

College English Reading Series

大学英语系列阅读

第二册

主 编：谭芷芳

编 委：易 红 宋 冰

李 桃 江久文

前 言

本系列丛书根据最新修订的《大学英语教学大纲（修订本）》的指导思想和教学要求编写，旨在帮助学生丰富语言知识，提高英语阅读能力，可用做大学英语教学的课外阅读教材。

阅读是掌握语言知识、打好语言基础、获取所需信息的重要渠道，是全面提高听、说、写、译等能力的基础。同时，阅读能力也是大部分大学生今后工作所需的主要语言技能。从语言学习的规律看，英语应用能力的提高是建立在大量的语言输入，尤其是大量阅读的基础上的。因此，在大学英语学习阶段，应始终注意阅读能力的培养和提高。《大学英语教学大纲（修订本）》明确指出大学英语的教学目的是“培养学生具有较强的阅读能力和一定的听、说、写、译能力”。可见，在对大学生英语能力的要求方面，阅读属第一层次的要求，所谓较强的阅读能力，主要包括阅读速度和阅读理解两个方面。

《大学英语教学大纲（修订本）》对于大学英语基础阶段的阅读能力有如下基本要求：“能顺利阅读语言难度中等的一般性题材的文章，掌握中心大意以及说明中心大意的事实和细节，并能进行一定的分析、推理和判断，领会作者的观点和态度，阅读速度达到每分钟 70 词。在阅读篇幅较长、难度略低、生词不超过总词数 3% 的材料时，能掌握中心大意，抓住主要事实和有关细节，阅读速度达到每分钟 100 词。”要达到这一要求，必须通过大量的阅读实践。本书为读者提供了较为丰富的实践材料，使读者通过大量的阅读训练，全面提高阅读能力，并通过阅读逐步扩大词汇量。

全套书共分 4 册，每册 15 个单元。每个单元共 5 篇文章，其中四篇为阅读理解文，1 篇为阅读与背诵文。第一册文字相对简单，难度与大学英语一级要求相当，主要让读者掌握如何快速阅读文章，找出文章大意及相关信息；第二册难度加大，帮助读者从获取文章要点过渡到理解文章含义；第三册文章均有一定深度，帮助读者积极思维，读懂字里行间的意，并根据文章内容作出正确

推理和判断；第四册加强综合技能的训练，全面提高和检测读者的阅读理解能力。

在选材方面，本书既注重知识性，又兼顾了趣味性。所选文章符合新修订大纲对各级阅读的要求，力求内容新颖、题材广泛、体裁多样，涉及社会、文化、政治、经济、历史、地理、人物传记、体育运动、现代科技、风土人情、自然环境、卫生与健康等诸方面。

除“阅读与背诵”文外，每篇文章均配有练习题，其中客观题为多项选择和正误判断，主观题则以大学英语四、六级考试所要求的简答题和翻译题为主。

为了在提高学生阅读能力的同时扩大其词汇量，本书在每篇文章的阅读练习后均附有单词表，以供参考和记忆。为方便查阅，在各册最后列有总词汇表。单词表按新修订大纲要求列出，超过四级的词汇用“▲”标出，并注有音标、词性、中文义项和常用固定搭配。此外，本书还在 Useful Structures 条目下列出了文章中出现的好句型和句子结构。

每个单元所配的“阅读与背诵”文选均为优秀范文，有小品文精粹，也有经典佳作、名人演说。阅读与背诵这些文章不仅有助于读者学习到一些英语语言的精华，提高英语文化素养，同时也对语感的培养和写作能力的提高大有裨益。

本书语言地道规范，文章短小精悍，难度由浅入深。读者每天花少量时间阅读 1 篇，长期坚持，必将使其英语阅读水平实现质的飞跃。

在本书的编辑过程中，魏俊轩老师对全书进行了策划，徐兴祥老师对校对工作均给予了大力支持，在此一并表示感谢。由于时间仓促，编者水平有限，书中不妥之处在所难免，望广大读者批评指正。

编 者

2001 年 3 月

Contents

Unit One

- A. 1. A Little Lady Starts Big War 小妇人挑起大战争 1
- 2. The First Scientist 最早的科学家 3
- 3. Drawing on the Right Side of the Brain 用右脑作画 5
- 4. Fire of Death 死亡之火 7
- B. A True Good Student 真正的好学生 10

Reading Skill I

- Recognizing Signal Words 12

Unit Two

- A. 1. Are Test-tube Babies Healthy? 试管婴儿健康吗? 15
- 2. Why Human Beings Wear Clothes? 穿衣只为蔽体吗? 16
- 3. Walking 散步 18
- 4. A Letter to My Favorite Teacher 致我最敬爱的老师 20
- B. How to Give a Good Speech 如何做演讲 22

Unit Three

- A. 1. Water Pollution 水污染 24
- 2. Aging 衰老 26
- 3. The First Four Minutes 最初四分钟 28
- 4. How Does Advertising Work? 广告的运作方式 30
- B. Pens 笔 32

Unit Four

- A. 1. The United Nations 联合国简介 34
- 2. Tribalism Is Important in Africa 部族意识在非洲的重要性 36
- 3. Auction Sales 拍卖 38
- 4. How to Cope With Your Telephone 如何应付电话 41
- B. Organizing Yourself 合理安排生活 43

Reading Skill II

- Distinguishing Facts from Opinions 45

Unit Five

- A. 1. Coca-Cola Decided to Change the Formula 可口可乐改配方 50
- 2. Volcanoes Affect the Earth 火山影响地球 51
- 3. It Costs a Pretty Packet 包装费思量 53
- 4. Washington D. C. 华盛顿特区 55

B. Alfred Nobel's Will 诺贝尔的遗嘱	58
Unit Six	
A. 1. Self-protection 自我保护	60
2. What Do We Think With? 我们用什么思考?	62
3. Three Branches of Government 美国政府的三权鼎立制度	64
4. Why Are We Different From Each Other? 为什么我们彼此不相同? ...	66
B. On Reading Good Books 论读好书	68
Unit Seven	
A. 1. Anger Is Dangerous to Your Health 发怒危害健康	70
2. The Stock Exchange 股票交易	71
3. Testing and Teaching 考试与教学	73
4. The Elite Pickman 高级窃贼	75
B. The Value of Time 时间的价值	77
Reading Skill III	
——Recognizing Text Structures in Reading	79
Unit Eight	
A. 1. The Concept of Freedom 何谓自由	85
2. Daughter Forever 女儿终究是女儿	87
3. The Freezing of Human Bodies 冰冻人体	88
4. Another Alternative in Education 一种变通的教育方式	90
B. Advice to Youth 给青年的忠告	92
Unit Nine	
A. 1. Sugar 糖	95
2. Efficient Reading 有效阅读	96
3. Bermuda Triangle 百慕大三角	99
4. Exercise Your Heart 锻炼心脏	101
B. A Noble Gift 珍贵的礼物	103
Unit Ten	
A. 1. Money in the United States 美国的货币	105
2. A Brave Man 勇敢的人	107
3. Are There Any Other Intelligent Life Outside the Earth? 地球外还有智慧人吗?	109
4. Making Glass Objects 玻璃品制作	112
B. Reading Newspapers 读报	114
Reading Skill IV	
——Finding Out the Implied Meaning	116
Unit Eleven	

A. 1. School in the Sun 阳光学堂	120
2. Economic Knowledge in One Sentence 一句话概括经济学	122
3. American Families 美国人的家庭	123
4. Shakespeare 莎士比亚	125
B. Questions We Should Think About 值得我们思考的几个问题	128
Unit Twelve	
A. 1. Advertising 做广告	130
2. Differences in Wedding Attire Between China and America 中美婚礼服饰的区别	131
3. How Life Began 生命的起源	133
4. Benefits From Books 读书有益	135
B. On Getting a Good Job 找份好工作	137
Unit Thirteen	
A. 1. Dangers in and Near a House 房屋内外的潜在危险	139
2. My Childhood in an Indian Village 在印第安村落度过的童年	141
3. How Doctors Look at Death 医生如何看待死亡	142
4. Irreplaceable Classroom Teaching 不可替代的课堂教学	145
B. Success Starts With a Good Interview 出色的面试是成功的开始	147
Reading Skill V	
——Making Inference	149
Unit Fourteen	
A. 1. The Female Mosquito 雌蚊	155
2. African Elephants and Poachers 非洲象及捕猎者	157
3. Types of Interview 面试种种	159
4. A Nation of Contrasts 一个对比鲜明的国家	161
B. Schooling and Education 上学与接受教育	164
Unit Fifteen	
A. 1. Tips on Doing Business with the Arabs 和阿拉伯人做生意的告诫	166
2. Class Notes 选课须知	168
3. Motherhood in a Changing World: Women in Ghana 变化世界中的母性: 加纳妇女	171
4. The Olympic Games 奥运会简介	173
B. The Language of Music 音乐的语言	176
Key to Exercises	178
Glossary	183
Expressions	198

Unit One

Part A Comprehension Passages

1 Little Lady Starts Big War

Harriet Beecher Stowe poured her heart into her anti-slavery book, *Uncle Tom's Cabin*. But neither she nor her first publisher thought it would be a big success. The publisher was so doubtful that he wanted her to split the publishing costs with him, and all she hoped was that it would make enough money for her to buy a new silk dress.

But when the first 5,000 copies were printed in 1852, they sold out in two days. In a year the book had sold 300,000 copies in the United States and 150,000 in England. For a while it outsold every book in the world, except the Bible.

Within six months of its release, a play was made from the book, which ran 350 performances in New York and remained America's most popular play for 80 years.

It might appear that *Uncle Tom's Cabin* was universally popular, but this was certainly not true. Many people during those pre-Civil War days—particularly defenders of the slavery system—condemned it as false propaganda(宣传)and poorly written melodrama.

Harriet did have strong religious views against slavery (When asked how she came to write the book, she replied, “God wrote it.”), and she tried to convince people that slavery was wrong, so perhaps the book could be considered propaganda. But if so, it was true propaganda, because it accurately described the evils of slavery.

Though she was born in Connecticut¹ in 1832, as a young woman she moved to Cincinnati², Ohio³, when her father accepted the presidency of newly founded Lane Theological Seminary(神学院). Ohio was a free state, but just across the Ohio River in Kentucky⁴, Harriet saw slavery in action. She lived 18 years in Cincinnati, marrying Calvin Stowe, professor of a college. In 1851, Harriet Beecher Stowe began her book.

Its vast influence strengthened the anti-slavery movement and angered defenders of the slave system. Today some historians think that it helped bring on the American Civil War.

In fact, when Abraham Lincoln met Harriet at the White House during the Civil War, he said, “So, this is the little lady who started this big war.”

1. Why did the publisher want Mrs. Stowe to split the publishing costs before the publication of *Uncle Tom's Cabin* ?

2. As soon as *Uncle Tom's Cabin* was published, _____.
A) it sold better than any other book in the world
B) it became immediately a best-seller(畅销书)
C) it met with strong opposition from defenders of the slave system
D) it became universally popular
3. Some people disliked *Uncle Tom's Cabin* because _____.
A) they thought it poorly-written
B) they did not like false propaganda
C) it was an anti-slavery book
D) the book might bring about a terrible civil war
4. The following statements are true EXCEPT _____.
A) The publication of *Uncle Tom's Cabin* started a big war
B) Mrs. Stowe had witnessed the evils of slavery herself
C) *Uncle Tom's Cabin* was strongly condemned by defenders of slavery
D) Mrs. Stowe wrote the book at the age of nineteen
5. When Abraham Lincoln called Mrs. Stowe “the little lady who started this big war”, _____.
A) he was blaming her for starting the American Civil War
B) he was praising her for the great contributions she had made during the war
C) he thought she was almost a war criminal
D) he was talking about the great influence her book had produced

Words & Expressions

split [split] <i>v.</i>	分裂, 分开; 分担
outsell [aut'sel] <i>v.</i>	销得比……多, 比……更畅销
release [ri'li:s] <i>vt.</i>	发行; 释放
universally [ju:ni'və:səli] <i>ad.</i>	全球性地; 普遍地
condemn [kən'dem] <i>vt.</i>	谴责
▲melodrama ['melədrə:mə] <i>n.</i>	传奇性作品; 闹剧
in action	在活动; 在运转
bring on	引起, 导致

Useful Structures

1. It might appear that... : 看起来……会……,但是……
2. If so,... : 倘若真是这样的话,那么……

Notes

1. Connecticut: (美国)康涅狄克州
2. Cincinnati: 辛辛那提 (美国俄亥俄州西南部城市)
3. Ohio: 俄亥俄州 (美国中北部的一个州)
4. Kentucky: 肯塔基州 (位于美国中东部)

2 The First Scientist

Who was the first scientist? It wasn't Isaac Newton. Although he is generally seen to be the greatest scientist who ever lived, Newton never thought of himself as a scientist. He couldn't, for the word didn't exist in his time. Newton thought of himself as a “philosopher”, a word that dates back to the ancient Greek thinkers and comes from Greek words meaning “lover of wisdom”.

Newton thought of himself as just such a philosopher and the sort of thing he studied was natural philosophy. Thus, when he wrote the book in which he carefully described his three laws of motion and his theory of universal gravitation — the greatest book ever written — he called it *The Mathematical Principles of Natural Philosophy*. The Greek word for “natural” is “*physikos*” which, in English, becomes “physical”. Natural philosophy might also be spoken of as “physical philosophy” which can be shortened to “physics”.

As natural philosophy grew and expanded, all kinds of special studies developed. People began to speak of chemistry, of mathematics, and so on. Physics was whatever was left over, so it did not suit as a general overall word for natural philosophy. Yet some such short word was needed, for “natural philosophy” was a long word. There did, for instance, exist the word “science” from the Latin word, meaning “to know”. Gradually, the word “science” was used to mean natural philosophy.

Then about 1840, an English natural philosopher named William Whewell began to use the word “scientist” to represent someone who studied and understood that kind of science. In other words, a scientist came to mean a natural philosopher. Only after 1840, could there have been anyone who thought of himself

as a “scientist”. In that case, who was the first scientist ?

In that period, there was a great natural philosopher called Michael Faraday. In fact, he was of the ten best of the time, and probably the greatest experimenter of all time. If Whemell thought of anyone as a scientist, I suppose he would think of Faraday first. And if he did not, I will.

1. The first paragraph mainly tells us _____

2. Newton was not the first scientist simply because _____.
A) he was a philosopher instead of a scientist
B) he made greater contribution in philosophic studies than in the field of science
C) there was no such a word as “scientist” in his time
D) somebody else was more qualified to be called the first scientist than he was
3. The author regards Michael Faraday as the first scientist for the reason that _____.
A) he had made great contribution in the field of science
B) he was of the ten best natural philosopher of his time and was the greatest experimenter of all time
C) William Whemell, the first person who began to use the word “scientist”, thought of him as the first scientist
D) he was the first person who had made great contribution in the field of science after the word “scientist” came into existence
4. Decide whether the following statements are true (T) or false (F).
_____ 1) Newton thought of himself more as a philosopher than as a scientist.
_____ 2) In Newton’s time, “natural philosophy” includes not only philosophy, but also physics, chemistry and mathematics.
_____ 3) The word “science” came from a Greek word meaning “to know”.
_____ 4) Only after 1840 was the word “scientist” used to represent someone who was a specialist in a particular field of natural philosophy.
_____ 5) The author would agree with William Whemell if the latter would think of Faraday as the first scientist.
5. Translate the underlined part into Chinese.

Words & Expressions

motion [ˈməʊʃən] <i>n.</i>	(物体的)运动;提议,动议
▲gravitation [græviˈteɪʃən] <i>n.</i>	引力
expand [ɪksˈpænd] <i>v.</i>	发展;扩大;膨胀;扩张
date back to	可追溯到……
universal gravitation	万有引力
leave over	留下;剩下;把……留待后用

3 Drawing on the Right Side of the Brain¹

Most adults can't draw. Other skills, such as handwriting and speech, change and develop, but drawing does not. Even intelligent and successful adults draw like children. Why?

If someone was not good at reading, we would call the disability dyslexia (诵读困难). But no one has given the lack of ability to draw any special name at all, because drawing is not an essential skill for survival in our culture. Few people seem to notice that many adults draw like children, and that children give up drawing at the age of nine or ten, when they reach the stage of realism. When their drawings don't look realistic they often become discouraged. Their teachers usually tell them to look more carefully, but this doesn't help because the child doesn't know what to look for. But why doesn't a person see things clearly enough to draw them?

Recent research shows that we use the left and right hemispheres of our brain for different mental functions. The left looks after speech and language; the right takes care of visual information. Sometimes the two hemispheres work together, sometimes they work separately, and sometimes they conflict, with one half trying to do what the other half knows it can do better.

All our lives, we learn to see things in terms of words: we name things and we know facts about them. Our culture encourages the development of language and thinking, and therefore the left brain hemisphere. Our schools do not encourage the right brain skills of imagination, visualization and the perception of space. It seems that the right brain takes in visual information in the way we need to see in order to draw, and the left brain takes in the same information but in a way that seems to interfere with drawing.

Psychologist Robert Ornstein suggests that in order to draw, the artist must

“mirror” things or see them exactly as they are. So you must turn off the left brain and turn on the right brain, so that you can see the way an artist sees. The best way to do this seems to present the brain with a task that the left brain can’t or won’t perform.

1. According to the passage, most adults can’t draw because _____.
 - A) they do not have the skills of imagination, visualization and perception
 - B) drawing is not an essential skill for survival in the modern society
 - C) they cannot see things clearly enough in order to draw them
 - D) they do not know how to use the right side of their brain effectively
2. Most people give up drawing at the age of nine or ten _____.
 - A) because they are not encouraged to carry on drawing
 - B) when they find their drawings unrealistic
 - C) when they find they cannot see things clearly enough to draw them
 - D) because the right hemisphere of their brain is not fully developed
3. The third paragraph mainly talks about _____.
 - A) the different mental functions of our brains
 - B) the different functions of our left and right brains
 - C) the fact that our left and right brains sometimes work together, sometimes work separately
 - D) the fact that our left and right brains sometimes conflict
4. It can be inferred from this article that _____.
 - A) a person who is not good at speech and language should try to use his left brain less frequently
 - B) a man cannot be both a good speaker and a good painter
 - C) our culture should encourage the development of both the right and left brains
 - D) a man who has problems with his right brain cannot be a good painter
5. Decide whether the following statements are true (T) or false (F).
 - _____ 1) The left and right brains take in visual information in different ways.
 - _____ 2) It can be concluded from this passage that an artist draws with his eyes instead of with his hands.
 - _____ 3) We should try to avoid using our left brain when we are drawing.
 - _____ 4) The author of this article would most probably agree to the opinion of the psychologist Robert Ornstein.

Words & Expressions

essential [i'senʃəl] <i>a.</i>	重要的;根本的,本质的;不可少的
survival [sə'vaɪvəl] <i>n.</i>	幸存;活下来
realism ['riəlɪzəm] <i>n.</i>	现实主义
discourage [dis'kʌrɪdʒ] <i>v.</i>	使丧失勇气,使气馁,使沮丧
hemisphere ['hemɪsfiə] <i>n.</i>	半球
visual ['vɪʒjuəl] <i>a.</i>	视觉的
conflict ['kɒnflikt] <i>n.</i>	斗争;冲突
<i>vi.</i>	抵触;冲突
perception [pə'sepʃən] <i>n.</i>	理解;感知,感觉
interfere [ɪntə'fiə] <i>vi.</i>	干涉,干预;干扰 (in/with)
psychologist [saɪ'kɒlədʒɪst] <i>n.</i>	心理学家
in terms of	依据……;从……方面;从……角度来讲

Notes

1. Drawing on the Right Side of the Brain. 用右脑作画。draw 为“作画”之意;而 draw on 意为“利用,依靠”。故本文标题一语双关。

4 Fire of Death

One day towards the end of January 1985 a 17-year-old cookery student, Jacqueline Fitzsimons, was talking to friends in a corridor of the technical college, when she suddenly complained of burning on her back. Seconds later, she was in flames. Her screams brought horrified staff running to her aid¹ — they threw her to the ground and tried to put out the fire. But on arrival at hospital Jacqueline was suffering from 18 percent burns, and she died 15 days later.

Firemen who investigated her death could find no reason for the way Jacqueline was burnt. They were surprised and puzzled to discover that although her pullover had been on fire, the apron she was wearing over it was undamaged. Because no one had any idea as to what had set Jacqueline on fire, it seemed possible that this might be a case of spontaneous human combustion (SHC) — the strange phenomenon in which the human body bursts into flames without any visible source of fire.

The belief that the body can burst into flames of its own accord has a long history, and there have been several cases over the past 250 years. One of the

earliest cases, that of the 61-year-old Countess Cornelia Bandi, had many typical features. This took place in 1736.

The Countess had gone to bed after supper and, after talking to her maid for an hour or two, she had fallen asleep. When the maid returned to wake her in the morning, she found a terrible scene. The floor and windows of the bedroom were covered with a yellowish liquid, and there was a strange smell. About a meter from the bed was a heap of ashes, and two legs, undamaged, still with stockings on.² Between the legs was a burnt head and everything else was ashes. What was particularly strange was that nothing else in the room had been damaged by the fire.

This same characteristic was also seen in a 20th century case: that of Dr J. Irving Bentley, a retired doctor who had lived in a ground floor flat. The doctor's remains were found in December 1966 by Don Gosnell, who entered the basement of the building to read the gas meter. He was worried by the light blue smoke and the pile of ashes he found in the basement, so he went up to Dr Bentley's flat. There, in the bathroom, he found a large hole burned through the floor, and on the edge of the hole, "a brown leg, from the knee down, like the leg of a doll". Apart from the leg and the pile of ashes in the basement, no other remains were found. Again there was almost no damage to the bathroom. At the inquest into Dr Bentley's death the coroner (验尸官) decided that Bentley had carelessly set fire to himself — probably with a pipe — and had gone into the bathroom in search of water. He had died from choking on the fumes.

1. The case of Jacqueline Fitzsimons surprised and puzzled the firemen because _____.
A) they could find no satisfactory explanation to her death
B) her body was in flames but her dress was not damaged
C) her pullover had been on fire while the apron over it was not damaged
D) they had not seen any case like this before
2. What was particularly strange with the case of Countess Cornelia Bandi ?
A) She had been burnt to ashes without any visible source of fire.
B) Nothing else in her room had been damaged, including the stockings she was wearing.
C) Her body had been burnt to a heap of ashes except her legs and head.
D) All of the above.
3. It can be inferred from the last paragraph that _____.
A) the author disagrees with the coroner on the cause of Dr Bentley's death
B) Dr. Bentley must have set fire to himself carelessly

- C) Dr. Bentley had been smoking in the room
 D) Dr. Bentley had died from choking on the fumes of the fire
4. Which case seems to prove the case of “spontaneous human combustion” most convincingly ?
- A) The case of Jacqueline Fitzsimons’ death.
 B) The case of Countess Cornelia Bandi’s death.
 C) The case of Dr Bentley’s death.
 D) All of the above.
5. Find out from this article all the words and phrases related to the word “fire”.
-
-

Words & Expressions

cookery [ˈkʊkəri] <i>n.</i>	烹调; 烹调术
corridor [ˈkɒrɪdɔː] <i>n.</i>	走廊
▲pullover [ˈpʊləʊvə] <i>n.</i>	套衫, 套头毛衣
apron [ˈeɪprən] <i>n.</i>	围裙
▲spontaneous [spənˈteɪniəs] <i>a.</i>	自发的; 自然产生的
combustion [kəmˈbʌstʃən] <i>n.</i>	燃烧
countess [ˈkauntɪs] <i>n.</i>	伯爵夫人; 女伯爵
maid [meɪd] <i>n.</i>	少女; 女仆
yellowish [ˈjeləʊɪʃ] <i>a.</i>	微黄色的
basement [ˈbeɪsmənt] <i>n.</i>	地下室
doll [dɒl] <i>n.</i>	洋娃娃; 玩偶
choke [tʃəʊk] <i>vi.</i>	窒息; 哽住
of one’s own accord	自愿地; 主动地

Notes

- Her screams brought horrified staff running to her aid. 她的尖叫使得惊恐万分的教职员工们纷纷前来帮助她。come (go) to one’s aid: 前来(前去)援助某人
- About a meter from the bed was a heap of ashes, and two legs, undamaged, still with stockings on. 离床约一米的地方有一堆灰烬和两只腿;腿完好无损,上面还穿着长统袜。本句为倒装句,真正的主语为 a heap of ashes, and two legs, undamaged, still with stockings on。将地点状语 about a meter from the bed 提前,一则可以避免把真正的主语放在句首所引起的头重脚轻和歧义现象,同时也使得文章句式富于变化。undamaged 以及 still with stockings on 作 legs 的伴随状语。

Part B Reading and Reciting

R A True, Good Student

What is meant by a true, good student? A true, good student is one who possesses good morality, sound health, perfect knowledge and various abilities. To attain this end, I shall give a few suggestions as follows:

1) To cultivate good behavior. One of the best qualities of a student is good behavior. It is by behavior that a gentleman distinguishes himself.¹ Polite manners and noble ideas make up a true man.² Such evil habits as smoking, drinking, gambling, etc. should be got rid of. Whenever you find something wrong, correct it boldly. Don't shrink from righting the wrong.³ You should examine yourself frequently as to whether you are honest to your friends, sincere to your teachers and the like. In short, you should do everything right.

2) To study diligently and put your knowledge to practical use. "Knowledge is power." Said Francis Bacon. One would not reach the rich storehouse of knowledge unless he studies carefully. No diligence, no accomplishment. To apply knowledge to practical use is, however, more important. Many sages and heroes in history have been respected and worshiped by the people for hundreds of generations merely because they had rendered great services to their country and mankind. Indeed, they were great benefactors of the world. Students ought to follow their example and apply their learning to something practical to benefit to people.

3) To make your body strong and healthy. Health is the key to success. Broken in health, one can do nothing. A sound mind is found only in a sound body.⁴ The healthier your body is, the brighter your mind will be, and you can attain higher learning. A man's body can be compared to the trunk of a tree, while knowledge to the leaves and fruits. How can the leaves and fruits grow luxuriantly if the trunk of the tree is slender and weak? So you should never neglect your health. "Work while you work; play while you play" is a good way for everybody to observe.

With the foregoing three points in mind, one may be a "true, good student".

Words & Expressions

morality [mə'ɹæliti] *n.*

道德

sound [saund] *a.*

健康的;健全的;可靠的;合理的

attain [ə'tein] <i>vt.</i>	达到; 获得
distinguish [dis'tɪŋɡwɪʃ] <i>v.</i>	区别, 辨别; 使杰出, 使扬名
gambling [ˈɡæmblɪŋ] <i>n.</i>	赌博
accomplishment [ə'kʌmplɪʃmənt] <i>n.</i>	成就; 完成
▲sage [seɪdʒ] <i>n.</i>	智者, 贤人, 圣人
worship ['wɜːʃɪp] <i>n. & v.</i>	崇拜; 尊敬
render ['rendə] <i>vt.</i>	给与
▲benefactor ['benɪfæktə] <i>n.</i>	恩人; 捐助者; 赞助人
▲luxuriant [lʌg'zjuəriənt] <i>a.</i>	繁茂的; 多产的
slender ['slendə] <i>a.</i>	苗条的, 纤细的, 修长的
foregoing ['fɔːgəʊɪŋ] <i>a.</i>	前面的; 上述的
and the like	诸如此类; 等等

Notes

1. It is by behavior that a gentleman distinguishes himself. 君子之所以异于常人, 就在于其行为举止(与众不同)。distinguish oneself: 使自己与众不同, 使自己出名(出人头地)。
2. Polite manners and noble ideas make up a true man. 礼貌的行为和高尚的情操可以造就一个堂堂正正的人。
3. Don't shrink from righting the wrong. 在改正错误方面, 千万不能退缩。shrink from: 退缩, 回避
4. A sound mind is found only in a sound body. 健康的心智寓于健全的身体之中。
5. A man's body can be compared to the trunk of a tree, while knowledge to the leaves and fruits. How can the leaves and fruit grow luxuriantly if the trunk of the tree is slender and weak? 倘若把一个人的知识比喻为一棵树的枝叶与果实, 那么, 身体就等于是这棵树的树干。如果树干本身枯瘦而又弱不禁风, 试问它的枝叶与果实怎么能够生长繁茂?