bush in 2006.
9. *Valentine’s Day*: also St. Valentine’s Day (Feb. 14) on which lovers exchange flowers or confectionery. Named after two Christian martyrs named Valentine, it became associated with romantic love in the Middle Ages when courtly love flourished.
10. *Johnny Cash* (1932—2003): an influential figure in American country music during the last half of the 20th century, famous for his charismatic outlaw persona, deep, authoritative voice, and dark songs.
11. *The buck stops here*: a motto on President Truman’s desk, meaning “you have to make your decision”.
 “The buck stops here” derives from “pass the buck”, a slang expression used in the game of poker, in which if the player did not wish to deal he could pass the “buck” (the counter) to the next player.
12. *Harry S. Truman* (1884—1972): 33rd President of the United States (1945—1953).
13. *it clicked—it stuck with me*: It suddenly occurred to me that my real interest was in proverbs.
 to click: to suddenly understand or realize, e.g.
 • I puzzled over it for hours before it finally clicked.
 • The speaker gave us a humorous joke which suddenly clicked with us and we all laughed.
14. *Archer Taylor* (1890—1973): professor of German at Washington University (1915—1925), the University of Chicago (1925—1939), and the University of California, Berkeley (1939—1957). His books include *The Shanghai Gesture* and *The History of Bibliographies, Book Catalogues: Their Varieties and Uses*.
15. *Alan Dundes* (1934—2005): folklorist at the University of California, Berkeley. He is the author of twelve books, both academic and popular; and editor of two dozen more.
16. *Rotary*: the Rotary Club, an organization of business people in a town who work together to raise money for the poor or the sick.
17. *to laugh sth. off*: to pretend that something is less serious than it really is by laughing or joking about it.
18. *credit*: approval or praise that you give to sb. for what he has done.
19. *seeing, hearing, and speaking no evil*: another version of “See no evil, hear no evil, and speak no evil”, a proverb which means to focus on the good aspects of things.
20. *Sly & the Family Stone*: an American rock, funk (放克), and soul (索尔乐, 也称灵魂乐) band from San Francisco. Active from 1967 to 1983, the band was pivotal in the development of soul, funk, and psychedelic music (迷幻音乐).
21. *Different Strokes*: an American television sitcom that aired on the NBC television network from November 3, 1978 to May 4, 1985, and on ABC from September 27, 1985 to March 7, 1986.