

In 1975, stoned, giggling, and trying to separate the real person from the friend and I stumbled into an Upper East Side boutique to buy a dress. We were stunned to find a store that had virtually everything we could want and feeling like we had found the perfect place, full of perfect things and lots of money and they gave us lots of clothes designed to make us look like day. The graphics were great, the products imaginative, the colors startling. They didn't have one logo; they had hundreds. We loved it. I still have three Fiorucci metal purses I bought just because I liked the way they looked. I still like the way they look, but I lost track of the store more than a decade ago. Something happened. We changed. In the 1980s, virtually every woman I knew shopped at Esprit. If they couldn't get to the stores, they'd buy the catalog. Esprit virtually pioneered catalog shopping; they made it hip. I used to spend hours looking at the catalog. It was so clean, so...perfect for the era. Then one day I realized I hadn't seen the catalog in a long time. The fashion had shifted. Today, it seems impossible to be alive without seeing the controversial United Colors of Benetton advertisement. Like Fiorucci and Esprit were for their respective decades, Benetton seems to have taken the place of the other two. It's hard to say if this one. All have been impacted by the same individual: Oliviero Toscani. If designers can be judged by their impact on society, Toscani may emerge as one of the most important figures of the modern design, though he still introduces a new style of photography. He nonetheless has influenced fashion retailing trends for two decades and is now

当代英美 散文名篇选读

上册

方健壮 主编

南理工大学出版社

21 世纪英语语言文化系列丛书

**Selected Readings
in Modern English Prose**

当代英美散文名篇选读

(上册)

方健壮 主编

华南理工大学出版社

· 广州 ·

内 容 简 介

本书是按照《高等学校英语专业教学大纲》中关于阅读部分的要求进行编写的英语专业高年级教材。全书分上、下两册,各有10篇散文,包括叙事、描写、说明、演讲、类比、辩论、书评等类型,内容涉及广泛,诸如社会、政治、婚姻、家庭、语言、文学、教育、哲学、美学等。每课均配有大量的阅读理解、词汇练习、句法分析、中英互译等相关练习。

本书可作为高等院校英语专业的教材,亦可供英语教师、英语自学者及英语散文爱好者学习参考。

图书在版编目(CIP)数据

当代英美散文名篇选读(上册)/方健壮主编. —广州:华南理工大学出版社,
2000.8(2001.4)
(21世纪英语语言文化系列丛书)
ISBN 7-5623-1570-1

- I. 当…
- II. 方…
- III. 英语-阅读教学-教材
- IV. H319.4

华南理工大学出版社出版发行
(广州五山 邮编 510640)
责任编辑 潘宜玲
各地新华书店经销
中山市新华印刷厂印装

*

2000年8月第1版 2001年4月第2次印刷
开本:787×1092 1/16 印张:9.25 字数:186千
印数:5 001—8 000册
定价:16.00元

总序

21世纪正在以惊人的速度演变成这样一个新时代:国际政治多极化、经济全球化、社会信息化、文化多元化。毫无疑问,它将给我国外语教育,尤其是英文教育带来新的机遇和挑战。也就是说,新时代将迫使我们修正英语人才的培养目标和规格。我们认为,未来的英语人才不仅要具备扎实的听、说、读、写、译基本功和较广的知识面,而且还要具备适应知识经济时代的三种能力:强劲的获取并运用知识、处理信息与通信的能力,独立分析问题、提出见解的能力,热爱科学、极具个性、大胆创新的能力。简而言之,21世纪的英语人才要有一流的综合素质和深厚的文化底蕴。于是,我们诚邀各路同仁,精心策划了这套《21世纪英语语言文化系列丛书》。

中国教育部于1999年4月决定进一步深化改革,其改革方案不仅包括高考科目、高考形式、录取方式的改革,更重要的是“高考内容”的改革。这一改革更加注重对考生能力和素质的考察,因此高考命题把以知识立意转变为以能力立意。这无疑向我国高等院校的人才培养提出了更高的要求。而英语专业人才的培养教育则应在加强宏观战略研究的同时,把关照重心放在课程的优化设置、教材的精心选编、课堂的人文管理和能力的充分提高等方面,从而发展学生的跨文化交际能力和继续学习、不断发展的能力。作为“人类灵魂的工程师”,我们应在社会转型、价值速变的今天带领我们的莘莘学子,抵制利禄,放弃窘迫,在市井的嘈杂与喧嚣中呼唤文化素质,呼唤艺术品味,呼唤高尚人格。于是,我们认真选编出版了这套《21世纪英语语言文化系列丛书》。

本系列丛书的策划、选编和出版得到了华南理工大学出版社的积极响应和中华传动网的热情支持,在此一并表示衷心的感谢!丛书中一定有许多不足之处,诚望同行专家和广大使用者赐教。

广东外语外贸大学英语语言文化学院 毛思慧博士

前 言

《当代英美散文名篇选读》(上、下册)是广东外语外贸大学英文学院教师根据多年来的教学实践而编写的英语专业高年级教材。从1995年开始,该教材试用于广东外语外贸大学英文学院的英语专业主干课程“高级英语”,在此期间一直根据使用情况和反馈意见进行修改,并于1998年作了较大的调整。近期又在此基础上对教材进行充实提高,更换部分课文,增加注释,修改练习等,使这套教材的形式和内容更加统一、规范和实用。

相比于国内同类课程使用的教材,本书有其鲜明的特色。首先是选文均为非文学类作品,避免与文学课的内容重复。其次,课文内容丰富,风格各异——或风趣幽默,或辛辣嘲讽,或朴实平淡,或隽永清新,题材和体裁具有多样性。第三,注重可读性。语言生动活泼,多姿多彩,每篇课文在谋篇布局及遣词造句方面都有其独到之处。第四,突出人文精神。选文大都具有深沉广博的人文内涵,让学生在学习语言的同时,还能体会人生百味,拓展思维方式,充实文化知识,提高交际能力。

为方便使用,现将本套教材的各部分内容略作说明如下:

(1)课文:上、下册各有10篇散文,包括叙事、描写、说明、论证、演讲、书评、传记和类比等类型,涉及文学、文化、教育与哲学领域中有关政治、社会、家庭、婚恋和大学生活等内容。作者中既有享誉世界文坛的文学巨匠,如 Edward Morgan Forster, Virginia Woolf, George Orwell, William Golding, William Somerset Maugham; 也有中国读者不太熟悉的语言大师,如 John Boynton Priestley, Henry Louis Mencken, James Thurber。课文排列主要根据从易到难的原则,也适当兼顾题材和体裁的分类,教师可根据实际情况,灵活掌握讲授每篇课文的时间。

(2)作者与作品:简单介绍作者的创作生涯、文体风格、主要成就及地位等,概括课文的主要内容和意义。

(3)注释:提供理解课文的必要材料。包括:①历史背景知识(人物、事件、地名、作品等);②基本修辞知识;③个别难词、难句解释;④俚语、古语、专业术语等;⑤其他在语言和内容方面需要说明的地方。

(4)练习:每个单元配有大量形式多样、针对性强的习题,如“理解与讨论”(文章的主旨、作者的观点、修辞手段、风格语气、结构、用词等);“词汇”;“完型填空”;“改错”;“翻译”。除了帮助学生巩固从课文中所学到的语言知识外,这

些练习还可以加深对课文的理解与欣赏,培养学生思考、分析、归纳和批评的综合能力,提高用英语进行自由讨论的水平,对通过各种英语水平考试也大有裨益。

本套教材虽是高等院校英语专业的教科书,但也适宜于作英语教师、英语自学者及英语散文爱好者的学习参考用书。

本套教材配有《教师手册》,内容包括教学建议、难点分析、练习答案和参考资料等,欢迎使用单位与编者联系索取。

先后参与本套教材编写工作的有司季甫、周学麟、李海丽、温宾利、程岸、周宗诒。

本套教材在编写和出版过程中得到了广东外语外贸大学英文学院师生们的大力支持,谨此致谢。

由于编者水平与经验有限,本套教材难免存在诸多不足之处,热诚希望使用这套教材的各界人士不吝赐教,以便日后修改。

编 者

2000年5月

Contents

Unit 1	How to Grow Old	1
Unit 2	Nine Years for A and B	12
Unit 3	The Unhappy American Way	25
Unit 4	The Geese	36
Unit 5	The Hall-Marks of American	52
Unit 6	University Days	70
Unit 7	At the Tailors	86
Unit 8	Courtship Through the Ages	98
Unit 9	My Wood	112
Unit 10	Shooting an Elephant	126

Unit 1

How to Grow Old

Bertrand A. W. Russell

1 In spite of the title, this article will really be on how not to grow old, which, at my time of life, is a much more important subject. My first advice would be to choose your ancestors carefully⁽¹⁾. Although both my parents died young, I have done well in this respect as regards my other ancestors. My maternal grandfather, it is true, was cut off in the flower of his youth⁽²⁾ at the age of sixty-seven, but my other three grandparents all lived to be over eighty. Of remoter ancestors I can only discover one who did not live to a great age, and he died of a disease which is now rare, namely, having his head cut off. A great-grandmother of mine, who was a friend of Gibbon⁽³⁾⁽⁴⁾, lived to the age of ninety-two, and to her last day remained a terror to all her descendants. My maternal grandmother, after having nine children who survived, one who died in infancy, and many miscarriages, as soon as she became a widow devoted herself to women's higher education. She was one of the founders of Girton College⁽⁵⁾, and worked hard at opening the medical profession to women. She used to relate how she met in Italy an elderly gentleman who was looking very sad. She inquired the cause of his melancholy and he said that he had just parted from his two grandchildren. "Good gracious," she exclaimed, "I have seventy-two grandchildren and if I were sad each time I parted from one of them, I should have a dismal existence!" "*Madre snaturale*⁽⁶⁾," he replied. But speaking as one of the seventy-two, I prefer her recipe⁽⁷⁾. After the age of eighty she found she had some difficulty in getting to sleep, so she habitually spent the hours from midnight to 3 a. m. in reading popular science. I do not believe that she ever had time to notice that she was growing old. This, I think, is the proper recipe for remaining young. If you have wide and keen interests and activities in which you can still be effective, you will have no reason to think about the merely statistical fact of the number of years you have already lived, still less of the probable brevity of your future.

2 As regards health, I have nothing useful to say since I have little experience of illness. I eat and drink whatever I like, and sleep when I cannot keep awake. I never do anything whatever on the ground that it is good for health, though in actual fact the things I like doing are mostly wholesome.

3 Psychologically there are two dangers to be guarded against in old age. One of these is undue absorption in the past. It does not do to live in memories, in regrets for the good old days, or in sadness about friends who are dead. One's thoughts must be directed to the future and to things about which there is something to be done. This is not always easy; one's own past is a gradually increasing weight. It is easy to think to oneself that one's emotions used to be more vivid than they are, and one's mind more keen. If this is true it should be forgotten, and if it is forgotten it will probably not be true.

4 The other thing to be avoided is clinging to youth⁽⁸⁾ in the hope of sucking vigor from its vitality. When your children are grown up they want to live their own lives, and if you continue to be as interested in them as you were when they were young, you are likely to become a burden to them, unless they are unusually callous. I do not mean that one should be without interest in them, but one's interest should be contemplative and, if possible, philanthropic, but not unduly emotional. Animals become indifferent to their young as soon as their young can look after themselves, but human beings, owing to the length of infancy, find this difficult.

5 I think that a successful old age is easiest for those who have strong impersonal interests involving appropriate activities. It is in this sphere that long experience is really fruitful, and it is in this sphere that the wisdom born of experience can be exercised without being oppressive. It is no use telling grown-up children not to make mistakes, both because they will not believe you, and because mistakes are an essential part of education. But if you are one of those who are incapable of impersonal interests, you may find that your life will be empty unless you concern yourself with your children and grandchildren. In that case you must realize that while you can still render them material services, such as making them an allowance or knitting them jumpers, you must not expect that they will enjoy your company.

6 Some old people are oppressed by the fear of death. In the young there is a justification for the feeling. Young men who have reason to fear that they will be

killed in battle may justifiably feel bitter in the thought that they have been cheated of the best things that life has to offer. But in an old man who has known human joys and sorrows, and has achieved whatever work it was in him to do⁽⁹⁾, the fear of death is somewhat abject and ignoble. The best way to overcome it — so at least it seems to me — is to make your interests gradually wider and more impersonal, until bit by bit the walls of the ego recede⁽¹⁰⁾, and your life becomes increasingly merged in the universal life. An individual human existence should be like a river — small at first, narrowly contained within its banks, and rushing passionately past rocks and over waterfalls. Gradually the river grows wider, the banks recede, the waters flow more quietly, and in the end, without any visible break, they become merged in the sea, and painlessly lose their individual being. The man who, in old age, can see his life in this way, will not suffer from the fear of death, since the things he cares for will continue. And if, with the decay of vitality, weariness increases, the thought of rest⁽¹¹⁾ will not be unwelcome. I should wish to die while still at work, knowing that others will carry on what I can no longer do, and content in the thought that what was possible has been done.

About the Author and the Text

Bertrand Arthur William Russell (1872 – 1970), born in Wales, was a British philosopher, mathematician and social reformer who combined scholarship with literary skill and had a rare talent for popularization both in writing and as a broadcaster. On politics and education he held unorthodox opinions. Well known for his social views, he was an active pacifist during World War I. In 1927 he and his wife founded the highly experimental Beacon Hill School. His liberal views on marriage, sex, adultery and homosexuality made him controversial during most of the 1930s. He abandoned pacifism during World War II in the face of the Nazi threat but reverted to it after the war, becoming a leader in the “Ban the Bomb” movement to halt the manufacture of nuclear weapons, and in the European opposition to U. S. involvement in the Vietnam War in the 1960s.

Russell had one of the most widely varied and persistently influential intellects of the 20th century. During most of his active life, a span of three genera-

tions, Russell had at any time more than 40 books in print ranging over philosophy, mathematics, science, ethics, sociology, education, history, religion, politics and polemics, many of them widely read. The extent of his influence resulted partly from his amazing efficiency in applying his intellect (he normally wrote at the rate of 3,000 largely unaltered words a day), his memory, and his aristocratic independence, and partly from his deep humanitarian feeling that was the main spring of his actions. Among his well-known works are *Principles of Mathematics* (1903), *Marriage and Morals* (1929), *A History of Western Philosophy* (1945). In 1950 he was awarded the Nobel Prize in literature.

“*How to Grow Old*” is taken from Russell’s book *Portraits from Memory*, supposedly an autobiographical writing that was published in 1956. It belongs to the genre of “informal or familiar essay”, written in an easy, intimate and conversational tone. Characterized by wit and humor, the essay contains a crystallization of Russell’s mature philosophy of life, full of wisdom and sensible advice to the reader in a kindly and benevolent spirit.

Notes and Commentary

- (1) choose your ancestors carefully — Notice the humorous tone in the first part of the paragraph connected with describing his ancestors.
- (2) cut off in the flower of his youth — a euphemism for “died in the prime of youth” or “die young”, another example of the writer’s humor
- (3) who was a friend of Gibbon — Usually people say “a friend of so-and-so’s”. When the speaker or writer wants to emphasize that one is a friend of a famous person, the expression “a friend of so-and-so” is often preferred.
- (4) Gibbon — Edward Gibbon (1737 – 1794) is a famous English historian whose best-known work is *The Decline and Fall of the Roman Empire*.
- (5) Girton College — the first women’s college at Cambridge University, founded in 1869
- (6) “madre snaturale” — (Italian) literally, an unnatural mother. The phrase here means “What an extraordinary mother!”
- (7) her recipe — her way of doing things
- (8) clinging to youth — Used predicatively, the phrase means “showing undue

interest in one's children after they have grown up".

(9) whatever work it was in him to do — whatever work he had the ability to do

(10) until bit by bit the wall of the ego recede — until gradually a person becomes one with the universe

(11) the thought of rest — Here "rest" is a euphemism for death.

Exercises

I . Questions for comprehension and discussion :

1. The author lived a long life (98 years). Is this influenced by heredity?
2. How did the author's maternal grandmother keep herself occupied after she became a widow?
3. What was her attitude towards her grandchildren?
4. Is the author qualified to give advice on health? What do you think of his statement that he never does anything whatever on the ground that it is good for health?
5. Why should old people guard against undue absorption in the past?
6. Do old people have a tendency to cling to youth? Should it be avoided? How?
7. Where can old people put their experience and wisdom to good use, inside or outside the family? Why is it no use telling grown-up children not to make mistakes?
8. What, in the opinion of the author, is the best way for an old person to overcome the fear of death?
9. In what way is an individual human existence like a river? Does the author mean that a young person should be like the river when it is narrowly

contained within its banks and rushes passionately past rocks and over waterfalls, that a middle-aged person should be like the river when it grows wider and the waters flow more quietly, and that an old person should be like the river when its waters become merged in the sea? What do you think of this comparison?

10. Comment on the sentence "Young men who have reason to fear that they will be killed in battle may justifiably feel bitter in the thought that they have been cheated of the best things that life has to offer."
11. Is the tone serious throughout the essay?
12. The author uses several figures of speech, such as *metaphor*, *analogy*, *parallelism*, *repetition*, *hyperbole*, *euphemism*, and *litotes*. Can you find their examples in the essay?
13. Make a list of things which the author recommends as important for a happy, successful old age. In China some old people are rich, some poor, some highly educated, some illiterate or semi-illiterate, some hale and hearty, some bed-ridden, some childless, some with big families. Are the author's recommendations applicable to all types of old people in China?

II . Fill in each of the blanks with a word from the text. The meaning of the word is indicated in brackets and the initial letter is given in the blank.

1. He r _____ to us the misfortunes of his family during the war. (tell)
2. It is difficult to avoid a feeling of m _____ at the sight of school-age children selling vegetables. (sadness, depression)
3. The mayor telephoned to i _____ whether the gas supply had been resumed. (ask)
4. I felt d _____ after hearing the radio report of the latest forest fires. (gloomy, depressed)
5. What is your r _____ for happiness? (way of achieving something)
6. Many Chinese emperors died young because their food was not w _____.

- (causing good health)
7. Only a c _____ person can see suffering without trying to relieve it.
(insensitive, unsympathetic, unfeeling)
 8. The orphanage is just one of her p _____ causes. (charitable, giving money and other help to the needy)
 9. I saw no j _____ for merging the two firms. (acceptable or good reason)
 10. Why did he give u _____ importance to such a minor international agreement? (excessive, more than is necessary)
 11. Khrushchev was an a _____ flatterer when Stalin was alive. (not deserving respect)
 12. The water rose above defensive banks built to c _____ it. (hold back)
 13. The possibility of an ultimate solution to the problem has r _____ rather than approached as the years went by. (move away)
 14. His work suffered because of his a _____ in sports. (taking up the whole attention)
 15. They condemned him for his i _____ betrayal of their trust. (shameful, mean)
 16. As we grow old, we feel the d _____ of our powers. (decline)
 17. He has k _____ both poverty and riches. (have personal experience of)
 18. The explorers were i _____ to the dangers and discomforts of the expedition. (not caring about, showing no interest)
 19. After visiting ten African countries, the Secretary of Commerce showed signs of w _____. (tiredness)
 20. De Gaulle personified the "man of action," so we were surprised by the c _____ tone of his writings. (thoughtful, reflective, meditative)

III. Fill in the blanks in the first two parts of the following passage with words provided below and fill in the blanks in the last part with words of your own.

<i>about</i>	<i>activity</i>	<i>against</i>	<i>at</i>
<i>crucial</i>	<i>exercises</i>	<i>extensive</i>	<i>fear</i>
<i>forms</i>	<i>fun</i>	<i>immerse</i>	<i>life</i>
<i>intensive</i>	<i>not</i>	<i>past</i>	<i>physically</i>

*prolong**retire**sustained**take*

How to Live to Be a Hundred

For adults who remain vivaciously childlike in old age, there has to be a _____ (1) enthusiasm for some aspect of life. People who want a long _____ (2) with an alert old age should never _____ (3). If they are forcibly retired, they should _____ (4) themselves in some new, absorbing _____ (5).

Some people are naturally more _____ (6) active than others, and are _____ (7) a considerable advantage providing their activities are _____ (8) the result of stress. Such activities as walking and gardening _____ (9) life spectacularly because they are non-intensive _____ (10) of all-over bodily movement. The more earnest aging _____ (11) display a conscious or unconscious anxiety _____ (12) their health. If they _____ (13) exercises too seriously it will work _____ (14) them. Older individuals who take up _____ (15) athletic activity are usually people who _____ (16) declining health. Yet it is _____ (17) that physical exercise — as we grow _____ (18) the young sportsman stage — should be _____ (19) rather than intensive and, above all, _____ (20).

*but**complaining**criticizing**disadvantage**explosive**favor**funeral**idea**life-shorteners**life-stretcher**may**must**overstress**relaxed**subjects**terms**way**zest**lazy**thinking*

A calm temperament _____ (21) longevity. Those who are sharply aggressive, emotionally _____ (22) or naggingly anxious are at a grave _____ (23). But it is important to make a distinction between calmly _____ (24) and passively _____ (25). Relaxation does not contradict the _____ (26) of passionate interest. Indeed, _____ (27) for living, eagerness to pursue chosen _____ (28) are vital in long life. _____ (29) about “the good old days”, _____ (30) about how the world is deteriorating, _____ (31) the younger generations, are sure signs of an early _____ (32).

Being successful is a great _____ (33), and can even override such _____ (34) as obesity and fondness for drink. _____ (35), in gaining

success, individuals should not _____ (36) themselves. And success _____ (37) always be measured in personal _____ (38). A hill-shepherd _____ (39) feel just as successful in his own _____ (40) as a Nobel Laureate.

(*The last part*) Long-lived individuals seem to be more _____ (41) with what they do than who they _____ (42). They live outside themselves rather than dwelling _____ (43) their own personalities.

In personal habits, the _____ (44) are generally moderate. Extremes of diet are _____ (45) common. A mixed diet seems to favor _____ (46). Puritanical arguments about smoking and drinking have _____ (47) to support them. Many long-lived individuals _____ (48) nicotine and alcohol — in moderation.

Most long-lived _____ (49) have a sense of self-discipline. That does _____ (50) imply a harsh military-style masochism _____ (51) the ordering of life and the imposition _____ (52) a pattern on the events of the _____ (53). The man who lives long because he _____ (54) a mile a day does it every _____ (55), as part of an organized existence.

_____ (56) and over, during my researches, it emerged _____ (57) long life goes with a “twinkle in _____ (58) eye”. A sense of humor, impishness, _____ (59) that life is fun, are strong weapons _____ (60) aging. The sour-faced puritan and the solemn _____ (61) soon begin to lose ground, leaving their _____ (62) amused contemporaries to enjoy the last _____ (63).

Finally, nothing is to be gained _____ (64) a head-in-the-sand avoidance of the facts of _____ (65) and death. The healthiest solution is to accept that one's span on Earth is limited and then to live every day, in the present, and to the full.

IV. Proofread the following passage. Each line contains one error only and a few lines are correct. Mark the error (a ^ sign for a missing word, a wavy line for an unnecessary word, and a straight line for a wrong word) and write the correct version or the unnecessary word or the missing word in the blank at the end of the line. If the line is correct, place a tick in the blank.

I am not sure that I can draw an exact line
between wit and humor. Perhaps the distinct is 1 _____

so subtle that only those can decide have long _____ 2 _____
white beards. I am quite positive that of the two, _____ 3 _____
humor is more comfortable and the more livable _____ 4 _____
quantity. Humorous persons, if their gift is _____ 5 _____
genuine and not a merely shine upon the surface, _____ 6 _____
are always agreed companions and they sit through _____ 7 _____
evening best. They have pleasant mouths turned up _____ 8 _____
at the corners. These corners the great Master of _____ 9 _____
marionettes has fixed the strings, and he holds _____ 10 _____
them in the nimblest fingers to twitch them at _____ 11 _____
the slightest jest. And the mouth of a witty man _____ 12 _____
is hard and sour until the moment of discharge. _____ 13 _____
Nor is the flash from a witty man ever comforting, _____ 14 _____
whereas a humorous man radiates general pleasure _____ 15 _____
and is like other candle in the roof. _____ 16 _____

I admire wit, but I have not real liking for it. _____ 17 _____
It has had been too often employed against me, _____ 18 _____
whereas humor is always an ally. Because it never _____ 19 _____
points an impertinent finger out into my defects. _____ 20 _____
Humorous persons do not sit as explosives on a _____ 21 _____
fuse. They are safe and easy comrades. But wit's _____ 22 _____
tongue is as sharp as a donkey driver stick. It _____ 23 _____
may gallop faster for its prodding, yet the touch _____ 24 _____
behind is too persuasive for my comfort. _____ 25 _____

V. Translate the following into English, using the expressions listed below:

as regards *cheat of* *still less* *it is no use*
cling to *part from* *cut off* *on the ground*

1. 这位富商忘不了离别亲友来到香港寻找工作的那一天。
2. 生养太多的孩子使这对夫妇未能享受到生活的欢乐。
3. 发牢骚无济于事,我们必须采取措施解决问题。