

# 综合英语

## ——英国文学经典作品

*Comprehensive English:  
Selected Works of British Literature*

总主编：常俊跃

主 编：刘 丹

编 者：罗俏鹃 喻 冬 刘 丹



北京师范大学出版集团  
BEIJING NORMAL UNIVERSITY PUBLISHING GROUP  
北京师范大学出版社

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图书在版编目(CIP)数据

综合英语. 英国文学经典作品/常俊跃, 刘丹主编. —北京: 北京师范大学出版社, 2017.3  
ISBN 978-7-303-21948-3

I. ①综… II. ①常… ②刘… III. ①英语—阅读教学—高等学校—教材 ②英国文学—文学欣赏 IV. ①H319.4

中国版本图书馆CIP数据核字(2017)第015819号

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营销中心电话 010-58802181 58802123  
北师大出版社高等教育教材网 <http://gaojiao.bnup.com>  
电子信箱 [gaojiao@bnupg.com](mailto:gaojiao@bnupg.com)

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出版发行: 北京师范大学出版社 [www.bnupg.com](http://www.bnupg.com)  
北京市海淀区新街口外大街19号  
邮政编码: 100875

印刷: 保定市中华美凯印刷有限公司  
经销: 全国新华书店  
开本: 787 mm × 1092 mm 1/16  
印张: 21  
字数: 420千字  
版次: 2017年3月第1版  
印次: 2017年3月第1次印刷  
定价: 39.00元

---

策划编辑: 周劲含 责任编辑: 齐琳 赵媛媛  
美术编辑: 焦丽 装帧设计: 锋尚设计  
责任校对: 陈民 责任印制: 陈涛

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# 前 言

随着我国英语教育的快速发展，英语专业长期贯彻的“以技能为导向”的课程建设理念及教学理念已经难以满足社会的需要。专家和教师密切关注的现行大学英语专业教育与中小学教学脱节，语言与内容教学割裂，单纯语言技能训练过多，专业内容课程不足，学科内容课程系统性差，高低年级内容课程安排失衡及其导致的学生知识面偏窄、知识结构欠缺、思辨能力偏弱、综合素质发展不充分等问题日益凸现。

针对上述问题，大连外国语大学英语专业在内容与语言融合教学理念的指导下确定了如下改革思路：

**（一）更新语言教学理念，改革英语专业教育的课程结构。**改变传统单一的语言技能课程模式，实现内容课程与语言课程的融合，扩展学生的知识面，提高学生的语言技能。

**（二）开发课程自身潜力，同步提高专业知识和语言技能。**课程同时关注内容和语言，把内容教学和语言教学有机结合。以英语为媒介，系统教授专业内容；以专业内容为依托，在使用语言的过程中提高语言技能，扩展学生的知识面。

**（三）改革教学方法和手段，全面提高语言技能和综合素质。**依靠内容，依托教学在方法上的灵活性，通过问题驱动、输出驱动等方法促使学生主动学习，把启发式、任务式、讨论式、结对子、小组活动、课堂展示、多媒体手段等行之有效的活动与学科内容教学有机结合，提高学生的语言技能，激发学生的兴趣，培养学生的自主性和创造性，提升学生的综合能力和综合素质。

本项改革突破了我国英语专业教学大纲规定的课程结构，改变了英语专业通过开设单纯的听、说、读、写、译语言技能课程提高学生语言技能的传统课程建设理念，对英语课程及教学方法进行了创新性的改革。首创了具有我国特色的英语专业内容与语言融合的课程体系；开发了适合英语专业教育的内容与语言融合的课程；以英语为媒介，比较系统地教授专业内容；以内容为依托，全面发展学生的语言技能；扩展学生的知识面，提高学生的综合素质，以崭新的途径实现英语专业教育的总体培养目标。

经过十年的实践探索，改革取得了鼓舞人心的成果。

**（一）构建了英语专业内容与语言融合教学的课程体系。**课程包括美国历史文化、美

国自然人文地理、美国社会文化、英国历史文化、英国自然人文地理、英国社会文化、澳新加社会文化、欧洲文化、中国文化、跨文化交际、《圣经》与文化、希腊罗马神话、综合英语（美国文学经典作品）、综合英语（英国文学经典作品）、综合英语（世界文学经典作品）、综合英语（西方思想经典）、英语视听说（美国社会文化经典电影）、英语视听说（英国社会文化经典电影）、英语视听说（环球资讯）、英语视听说（专题资讯）、英语短篇小说、英语长篇小说、英语散文、英语诗歌、英语戏剧、英语词汇学、英语语言学、语言与社会、语言与文化、语言与语用等。这些课程依托专业知识内容训练，学生综合运用语言的能力，扩展学生的知识面，提高学生的多元文化意识，提升学生的综合素质。

**（二）系统开发了相关国家的史、地、社会文化以及跨文化交际课程资源。**在内容与语言融合教学理念的指导下，开发了课程资源。开发的教材改变了传统的组织模式，系统组织了教学内容，设计了新颖的栏目板块，设计的活动也丰富多样，在实践教学中受到了学生的广泛欢迎。此外还开发了开设课程所需要的教学课件等。在北京大学出版社、华中科技大学出版社、北京师范大学出版社的支持下，系列教材已经陆续出版。

**（三）牵动了教学手段和教学方法的改革，取得了突出的教学效果。**在内容与语言融合教学理念的指导下，教师的教学理念、教学方法、教学手段得到更新。曾有专家和教师担心取消或减少语言技能课程会对学生的语言技能发展产生消极影响。实验数据证明，内容与语言融合教学不仅没有对学生的语言技能发展和语言知识学习产生消极影响，而且还产生了多方面的积极影响，对学生专业知识学习也产生了巨大的积极影响。

**（四）提高了教师的科研意识和科研水平，取得了丰硕的教研成果。**课题组对内容与语言融合教学问题进行了系列研究，活跃了整个教学单位的科研气氛，科研意识和科研水平也得到很大提高。课题组已经撰写研究论文60多篇，撰写博士论文3篇，在国内外学术期刊发表研究论文40多篇，撰写专著2部。

自教学改革开展以来，每次成果发布都引起强烈反响。在“第三届中国外语教学法国际研讨会”上，与会的知名外语教育专家戴炜栋教授等对这项改革给予关注，博士生导师蔡基刚教授认为本项研究“具有导向性作用”。在“第二届全国英语专业院系主任高级论坛”上，改革成果得到知名专家、博士生导师王守仁教授和与会专家、教授的高度评价。在“中国英语教学研究会年会”上，成果再次引起与会专家的强烈反响，博士生导师石坚教授等给予了高度评价。本项改革的系列成果两次获得大连外国语大学教学研究成果一等奖，两次获得辽宁省优秀教学成果奖一等奖，一次获得国家教学成果奖。目



前,该项改革成果已经在全国英语专业教育领域引起了广泛关注。它触及了英语专业的教学大纲,影响了课程建设的理念,引领了英语专业的教学改革,改善了教学实践,必将对未来英语专业教育的发展产生积极影响。

《综合英语——英国文学经典作品》是英语专业核心必修课程基础英语所使用的教材,适用于英语专业一、二年级学生或具有中学英语基础的非英语专业学生。

综合来看,本教材具备以下主要特色:

**(一) 遵循了全新的教学理念。**本教材是在内容与语言融合教学理念指导下开发的教材。本教材依托优秀的英国文学内容进行语言知识教学和语言技能训练。它不仅有助于提高学生的语言能力,而且还能对学生专业知识的构建及综合素质的提升起到积极的作用。

**(二) 引进了真实的教学材料。**本教材是英语学习者接触真实语料和获取知识的重要渠道。教材选取的材料皆为英国经典文学作品的英文原作,为学生提供了高质量的语言输入。经典的文学作品往往蕴含着深邃的思想、高尚的情感和艺术的表达,有助于提高学生的语言表达能力,发展学生的认知能力,培养学生的高尚情操。

**(三) 涉及了丰富的教学内容。**本教材以英国优秀的短篇小说、长篇节选、戏剧节选、诗歌等文学体裁的经典作品内容为依托,涉及理想、冒险、亲情、爱情、选择、婚姻、生命、职业、科学、教育、书籍、人性、工作、财富、青春等主题,涵盖了英国文学所历经的文艺复兴、新古典主义、浪漫主义、现实主义、现代主义等不同历史阶段,包括了40余部脍炙人口的英国文学经典之作。选材充分考虑学生的阅读兴趣、语言水平等因素,以便在教学中调动学生的阅读兴趣,提升学生的思辨能力。

**(四) 进行了精心的内容安排。**全书分为15个单元,每单元设置主课文1篇,补充阅读课文2篇,几篇课文围绕同一主题内容来组织。同一主题的内容通常涵盖短篇小说、诗歌、长篇小说、戏剧等多种体裁,以便让学生感受不同文学作品的不同表达,体会不同意境、不同情感、不同风格。

**(五) 设计了新颖的教材板块。**教材每一单元均包括Before You Read、Start to Read、After You Read、Read More、For Fun板块。Before You Read中的问题及活动设计,可以激发学生的学习兴趣。Start to Read中的内容,可以帮助学生阅读重点的内容。After You Read中的内容及活动设计,可以巩固学习要点。Read More中的文章,可以拓展学生的阅读内容。For Fun中推荐的书目、电影、歌曲等,可以培养学生的情趣,开拓学生的视野。

**(六) 提供了有趣的训练活动。**本教材在关注英语语言知识训练和文学知识传授的基

础上精心设计了生动有趣的综合训练活动，如角色扮演、话题讨论、小组辩论、课题研究、模仿创作、故事改写、读书报告、名著改编、电影赏鉴等，培养学生综合运用语言的能力和综合素质。形式多样的教学活动有助于创设有意义的情境，促使学生带着问题去读书、查资料，学会自觉思考，自主探究。

本教材是我国英语专业综合英语课程改革的一项探索，凝聚了全体编写人员的创造型劳动和艰苦努力。然而由于水平所限，教材中难免存在疏漏和不足，希望使用本教材的老师们和同学们能为我们提出意见和建议。您的指导和建议将是我们提高的动力。

编者

2016年4月26日

于大连外国语大学

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# Unit

# 1

## Ideal World

All successful people, men and women, are big dreamers. They imagine what their future could be, ideal in every respect, and then they work every day toward their distant vision, that goal or purpose.

— Brian Tracy

### Unit Goals

After learning the unit, students are expected to be able

- to understand the common features of Utopian fictions,
- to know Thomas More and Humanism,
- to understand the satire in Thomas More and Aldous Huxley's writings,
- to appreciate the beauty of W. B. Yeats' ideal fairy land,
- to master the useful words and expressions in the writings, and
- to improve language proficiency and critical thinking through the content of this unit.

### Before You Read

1. "Utopia" was written by Sir Thomas More for his 1516 book *Utopia*. Do you know the meaning of utopia and dystopia (anti-utopia)?
2. Thomas More's *Utopia*, written in Latin, is a frame narrative primarily depicting a fictional island society and its religious, social and political customs. If you were the author, how would you portray its people and their life?

Customs	My Utopia
religious	
social	
political	

3. Think what might be the purpose of the writer in creating such a fictional island and learn about the social background of the novel *Utopia*.

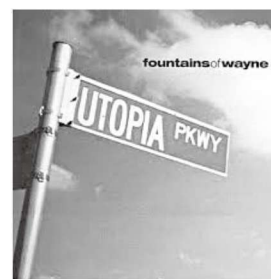
## Start to Read

# Text A Life in Utopia

## — from *Utopia* (Book II)

Thomas More

[1] All the Utopians, men and women alike, work at agriculture, and no one is inexperienced in it. They are trained in it from their childhood, partly by school instruction and partly by practice. School children are often taken into the nearby fields as though for play, where they not only see men and women working, but get exercise by working themselves.



[2] Besides agriculture, which is so common to them all, every man has some peculiar trade of his own, such as the manufacture of wool, or linen, masonry, smith's work, or carpentry. There is no other craft which is practiced by any considerable number of them. People wear the same sort of clothes throughout the island, except for the **distinctions** which mark the differences between the married and unmarried. The fashion of clothing never changes. Their clothing looks well, does not **hinder** their movements, and is suitable both for summer and winter. Every household makes its own clothes; but each man and woman also learn one of the other trades formerly mentioned. Women, for the most part, deal in wool and linen, which suit best with their weakness, leaving the ruder trades to the men. The same trade generally passes down from father to son, often by natural **inclination**. But if any man's genius lies elsewhere, he is adopted into a family that deals in the trade he prefers. When anyone makes such a change, both his father and the **magistrate** see to it that he is transferred to a responsible and **upright** householder. After a man has learned one trade, if he desires to acquire another, it is managed in the same manner. When he has learned both, he follows whichever he likes better, unless the public has special need for the other.

[3] The chief, and almost the only business of the syphogrants, is to take care that no man sits around in idleness, and everyone follows his trade diligently. But no one has to

wear himself out with **perpetual toil**, from morning to night, as if he were a beast of burden. Such a life, though it is the common life of workmen in all other countries, is no better than a slave's. The Utopians, dividing the day and night into twenty-four hours, **appoint** six of these for work; three of which are before dinner, and three after. They then sup, and at eight o'clock, counting from noon, they go to bed and sleep eight hours.

[4] The rest of their time besides that taken up in work, eating and sleeping, is left to every man's **discretion** on the understanding that they shall not waste them idly and **wantonly**. They use their time busily on any pursuit that pleases them. Many of them fill these **intervals** with reading. It is ordinary to have public lectures every morning before daybreak; at which none are obliged to appear but those who are marked out for the pursuit of learning; yet a great many, both men and women of all ranks, go to hear lectures of one sort or another, according to their inclinations. But if anyone whose mind does not delight in intellectual pursuits prefers to employ himself at that time in his trade, as many do, this is not forbidden, but **commended** as beneficial to the **commonwealth**. After supper, they spend an hour in some **diversion**, in summer in their gardens, and in winter in the halls where they eat; where they entertain each other, either with music or **discourse**. They know nothing about gambling with dice or other such foolish and mischievous games. They play two sorts of games not unlike our chess. One is a battle of numbers, in which one number, as it were, **consumes** another. The other **resembles** a battle between the virtues and the **vices**, in which the vices battle against the virtues. In this game the cooperation of the vices against the virtues and their opposition to each other is shown up very cleverly, as well as the special oppositions between particular virtues and vices, and the methods by which the vices openly **assault** or secretly **undermine** the virtues, and how the virtues break the strength of the vices and by what means finally one side or the other wins the victory.



[5] To understand their way of life fully we must look at one point more carefully. They **allot** only six hours to labour, and you might think that a **scarcity** of essential goods would result. But it is so far from being true, that this time is not sufficient for supplying them with plenty of all things, either necessary or convenient, that it is rather too much; and this you will easily **apprehend**, if you consider how great a part of all other nations is quite idle.



[6] First, women generally do little, who are the half of mankind; and if some few women are diligent, their husbands are idle. Then consider the **multitude** of idle priests, and of those that are called religious men. Add to these all rich men, chiefly those that have **estates** in land, who are called noblemen and gentlemen, together with their families, made up of idle persons, that are kept more for show than use. Reckon in with these strong and **lusty** beggars, who go about **feigning** some disease to excuse their laziness. You will find that the number of those by whose labors mankind is supplied is much less than you perhaps imagined. Then consider how few of those that work are employed in labors that are of real service; for we, who measure all things by money, give rise to many trades that are both vain and **superfluous**, and serve only to support luxury and wantonness. If those who work produced only what men need for good living, there would be such an **abundance** of them that prices would go down and tradesmen could not be maintained by their gains. You can easily imagine how little time would be enough to produce the goods that man's needs and convenience demand (and his pleasure too if it were true and natural pleasure), if only the workers in useless trades were placed in worthwhile **occupations** and all the idlers who **languish** in **sloth** but eat twice as much as labourers were put to work on useful tasks.

## After You Read

### Knowledge Focus

#### 1. Pair work: Discuss the following questions with your partner.

- 1) Why is no one, either men or women, ignorant of agriculture in Utopia?
- 2) What do people in Utopia do besides agriculture?
- 3) Whose clothes are different from each other?
- 4) What should be done if a man's genius is not in line with his father's trade?
- 5) What is the chief business of "syphogrants"?
- 6) What is the routine life of the Utopians like?
- 7) Are people compelled to attend lectures in their leisure time?
- 8) What are the two games popular among Utopians?
- 9) Why is six-hour working time sufficient to produce all the necessities and conveniences of life?
- 10) Who are the idle people satirized by the author?





**2. Solo work: Decide whether the following statements are true (T) or false (F) according to what you learned and tell why.**

- \_\_\_ 1) Children in Utopia are restricted to their school.
- \_\_\_ 2) Women do the same work as men in Utopia.
- \_\_\_ 3) People throughout the island wear the same sort of clothes which is suited to all climates.
- \_\_\_ 4) Not every person has his own trade in Utopia.
- \_\_\_ 5) Every Utopian family makes their own clothes.
- \_\_\_ 6) It's an established custom that the son should take over the father's trade.
- \_\_\_ 7) Every Utopian has to work like a beast of burden.
- \_\_\_ 8) The other hours of the day, those that are not used for work, sleep, and meals, are left to their individual choice so long as they don't waste the time idly.
- \_\_\_ 9) Most of the rich and the religious men are idlers who do not work.
- \_\_\_ 10) Beggars usually suffer from some disease which keeps them from working.

**Language Focus**

**1. Fill in the blanks with the following words you have learned from the text.**

apprehend	adopt	hinder	upright	feign
allot	discretion	commend	undermine	languish

- 1) He \_\_\_\_\_ death to escape capture, but in vain.
- 2) The middle-aged couple decided to \_\_\_\_\_ an orphan from Egypt.
- 3) Each passenger slept on the berth \_\_\_\_\_ to him.
- 4) Lucy could see in Mother's face an internal struggle between concern and \_\_\_\_\_.
- 5) You are, I \_\_\_\_\_, ready to renew the contract.
- 6) Beyond the prosperous cities, millions of people still \_\_\_\_\_ in poverty.
- 7) The new policy will promote rather than \_\_\_\_\_ reforms.
- 8) He is remembered as a witty and \_\_\_\_\_ statesman.
- 9) Never miss a chance to \_\_\_\_\_ or reward your subordinates for a job well done.
- 10) The President's enemies are spreading rumours to \_\_\_\_\_ his authority.

**2. Complete the following sentences with the proper forms of the given words.**

- 1) Everyone was reluctant to work with the \_\_\_\_\_ (experience) newcomer.

- 2) They spent long summer days of \_\_\_\_\_ (idle) relaxing by the river.
- 3) She showed no \_\_\_\_\_ (incline) to make friends.
- 4) She knew the children were up to \_\_\_\_\_ (mischievous).
- 5) The factory is in frequent \_\_\_\_\_ (scarce) of raw materials.
- 6) He held himself aloof from politics and material \_\_\_\_\_ (pursue).
- 7) Sunshine and moisture are \_\_\_\_\_ (benefit) to living things.
- 8) Her boss paid her a compliment because of her \_\_\_\_\_ (diligent).
- 9) I wouldn't say he is brilliant but he is \_\_\_\_\_ (virtue).
- 10) I'm burning with \_\_\_\_\_ (curious). You must tell me who has won.

**3. Complete the sentences with the proper forms of the expressions listed below.**

take up	see to	give rise to	as it were	as though
go about	for show	pass down	wear out	mark out

- 1) Looking after four children alone \_\_\_\_\_ her \_\_\_\_\_.
- 2) The tradition has been \_\_\_\_\_ for hundreds of years.
- 3) She only has those books \_\_\_\_\_ — she never reads them.
- 4) Please take the matter up at once and \_\_\_\_\_ it that the goods are delivered without further delay.
- 5) The police will be able, \_\_\_\_\_, to see and hear us in action.
- 6) Although trees can significantly improve the local climate, they do however \_\_\_\_\_ a lot of space.
- 7) The directions of rural development have been \_\_\_\_\_.
- 8) She smiled to every guest \_\_\_\_\_ nothing unpleasant had ever happened.
- 9) They \_\_\_\_\_ their duties quietly.
- 10) These bad conditions have \_\_\_\_\_ a lot of crime.

**4. Find the appropriate prepositions that collocate with the neighboring words.**

- 1) They are trained in it from their childhood, partly \_\_\_\_\_ school instruction and partly \_\_\_\_\_ practice.
- 2) The same trade generally passes down from father to son, often \_\_\_\_\_ natural inclination.
- 3) When anyone makes such a change, both his father and the magistrate see to it that he is transferred \_\_\_\_\_ a responsible and upright householder.

- 4) But no one has to wear himself out \_\_\_\_\_ perpetual toil, from morning to night, as if he were a beast of burden.
- 5) The rest of their time besides that taken up in work, eating and sleeping, is left to every man's discretion \_\_\_\_\_ the understanding that they shall not waste them idly and wantonly.
- 6) They use their time busily \_\_\_\_\_ any pursuit that pleases them. Many of them fill these intervals \_\_\_\_\_ reading.
- 7) The other resembles a battle \_\_\_\_\_ the virtues and the vices, in which the vices battle \_\_\_\_\_ the virtues.
- 8) But it is so far \_\_\_\_\_ being true, that this time is not sufficient \_\_\_\_\_ supplying them with plenty of all things, either necessary or convenient, that it is rather too much.
- 9) Chiefly those that have estates in land, who are called noblemen and gentlemen, together with their families, made \_\_\_\_\_ of idle persons, that are kept more \_\_\_\_\_ show than use.
- 10) All the idlers who languish \_\_\_\_\_ sloth but eat twice as much as labourers were put \_\_\_\_\_ work on useful tasks.

**5. Error correction: Each of the following sentences has at least one grammatical error. Identify the errors and correct them.**

- 1) But if anyone whose mind does not delight in intellectual pursuits prefer to employ himself at that time in his trade, as many do, this is not forbidden, but commend as beneficial to the commonwealth.
- 2) Reckon in with these strong and lusty beggar, who go about feign some disease to excuse their laziness.
- 3) Then consider how few of those that work are employed in labors that are of real service; for we, who measure all things by the money, give rise to many trades that are both vain and superfluous, and serve only to support luxury and wantonness.
- 4) It is ordinary to have public lectures every morning before daybreak; at which none is obliged to appear but those who are marking out for the pursuit of learning.
- 5) They know anything about gambling with dice or other so foolish and mischievous games.

## Comprehensive Work

### 1. Pair work: Read the following passage about Thomas More and discuss the questions about the author with your partner.

Sir Thomas More (February 7, 1478-July 6, 1535), also known by Catholics as Saint Thomas More, was the son of a judge and received his education at Oxford. He was an English lawyer, social philosopher, author, statesman and noted Renaissance humanist. He was an important counsellor to Henry VIII of England and for three years toward the end of his life he was Lord Chancellor. He is recognised as a saint within the Catholic Church and is commemorated by the Church of England as a “Reformation martyr”.



More coined the word “utopia” — a name he gave to the ideal, imaginary island nation whose political system he described in *Utopia*, published in 1516. He opposed the king’s separation from the papal church and denied that the king was the Supreme Head of the Church of England, a status the king had been given by a compliant parliament through the *Act of Supremacy* of 1534. He was imprisoned in the Tower of London in 1534 for his refusal to take the oath required by the First Succession Act, because the act disparaged the power of the Pope and Henry’s marriage to Catherine of Aragon. Then he was indicted of high treason and was found guilty and beheaded in 1535.

- ◇ What kind of upbringing did he have? How did it influence him?
- ◇ What was the relationship between More and Henry VIII?
- ◇ What unique features can be found in More’s character?
- ◇ How did he face his death on the scaffold?