

博雅
教育

全国英语专业博雅系列教材

总主编 丁建新

博雅阅读 精读 ②

李会民 主 编

李素慧 副主编

LIBERAL EDUCATION



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全国英语专业博雅系列教材/总主编：丁建新

博雅阅读·精读 2

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博雅之辩（代序）

大学精神陷入前所未有的危机，许多人在寻找出路。

我们坚持，提倡博雅教育（Liberal Education）。因为大凡提倡什么，关键在于审视问题的症结何在，对症下药。而当下之困局，根源在于功利，在于忘掉了教育之根本。

博雅教育之理念，可以追溯至古罗马人提倡的“七艺”：文法、修辞、辩证法、音乐、算术、几何、天文学。其目的在于培养人格完美的自由思考者。在中国教育史上，博雅的思想，古已有之。中国儒家教育的传统，强调以培养学生人格为核心。儒家“六艺”，礼、乐、射、御、书、数，体现的正是我们所讲的博雅理念。“学识广博，生活高雅”，在这一点上，中国与西方，现代与传统，并无二致。

在古罗马，博雅教育在于培育自由的人格与社会精英。在启蒙时代，博雅教育意指解放思想，破除成见。“什么都知道一点，有些事情知道得多一点”，这是19世纪英国的思想家约翰·斯图亚特·密尔（John Stuart Mill）对博雅的诠释。同一时期，另外一位思想家，曾任都柏林大学校长的约翰·亨利·纽曼（John Henry Newman）在《大学理念》一书中，也曾这样表述博雅的培养目标：“如果必须给大学课程一个实际目标，那么，我说它就是训练社会的良好成员。它的艺术是社会生活的艺术，它的目的是对世界的适应……大学训练旨在提高社会的精神格调，培养公众的智慧，纯洁一个民族的趣味”。

博雅教育包括科学与人文，目标在于培养人的自由和理性的精神，而不是迎合市场与风俗。教育的目标在于让学生学会尊重人类生活固有的内在价值：生命的价值、尊严的价值、求知的价值、爱的价值、相互尊重的价值、自我超越的价值、创新的价值。提倡博雅教育，就是要担当这些价值守护者的角色。博雅教育对于我们来说，是一种素质教育、人文教育。人文教育关心人类的终极目标，不是以“有用”为标准。它不是“万金油”，也无关乎“风花雪月”。

在美国，专注于博雅教育的大学称为“文理学院”，拒绝职业性的教育。在中国香港，以博雅教育为宗旨的就有岭南大学，提倡“全人教育”；在台湾大学，博雅教育是大学教育的基础，课程涉及文学与艺术、历史思维、世界文明、

道德与哲学、公民意识与社会分析、量化分析与数学素养、物质科学、生命科学等八大领域。在欧洲，博雅教育历史中的七大范畴被分为“三道”（初级）与“四道”（高级）。前者包括语法、修辞与辩证法，后者包括算术、几何、天文与音乐。在中国大陆的中山大学，许多有识之士也提倡博雅之理念，让最好的教授开设通识课程，涉及现代学科之环境、生物、地理等各门。同时设立“博雅学院”，学拉丁，读古典，开风气之先。

外语作为一门人文性很强的学科，尤其有必要落实博雅之理念。对于我们来说，最好的“应用型”教育在于博雅。早在20世纪20～40年代，在水木清华的外文系，吴宓先生提倡“语”“文”并重，“中”“西”兼修，教学上提倡自主学习与互动研究。在《西洋文学系学程总则》中，吴宓明确了“博雅之士”的培养目标：

本系课程编写的目的为使学生：（甲）成为博雅之士；（乙）了解西洋文明之精神；（丙）熟读西方文学之名著、谙悉西方思想之潮流，因而在国内教授英、德、法各国语言文字及文学，足以胜任愉快；（丁）创造今日之中国文学；（戊）汇通东西方之精神而互为介绍传布。

博雅之于我们，不仅仅是理念，更重要的是课程体系，是教材，是教法，是实践，是反应试教育，是将通识与专业熔于一炉。基于这样的理念，我们编写了这套丛书。希望通过这样的教育，让我们的学生知道人之为人是有他内在的生活意义，告诉我们的学生去求知，去阅读，去思考，去创造，去理解世界，去适应社会，去爱，去相互尊重，去审美，去找回精神的家园。

无需辩驳，也不怕非议。这是我们的坚守。

中山大学外国语学院 教授、博士生导师

中山大学语言研究所 所长

丁建新

2013年春天

前 言

《博雅阅读·精读》是供英语专业本科学生或水平相当的英语学习者使用的一套教材。本教材共4册，每册12个单元，每单元由A、B两篇课文及相关练习组成。文章A (Text A) 为主课文，由“读前”活动 (Pre-reading Questions)、正文 (Text)、注释 (Notes) 及课后练习 (Exercises) 组成。课文B (Text B) 为副课文，是课文A在主题、语言技能等方面的延伸。

本册教材的编写是在本“全国英语专业博雅系列教材”的总指导思想下完成的。从材料的选取，到练习的设计，都力争做到以文载物，与时俱进。在推进学生的英语语言综合能力培养的过程中，融入东西方文化经典的内涵，使学生在过程中得到良好的人文、科学思想的全面熏陶和发展。围绕这一思想，选题尽可能地做到博观取约、务实去华，并最终确定了“幸福/快乐、教育/成长、动物/情感、时代科技、异域风情、小说、名人演说”等12个话题方面的题材构成了本册的主题内容。

课后习题的设计旨在提高学生的阅读能力及语言技能，并进一步培养学生独立分析问题、解决问题的能力。其中，“课文理解 (Text Comprehension)” 以阅读为主线，引导学生通过对课后问题的思考，培养其阅读理解与分析语篇的能力及文化意识。“词汇和结构 (Vocabulary and Structure)” 通过词汇、语法及翻译等练习引导学生逐步提高自身的语言基本功、语言敏感性等。一年级设计了“语法巩固 (Grammar Consolidation)” 部分，旨在较系统地巩固复习英语语法知识 (多数中学已学过)，考虑到来自不同地域的学生的水平差异，基本上通过以练习代巩固的形式进行，侧重于一些语法难点项目的练习，为进一步开展大学阶段的英语教学夯实语法基础。

在编写上，我们尽量做到：

(一) 充分考虑学习者的英语基础，所选文章难易适中、文字规范、长度合理。

(二) 结合本套教材的博雅主题，注重文章选取时博雅精神的体现，既考虑文章本身的知识性、可读性，也考虑文章文化精神的体现。

(三) 符合英语专业教学大纲及我国培养创新型英语专业人才的要求。

(四) 在编排模式上, 结合语言习得、外语教学的相关理论, 注意体现学生在课堂上的主体地位。

(五) 理论联系实际, 注重学习效果的实用性。

(六) 注重教材编排的系统性及科学性。

编写过程中, 外籍专家 Jeffery 和 Norma 给予了审阅和帮助, 在此我们致以衷心的感谢。受编者经验与水平限制, 本教材难免有疏漏之处。望广大师生读者批评指教, 以利今后修订完善。

编 者

2013 年 5 月

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UNIT 1

Pre-reading Questions:

1. Are you happy? What does “happiness” mean by your understanding?
2. What’s the happiest thing in your life? Please share your ideas with your partners.



Text A:

Our Pursuit of Happiness

Lynn Peters

—We chase after it, when it is waiting all about us.

1. “ARE YOU HAPPY?” I asked my brother, Ian, one day. “Yes. No. It depends on what you mean,” he said.
2. “Then tell me,” I said, “when was the last time you think you were happy?”
3. “April 1967,” he said.
4. It served me right for putting a serious question to someone who has joked his way through life. But Ian’s answer reminded me that when we think about happiness,

we usually think of something **extraordinary**, a **pinnacle** of **sheer** delight—and those pinnacles seem to get rarer the older we get.

5. For a child, happiness has a magical quality. I remember making **hide-outs** in newly-cut hay, playing cops and robbers in the woods, getting a speaking part in the school play. Of course, kids also experience lows, but their delight at such peaks of pleasure as winning a race or getting a new bike is **unreserved**.

6. In the teen-age years the concept of happiness changes. Suddenly it's conditional on such things as excitement, love, **popularity** and whether that zit will clear up before prom night. I can still feel the agony of not being invited to a party that almost everyone else was going to. But I also recall the **ecstasy** of being **plucked** from obscurity at another event to dance with a John Travolta look-alike.

7. In **adulthood** the things that bring **profound** joy—birth, love, marriage—also bring responsibility and the risk of loss. Love may not last; sex isn't always good; loved ones die. For adults, happiness is complicated.

8. My dictionary defines happy as “lucky” or “fortunate”, but I think a better definition of happiness is “the capacity for enjoyment”. The more we can enjoy what we have, the happier we are. It's easy to overlook the pleasure we get from loving and being loved, the company of friends, the freedom to live where we please, even good health.

9. I added up my little moments of pleasure yesterday. First there was sheer **bliss** when I shut the last lunchbox and had the house to myself. Then I spent an uninterrupted morning writing, which I love. When the Kids came home, I enjoyed their noise after the quiet of the day.

10. Later, peace descended again, and my husband and I enjoyed another pleasure—**intimacy**. Sometimes just the knowledge that he wants me can bring me joy.

11. You never know where happiness will turn up next. When I asked friends what makes them happy, some mentioned seemingly insignificant moments. “I hate shopping,” one friend said. “But there's this clerk who always chats and really cheers me up.”

12. Another friend loves the telephone. “Every time it rings, I know someone is thinking about me.”

13. I get a **thrill** from driving, one day I stopped to let a school bus turn onto a side road. The driver **grinned** and gave me a thumbs-up sign. We were two **allies** in a world of mad **motorists**. It made me smile.

14. We all experience moments like these. Too few of us **register** them as happiness.

15. Psychologists tell us that to be happy we need a **blend** of enjoyable leisure time and satisfying work. I doubt that my great-grandmother, who raised 14 children and took in washing, had much of either. She did have a network of close friends and

family, and maybe this is what fulfilled her. If she was happy with what she had, perhaps it was because she didn't expect life to be very different.

16. We, on the other hand, with so many choices and such pressure to succeed in every area, have turned happiness into one more thing we "gotta have". We're so **self-conscious** about our "right" to it that it's making us **miserable**. So we chase it and **equate** it with wealth and success, without noticing that the people who have those things aren't necessarily happier.

17. While happiness may be more complex for us, the solution is the same as ever. Happiness isn't about what happens to us—it's about how we **perceive** what happens to us. It's the **knack** of finding a positive for every negative, and viewing a setback as a challenge. It's not wishing for what we don't have, but enjoying what we do possess.

New Words

adulthood /'ædʌlthud/ *n.*

the period of time in a person's life when he or she is physically matured 成年

agony /'ægəni/ *n.*

extreme mental or physical suffering (精神或肉体的) 极度痛苦; 苦恼

ally /æ'lai/ *n.*

a person, organization that cooperates with another, or a state that unites with another by a treaty 盟友; 同盟国

blend /blend/ *n.*

mixing, mixture 混合; 混合物

bliss /blɪs/ *n.*

a state of extreme happiness 喜悦; 天赐之福

ecstasy /'ekstəsi/ *n.*

a state of being carried away by overwhelming emotion 狂喜; 入迷

equate /i'kwet/ *v.*

regard as equal or equivalent 视为相等

extraordinary

unusual or remarkable; out of the usual course 特别出色的; 不一般的

/ɪk'strɔ:d(ə)n(ə)ri/ *adj.*

grin /grɪn/ *v.*

draw back the lips and reveal the teeth, in a smile, grimace, or snarl 咧嘴笑

hide-out /'haɪdaʊt/ *n.*

a hiding place; usually a remote place used by outlaws 隐藏处

intimacy /'ɪntɪməsi/ *n.*

1) close familiarity or friendship; closeness 亲密; 友谊

2) a usually secretive or illicit sexual relationship 亲昵行为

knack /næk/ *n.*

an acquired or intuitive faculty of doing a thing adroitly 技能; 本领

miserable/'mɪzərəbl/ *adj.*
 motorist/'məʊt(ə)rɪst/ *n.*
 obscurity/əb'skjuəri'ti/ *n.*

perceive/pə'si:v/ *v.*
 pinnacle/'pɪnəkl/ *n.*

pluck/plʌk/ *v.*
 popularity/'pɒpjʊ'lærɪti/ *n.*

profound/prə'faʊnd/ *adj.*

prom/prɒm/ *n.*

register/'redʒɪstə/ *v.*

self-conscious
 /self'kɒnfəs/ *adj.*
 sheer/ʃiə/ *adj.*

thrill/θrɪl/ *n.*

unreserved/ʌnrɪ'zɜ:vɪd/ *adj.*

zit/zɪt/ *n.*

wretchedly unhappy or uncomfortable 悲惨的
 the driver of a motor car

1) the state of being obscure 晦涩; 费解
 2) an obscure person or thing 默默无闻的人 (或事)
 to become aware of through the senses 感知
 1) the highest point of a mountain, etc. 山顶
 2) the highest stage of development (事业发展等的)
 顶峰

pull or pull out sharply 摘; 拔

the quality of being widely admired or accepted or
 sought after 普及; 流行

showing great knowledge or insight; deep and complete
 深厚的; 意义深远的

a formal ball held for a school class toward the end of
 the academic year 毕业舞会

record in writing; enter into a book of names or events
 or transactions 登记; 注册

unduly aware of one's appearance or actions through
 embarrassment or shyness 难为情的; 有自我意识的
 no more or less than; mere, unqualified, absolute 纯
 粹的; 完全的

a wave or nervous tremor of emotion or sensation 兴奋;
 刺激

without limit, complete; not reserved 毫无保留的;
 充分的

(US *slang*) a pimple [俚语 (美)] 丘疹, 疙瘩

Notes

1. **It served me right for putting a serious question to someone who has joked his way through life.** (Para. 4)

My brother loves making a jest and don't think about any serious things, such as something about "happy" which I asked him just now, so it served me right for asking him such a serious question.

serve sb. right: something bad serves someone right 给某人应得的报应
 e. g. *It will serve him right if he's sent to jail.*

2. **I remember making hide-outs in newly-cut hay, playing cops and robbers in the woods, getting a speaking part in the school play.** (Para. 5)

I remember playing the game of Hide and Seek in the newly-cut hay, playing cops and robbers (another game) in the woods, as well as playing a role who had the chance

to speak in the school play.

3. Suddenly it's conditional on such things as excitement, love, popularity and whether that zit will clear up before prom night. (Para. 6)

Suddenly it becomes not so easy to get happiness, as it depends on such things as excitement, love, popularity and so on.

4. John Travolta (Para. 6) (约翰·特拉沃尔塔)

John Travolta (Feb. 18, 1954 —) is an American actor, dancer, and singer. Travolta first became known in the 1970s, after appearing on the television series *Welcome Back, Kotter* and *Saturday Night Fever* and *Grease*.

5. First there was sheer bliss when I shut the last lunchbox and had the house to myself. (Para. 9)

When I finished my lunch, I firstly felt the great happiness of enjoying being free and not disturbed in the house.

lunchbox: a box in which someone's lunch can be carried to work, school etc.

6. But there's this clerk (Para. 11)

this clerk: 说话者心中所特指的某个售货员

7. We were two allies in a world of mad motorists. (Para. 11)

We shared the same principle, which made us happy, in a world of disorder, especially that caused by mad motorists.

8. The driver grinned and gave me a thumbs-up sign. (Para. 13)

thumbs-up: a sign of approval or support (The antonym, thumbs-down, indicates disapproval or rejection. But before the early 1900s, the meanings of the gestures were opposite to that of today.)

9. We ..., have turned happiness into one more thing we "gotta have". (Para. 16)

We have turned happiness into one thing that we have to get, which indeed increased the pressure of life itself.

gotta have: (have) got to have 必须有的

10. ... the people who have those things aren't necessarily happier. (Para. 16)

...the people who have those things aren't necessarily happier than the people who do not have those things.

Text Comprehension

I. Answer the following questions after reading the text.

1. According to the text, when we think about "happiness", what do we think of?
2. What's the writer's idea about "happiness"?
3. How many pleasures did the writer list in the text?

4. What were the ideas of the writer's friends about "happiness"?
5. Why does one of the writer's friends love the telephone?
6. How did psychologists suggest us to get happiness in the text?
7. Why did the writer's great-grandmother feel happy?
8. To be happy, what ability should we have according to the author?

II. Explain in your own words the italic parts in each sentence.

1. We usually think of something extraordinary, *a pinnacle of sheer delight*—and those pinnacles seem to get rarer the older we get. (Para. 4)
2. Of course, kids also *experience lows*, but their delight at such peaks of pleasure as winning a race or getting a new bike is unreserved. (Para. 5)
3. When I asked friends what makes them happy, some mentioned seemingly *insignificant moments*. (Para. 11)
4. Too few of us *register them as happiness*. (Para. 14)
5. She did have *a network of close friends and family*, and maybe this is what fulfilled her. (Para. 15)
6. While happiness may be more complex for us, *the solution* is the same as ever. (Para. 17)

Vocabulary and Structure

- I. The prefix "self-" means "relating to—of or by or to or from or for—the self". Study the following words formed with the prefix "self-" and complete the following sentences with them.

self-esteem	self-defense	self-reliant	self-study
self-conscious	self-centered	self-content	self-evident

1. Your words touched her _____.
2. You should never punch someone unless it is in _____.
3. They need to rely on others not just be _____.
4. Some people become very _____ in adolescence.
5. A _____ person shows little regard for the feelings of others.
6. A career man has a busy life. A _____ man has an easy one.
7. These books can be used either for _____ or in class.
8. It is _____ that the education of the young is vital to the future of a country.

II. Fill the blanks with appropriate forms of the given words.

1. It was filled with _____ and excitement. (happy)
2. A moment later, the earth also being immersed in _____. (obscure)
3. What's the _____ of science? (define)

4. An _____ grew up between the families. (intimate)
5. There is nothing more _____ to me than to receive one of your letters. (satisfy)
6. The American blacks live a _____ life. (misery)
7. We haven't found the _____ yet, but I'm sure we're on the right track. (solve)
8. Our teacher has a high degree of _____. (responsible)

III. Fill in the blanks in each sentence with a word from the box.

extraordinary	popularity	profound	knack
insignificant	psychologist	ally	perceive

1. Her _____ skill was praised by all.
2. She has a(n) _____ of teaching English.
3. We can _____ his sorrow by the looks on her face.
4. Freud was a brilliant _____.
5. Britain was a(n) _____ of America in the World War I.
6. It is a waste of time to listen to his _____ talk.
7. The Chinese nation has rich and _____ cultural reserves.
8. The _____ of the film stars waxed and waned.

IV. Fill in the blanks with a suitable preposition or adverb.

1. It's a terrible thing when nobody wants to dance _____ you.
2. I wrote that song just to cheer myself _____.
3. You can think _____ it and let me know your decision later.
4. Your boss will not be happy _____ your performance if your work is always sloppy.
5. You cannot expect _____ like all the people you will work with.
6. Employment is conditional _____ his ability.
7. The party started at 8: 00, but she failed to turn _____.
8. We must take _____ nutritious food every day.

V. Here are some phrases with "turn". Study these verb phrases given below and fill in each blank with one that fits in the proper form.

turn round	turn into	turn on	turn off
turn to	turn out	turn over	turn against

1. The little girl _____ and ran to her mother.
2. Water _____ ice when the temperature is below freezing.
3. Nothing could make me _____ my country.
4. Having read page one, she _____ to page two.