

研究生

下册

# 实践英语教程

主 编 · 罗杰鸚

副主编 · 姚冬莲 赵 宇

主 审 · 戴运财

*Vol. 2*

Practical English  
for Graduate Students



ZHEJIANG UNIVERSITY PRESS  
浙江大学出版社

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主 编 罗杰鸚

副主编 姚冬莲 赵 宇

主 审 戴运财

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责任编辑 诸葛勤 (zhugeq@126.com)

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# Unit 1

## Nature and Nurture

### Quotes

Great minds talk about ideas, average minds talk about events, and small minds talk about people.

—Eleanor Roosevelt

The artist is nothing without the gift, but the gift is nothing without work.

—Emile Zola

Be not afraid of greatness: some are born great, some achieve greatness, and some have greatness thrust upon them.

—William Shakespeare

All talents have to be nurtured by knowledge, and only then will you have the power to give play to your talent.

—Goethe

### General Information

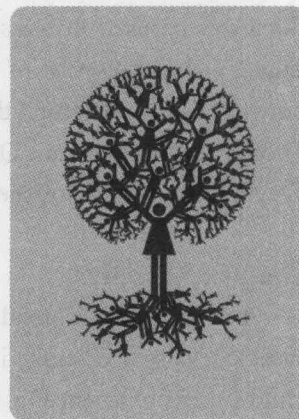
**Directions:** Read the following passage for general information about great minds and then answer the following questions.

#### Nature and Nurture

Nature and nurture concerns the relative importance of an individual's innate quality versus personal experiences in determining or causing individual differences in physical and behavioral traits. The "nature" theory holds an opinion that people behave as they do according to genetic predispositions or even "animal instincts". While the "nurture" theory believes that people think and behave in certain ways because they are taught to do so.

"Nature and nurture" is used to evoke the two main sources of factors that influence the physical, psychological and intellectual characteristics of any human being. "Nature", in this case, means everything a person inherits genetically while "nurture" refers to the general social environment which includes such things as family influences, peer influences, and educational experiences.

Which has more influence on us, our genes or our environment? How do people become who they are?





Over the years, various experiments and studies have been carried out in an effort to determine the relative importance of heredity and environment. One of the best-known studies on nature-nurture issues was carried out by scientists at the University of Minnesota. Their research on identical twins raised apart suggests that genes play a major role in shaping both personality and intelligence. Some critics of the Minnesota study feel that the social environments of the twins raised apart were too similar to really make conclusive observations feasible. Ideally, the Minnesota researchers should have studied twins raised in different cultures and in totally different social classes.

### What Is a Genius?

A genius is someone who is both extraordinarily intelligent and extremely creative. Plenty of people are smart and even intelligent, but they aren't quite geniuses because they lack the creative abilities required. Other people are creative to some extent, but they do not have the intellectual capability to harness their creativity.

The exact definition of a genius is actually rather difficult, because there are no clear, subjective measures which can be used to classify who is a genius and who is not. Generally, it is assumed that a genius has a unique and novel way of approaching situations and the world, retooling ideas and potentially creating something so monumental that it changes the way other people think. Some people measure genius on the basis of someone's Intelligence Quotient (IQ). However, many people think that IQ tests are limited, and the true test of a genius is what he or she produces in life.

### What Is a Scientist?

A scientist, in a broad sense, is one engaging in a systematic activity to acquire knowledge. In a more restricted sense, a scientist is an individual who uses the scientific method. The person may be an expert in one or more areas of science.

Scientists are distinct from engineers, those who develop devices that serve practical purposes. When science is done with a goal toward practical utility, it is called applied science (short of the creation of new devices that fall into the realm of engineering). When science is done with an inclusion of intangible aspects of reality, it is called natural philosophy.

### What Is a Statesman?

Historian Charles A. Beard, writing in the *American Mercury*, noted: "The statesman is one who divines the long future, foresees the place of his class and nation in it, labors intelligently to prepare his countrymen for their fate, combines courage with discretion, takes risks, exercises caution when it is necessary, and goes off the stage with a reasonable degree of respectability."

Indeed, most statesmen are associated with government in some form, although not always as an elected official. Some are appointed, such as the American Secretary of State, while a few are private citizens. Some people think that while a statesman is a public servant that represents the people and defends the Constitution, a politician says whatever he needs to say to get selected.

1. What are the basic opinions of "nature" and "nurture" theories respectively?
2. What is the suggestion of the research on identical twins? And what is the limitation of the research according to some critics?
3. Why is it difficult to make a definition of "genius"?
4. What are the two indispensable characteristics of a genius generally? What do some people think is the true test of a genius?

5. How can we distinguish between a scientist and an engineer?
6. What is applied science? And what is natural philosophy?
7. What's the difference between a statesman and a politician according to some people?

## Listening Practice

### Part I Rembrandt and His Paintings

self-portrait n. 自画像

etching n. 蚀刻画

miller n. 磨坊主

#### Exercise 1

**Directions:** Listen to the dialogue carefully and fill in the blanks with the words you have just heard.

1. That is a Rembrandt's 1) \_\_\_\_\_. His paintings are characterized by rich in colours.
2. Rembrandt, born in 2) \_\_\_\_\_, was a great artist from 3) \_\_\_\_\_.
3. Rembrandt was a master of 4) \_\_\_\_\_ and 5) \_\_\_\_\_.
4. He was probably 6) \_\_\_\_\_ by Caravaggio to become a painter.
5. Rembrandt started to use darker, 7) \_\_\_\_\_ colors during the 1640s, when his life was full of 8) \_\_\_\_\_.



#### Exercise 2

**Directions:** Listen to the dialogue again and then summarize it in a short paragraph based on the information you have just heard.

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### Part II Helen Keller

self-control n. 自我克制

calm adj. 镇静的, 沉着的

hold down 压下, 抑制

#### Exercise 1

**Directions:** Listen to the passage and choose the best answer from the four choices given below.

1. What did Anne Sullivan give to Helen the first night she arrived?

- A) A book.                      B) A toy car.                      C) A doll.                      D) A letter.
2. What was Helen's reaction the first time she felt Anne's hand?  
A) She was resistant to Anne's touch.                      B) She seemed indifferent to Anne.  
C) She was frightened and surprised.                      D) She looked in wonder and surprise.
3. What was the first thing for Helen to learn?  
A) How to spell words by hands and fingers.                      B) How to obey and control her anger.  
C) How to get along with other people.                      D) How to express herself.
4. What did Anne do at the table after Helen hit her?  
A) She told Helen's parents angrily.                      B) She told Helen not to do this again.  
C) She hit her hand as well.                      D) She just ignored Helen.
5. Why did Anne and Helen move into a small one-room house later?  
A) Because seeing Helen being punished was painful to her family.  
B) Because it was more convenient for Helen to learn.  
C) Because Helen could hear Anne more clearly in this way.  
D) Because there were not enough rooms in the big house.
6. How did Helen react the next morning after she and Anne moved into the small one-room house?  
A) She kicked and screamed most of the time.                      B) She became calm and peaceful.  
C) She struggled with Anne.                      D) She did nothing special.



## Exercise 2

**Directions:** Listen to the passage again and fill in the blanks with the information you have just heard.

1. Anne Sullivan began by teaching Helen that 1) \_\_\_\_\_. The job was  
2) \_\_\_\_\_. Helen had to learn how to use her hands and fingers  
3) \_\_\_\_\_. But she was not yet 4) \_\_\_\_\_.  
2. She was quick to learn, but she was also 5) \_\_\_\_\_. For seven years, no one had taught her  
6) \_\_\_\_\_. Instead of continuing to learn, she 7) \_\_\_\_\_ and threw it on  
the floor.  
3. The first night Helen was away from her family, I could not make her 8) \_\_\_\_\_,  
but I was stronger than she and 9) \_\_\_\_\_ on the bed. Two weeks later, she had become  
10) \_\_\_\_\_ and she was ready to learn.

## Part III Franklin Roosevelt: One of the Greatest Presidents in American History

candidate *n.* 候选人

polio *n.* 小儿麻痹症

### Exercise 1

**Directions:** Listen to the passage twice and fill in the blanks with the missing information.

Franklin Delano Roosevelt was born in 1882 to a rich and important family in Hyde Park, New York. He was the only child of James and Sara Roosevelt. His mother tried to control Franklin's life as long as she lived.



His father made sure his son 1) \_\_\_\_\_. But he also taught Franklin that being rich brought with it the responsibility of 2) \_\_\_\_\_.

Franklin married Eleanor Roosevelt in 1905. They were 3) \_\_\_\_\_. In the next eleven years, they had six children.

In 1910, Mr. Roosevelt was elected to the New York 4) \_\_\_\_\_. He showed he had great political skills as a state senator. His next job was in the federal government as 5) \_\_\_\_\_ under President Woodrow Wilson. Then in 1920, he was the Democratic Party's unsuccessful candidate for vice president.

In 1921, Franklin Roosevelt suffered 6) \_\_\_\_\_. He was with his family at their summer home. He began feeling very tired. Then he felt 7) \_\_\_\_\_. He could not move. For weeks, he was forced to lie on his back.

His doctors discovered that he was a victim of the disabling disease polio. He lost the use of his legs. Franklin Roosevelt was thirty-nine years old. He had always been an active man who loved sports. But now he would never walk again without help.

Many Americans thought the sickness would end Franklin Roosevelt's political dreams. But they were wrong. He showed 8) \_\_\_\_\_ that people respected. He was elected governor of New York State in 1928 and re-elected two years later. Franklin Roosevelt always appeared 9) \_\_\_\_\_ in public. He loved to laugh and enjoy life. But his friendly face hid a strong will. Throughout his life, Mr. Roosevelt worked hard to improve life for the common man. He believed government had the power and responsibility 10) \_\_\_\_\_.



## Exercise 2

**Directions:** Write a summary of the passage in about 50 words according to the information you have just heard.

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## Part IV A Commencement Speech by Steve Jobs at Stanford University

deposit	n. 押金	stumble into	无意间接触	intuition	n. 直觉
calligraphy	n. 书法	typography	n. 字体排印	multiple	adj. 多样的
san serif	(印刷中的) 无衬线的字体	font	n. (同样大小和式样的) 一副铅字		
typeface	n. (活字的) 字体				

## Exercise 1

**Directions:** Listen to the passage and answer the following questions based on the information you have just heard.

1. Why did Steve drop out from college at that time?

\_\_\_\_\_

2. What was the advantage brought by dropping out from school?

\_\_\_\_\_

3. What did Steve do every Sunday night at that time?

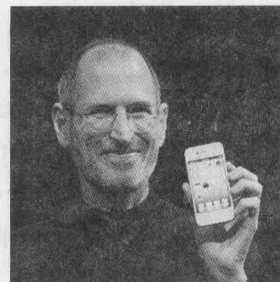
\_\_\_\_\_

4. Why does Steve think calligraphy is fascinating?

\_\_\_\_\_

5. How did the calligraphy course that Steve took in college have practical application later?

\_\_\_\_\_



## Exercise 2

**Directions:** Listen to the passage again and then discuss the topics given below in groups of four or five.

1. Do you think Steve's decision of dropping out is reasonable? Why or why not?
2. What can we learn from Steve's confrontation with hard life in college?
3. What do you think Steve is trying to deliver by citing the example of calligraphy course?
4. What do you think contributes to Steve's success according to his speech?

## Oral Practice

### How to Present: Choose a Method of Delivery

#### Guides for Delivering a Speech

1. **Judgment:** In practice, presentation of judgments is balancing a statement and determining on which side the odds lie. It consists of problem, cause, solution. More often the presenter of judgment deals with problems in which opinion and interpretation, rather than fact, are at issue. Judgment must rest ultimately on a thorough knowledge.
2. **Purpose of Judgments:** Attempt primarily to convince the audience to accept it, while the presenter's judgment is still engaged in the process of discovering the truth.
3. **Essence of Good Judgment:** Have persuasive force, especially if it is fine reasoned and clearly presented. The persuasive effect is identical to the main purpose of the presentation of judgment.
4. **Tips for Unfolding Presentations of Judgments:**
  - 1) Has each point served the purpose of the presentation and brought relevance?
  - 2) Has each point illustrated or supported more powerful points and is it self-standing, powerful and memorable?
  - 3) Has the organization of the presentation highlighted a problem or an issue?
  - 4) Has the presenter addressed its cause and presented a solution?
  - 5) In reality the problem typically has more than one facet.
  - 6) The cause has more than one dimension, hence there are many solutions.

- 7) The problem-cause-solution approach provides ample scope for more detailed consideration of a presentation and its supporting evidence.

### Exercise

**Directions:** Read the following passage and then practice delivering a speech in speaking groups on the basis of the information in the passage. It can be titled “*An Ordinary Woman Achieves Extraordinary Things*” or whatever you like. See that the guides for delivering a speech are applied to your practice.

## Oprah Winfrey

Since 2004, *Time* magazine has six times conducted a poll to name the 100 most influential people in the world. Only one person has appeared on all six lists, Oprah Winfrey<sup>1</sup>.

Born in 1954 in Kosciusko, Mississippi, her early years were spent living in abject poverty (赤贫). She suffered from sexual abuse from male relatives whilst living with her mostly absent mother and finally was sent to live with her strict disciplinarian (信奉纪律的) father in Tennessee. Living a rebellious lifestyle dabbling (涉足) on and off with drugs, she hit her lowest point when at the young age of fourteen, and she gave birth to a premature baby, who sadly didn't survive the pregnancy. Amazingly though, her father's rules did insure that his daughter's education didn't falter (停步不前) and it was the escape offered through books and her own natural intelligence that helped her to finally overcome her problems. “I knew there was a way out. I knew there was another kind of life because I had read about it. I knew there were other places, and there was another way of being,” she said.

Having gained a scholarship to Tennessee State University<sup>2</sup>, she left as an honors student with a degree in Speech and Performing Arts and set out to further her interests in media. She broke the perceived mould for a young black woman in America, becoming the first black woman and the youngest person ever to work as a reporter for WTVF-TV<sup>3</sup> in Nashville<sup>4</sup>. Reporting the news didn't seem to be a perfect fit for her though, as she had a penchant (嗜好) for getting too emotionally involved in the stories she was reporting on, which didn't always please her superiors. It did, however, make her ideally suited for a more interactive platform instead, which she found in Baltimore working for WJZ-TV<sup>5</sup> whilst continuing to report the news.

Moving six years down the line to 1986, a talk show called AM Chicago on the WLS-TV<sup>6</sup> station was trailing (拖后) last in the ratings. Desperate to save themselves, they decided to bring in a talent whose name was on everyone's lips—Oprah Winfrey. From near oblivion (遗忘) in just one year Oprah was able to turn around the show's falling ratings, taking it straight to number one and in the process setting down the foundations for a new style of talk show. AM Chicago was gone, now it was the “The Oprah Winfrey Show”.

Oprah appealed to all ages, races and status holders. Her secret? She wasn't just talking, she was also



1 **Oprah Winfrey:** 奥普拉·温弗瑞(1954—), an American media proprietor, talk show host, actress, producer and philanthropist. Winfrey is best known for her self-titled, multi-award-winning talk show, which has become the highest-rated program of its kind in history and was nationally syndicated from 1986 to 2011.

2 **Tennessee State University:** 田纳西州立大学, a land-grant university located in Nashville, Tennessee. TSU is the only state-funded historically black university in Tennessee.

3 **WTVF-TV:** a CBS-affiliated television station for Middle Tennessee that is licensed to Nashville

4 **Nashville:** 那什维尔, the capital of the U.S. state of Tennessee and the county seat of Davidson County

5 **WJZ-TV:** an owned-and-operated television station of the CBS Television Network, located in Baltimore, Maryland

6 **WLS-TV:** an owned-and-operated television station of the Walt Disney Company-owned American Broadcasting Company, located in Chicago, Illinois, USA



listening. Her ability to empathize and her fearless courage in holding up her own dark past to the limelight (众人瞩目的中心) meant she could really connect with her guests and her audience. In 1986 the show went national; Oprah was suddenly appearing on television sets across America, repeating her earlier success, embraced whole-heartedly by the American public.

Such was her success and her business acumen (敏锐) that only two years after hosting the show, she was able to set up her own production company Harpo (Oprah backwards), and buy the full rights to Oprah Winfrey Show, which she syndicated (把电视节目等出售给多个媒体) across the globe. Presently, the show is watched on 212 US stations and is broadcast in 145 countries around the world. Going from wearing homemade clothes made out of old potato sacks as a child to becoming a self-made millionaire at just thirty-two is a staggering (令人惊愕的) achievement for anyone, let alone a black female born in the 50's in America's racist south.

## Reading Text

### On Thirteen Virtues

Benjamin Franklin<sup>1</sup>

It was about this time I conceived the bold and arduous project of arriving at moral perfection. I wished to live without committing any fault at any time; I would conquer all that either natural inclination, custom, or company might lead me into. As I knew, or thought I knew, what was right and wrong, I did not see why I might not always do the one and avoid the other. But I soon found I had undertaken a task of more difficulty than I had imagined. While my care was employed in guarding against one fault, I was often surprised by another; habit took the advantage of inattention; inclination was sometimes too strong for reason. I concluded, at length, that the mere speculative conviction that it was our interest to be completely virtuous was not sufficient to prevent our slipping; and that the contrary habits must be broken, and good ones acquired and established, before we can have any dependence on a steady, uniform rectitude of conduct. For this purpose I therefore contrived the following method.



In the various enumerations of the moral virtues I had met with in my reading, I found the catalogue more or less numerous, as different writers included more or fewer ideas under the same name. Temperance, for example, was by some confined to eating and drinking, while by others it was extended to mean the moderating every other pleasure, appetite, inclination, or passion, bodily or mental, even to our avarice and ambition. I proposed to myself, for the sake of clearness, to use rather more names, with fewer ideas annexed to each, than a few names with more ideas; and I included under thirteen names of virtues<sup>2</sup> all that at that time occurred to me as necessary or desirable, and annexed to each a short precept, which fully expressed the extent I gave to its meaning.

My intention being to acquire the habitude of all these virtues, I judged it would be well not to distract my attention by attempting the whole at once, but to fix it on one of them at a time; and, when I should be master

<sup>1</sup> Benjamin Franklin: 本杰明·富兰克林(1706—1790), an American inventor, journalist, printer, diplomat and statesman, who was one of the Founding Fathers of the United States

<sup>2</sup> thirteen names of virtues: temperance, silence, order, resolution, frugality, industry, sincerity, justice, moderation, cleanliness, tranquility, chastity and humility. Detailed interpretation is available in Notes.

of that, then to proceed to another, and so on, till I should have gone through the thirteen; and, as the previous acquisition of some might facilitate the acquisition of certain others, I arranged them with that view, as they stand above. Temperance first, as it tends to procure that coolness and clearness of head, which is so necessary where constant vigilance was to be kept up, and guard maintained against the unremitting attraction of ancient habits, and the force of perpetual temptations. This being acquired and established, Silence would be easier; and my desire being to gain knowledge at the same time that I improved in virtue, and considering that in conversation it was obtained rather by the use of the ears than of the tongue, and therefore wishing to break a habit I was getting into of prattling, punning, and joking, which only made me acceptable to trifling company, I gave Silence the second place. This and the next, Order, I expected, would allow me more time for attending to my project and my studies. Resolution, once become habitual, would keep me firm in my endeavors to obtain all the subsequent virtues; Frugality and Industry freeing me from my remaining debt, and producing affluence and independence, would make easier the practice of Sincerity and Justice, etc., etc. Conceiving then, that, agreeably to the advice of Pythagoras<sup>1</sup> in his *Golden Verses*<sup>2</sup>, daily examination would be necessary, I contrived the following method for conducting that examination.

I determined to give a week's strict attention to each of the virtues successively. Thus, in the first week, my great guard was to avoid every the least offence against Temperance, leaving the other virtues to their ordinary chance, only marking every evening the faults of the day. Thus, if in the first week I could keep my first line, marked T, clear of spots, I supposed the habit of that virtue so much strengthened and its opposite weakened, that I might venture extending my attention to include the next, and for the following week keep both lines clear of spots. Proceeding thus to the last, I could go through a course complete in thirteen weeks, and four courses in a year. And like him who, having a garden to weed, does not attempt to eradicate all the bad herbs at once, which would exceed his reach and his strength, but works on one of the beds at a time, and, having accomplished the first, proceeds to a second, so I should have, I hoped, the encouraging pleasure of seeing on my pages the progress I made in virtue, by clearing successively my lines of their spots, till in the end, by a number of courses, I should be happy in viewing a clean book, after a thirteen weeks' daily examination.

This, my little book, had for its motto these lines from Addison's *Cato*<sup>3</sup>:

"Here will I hold. If there's a power above us (And that there is all nature cries aloud Thro' all her works), He must delight in virtue; And that which he delights in must be happy."

Another from Cicero<sup>4</sup>,

"O vitae Philosophia dux! O virtutum indagatrix expultrixque vitiorum! Unus dies, bene et ex praeceptis tuis actus, peccanti immortalitati est anteposendus."

Another from the Proverbs of Solomon<sup>5</sup>, speaking of wisdom or virtue:

"Length of days is in her right hand, and in her left hand riches and honour. Her ways are ways of pleasantness, and all her paths are peace."

I entered upon the execution of this plan for self-examination, and continued it with occasional intermissions for some time. I was surprised to find myself so much fuller of faults than I had imagined; but I had the satisfaction of seeing them diminish. To avoid the trouble of renewing now and then my little book,

1 **Pythagoras**: 毕达哥拉斯(572 BC?—497 BC?), an Ionian Greek philosopher, mathematician, and founder of the religious movement called Pythagoreanism

2 **Golden Verses**: 《金诗篇》, a collection of moral exhortations. They comprise 71 lines written in dactyl hexameter verse and are traditionally attributed to Pythagoras

3 **Addison's Cato**: 艾迪逊的《凯朵》, a tragic play written by Joseph Addison in 1712, and first performed in 1713. It is based on the events of the last days of Marcus Porcius Cato Uticensis (95 BC—46 BC), whose deeds, rhetoric and resistance to the tyranny of Julius Caesar made him an icon of republicanism, virtue, and liberty.

4 **Cicero**: 西塞罗(106 BC—43 BC), a Roman philosopher, statesman, lawyer, orator, political theorist, Roman consul and constitutionalist, who is widely considered one of Rome's greatest orators and prose stylists

5 **Solomon**: 所罗门(970 BC—930 BC), the third king of the ancient Israel, who possessed great wisdom, wealth and power

which, by scraping out the marks on the paper of old faults to make room for new ones in a new course, became full of holes, I transferred my tables and precepts to the ivory leaves of a memorandum book, on which the lines were drawn with red ink, that made a durable stain, and on those lines I marked my faults with a black-lead pencil, which marks I could easily wipe out with a wet sponge.

My scheme of Order gave me the most trouble; and I found that, though it might be practicable where a man's business was such as to leave him the disposition of his time, that of a journeyman printer, for instance, it was not possible to be exactly observed by a master, who must mix with the world, and often receive people of business at their own hours. Order, too, with regard to places for things, papers, etc., I found extremely difficult to acquire. I had not been early accustomed to it, and, having an exceeding good memory, I was not so sensible of the inconvenience attending want of method. This article, therefore, cost me so much painful attention, and my faults in it vexed me so much, and I made so little progress in amendment, and had such frequent relapses, that I was almost ready to give up the attempt, and content myself with a faulty character in that respect. And I believe this may have been the case with many, who, having, for want of some such means as I employed, found the difficulty of obtaining good and breaking bad habits in other points of vice and virtue, have given up the struggle. For something, that pretended to be reason, was every now and then suggesting to me that such extreme nicety as I exacted of myself might be a kind of foppery in morals, which, if it were known, would make me ridiculous.

In truth, I found myself incorrigible with respect to Order; and now I am grown old, and my memory bad, I feel very sensibly the want of it. But, on the whole, though I never arrived at the perfection I had been so ambitious of obtaining, but fell far short of it, yet I was, by the endeavour, a better and a happier man than I otherwise should have been if I had not attempted it; as those who aim at perfect writing by imitating the engraved copies, though they never reach the wished-for excellence of those copies, their hand is mended by the endeavor, and is tolerable while it continues fair and legible.

### New Words

conceive /kən'si:v/ v.	to form an idea, a plan, etc. in your mind 想出 (主意、计划等)
arduous /'ɑ:djuəs/ adj.	needing hard and continuous effort 费力的, 艰巨的
inclination /ɪn'kli'neɪʃən/ n.	a particular disposition, especially a liking or preference 爱好, 倾向
speculative /'spekjulətɪv/ adj.	based on guessing or on opinions that have been formed without knowing all the facts 猜测的, 推测的
conviction /kən'vɪkʃən/ n.	a fixed or strong belief 确信
rectitude /'rektɪtju:d/ n.	honesty of character; moral correctness 诚实, 正直
contrive /kən'traɪv/ v.	to make or invent in a clever way 想出, 发明
enumeration /ɪnju:mə'reɪʃən/ n.	an act of enumerating, that is to name things on a list one by one 列举
temperance /'temperəns/ n.	restraint or moderation, especially in yielding to one's appetites or desires 节制, 自我克制
moderate /'mɒdəreɪt/ v.	to lessen the violence, severity, or extremeness of something 调节, 缓和
avarice /'ævərɪs/ n.	extreme eagerness and desire to get or keep wealth 贪财, 贪婪
annex /ə'neks/ v.	to attach, append, or add, especially to something larger or more important 附加, 增添
habitude /'hæbitju:d/ n.	habitual mode of behavior 习惯
facilitate /fə'sɪləteɪt/ v.	to make easy or easier; help 使 (更) 容易, 有助于
procure /prə'kjue/ v.	to obtain, especially by effort or careful attention 获得, 取得