

 Classical English Reading and Appreciation

Classical English Reading and Appreciation

Book One

英语经典阅读与欣赏


第一册

总主编 刘世平 王春阁
主 编 高莉莉 唐 燕



WUHAN UNIVERSITY PRESS

武汉大学出版社

 Classical English Reading and Appreciation

Classical English Reading and Appreciation

Book One

英语经典阅读与欣赏

第一册

总主编	刘世平	王春阁
主 编	高莉莉	唐 燕
副主编	刘艳艳	闫 琳
参 编	雪 莲	李茅一
	夏 丹	张 平



WUHAN UNIVERSITY PRESS

武汉大学出版社

图书在版编目(CIP)数据

英语经典阅读与欣赏. 第一册/刘世平,王春阁总主编;高莉莉,唐燕主编. —武汉:武汉大学出版社,2012.9(2013.7重印)

ISBN 978-7-307-10075-6

I. 英… II. ①刘… ②王… ③高… ④唐… III. 英语—阅读教学—高等学校—教材 IV. H319.4

中国版本图书馆CIP数据核字(2012)第187004号

责任编辑:顾素萍

责任校对:黄添生

版式设计:韩闻锦

出版发行:武汉大学出版社 (430072 武昌 珞珈山)

(电子邮件: cbs22@whu.edu.cn 网址: www.wdp.com.cn)

印刷:武汉中科兴业印务有限公司

开本: 720 × 1000 1/16 印张: 9.5 字数: 173 千字 插页: 1

版次: 2012年9月第1版 2013年7月第2次印刷

ISBN 978-7-307-10075-6/H · 934 定价: 18.00 元

版权所有,不得翻印;凡购我社的图书,如有质量问题,请与当地图书销售部门联系调换。

序 言

《英语经典阅读与欣赏》共分四册,每篇文章均源自英语经典原文语篇。融阅读与欣赏于一体,是本套教程的特色之一。学习者在阅读原文语篇的同时,还可以欣赏到原汁原味的经典英语。传统的阅读教程的主要目的是使学习者通过对阅读材料的理解,掌握一定的语法知识和词汇量,以及拓宽学习者的知识面。一般而言,阅读理解可分为表层意思的理解、深层意思的理解以及欣赏性理解。表层意思的阅读理解涉及语篇中的语音、词法、句法、篇章结构等,深层意思的阅读理解涵盖社会文化知识和文化背景知识,欣赏性阅读理解既涉及对语言形式的理解,也涉及对思想内容的理解。对语言形式的欣赏可以从语音、词汇、句式、语篇结构等不同层面进行。在欣赏语言形式美的同时,阅读过程中理解与欣赏的主要对象应该是内容。

本教程的语篇选材既考虑到语篇的语言形式,又注意到语篇的思想内容,因此,从语篇的体裁到语篇的题材都是为学习者达到阅读、理解、欣赏的目的而“量身定做”的。本着“使用者友好”(user-friendly)的原则,每册书十个单元,供授课教师一学期完成。每个单元由“课堂阅读”和“课后阅读”两部分组成,以方便教师课堂授课和学习者课外阅读。每篇文章后均附有“注释”,帮助学习者解难答疑。“注释”的内容主要包括文章或作者背景简介、新词语或流行词语解读、疑难句式详解等。

第一册的语篇题材涉及语言学习、旅游天地、网络世界、校园生活、名人轶事、科普故事、家庭生活等,语篇体裁主要为记叙文和描述文。

第二册的语篇题材涉及初涉人世、诚实守信、社区故事、就业指导、成功秘诀等,语篇体裁主要为记叙文和描述文。

第三册的语篇题材涉及社会生活、文学经典、兴趣与爱好、战争与和平、新技术等,语篇体裁主要为说明文和议论文。

第四册的语篇题材涉及自然探索、信息资讯、社会文化、道德修养、性格与就业、憧憬未来等,语篇体裁主要为说明文和议论文。

本教程所收语篇从形式到内容均依据循序渐进的原则,第一册至第四册所收语篇分别为500词、600词、700词、800词左右。随着词语数量的增加,语篇从句式结构到内容的难度也相应增加,使整套教程达到由浅入深的目的。

本教程的另一特色是每单元后附有形式多样的配套练习,以帮助学生达到阅读、理解、欣赏的目的,除了常见的词语解释、短语搭配之外,还配有激发学习者思维的“词汇练习”和“阅读理解”题,并配有练习答案,供教师授课和学习者自学时参考。

本教程可供英语专业和非英语专业本科生以及同等程度的英语学习者使用。

编 者

2012年7月

Contents

Unit One Language Learning	001
<i>In-Class Reading</i>	001
Delight of Books	001
<i>After-Class Reading</i>	006
Passage I How to Read Faster	006
Passage II Higher Education of the Future	009
 Unit Two Travelling	 014
<i>In-Class Reading</i>	014
On Going a Journey	014
<i>After-Class Reading</i>	018
Passage I A Girl Who Swam the Channel	018
Passage II Once More to the Lake	021
 Unit Three Love	 025
<i>In-Class Reading</i>	025
How to Fall in Love with Yourself	025
<i>After-Class Reading</i>	029
Passage I Love Letters in Danger of Dying	029
Passage II The Date Father Didn't Keep	032
 Unit Four Internet World	 036
<i>In-Class Reading</i>	036
Change Your Routine Life a Bit	036
<i>After-Class Reading</i>	040
Passage I Hackers: The Enemy on the Internet	040
Passage II The iPad 2	043

Unit Five College Life	048
<i>In-Class Reading</i>	048
College Student Homesickness	048
<i>After-Class Reading</i>	052
Passage I Failing a Class	052
Passage II Love and Loss	055
Unit Six Famous People	059
<i>In-Class Reading</i>	059
Bill Gates in His Boyhood	059
<i>After-Class Reading</i>	063
Passage I Who Was the Real Genghis Khan	063
Passage II J. K. Rowling	067
Unit Seven Festivals & Holidays	071
<i>In-Class Reading</i>	071
History of Mother's Day	071
<i>After-Class Reading</i>	075
Passage I Legend of the Spring Festival	075
Passage II Halloween Lantern and Trick	078
Unit Eight Fairy Tales	082
<i>In-Class Reading</i>	082
The Seven Ravens	082
<i>After-Class Reading</i>	086
Passage I The Fox and the Horse	086
Passage II Cowherd and Weaving Girl	089
Unit Nine Popular Science	093
<i>In-Class Reading</i>	093
Five Truths about Our Energy Future	093
<i>After-Class Reading</i>	098
Passage I Anyone out There? A New Way to Look for Alien Life	098

Passage II The Thing in that Morning	102
Unit Ten Family	106
<i>In-Class Reading</i>	106
Of Parents and Children	106
<i>After-Class Reading</i>	111
Passage I Mother's Hands	111
Passage II Privity between Fathers	114
Key to Exercises	118
Glossary	127
Phrases & Expressions	141

Unit One

Language Learning

In-Class Reading

Delight of Books^①

1 Books are to mankind what memory is to the **individual**. They **contain** the history of our **race**, the discoveries we have made, the gathered knowledge and experience of ages; they picture for us the beauties of nature, help us in our difficulties, comfort us in sorrow and in suffering, change hours of boredom into moments of **delight**, store our minds with ideas, fill them with good and happy thoughts, and lift us out of and above ourselves.

2 Many of us owe much of our purest happiness to books. Ascham^②, in "The Schoolmaster," tells a story of his last visit to Lady Jane Grey^③. He found her sitting at the window reading Plato's beautiful **account** of the death of Socrates. Her father and mother were hunting in the park, the hounds were full of cry and their voices came in through the open window. He expressed his surprise that she had not joined them. But, said she, "I wish that all their pleasure in the park is but a shadow to the pleasure I find in Plato."

3 Macaulay^④ had wealth and fame, rank and power, and yet he tells us in his biography that he owed the happiest hours of his life to books. In a charming letter to a little girl, he says, "Thank you for your very pretty letter. I am always glad to make my little girl happy, and nothing pleases me so much as to see that she likes books, for when she is as old as I am, she will find that they are better than all the

tarts and cakes, toys and plays, and sights in the world. If anyone would make me the greatest king that ever lived, with palaces and gardens and fine dinners, and wines and coaches, and beautiful clothes, and hundreds of servants, on condition that I should not read books, I would not be a king. I would rather be a poor man in a garret with plenty of books than a king who did not love reading."

4 Books, indeed, give us a whole **enchanted** palace of thoughts. There is a wider **prospect**, says Jean Paul Richer^⑤, from Parnassus^⑥ than from a **throne**. In one way they give us an even more vivid idea than the actual reality, just as reflections are often more beautiful than real nature. "All mirrors," says George Macdonald^⑦. "The commonest room is a room in a poem when I look in the glass."

5 **Precious** and **priceless** are the blessings which the books **scatter** around our daily paths. We walk, in imagination, with the noblest spirits, through the most splendid and enchanting regions.

6 Without leaving our house we may travel to the most remote regions of the earth, or fly into skies where Spenser's^⑧ **unearthly** beauties flock to meet us, where Milton's^⑨ angels play songs of Paradise. Science, art, literature, philosophy — all that man has thought, all that man has done, the experience that has been bought with the sufferings of a hundred generations, all are gathered up for us in the world of books.

(514 words)

📖 Notes:

① 本文节选自《书之乐趣》，作者 Sir John Lubbock (约翰·拉伯克) (1834—1913)。

② Roger Ascham (罗杰·阿斯坎) (1515—1568)，伊丽莎白一世时期的学者、作家，尤以其散文风格和教育理念而著称。

③ Lady Jane Grey (简·格雷) (1536/1537—1554)，"九日女王"，亨利七世的曾孙女，爱德华六世指定的王位继承人，被推上王位后仅9天即被玛丽一世取代，受叛国指控而被斩首。

④ Thomas Babington Macaulay (1800—1859)，英国诗人、历史学家和英国辉格党政治家。

⑤ Jean Paul Richer (吉恩·保尔·里希尔) (1763—1825)，英国浪漫主义作家，以幽默小说而闻名。

⑥ Parnassus [pɑː'næsəs] 帕纳塞斯山, 位于希腊中部, 古代希腊人奉为神山, 因诗之神泉发源于其南坡, 被认为与太阳神和缪斯相媲美, 并作为诗歌的象征。

⑦ George MacDonald (乔治·麦克唐纳) (1824—1905), 苏格兰作家、诗人和基督教牧师。

⑧ Edmund Spenser (埃德蒙·斯宾塞) (1552—1599), 英国诗人, 以《仙后》(*The Faerie Queen*) 而著称。

⑨ John Milton (约翰·弥尔顿) (1608—1674), 英国诗人, 以其著名的叙事诗《失乐园》(*Paradise Lost*) 而著称。

New Words

1. individual [indi'vidjuəl] *n.* 个体, 个人
2. contain [kən'tein] *vt.* 包含, 含有
3. race [reis] *n.* 人种, 种族, 血统
4. delight [di'lait] *n.* 高兴, 快乐, 愉快
5. account [ə'kaunt] *n.* 记述, 描述
6. rank [ræŋk] *n.* 等级; 地位, 身份
7. garret ['gærət] *n.* 阁楼, 顶楼
8. enchanted [in'tʃɑːntɪd] *a.* 被施魔法的
9. prospect ['prɒspekt] *n.* 景象, 景色; 视野
10. throne ['θrəun] *n.* 御座, 宝座; 王位, 王权
11. precious ['preʃəs] *a.* 贵重的, 宝贵的
12. priceless ['praɪsləs] *a.* 无价的, 极珍贵的, 极重要的
13. scatter ['skætə] *vi.* 分散
14. unearthly [ʌn'ə:θli] *a.* 超自然的

Phrases & Expressions

1. on condition that 以……为条件; 条件是
2. would rather 宁愿
3. gather up 收集, 储藏

Exercises

☞ Comprehension Exercises: Yes / No / Not Given

Directions: Judge whether or not the following statements agree with the information given in the passages, and mark *Y* for Yes, *N* for No, or *NG* if the information is Not Given in the passage.

1. () Books are memory of the individual.
2. () Lady Jane Grey enjoyed Plato rather than hunting with her parents.
3. () Kings in human histories do not love reading.
4. () Books reflect the nature and reality.
5. () We can see Milton's angels if we fly into sky.

☞ Vocabulary Exercises

Directions: Choose the right word from the following groups of words to fill in each blank. Change the form if necessary.

1. *contain, containedly, container, containment*
 - a) The thieves stole a purse _____ banknote.
 - b) Fire crews are hoping they can achieve full _____ of the fire before the winds pick up.
 - c) Fish are stored and sold in plastic _____.
 - d) Doctors are struggling to _____ the epidemic.
 - e) Africans and Europeans behave more directly, but the Easterners do more _____.
2. *delight, delighted, delightful*
 - a) The whole house is _____.
 - b) Her fabulous recipes will _____ anyone who loves chocolate.
 - c) He is a _____ audience with his wit and humor.
 - d) To the _____ of his proud parents, he has made a full recovery.
 - e) She was _____ with her new apartment.

3. *price, priceless, pricey*

- a) The black market provides a _____ but reliable way to equip your car.
- b) Diseases are the _____ of ill pleasures.
- c) It is perfectly _____ to hear them abuse each other.
- d) The high _____ of land and housing forces people to live further out of the city.
- e) Works of art and _____ historical records were ruthlessly destroyed.

After-Class Reading

Passage I

How to Read Faster

1 We can learn to read faster by first learning about the reading process and by then comparing your way of reading with the **proper** way of reading. Once you've done this, better and faster reading is just a matter of **consistent** practice.

2 Here are four areas of the reading process that will help you develop:

3 *The **visual** process.* Since the reading process needs the eyes, it is necessary to **make certain** that you have no visual problems. If you have no **physical** visual problems, your **eyes** usually move from left to right on a line of print, they make very short stops. Usually you make from three to five eye movements per second. Sometimes your eyes regress, that is, your eyes move **in reverse**. While regression is normal, too many regressions, especially if there is no need to read backwards on a line, will cause you to have a slower reading rate. It is also shown that the average reader makes about four eye stops per second. Poor readers require more pauses; good readers require fewer.

4 *Word knowledge and experience.* A good vocabulary is necessary for fast reading. The longer it takes for you to recognize the definition of a word, the longer it will take you to apply it to the total meaning of the phrase, sentence or paragraph you are reading. Often it is your vocabulary that determines your reading speed. A very rapid reader **responds** to the meanings of words by their sight or **contextual** use rather than by their sound. A slow reader must see the words and think the sounds in his or her mind before the words have any meaning to him or her. One of the best ways to develop your reading power is to develop your vocabulary.

5 ***Establishing a purpose for reading.*** Having a predetermined purpose before actually beginning to read helps you control your speed and **focuses** your attention for more efficient comprehension. When you know why you are reading and what you want to learn from your reading, you can **adjust** your rate to fit your needs. Unfortunately, too many readers have the idea that good comprehension is a result of trying to remember everything they read. They generally read everything, no matter

what type of material, the same way — slowly and carefully. A good reader plans ahead. He or she attempts to establish a purpose or goal for reading, depending on the material. Sometimes he or she previews or looks over the material to be read to see how much he or she may know about the subjects and decides how carefully he or she may read. Sometimes he or she first reads the questions found in the text, if there are any, and then use them as a guide. In a word, you must learn to establish a purpose for reading, which helps you, whether it is reading in school or out.

6 *Comprehension fundamentals.* Just as you have more than one type of vocabulary, so you have more than one type of comprehension. There is *literal understanding* which is **basic to** a good recall of what you read. This type is used when you need to remember facts, dates, places, events, and main ideas. Then there is a *critical understanding* which is needed to judge what you read, to compare and contrast the main ideas with what you know and feel about the subject. This type also requires that you recognize **bias** and **propaganda** and distinguish fact from opinion. Another type of comprehension is *aesthetic understanding* or being able to appreciate the style and technique of an author, to recognize satire, irony, humor and the author's ability to **stimulate** the senses. It is important that you develop all levels of your comprehension powers if you want to read faster.

(637 words)

New Words

1. proper ['prɒpə] *a.* 正确的, 恰当的
2. consistent [kən'sistənt] *a.* 坚持的, 持续的
3. visual ['vɪʒuəl] *a.* 视力的, 视觉的
4. physical ['fɪzɪkl] *a.* 身体的
5. respond [rɪs'pɒnd] *vi.* 作出反应, 响应 (to)
6. contextual [kən'tekstʃuəl] *a.* 上下文的, 前后联系的
7. establish [ɪ'stæblɪʃ] *vt.* 建立, 设立, 确立
8. focus ['fəʊkəs] *vt.* (使) 集中
9. adjust [ə'dʒʌst] *vt.* 调整, 调节
10. fundamental [fʌndə'mentl] *n.* 基本原则, 基本原理
11. literal ['lɪtərəl] *a.* 字面上的, 文字的

12. bias [ˈbaɪəs] *n.* 偏见, 偏向
 13. propaganda [prɒpəˈgændə] *n.* 宣传; 鼓吹
 14. aesthetic [ɪsˈθetik], [esˈθetik] *a.* 审美的, 美学的
 15. stimulate [ˈstimjuleɪt] *vt.* 促进, 激发, 激励

Phrases & Expressions

1. make certain 确定, 弄清楚
 2. in reverse 反向, 相反
 3. basic to 对……是首要(必要)的

Exercises

☞ Comprehension Exercises: Yes / No / Not Given

Directions: Judge whether or not the following statements agree with the information given in the passages, and mark *Y* for Yes, *N* for No, or *NG* if the information is Not Given in the passage.

- () Developmental reading course is not necessary for almost anyone.
- () Since regression is normal, our eyes are supposed to move in reverse as much as possible.
- () A slow reader usually thinks about the meanings and the sounds of the words at the same time.
- () Establishing a purpose for reading has been proved especially helpful in academic reading.
- () Literal, critical and aesthetic understandings should be differently adopted.

☞ Vocabulary Exercises

Directions: Complete each of the following sentences with the most appropriate word or phrase from the box. Change the form if necessary.

proper	consistent	visual	physical	respond
focus	adjust	fundamental	bias	stimulate

1. An inspiring teacher can _____ students to succeed.
2. Pharmacists are in charge of advising the public on _____ use of drugs.
3. Admittedly, television serves some functions extremely well, such as the _____ communication of news events.
4. He is free from any _____.
5. Now experienced teachers _____ more on giving children access to the Information Highway.
6. New goals are not always _____ with the existing policies.
7. The best way of promoting health and prolong life is to do _____ exercise for half an hour every day.
8. You must _____ yourself to new conditions.
9. In the reform we have consistently followed two _____.
10. One person proposes and a hundred others _____.

Passage II

Higher Education of the Future^①

1 The academies of the future will do one thing we do not do today. They will teach the art of self-discovery. There is nothing more **fundamental** in education. We **turn out** students from our universities who know how to give answers, but not how to ask questions.

2 Our students do not come **in contact with** the centers of **wisdom** in our culture. They leave universities with skills for the **workplace**, but with no knowledge of how to live, or what living is for. They are not taught how to see. They are not taught how to listen. They are not taught the great art of **obedience**, and how it **precedes** self-mastery.

3 They are not taught the true art of reading. True reading is not just passing our eyes over words on a page, or gathering information, or even understanding what is being read. True reading is a creative act. It means seeing first; and then using the imagination. Higher reading ought to be a new subject. As we read, so we are. I meet people **in all walks of life**, and most **notoriously** in the fields of literature and