

北京高等学校青年英才计划 (项目编号YETP0783)  
教育部大学英语教学改革示范点项目  
教育部高等学校特色专业建设点 (英语专业) 项目

总主编 史宝辉  
瞿 纓

高等学校本科  
英语教改新教材

Textbooks  
for  
Undergraduate  
English  
Courses

# 大学英语 写作

(第二版)

娄瑞娟 瞿 纓 史宝辉 ©主编



北京大学出版社  
PEKING UNIVERSITY PRESS

北京高等学校青年英才计划(项目编号YETP0783)

教育部大学英语教学改革示范点项目

教育部高等学校特色专业建设点(英语专业)项目

北京林业大学教务处“基于中西文化教育的大学英语教学改革”项目

# 大学英语写作

## Writing to Learn

(第二版)

主 编: 娄瑞娟 訾 纓 史宝辉

副主编: 曹荣平 李 芝 白雪莲

编 者: (按姓氏拼音排序)

杜景芬 蒋耀熠 卢 析

罗凌志 陶嘉玮 王雪梅

肖 婵 张永萍 张辛欣



北京大学出版社

PEKING UNIVERSITY PRESS

## 图书在版编目(CIP)数据

大学英语写作/娄瑞娟, 訾纓, 史宝辉主编.—2版—北京: 北京大学出版社, 2015.2

(高等学校本科英语教改新教材)

ISBN 978-7-301-25348-9

I. ①大… II. ①娄… ②訾… ③史… III. ①英语—写作—高等学校—教材  
IV. ①H315

中国版本图书馆CIP数据核字(2015)第005443号

- |       |  |
|-------|--|
| 书 名   | 大学英语写作(第二版)                            |
| 著作责任者 | 娄瑞娟 訾纓 史宝辉 主编                          |
| 责任编辑  | 李颖                                     |
| 标准书号  | ISBN 978-7-301-25348-9                 |
| 出版发行  | 北京大学出版社                                |
| 地 址   | 北京市海淀区成府路205号 100871                   |
| 网 址   | http://www.pup.cn 新浪微博:@北京大学出版社        |
| 电子信箱  | zpup@pup.pku.edu.cn                    |
| 电 话   | 邮购部 62752015 发行部 62750672 编辑部 62759634 |
| 印 刷 者 | 三河市博文印刷有限公司                            |
| 经 销 者 | 新华书店                                   |
|       | 787毫米×1092毫米 16开本 13.75印张 420千字        |
|       | 2010年10月第1版                            |
|       | 2015年2月第2版 2015年2月第1次印刷                |
| 定 价   | 36.00元                                 |

未经许可,不得以任何方式复制或抄袭本书之部分或全部内容。

版权所有,侵权必究

举报电话:010-62752024 电子信箱:fd@pup.pku.edu.cn

图书如有印装质量问题,请与出版部联系,电话:010-62756370

## 第二版前言

书面表达是英语听、说、读、写四项语言技能中最具挑战性的输出型语言技能,写作水平的高低能有效地检测学生语言的综合能力,因此所有的语言考试都把写作作为一项重要指标。

本书是为适应大学英语课程改革的需要编写的英语写作选修课教材,反映了十多年来教学的成果。全书围绕各类英语写作考试中的常见题型,通过引入、讨论、讲授和练习,切实帮助学生提高英语写作水平和考试能力。

本书与多数应试类教材不同的是其编写理念。目前国内的英语写作教材大体上可以分为两类:一类是“结构-成品法”教材,即从单词、句子、段落到篇章的写作介绍,再到应用文以及学术论文的写作。另外一类是“体裁-成品法”教材,以不同体裁的成品分专题组织介绍写作知识和规范。

本教材从改进写作教学的指导思想、培养目标、教学内容和练习方法为着眼点,以交际理论为指导,以“过程教学模式(process-oriented approach)”替代“成品教学模式”,强调学习是目的,写作不是目的(Write to learn, not learn to write),以写促学,以实践促学,这是把本书定位为“以写促学 Writing to Learn”的出发点所在。本教材借鉴过程写作和任务型教学理念,把各类测试的话题题型与课堂任务设计的目标设定相结合,从大学生写作能力的培养训练入手,训练学生写作基本功,在开发创新思维和文化素养的基础上提高学生的写作能力。

第二版在第一版原有特色的基础上,结合四六级考试改革特点,对原有的内容作了调整,同时新增加了学术写作的内容,由国内知名教授史宝辉教授亲自执笔。同时,在写作策略上增加了无提纲作文和漫画作文的写作要略,以满足学生应试的需求。

本书分为九章,每章由三个话题相关的单元构成。各章有鲜明的主题,与各类写作测试的编写原则吻合,均为大学生生活流行话题。每个单元围绕话题设计的任务嵌入写作知识和策略介绍和训练,做到“learning through doing”。第一章 Academic Life 讨论学校教育的话题,概述英语写作考试类型,由娄瑞娟担纲。第二章 Social Life 以学生社会生活为主题,介绍英语段落特点并训练主题句与结论句的写作,由李芝主笔。第三章 Recreational Life 讨论学生的娱乐生活,介绍并训练段落展开方式,由肖婵主笔。第四章 Emotional Love 探讨了父母亲情、校园爱情和婚姻关系,介绍并训练书信写作,由罗凌志主笔。第五章 Commercial Life 围绕学生生活中的商务活动展开讨论,介绍并训练图表作文,由杜景芬主笔。第六章 Way of Life 讨论的是生活方式和行



为,介绍的是告示和广告等应用文写作题材。第七章 Life Philosophy 以生活哲学主题展开讨论,介绍并训练句子写作,由王雪梅主笔。第八章 Green Life 涉及的是绿色环保的话题,介绍并训练词汇运用策略,由张永萍主笔。第八章 Scientific Life 主要结合科技和科研展开,介绍了学术论文摘要的写作和科技影响生活话题的讨论。分别由陶嘉玮、蒋耀熠和史宝辉主笔。

本书的使用对象主要是高校大学生。针对学生的学习需求,把学生可能遇到的所有英文写作形式和要求都涵盖在训练之中,还提供了许多适用的英语句型和表达方式。根据以写促学的教学理念,在各项课堂任务中都揉进了写作任务,不仅包括作文,还有做笔记、写讨论汇报总结,甚至听读概要或笔头复述等,使学生的“写作成为一种学习习惯”(Writing as a way of learning)。另外,为便于授课,本教材配套的教师用书给出了所有练习的范文和对范文的评价。同时,本书还有课堂教学电子光盘,大大降低教师的备课强度。

本教材由具有多年教学和研究经验的教师编写,是教育部大学英语教学改革示范点项目、教育部新世纪优秀人才支持计划(项目编号 NCET-10-0229)、北京市社科规划项目(项目编号 13JYB009)的研究成果。同时,本教材还作为北京林业大学精品课程,得到校教务处科研经费的资助,在此表示诚挚的谢意。由于编写时间紧,编者水平有限,书中错误和不足之处在所难免,敬请读者批评指正。

编者

2015年1月

# Contents

<b>Chapter 1 Academic Life</b> .....	<b>1</b>
Unit 1 A Good Education .....	1
Unit 2 Curriculum Learning .....	7
Unit 3 Further Studies .....	13
<b>Chapter 2 Social Life</b> .....	<b>21</b>
Unit 4 After-Class Activities .....	21
Unit 5 Part Time Jobs .....	28
Unit 6 Communication with Friends .....	35
<b>Chapter 3 Recreational Life</b> .....	<b>44</b>
Unit 7 Sports, Music and Films .....	44
Unit 8 Traveling .....	49
Unit 9 Holidays .....	55
<b>Chapter 4 Family Life</b> .....	<b>60</b>
Unit 10 Parental Love .....	60
Unit 11 Campus Love .....	69
Unit 12 Marriage and Love .....	78
<b>Chapter 5 Commercial Life</b> .....	<b>88</b>
Unit 13 Advertisements .....	88
Unit 14 Consumer Behavior .....	95
Unit 15 Earning a Life .....	103
<b>Chapter 6 Way of Life</b> .....	<b>113</b>
Unit 16 Fashions .....	113
Unit 17 Where to Live .....	122
Unit 18 Lifestyle .....	129





**Chapter 7 Life Philosophy** ..... 139

Unit 19 Success and Failure ..... 139

Unit 20 Risks and Challenges ..... 146

Unit 21 Money and Happiness ..... 152

**Chapter 8 Green Life** ..... 158

Unit 22 Man and Nature ..... 158

Unit 23 Energy Shortages ..... 167

Unit 24 Environmental Protection ..... 175

**Chapter 9 Scientific Life** ..... 187

Unit 25 Science and Technology ..... 187

Unit 26 Information Age ..... 194

Unit 27 Abstracts for Academic Papers ..... 203

**参考文献** ..... 212

# Chapter 1

## Academic Life

### Unit 1 A Good Education

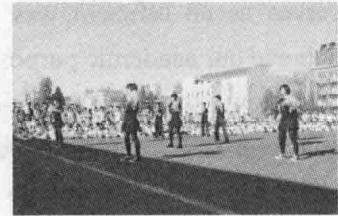
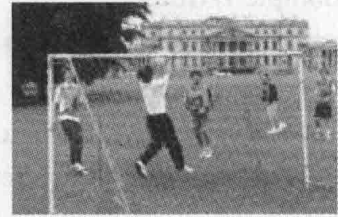
#### Task 1: Word Testing

**Directions:** Translate the following words or phrases.

素质教育; 应试教育; 精英教育; 通才教育; 职业教育; 义务教育; 高等教育; 学前教育; 中等技术教育; 知识和技能; 高分低能; 创造性思维; 激烈的竞争; 私塾; 家庭环境; 学费; 私立学校; 公立学校

#### Task 2: Brainstorming on Education

**Directions:** Scan the following pictures, discuss what they are about with your partners and then give a list of relevant expressions.





**Task 3: Topic Discussion—Why Do People Go to College?**

	Practical View	Classical View
Point 1	Learn a skill for a career and get a good job	Enrich and train the mind and have a good quality
Point 2	Have the ability and certificates for further development	Achieve academic success and ability to deal with difficulties and kinds of people
Point 3	Have a big earning	Gain respect and get a satisfactory social status

**Task 4: Intensive Writing****1) Writing Practice**

**Directions:** For this part, you are allowed 30 minutes to write a short essay entitled *The Source of Gaining Knowledge* by commenting on the saying by Albert Einstein, "The only source of knowledge is experience." You'd write at least 120 words but no more than 180 words.

**2) Discussion**

**Directions:** Read the sample writing and write about its merits and demerits.

**Sample Writing**

It is a well known fact that knowledge can be gained via two channels: from books or experience.

First, we now live in a world where we could easily get access to nearly all fields' information from books. To be specific, for courses like history and sociology, we can obtain lots of information on the development of human beings. Reading in this sense serves as an efficient way to absorb knowledge and sharpen our mind, thus we can achieve our academic purposes.

However, learning-by-doing is also an indispensable part of a well-balanced educational system. As Albert Einstein has pointed out the only source of knowledge is experience. Experience, no matter it is a successful process or painful failure, could provide a precious opportunity to check whether the theory is correct or not, and more important, mixing the previous knowledge and practical experience provides you a balanced education.

To conclude, learning from books and experience is not mutually exclusive, and on the contrary, they are indispensable supplement for each other. So for any student, gaining knowledge from books will be helpful to strengthen one's education foundation, and at the same time, learning from experience will provide necessary practical process of using knowledge and solving problem.

## Task 5: A Mini-lecture on Writing Skills

## 英语写作概述(1)

我们这里讲的英语写作主要是应试写作,其中包括托福、雅思、研究生入学考试以及大学英语四、六级考试的英文写作。应该说,写作是测试学生语言能力的有效方式,因此所有国内外外语考试中写作都占有较大分值。我们也知道,英语作文是许多考生头痛的事,从四、六级考试成绩来看他们的写作成绩往往是各个项目中最低的。作文已成为广大考生一个难以突破的瓶颈。很多考生不得不借助于考前背模版、背经典句型来应对。但是,其效果只能起到杯水车薪的作用。那么到底什么样的英语作文是好作文?如何写好英语作文?平日里该如何练习写作?这里我们将做具体讲解。

## 一、英语写作考试类型

我们知道,写作是考试中的一部分,也就是说在考试中我们只能用几十分钟的时间(一般是半个小时左右)去完成一定要求的作文。尽管不同的考试对写作的要求是不一样的,但是由于考试时间紧,要求考试必须对题型非常熟悉。对于这一点考生在备考时就应该有充分的准备。下表是几种重要英文考试的写作要求对比。

常见英语考试作文形式及要求对比

		考试时间	试题内容形式	试题题材	试题分值	语言要求
大学英语四、六级考试写作		30 分钟	一篇作文;话题作文 给出提纲	议论文或 应用文	15%	字数不少于 120 词
托 福 写 作	老托福 TWE	30 分钟	一篇作文;话题作文 描述写作要求	议论文	6 分 单独记分	300 词左右
	机考 托福	60 分钟	两篇作文;描述写作要求 Part I: 20 分钟 Part II: 30 分钟	Part I: 概述 Part II: 议论文	30 分 30/120 分	Task 1: 300 词 Task 2: 120—225 词
雅思写作 (学术类)		60 分钟	两篇作文;描述写作要求 Task 1: 20 分钟 Task 2: 40 分钟	Task 1: 概述 Task 2: 议论文	9 分 单独记分	Task 1: 150 词 Task 2: 250 词
研究生入 学考试作文		没有特定 时间, 约 45 分钟	Part A: 描述写作要求 Part B: 给出提纲	Part A: 应用文 Part B: 议论文	Part A: 10 分 Part B: 20 分 总计 30%	Part A: 不少于 100 词 Part B: 160— 200
大学生英语 竞赛作文 (C类初赛)		没有特定 时间, 约 30 分钟	Task 1: 描述写作要求 Task 2: 描述写作要求	Task 1: 应用文 Task 2: 议论文	Task 1: 10 分 Task 2: 20 分 总计 30/150 分	Task 1: 100 词 Task 2: 不少 于 120 词



**Task 6: Exercises**

**Directions:** In this section, there is a passage with 15 blanks. You are required to select one word for each blank from a list of choices given below. Read the passage through carefully before making your choices. You may not use any of the words in the bank more than once.

- |              |            |                |             |           |
|--------------|------------|----------------|-------------|-----------|
| appreciation | employment | specialized    | competition | ease      |
| gain         | humanities | multiplication | protests    | luxuries  |
| professional | degree     | required       | techniques  | qualified |

What is a good education? Is it one that covers as much as possible of human history and achievements, past and present? Or one that gives graduates the ability to find \_\_\_\_\_ 1 \_\_\_\_\_ promptly when they leave school? Is it a broad education or a \_\_\_\_\_ 2 \_\_\_\_\_ one? Should it provide students with a vast collection of facts, or merely train them to think? Should a future engineer \_\_\_\_\_ 3 \_\_\_\_\_ only the knowledge that will enable him to do his job properly, or would a richer background improve his \_\_\_\_\_ 4 \_\_\_\_\_ ability as well as his personal life? The debate goes on and on with good arguments on both sides.



In the eighteenth and the nineteenth centuries, the question was not even worth asking. A good education was, of course, a broad one based on the \_\_\_\_\_ 5 \_\_\_\_\_. An educated man knew “something about everything”: He was familiar with the great deeds and the great ideas of the past. He had read humanities; he was able to use his own language correctly and often elegantly. He could join in any conversation about plants, planets, painters, or politics. He was at \_\_\_\_\_ 6 \_\_\_\_\_ in the world, and he knew that his education would open to him any career that he might want to try. Even if he was mostly interested in literature, he had some knowledge of the sciences and the \_\_\_\_\_ 7 \_\_\_\_\_ of his time.

But sciences and techniques have changed a great deal since the latter part of the nineteenth century; and the world has changed too. It has become more complex and increasingly specialized. There is much more to know in every field. It is not only the scientist and the physician who need a long special training now, but the administrator, the computer expert, the accountant, and the business manager. Besides the \_\_\_\_\_ 8 \_\_\_\_\_ of college graduates has made the \_\_\_\_\_ 9 \_\_\_\_\_ for jobs much harder than it used to be. The best \_\_\_\_\_ 10 \_\_\_\_\_ expert wins.



American students started in the late 1930s to protest that college was not preparing them for the “real” world, the working world. They complained that they were getting too much useless knowledge and not enough practical, up-to-date information in their chosen field. By the end of the 1950s, the \_\_\_\_\_ 11 \_\_\_\_\_ had become very loud. “Latin and art \_\_\_\_\_ 12 \_\_\_\_\_ are fine subjects for rich people who will spend their lives traveling and visiting museums,” the students would say. “But we are in school to get prepared for a career, a job. We have to learn a mass of facts in our own field: why should we waste time on \_\_\_\_\_ 13 \_\_\_\_\_ like music or Victorian poetry, unless we are planning to become musicians or professors of literature? Why force a future dentist to struggle with French grammar, or a future businessman to know who Tolstoy was? What good is Greek philosophy to an engineer? The humanities have no value on the job market, and therefore they have no value for us.”

Not only did the students ask for changes in the list of \_\_\_\_\_ 14 \_\_\_\_\_ subjects, but they also demanded the right, to choose their courses according to their own taste and future needs. No more established programs, no guidance from educators and professors. All they wanted was to get their \_\_\_\_\_ 15 \_\_\_\_\_ as fast as possible and go to work.

### Task 7: Extensive Writing

#### Writing A

**Directions:** For this part, you are allowed 30 minutes to write a short essay entitled *What Is A Good Higher Education?* You should write **at least 120** words following the outline given below:

1. 目前在我国越来越多的人有机会上大学
2. 有些人认为大学教育是精英教育,应该从培育人的能力和综合素质出发。有些人认为大学教育应该是通才教育,应该保证多数人上学和就业
3. 我认为……

#### Writing B

**Directions:** For this part, you are allowed 30 minutes to write a short essay on the following topic. You should write at least 120 words.

Nowadays free online courses are growing in abundance and popularity. More and more universities throughout the world are contributing courses and materials to websites. In your opinion, what are the benefits and limitations for this new trend of education?



## Task 8: Extensive Learning

### Confucian Analects

子曰：“学而时习之，不亦说乎？有朋自远方来，不亦乐乎？人不知而不愠，不亦君子乎？”

Confucius said: “Isn't it a pleasure to study and practice what you have learned? Isn't it also great when friends visit from distant places? If people do not recognize me and it doesn't bother me, am I not a Superior Man?”

子曰：“不患人之不己知，患不知人也。”

Confucius said: “I am not bothered by the fact that I am unknown. I am bothered when I do not know others.”

子曰：“吾十有五而志于学，三十而立，四十而不惑，五十而知天命，六十而耳顺，七十而从心所欲，不逾矩。”

Confucius said: “At fifteen my heart was set on learning; at thirty I stood firm; at forty I had no more doubts; at fifty I knew the mandate of heaven; at sixty my ear was obedient; at seventy I could follow my heart's desire without transgressing the norm.”

子曰：“温故而知新，可以为师矣。”

Confucius said: “Reviewing what you have learned and learning anew, you are fit to be a teacher.”

子贡问君子。子曰“先行其言，而后从之。”

Tzu Kung asked about the character of the Superior Man. Confucius said, “First he practices what he preaches and then he follows it.”

子曰：“学而不思则罔，思而不学则殆。”

Confucius said: “To study and not think is a waste. To think and not study is dangerous.”

子曰：“知之为知之，不知为不知，是知也。”

Confucius said: “What you know, you know, what you don't know, you don't know. This is knowledge.”

子曰：“人而无信，不知其可也。大车无輹，小车无軌，其何以行之哉。”

Confucius said: “If a person lacks trustworthiness, I don't know what s/he can be good for. When a pin is missing from the yoke-bar of a large wagon, or from the collar-bar of a small wagon, how can it go?”

子曰：“不仁者，不可以久处约，不可以长处乐。仁者安仁，知者利仁。”

Confucius said: “If you lack humaneness you can't handle long periods of difficulty or long periods of comfortability. Humane men are comfortable in humaneness. The wise take advantage of humaneness.”

子曰：“唯仁者，能好人，能恶人。”

Confucius said: “Only the humane person is able to really like others or to really dislike them.”

From <http://www.doc88.com/p-476114767578.html>



## Unit 2 Curriculum Learning

### Task 1: Word Testing

**Directions:** Translate the following words or phrases.

课程; 核心课程; 学分; 学习成绩; 课程表; 必修课; 选修课; 考试作弊; 人文学科; 文理科; 跨学科课程; 学年; 学期; 专题研讨; 口头报告; 实习; 见习医生; 研讨会; 实验; 实验室; 实践活动; 学习档案记录; 评价; 教学观察; 自我评估; 问卷; 分数; 等级

### Task 2: Brainstorming on Curriculum Learning

**Directions:** Scan the following pictures, discuss what they are about with your partners and then give a list of relevant expressions.



### Task 3: Topic Discussion—Is It Necessary to Have a Division of Science and Liberal Arts in High School Studies?

	Yes	No
Point 1	Make students enjoy their studies	Have a solid foundation for the career
Point 2	Promote learning effect, concentrate on the subjects	Improve professional ability as well as personal life with a richer background
Point 3	Prepare purposely and specially for the future life or further studies	Develop all-round skills, prepare for mature thinking and make life fuller



## Task 4: Intensive Writing

### 1) Writing Practice

**Directions:** For this part, you are allowed 30 minutes to write a short essay entitled *The Importance of Selective Reading* by commenting on the saying by Francis Bacon, "Some books are to be tasted, others to be swallowed, and some few to be chewed on and digested." You'd write at least 120 words but no more than 180 words.

### 2) Discussion

**Directions:** Read the sample writing and write about its merits and demerits

#### Sample Writing

Books play an indispensable role in our lives. Francis Bacon once said: "Reading makes a full man." However, with the development of modern science and technology, the variety of books popping out every day in the modern society hampers us reading in full. Therefore the selective reading is crucial. As Francis Bacon says, "Some books are to be tasted, others to be swallowed, and some few to be chewed on and digested." The proper selection of books will, undoubtedly not only save our time, but also improve our efficiency.



To begin with, we should give our interest the priority. Interest is the best teacher. That is to say, we should select some books we are interested in. In addition, we'd better read selectively for "good books." A good book can increase our happiness when we are cheerful, and lessen our trouble when we are sad.

Reading selectively can help us concentrate our limited time and attention on those selected books. If we read without selection, we may not have so much time and energy to be specialized in one particular field. Worst of all, we may be a hazard to our mind, detrimental to our spirit.

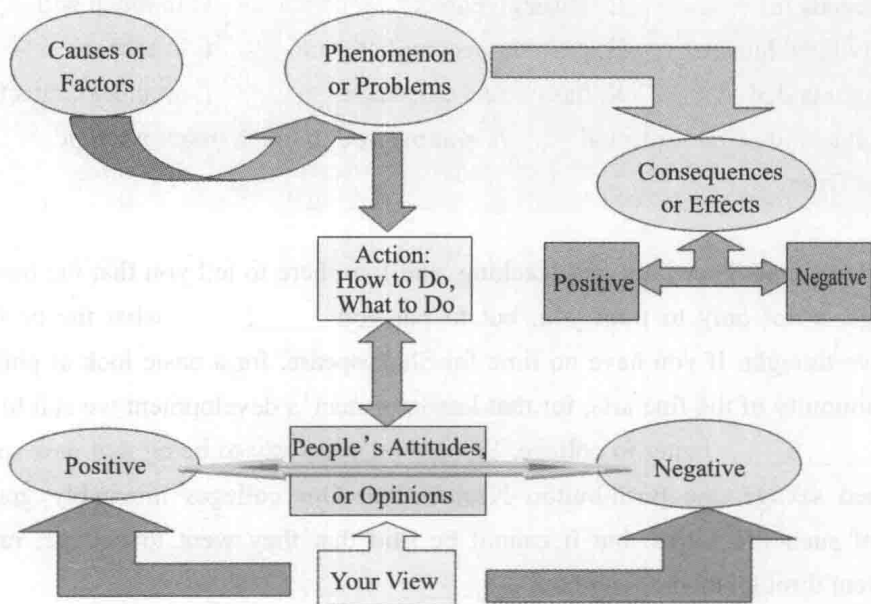
## Task 6: A Mini-lecture on Writing Skills

### 英语写作概述(2)

上一单元我们谈到了不同的考试对写作的要求不尽相同。然而,考试中的英语写作有其共同特点。从表中我们也不难看出,虽然写作要求的题材不尽相同,然而,基本上只有以下几种,可以说题型是大同小异。

1. 话题作文:试题给出或提出一种观点或对一个现象的不同观点,请你加以分析评论。以上所有写作考试都涵盖这种类型的写作。这种试题对考生的要求不外难,主要段落类型有:1)描述现象,2)分析产生现象或观点的原因,3)对现象和观点加以

分析或评论,4)说明你对观点或现象的看法,5)对于该现象或观点所产生的后果给予分析。综合起来,可以用以下图表来表示。



2. 应用文:应用文的类型很多,包括私人和公务信函、备忘录、摘要、报告等。这方面应该是课堂教学的漏洞。目前大学英语四、六级考试写作、研究生入学考试作文和大学生英语竞赛作文都有不同形式的应用文写作。由于平日里这方面的训练少,考生往往拿到题不知所措,心里没底,自信心不够。因此很容易拿分的小作文却写得很糟糕。

3. 图表作文:应当说这是第一种作文的不同形式作文的再现。只是该题型以图或表的形式而不是语句的形式描述给我们一种现象或观点。其难度在于1)考生是否能准确看出图表中所要传达的意思,2)更重要的是考生能否用很好的语言描述出图表中所要传达的意思。目前大学英语四、六级考试、雅思考试、研究生入学考试作文和大学生英语竞赛作文都涉及过图表作文的写作。

4. 概述:这是一项难度较大的写作形式。目前只有托福和雅思考试的写作有这个题型。新托福的这一写作题是基于读、听的写作。考生须在读听的基础上完成该部分写作。

### Task 6: Exercises

**Directions:** In this section, there is a passage with 15 blanks. You are required to select one word for each blank from a list of choices given below. Read the passage through carefully before making your choices. You may not use any of the words in the bank more than once.



- |                                 |  |                     |
|---------------------------------|--|---------------------|
| A. The chances                  | B. proud of your own limitations       | C. have no business |
| D. succeeds in                  | E. Through books                       | F. in touch with    |
| G. a civilized human            | H. peculiar accomplishment             | I. in essence       |
| J. being unaided                | K. has no real existence               | L. making contact   |
| M. both technical and spiritual | N. putting you in touch in our attempt |                     |
| O. start from                   |  |                     |

Fourteen years later I am still teaching, and I am here to tell you that the business of the college is not only to train you, but to put you \_\_\_\_\_ 1 \_\_\_\_\_ what the best human minds have thought. If you have no time for Shakespeare, for a basic look at philosophy, for the continuity of the fine arts, for that lesson of man's development we call history — then you \_\_\_\_\_ 2 \_\_\_\_\_ being in college. You are on your way to being that new species of mechanized savage, the push-button Neanderthal. Our colleges inevitably graduate a number of such life forms, but it cannot be said that they went to college; rather the college went through them — without \_\_\_\_\_ 3 \_\_\_\_\_.

No one gets to be a human \_\_\_\_\_ 4 \_\_\_\_\_. There is not time enough in a single lifetime to invent for oneself everything one needs to know in order to be \_\_\_\_\_ 5 \_\_\_\_\_.

Assume, for example, that you want to be a physicist. You pass the great stone halls of, say, M. I. T., and there cut into the stone are the names of the scientists. \_\_\_\_\_ 6 \_\_\_\_\_ are that few, if any, of you will leave your names to be cut into those stones. Yet any of you who managed to stay awake through part of a high school course in physics, knows more about physics than did many of those great scholars of the past. You know more because they left you what they knew, because you can \_\_\_\_\_ 7 \_\_\_\_\_ what the past learned for you.



And as this is true of the techniques of mankind, so it is true of mankind's spiritual resources. Most of these resources, \_\_\_\_\_ 8 \_\_\_\_\_, are stored in books. Books are man's \_\_\_\_\_ 9 \_\_\_\_\_. When you have read a book, you have added to your human experience. Read Homer and your mind includes a piece of Homer's mind. \_\_\_\_\_ 10 \_\_\_\_\_ you can acquire at least fragments of the mind and experience of Virgil, Dante, Shakespeare — the list is endless. For a great book is necessarily a gift; it offers you a life you have not the time to live yourself, and it takes you into a world you have not the time to travel in literal time. A civilized mind is, \_\_\_\_\_ 11 \_\_\_\_\_, one that contains many such lives and many such worlds. If you are too much in a hurry, or too arrogantly \_\_\_\_\_ 12 \_\_\_\_\_, to accept as a gift to your humanity some pieces of the minds of Aristotle, or Chaucer, or