

English Course Book

MFA

外文学院

2017 | 秋季学期

北京师范大学专业硕士研究生基础学位课程

2017年-2018年第一学期

教学目标:

全面提高学生的英语听、说、读、写、译等综合语言运用能力，为培养具有英语自主学习能力、较高英语素养和英语交流能力的国际化人才打下坚实基础。

1、读译:

- ✓ 学生将通过精读及翻译实践练习，扩大词汇量，提高英语阅读理解及翻译等基础语言能力。
- ✓ 学生将通过泛读题材与体裁不同的英语读物，发展阅读英语文本的能力。
- ✓ 学生将通过阅读相关艺术话题类读物，为专业英语课的学习打下必要的基础。

2、听说:

- ✓ 采用课下自主听力学习为主与课上检测为辅的方式，巩固学生英语听力基本能力。
- ✓ 学生将通过相关艺术题材的影视片段赏析或案例分析讨论，提高英语听力及口头表达能力。
- ✓ 学生将通过课堂讨论与小组展示等活动，培养英语口语报告及演讲的能力，为国际交流和文化传播打好语言基础。

3、写作:

- ✓ 教会学生一般文章概要和英语论文摘要的撰写方法。

主要内容: 阅读英语名篇，学习阅读技能；讲解翻译技巧；学会对相关话题的讨论与交流；观看相关专业话题视频，讲解听力技巧；总结有用句型；讲解写作技巧，教授英语文章概要写作方法

教学方式: 课堂讲授、小组合作与汇报、小组反馈

考核方式:

1. 平时成绩: 40%

- 听力小测验 10%
- 翻译练习 10%
- 写作 10%
- 课堂展示 10%

2. 期末考试成绩: 60% (笔试、闭卷)。

包括 fast reading, careful reading, 词汇、完型填空、翻译等项目，词汇、完型与课文有关，翻译有课内和课外。

主要教材:

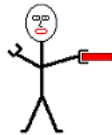
1. 《专业硕士英语教程》(王焱华主编, 北京师范大学出版社出版。)
2. 课外阅读材料 (由教师提供)。
3. 《朗文英语听说教程 1》

Unit 1

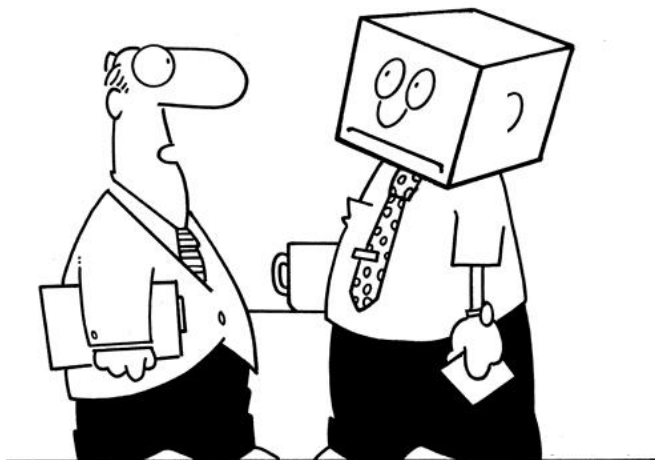
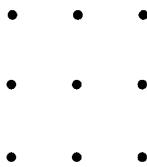
TEXT A

Preview questions:

1. Are you a creative person? What characteristics do you think creative people have?
2. Take a look at the following picture. There is a man holding a log of wood in his hand. What happens to the log when the man opens his hand?



3. Look at the following picture. Can you link the 9 dots with 4 straight lines without ever taking the pen off the paper?



“Thinking outside of the box is difficult for some people. Keep trying.”

Creating Creative Minds

By Robert J. Sternberg

Todd I. Lubartⁱ

Creativity is not simply inborn. On the contrary, schooling can create creative minds—though it often doesn't. To create creativity, we need to understand the resources on which it draws and to determine how we can help children develop these resources. In particular, we need to know how we can invest in our children's future by helping them invest their own creative endeavors.

We hold that developing creativity in children—and in adults—involves teaching them to use six resources: intelligence, knowledge, intellectual style, personality, motivation, and environmental context.

INTELLIGENCE

Two main aspects of intelligence are relevant to creativity. These aspects, based on the triarchic theory of human intelligenceⁱⁱ, are the ability to define and redefine problems and the ability to think insightfully.

In order to redefine a problem, a student has to have the option of defining a problem in the first place. Only rarely do schools give students this luxury. If we are to turn schooling around and emphasize creative definition and redefinition of problems, we need to give our students some of the control we teachers typically maintain. Students need to take more responsibility for the problems they choose to solve. The students will make mistakes and attempt to solve inconsequential or even wrongly posed problems. But they learn from their mistakes, and if we do not give them the opportunity to make mistakes, they will have no mistakes to learn from. Instead of almost always giving children the problems, we more often need to let them find the problem that they are to solve. We need to help them develop their skills in defining and redefining problems, not just in solving them.

Insight skills are involved when people perceive a high-quality solution to an ill-structured problem to which the solution is not obvious. Problems requiring insightful solution are almost always ill-structured; that is, there are no readily available paths to solution. If we want students to think insightfully, we need to give them opportunities to do so by increasing our use of ill-structured problems that allow insightful thinking.

KNOWLEDGE

In order to make a creative contribution to a field of knowledge, one must, of course, have knowledge of that field. Schools can scarcely be faulted for making insufficient efforts to impart knowledge. Indeed, that seems to be their main function. Yet we have two reservations about the extent to which the knowledge they impart is likely to lead to creativity.

First, there is a difference between knowledge and usable knowledge. Knowledge may be stored in the brain, but an individual may nonetheless be unable to use it. The context in which they acquired their knowledge is so different from the context in which they must use it that their knowledge is simply unavailable.

Our second reservation is that students are not taught in a way that makes clear to them why the information they are learning is important. Students do much better in learning if they believe

that they can use what they learn. Unless we show students why what they are learning should matter to them, we cannot expect them to retain what they are taught. Unfortunately, we often don't really know ourselves how students might use what we are teaching them. And if we don't know, how can we expect them to?

INTELLECTUAL STYLES

Intellectual styles are the ways in which people choose to use or exploit their intelligence as well as their knowledge. Thus intellectual styles concern not abilities, but how these abilities and the knowledge acquired through them are used in day-to-day interactions with the environment.

Creative people are likely to be those with a legislative proclivity. A legislative individual is someone who enjoys formulating problems and creating new systems of rules and new ways of seeing things. Such a person is in contrast to an individual with an executive style: someone who likes implementing the systems, rules, and tasks of others. Both differ from an individual with a judicial style: someone who enjoys evaluating people, things, and rules. Thus the creative person not only has the ability to see things in new ways but likes to do so. The creative person is also likely to have a global, not just a local, perspective on problems. Seeing the forest despite all the trees is the mark of creative endeavors.

PERSONALITY

Creative people seem to share certain personality attributes. The attributes are tolerance of ambiguity, willingness to surmount obstacles and persevere, willingness to grow, willingness to take risks, and courage of one's convictions.

In most creative endeavors, there is a period of time during which an individual is groping—trying to figure out what the pieces of the puzzle are, how to put them together, how to relate them to what is already known. Creative individuals need to be able to tolerate such ambiguity and to wait for the pieces to fall into place.

Confronting obstacles is almost a certainty in creative endeavor because most such endeavors threaten some kind of established and entrenched interest. Unless one can learn to face adversity and conquer it, one is unlikely to make a creative contribution to one's field.

When a person has a creative idea and is able to have others accept it, that person may be highly rewarded for the idea. It then becomes difficult to move on to still other ideas. But creativity exhibited over prolonged periods of time requires one to move beyond that first creative idea and even to see problems with what at one time may have seemed a superb idea.

A general principle of investment is that, on the average, greater return entails greater risk. For the most part, schools are environment that are not conducive to risk taking. Risking an unusual response on an exam may lead a low or failing grade. Students are therefore unwilling to take risks. The result is often stereotyped thinking.

There are times in the lives of almost all creative people when they begin to doubt their ideas—and themselves. Their work may not be achieving the recognition it once achieved, or they may not have succeeded in getting recognition in the first place. At such times, one needs to draw upon deep-seated personal resources and to believe in oneself, even when others do not.

MOTIVATION

There is now good evidence to suggest that motivation plays an important part in creative

endeavors. Two kinds of motivation are particularly important: intrinsic motivationⁱⁱⁱ and the motivation to excel. Both kinds of motivation lead to a focus on tasks rather than on the external rewards that performance of these tasks might generate.

People are much more likely to respond creatively to a task that they enjoy doing for its own sake, rather than a task that they carry out exclusively or even primarily for such extrinsic motivations as grades.

In order to be creative in a field, one generally will need to be motivated not only to be competent, but also to excel. The best “investors” are almost always those who put in the work necessary to realize their goals. Success does not just come to them—they work for it.

ENVIRONMENTAL CONTEXT

Creativity can not be viewed outside an environmental context. What would be viewed as creative in one context might be viewed as trivial in another. The role of context is relevant to the creative enterprise in at least three different ways: in sparking creative ideas, in encouraging follow-up of these ideas, and in rewarding the ideas and their fruits.

Schools could change. They could let students define problems, rather than almost always doing it for them. They could put more emphasis on ill-structured rather than well-structured problems. They could encourage a legislative rather than an executive style. They could teach knowledge for use, rather than for exams; they could emphasize flexibility in using knowledge, rather than mere recall. They could encourage risk taking and other personality attributes associated with creativity, and they could put more emphasis on motivating students intrinsically rather than through grades. Finally they could reward creativity in all its forms, rather than ignore or even punish it.

Notes:

1. Robert J. Sternberg & Todd I. Lubart

Robert J. Sternberg (born December 8, 1949), is an American psychologist (心理学家) and psychometrician (心理测量学家) and the Dean (院长) of Arts and Sciences at Tufts University (塔夫茨大学). He was formerly IBM Professor of Psychology and Education at Yale University and the President of the American Psychological Association (美国心理协会). He is a member of the editorial boards of numerous journals, including *American Psychologist*. Sternberg has a BA from Yale University and a PhD from Stanford University. He holds ten honorary doctorates (荣誉博士学位) from one North American, one South American, and eight European universities.

Todd I. Lubart is a Professor of Psychology, in University of Paris V (巴黎第五大学). He has published numerous articles in psychology.

2. The Triarchic Theory of Human Intelligence

The Triarchic Theory of Human Intelligence was formulated by [Robert J. Sternberg](#), a prominent figure in the research of human [intelligence](#). Sternberg's definition of human intelligence is “[mental](#) activity directed toward [purposive adaptation](#) to, [selection](#) and shaping of, real-world environments relevant to one's life”, which means that intelligence is how well an individual deals with environmental changes throughout their lifespan. Sternberg's theory comprises three parts: componential, experiential, and practical. 罗伯特·斯特恩伯格系统描述了人类智力的三元理论。他是人类智力研究领域的一位重要人物。他对“人类智力”的定义是“导

向有目的的适应、选择及塑造与个体生活相关的现实世界的心智活动”，意思就是，智力就是个体应对他们一生中环境变化的能力。斯特恩伯格智力理论包含三个部分：构成，经验，实践。

3. Intrinsic motivation

Intrinsic motivation refers to internal desires to perform a particular task. People do certain activities because it gives them pleasure, develops a particular skill, or it's morally the right thing to do. Intrinsic motivation has been studied by [educational psychologists](#) since the 1970s, and numerous studies have found it to be associated with high educational achievement and enjoyment by students. 内在动机指完成一项任务的内在愿望。人们做某些活动，是因为这会为他们带来快乐，锻炼他们的某项技能，或者在道德上他们应该这么去做。教育心理学家们从 20 世纪 70 年代开始研究内在动机，大量研究发现它和学生的高成就和快乐感是相关的。

Extrinsic motivation refers to factors external to the individual and unrelated to the task they are performing. Examples include money, good grades, and other rewards. 外在动机指存在个体外部的、与他们所完成任务不相关的因素。这样的例子包括金钱、高分以及其他形式的奖励。

Words and Expressions

1. inborn *adj.* present from birth; part of one's nature 天生的，先天的
2. endeavor *n.* (an) effort 努力，尽力
3. option *n.* the freedom to choose 选择（的自由）
4. emphasize *vt.* to give special attention or force 强调
5. inconsequential *adj.* trivial or irrelevant; not important 琐细的；不相干的；不重要的
6. pose *vt.* to ask (a question that is difficult or needs to be carefully thought about) 提出
7. perceive *v.* become conscious of or understand 发觉，察觉，意识到
8. insufficient *adj.* (esp. of power, money or resources) not enough 不充分的，不足的
9. impart *vt.* to give or pass (qualities or feelings, etc.) 赋予，传授
10. reservation *n.* feeling, doubt or uncertainty 保留，存疑
11. available *adj.* able to be obtained, used, seen 可获得的，可用的，可看见的
12. exploit *vt.* to use or develop (a thing) fully so as to get profit 利用，开发
13. acquire *vt.* to gain or come to possess, esp. by one's own work, skill or action, often over a long period of time 获得，取得，得到
14. legislative *adj.* having the power and duty to make laws 有立法权的，立法的
15. proclivity *n.* an inclination or disposition towards a particular thing 倾向，癖性
16. executive *adj.* concerned with making and carrying out decisions 执行的，实行的
17. implement *vt.* To carry out or put into practice 实施，执行，贯彻
18. attribute *n.* a quality forming part of the nature of a person or thing 特性，属性
19. ambiguity *n.* unclarity 模糊，含糊
20. insurmountable *adj.* too large, difficult, etc., to be dealt with 难以克服的，难以处理的
21. persevere *vi.* To continue steadily and with determination in spite of difficulties 坚持不懈
22. conviction *n.* very firm and sincere belief 坚定的信仰
23. confront *vt.* to face bravely or threateningly 面对，遇到
24. entrenched *adj.* (of rights, customs, beliefs, etc.) firmly established, often in a way that is unreasonable 确立的，根深蒂固的
25. prolonged *adj.* continuing for a long time 长期的，持续很久的

26. entail *vt.* to make (an event or action) necessary; involve 使（事件，行动）成为必需，需要
27. stereotype *vt.* to have, show or encourage a fixed image or idea of something or somebody
把.....模式化，用僵化的观点对待
28. intrinsic *adj.* being part of the nature or character of someone or something 内在的，固有的
29. trivial *adj.* of little worth or importance 琐碎的，没有价值的
30. spark *vt.* to encourage; stimulate into greater activity 激励，激发

I. Exploring the Text

i. Comprehension of the Text

1. Choose the best answer for each of the following questions:







- 1) Which is helpful for developing students' insightful thinking?
- A. Let students find the problems
 - B. Encourage students to make mistakes
 - C. Give students opportunity to define problems
 - D. Give students ill-structured problems to solve
- 2) Which kind of people is more creative?
- A. Knowledgeable
 - B. Legislative
 - C. Executive
 - D. Judicial
- 3) Which of the following will the creative people NOT do?
- A. Don't wait for the puzzled pieces to fall into place
 - B. Don't like stereotyped thinking
 - C. Don't stop moving on for better ideas
 - D. Don't lose heart when not recognized
- 4) What does school often do according to this article?
- A. Develop students' creativity
 - B. Give students opportunity to define problems
 - C. Make effort to impart knowledge
 - D. Encourage risk taking
- 5) What can be inferred from this article?
- A. Creative people often make mistakes.
 - B. Creative people like to store up knowledge in their mind.
 - C. Creative people have global perspectives on problems.
 - D. Creative people desire to do things best in a field.

2. Make a choice of True or False for each statement.

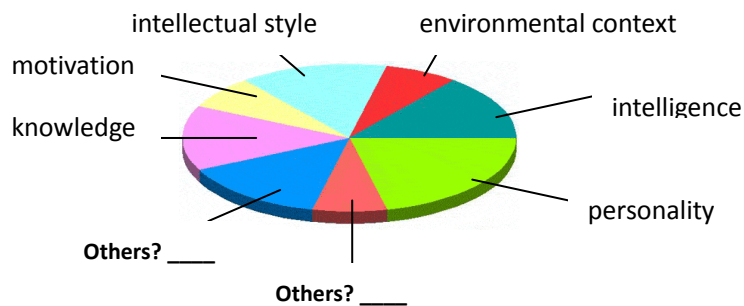
- ___ 1) We can teach children to be creative, but we cannot teach adults to be creative.
- ___ 2) Students can study better if they are told how important the things they are learning.
- ___ 3) Legislative people like evaluating others and giving orders.
- ___ 4) Intrinsic motivation leads people to focus more on external rewards like grades.
- ___ 5) A creative action in one context is not necessarily creative in another.

ii. Critical Reading

1. Six resources are mentioned to be helpful in developing creative mind in the article: intelligence, knowledge, intellectual style, personality, motivation, and environmental context. What are their roles in your mind? Can you rank their importance and discuss with your partner?

 ____ intelligence
 ____ knowledge
 ____ intellectual style
 ____ personality
 ____ motivation
 ____ environmental context

2. Besides the above six factors, what other factors do you think are important for creating creative minds?



II. Activating Your Vocabulary

- i. Match the definitions in Column B with the italicized words in Column A.

A B

- | | |
|--|---------------------------|
| ____ 1. have the <i>option</i> of defining a problem | a. convey, pass |
| ____ 2. <i>available</i> paths to solution | b. feature |
| ____ 3. making <i>insufficient</i> effort | c. Facing, encountering |
| ____ 4. willingness to <i>surmount</i> obstacles | d. stimulating |
| ____ 5. <i>faceadversity</i> and conquer it | e. obtainable, accessible |
| ____ 6. to <i>impart</i> knowledge | f. choice |
| ____ 7. <i>exploit</i> their intelligence | g. overcome |
| ____ 8. personal <i>attribute</i> | h. hardship, trouble |
| ____ 9. <i>confronting</i> obstacles | i. not enough |
| ____ 10. <i>insparking</i> creative ideas | j. develop, use |

- ii. Fill in each of the blanks in the following sentences with a word in the following box. Each word could be used once only. Change the forms where necessary.

inborn, implement, pose, prolong, persevere,
 surmount, entrench, entail, emphasize, retain,

1. The government now is putting much more _____ on environmental protection.
2. Birds have an _____ ability to fly.
3. In some developing countries, discrimination against girls is still deeply _____.
4. At the meeting, the representative _____ a very sensitive problem.
5. She is slow to learn, but shows great _____.
6. After the quarrel, there was suddenly a _____ silence.
7. This village still _____ its old world character.
8. Writing a history book _____ a lot of work.
9. After _____ all the obstacles on the way, he finally got what he wanted.
10. The committee's decision will soon be put into _____.

iii. Fill in the blanks with appropriate prepositions without looking back at the text.

1. _____ *the contrary*, schooling can create creative minds.
2. In order to *make a creative contribution* _____ a field, one must have knowledge of that field.
3. Such a person is _____ *contrast to* an individual _____ an executive style.
4. There is a period of time which an individual is groping—trying to *figure* _____ what the pieces of the puzzle are...
5. _____ *the average*, greater return entails greater risk.
6. _____ *the most part*, schools are environment that are not *conductive* _____ risk taking.
7. They may not have *succeeded* _____ getting recognition _____ *the first place*.
8. _____ *such times*, one needs to *draw* _____ deep-seated personal resources and *believe* _____ oneself.
9. The role of context is *relevant* _____ the creative enterprise in _____ *least* three different ways.
10. People are much more likely to *respond* creatively _____ a task that they enjoy doing _____ *its own sake*.

III. Enriching Your Word Power

The suffix “ed” can be added to verbs to form adjectives. Here are some examples from the text:

1. wrongly **posed** problems
2. **established** and **entrenched** interest
3. creativity **exhibited** over **prolonged** periods
4. **stereotyped** thinking
5. attributes **associated** with creativity

The suffix “ing” can also be added to verbs to form adjectives, with different meanings from “ed” adjectives which share the same verb roots. Look at the following examples:

1. I read an *interested* expression on his face.
我看到他脸上露出一种 **感兴趣的** 表情。
I read an *uninteresting* expression on his face.
我看到他脸上露出一种 **有趣的** 表情。
2. He has a **frightened** look on his face.

他脸上带有**惊恐**的神情。

He has a **frightening** look on his face.

他脸上带有**吓人的**神情。

Some complex adjectives are composed of two or more words hyphenated together.

Here are some examples from the text:

1. **day-to-day** interactions
2. **ahigh-quality** solution
3. **deep-seated** personal resources
4. **follow-up** ideas
5. **ill-structured** problems

i. Fill in the blanks with correct form of the words given in the brackets.

- 1) a. All the visitors show _____ expressions on their faces. (amaze)
b. All the visitors were surprised at the _____ scenery. (amaze)
- 2) a. The _____ little boy gave out all his money to the robber. (threaten)
b. I was waken up by the _____ thunder at night. (threaten)
- 3) a. The boy was very happy to get the 5 dollars _____ for bringing back the lost dog.
(reward)
b. Nursing can be a very _____ career. (reward)

ii. Translate the following sentences into Chinese, paying attention to the bold parts.

1. Henry is a **simple-minded** man.
2. My uncle lives in a **twenty-storeyed** building.
3. A **three-minute** call anywhere in the United States costs less than a dollar when you dial it yourself.
4. People will be able to fly from one planet to another in little **arrow-shaped** tubes.
5. There is a **face-to-face** meeting between the two leaders.

IV. Challenging Your Grammar

i. with + n.

Examples from the text:

Creative people are likely to be those *with a legislative proclivity*.

Such a person is in contrast to an individual *with an executive style*

This structure here means having or showing something, especially a quality.

ii. with + n.+ adj/adv/prep/V-ed/V-ing/to V

1. with + n. + adj.

I'm used to sleeping *with the window open*.

Put the documents in the filing container *with all the drawers open*.

2. with + n. + adv.

The street looks more beautiful *with all the lights on*.

How can you lock the door *with your guests in*?

3. with + n.+ prep.

He was sleeping *with his head on his arm*.

Do you know the gentleman *with both hands in his pockets*?

4. with + n. + V-ed.

He sat there *with his eyes fixed on me*.

With the problem solved, we have more confidence.

5. with + n.+ V-ing

We found the place very easily *with the boy leading the way*.

He felt more uneasy *with the whole class staring at him*.

6. with + n.+ to V.

I can't go out *with all these dishes to wash*.

In the afternoon, *with nothing to do*, I went on a round of the bookstore.

Exercise: Complete the sentences with the above structures.

1. The teacher went into the classroom _____. (手里拿着书)

2. Out went the boy scouts _____. (穿着制服)

3. The listeners were listening to the speaker _____. (瞪大眼睛)

4. The streets are not in good order _____. (到处是垃圾)

5. They sat still in the room, _____. (拉着窗帘)

6. _____ (有很多作业要做), I'm afraid I can't go shopping with you.

V. Practicing Your Translation Skills

i. Translate the following into Chinese.

Creativity is not simply inborn. On the contrary, schooling can create creative minds—though it often doesn't. To create creativity, we need to understand the resources on which it draws and to determine how we can help children develop these resources. In particular, we need to know how we can invest in our children's future by helping them invest their own creative endeavors.

We hold that developing creativity in children—and in adults—involves teaching them to use six resources: intelligence, knowledge, intellectual style, personality, motivation, and environmental context.

ii. Translate the following into English.

美国著名心理学家托兰斯 (E.P. Torrance) 在 1979 年对 87 名教育家做了一项有趣的调查。他要求每个人列出 5 项有创造力学生的行为特征, 并加以统计分析, 结果排列在前五位的特征有: 思维和行动有独创性; 思维和行动有独立性; 想象力丰富, 喜欢叙述; 不随大流, 不依赖群体的公认; 好奇心, 能不断提问。

Unit 2

TEXT A

Preview questions:

1. If you were asked to use one word to describe your childhood, which word would you use? And why?
2. When you were a child, what would make you happy? Would you feel happy now if you were in the same situation?
3. As an adult, what could make you happy? Which word would you use to describe your life now?



Three Peach Stones

Ronald Duncan¹

Observe a child; any one will do. You will see that not a day passes in which he does not find something or other to make him happy, though he may be in tears the next moment. Then look at a man; any one of us will do. You will notice that weeks and months can pass in which every day is greeted with nothing more than resignation, and endured with polite indifference. Indeed, most men are as miserable as sinners, though they are too bored to sin---perhaps their sin is their indifference. But it is true that they so seldom smile, that when they do we do not recognize their face, so distorted it is from the fixed mask we take for granted. And even then a man can not smile like a child, for a child smiles with his eyes, whereas a man smiles with his lips alone. It is not a smile, but a grin; something to do with humor, but little to do with happiness. And then, as anyone can see, there is a point (but who can define that point?) when a man becomes an old man, and then he will smile again.

It would seem that happiness is something to do with simplicity, and that it is the ability to extract pleasure from the simplest things---such as a peach stone, for instance.

It is obvious that it has nothing to do with success. For Sir Henry Stewart was certainly successful. It is twenty years ago since he came down to our village from London, and bought a couple of old cottages, which he had knocked into one. He was a barrister. And the village followed his brilliant career with something almost amounting to paternal pride.

I remember some ten years ago when he was made a King's Counsel², Amos and I, seeing him get off the London train, went to congratulate him. We grinned with pleasure; he merely looked as miserable as though he'd received a penal sentence. It was the same when he was knighted; he never smiled a bit, he didn't even bother to celebrate with a round of drinks at the "Blue Fox." He took his success as a child does his medicine. And not one of his achievements brought even a ghost of a smile to his tired eyes.

I asked him one day, soon after he'd retired to potter about his garden, what it was like to achieve all one's ambitions. He looked down at his roses and went on watering them. Then he said, "The only value in achieving one's ambition is that you then realize that they are not worth achieving." Quickly he moved the conversation on to a more practical level, and within a moment we were back to a safe discussion on the weather. That was two years ago.

I recall this incident, for yesterday, I was passing his house, and had drawn up my cart just outside his garden wall. I had pulled in from the road for no other reason than to let a bus pass me. As I sat there filling my pipe, I suddenly heard a shout of sheer joy come from the other side of the wall.

I peered over. There stood Sir Henry doing nothing less than a tribal war dance³ of sheer unashamed ecstasy. Even when he observed my bewildered face staring over the wall he did not seem put out or embarrassed, but shouted for me to climb over.

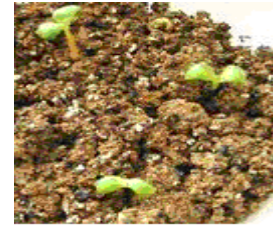
"Come and see, Jam. Look! I have done it at last! I have done it at last!"

There he was, holding a small box of earth in his hand. I observed three tiny shoots out of it.

"And there were only three!" he said, his eyes laughing to heaven.

"Three what?" I asked.

"Peach stones," he replied. "I've always wanted to make peach stones grow, ever since I was a child, when I used to take them home after a party or as a man after a banquet. And I used to plant them, and then forgot where I planted them. But now at last I have done it, and, what's more, I had only three stones, and there you are, one, two, three shoots," he counted.



And Sir Henry ran off, calling for his wife to come and see his achievement--his achievement of simplicity.

Notes:

1. **Ronald Duncan:** (1914 - 1982) a writer, poet and playwright. He was best known for his preparing the libretto for Benjamin Britten's opera *The Rape of Lucretia*. His works mainly include *The Death of Satan*(1954), *All Men are Islands* (1964), *Girl on a Motorcycle* (1968), and *Obsessed* (1977). 罗纳德·邓肯, (1914年至1982年)英国作家,诗人,戏剧家。曾为本杰明·布里顿的歌剧《卢克莱修受辱记》编写剧本。著有诗剧《撒旦之死》(1954)、自传《孤岛》(1964)、电影剧本《摩托车女郎》(1968)、《困扰》(1977)等。
2. **King's Counsel:** A barrister appointed as counsel to the British crown. (Used when the sovereign is a man) From 1936 to 1952, the British King was George VI, so the barrister appointed was called King's Counsel. And now, since Elizabeth II came to the throne, the barrister appointed should be called Queen's Counsel. 王室法律顾问,当掌权人是男性时使用此词。1936年到1952年间英国在位国王是乔治六世,故用 King。伊丽莎白二世登位以来,王室法律顾问应为 Queen's Counsel。
3. **Wardance:** A tribal dance performed before a battle or as a celebration after a victory 作战前的或作战胜利后的部落舞蹈。

Words and Expressions:

1. **resignation** *n.* unresisting acceptance of something as inescapable; submission (顺从, 屈从, 听任)
2. **distort** *v.* to twist out of a proper or natural relation of parts; misshape (扭曲, 变形)
3. **define** *v.* to describe the nature or basic qualities of; explain (解释)
4. **peach stone** *n.* the hard covering enclosing the seed in the peach fruits (桃核)
5. **barrister** *n.* a lawyer who can argue cases in the higher law courts (在英国有资格出席高级法庭的律师)
6. **paternal** *adj.* relating to or characteristic of a father or fatherhood; fatherly (父亲的; 父亲般的)
7. **penal** *adj.* of, relating to, or prescribing punishment, as for breaking the law (刑罚的)
8. **round** *n.* one drink for each person in a gathering or group (饮料的一巡)
9. **ghost** *n.* a slight or faint trace (一丝或细微的痕迹)
10. **potter** *v.* to spend time doing pleasant thing that are not important without hurrying (慢走, 闲逛, 闲荡)
11. **draw up** *v.* (for a vehicle) to arrive somewhere and stop (停车)
12. **pull in** *v.* to move (one's car, bus etc.) to the side of the road and stop (停车)
13. **sheer** *adj.* pure (完全的, 十足的)
14. **tribal** *adj.* of, relating to, or characteristic of a tribe (部落的, 部族的)
15. **ecstasy** *n.* intense joy or delight (狂喜, 极度喜悦或欢乐)
16. **bewildered** *adj.* totally confused (困惑的)
17. **(be/feel) put out** *v.* to feel upset or offended (使不安, 使恼怒, 使不高兴)
18. **to (high) heaven(s)** *v.* overly or excessively (极度地, 过分地)

I. Exploring the Text

i. Comprehension of the Text

1. Choose the best answer for each of the following question.

- 1) Which one of the following could best explain the phrase "fixed mask" (paragraph 1)?

- A. One's face.
 - B. One's appearance.
 - C. One's usual facial expression.
 - D. One's covering firmly worn on his face.
- 2) Why didn't Sir Henry celebrate his being knighted with a round of drinks at "Blue Fox"?
- A. Because he didn't think it's worth celebrating.
 - B. Because he looked down upon the villagers.
 - C. Because "Blue Fox" was not the proper place.
 - D. Because he was a very miserly and arrogant man.
- 3) According to the article, which one of the following statements is NOT true?
- A. The villagers admired Sir Henry very much.
 - B. It is worthwhile to achieve all one's ambitions.
 - C. Most men seldom smile because they are not really happy.
 - D. It is easier to make a child happy than to make a man happy.
- 4) Why did Henry quickly change the topic when he was asked what it was like to achieve all one's ambitions?
- A. Because he did not know how to answer that.
 - B. Because talking about it would be too dangerous.
 - C. Because he thought the author was too impractical.
 - D. Because he realized the real value in achieving one's ambitions.
- 5) What is the author's purpose of telling readers the story of Sir Henry Stewart?
- A. To show that Sir Henry Stewart was a man of success.
 - B. To depict a successful man who knows what real happiness is.
 - C. To prove that the source of happiness is not success but simplicity.
 - D. To prove peach stones could bring more happiness than success does.

2. Answer the following questions:

- 1) According to Sir Henry, what is worth achieving in his life?
- 2) Why did the village follow his career with something almost amounting to paternal pride?
- 3) What is your understanding of "He took his success as a child does his medicine." in paragraph three?
- 4) Why did the author feel bewildered when seeing Sir Henry's ecstasy?

ii. Critical Reading

1. Discuss the following questions with your partner.

- 1) What do you think is the point when a man becomes an old man and then could smile again?
- 2) Do you agree with the author that "most men are as miserable as sinners, though they are too bored to sin--perhaps their sin is their indifference" (Paragraph 1)?
- 3) Could the ability to extract pleasure from the simplest things guarantee us the real happiness?
- 4) What is it like to achieve all one's ambitions? Do you agree with Sir Henry?
- 5) How would you define happiness?

2. List the Chinese meanings of the italicized word. And then guess the real meaning of it in each sentence.

- 1) *Stone* _____
The marble stones in the graveyard remind us of the war. _____

A diamond is a precious stone. _____
 He had a stone removed from his kidney. _____
 Spit out the stone and only eat the flesh of the peach. _____

2) *Round* _____

She has a round figure. _____
 There will be a round of negotiations tomorrow. _____
 Let me buy you the next round of beer. _____
 He worked the year round and couldn't even have one day's off. _____

3) *Ghost* _____

There's not a ghost of chance, so you'd better forget it. _____
 He was so frightened as if he had seen a ghost. _____
 The ghost of his former life rose up before him. _____
 I heard that it was a ghost village and nobody lived there now. _____

4) *Retire* _____

He retired at the age of 60. _____
 The ladies retired and the men went on drinking. _____
 Each side retired 15 kilometers from the frontier. _____
 Finally he retired for the night. _____

5) *Duck* _____

I saw a group of wild ducks flew in a V-shape formation above the trees. _____
 Duck your head or you will bang on the door-frame. _____
 She tried to hit him but he managed to duck the blows. _____
 She ducked under the water and came up with a big shell. _____

II. Activating Your Vocabulary

i. Match the definitions in Column B with the italicized words and phrases in Column A.

A	B
_____ 1) nobody could <i>endure</i> such pain	a. look, peep
_____ 2) a <i>bewildered</i> expression	b. a slight or faint trace
_____ 3) an <i>ecstasy</i> of delight	c. obedience
_____ 4) I <i>knock</i> two rooms <i>into</i> one	d. lawyer, council
_____ 5) a <i>ghost</i> of smile	e. intense joy or delight
_____ 6) he <i>peered</i> into the darkness	f. confused
_____ 7) she accepted it with <i>resignation</i>	g. bear, tolerate
_____ 8) he is a <i>barrister</i>	h. remove a wall for bigger room

ii. Fill in each of the blanks in the following sentences with a word or phrase in the following box. Each word or phrase could be used only once. Change the forms where necessary.

define, pull in, round, distort, potter about, paternal, grin, sheer,
 tribal, penal, put out, extract, sinner, resignation, banquet

- 1) He _____ from a board of directors last week in order to voice his discontent.
- 2) To celebrate my son's promotion, I would buy the next _____.
- 3) Mary was so angry at what he said and what he did that her face seemed _____.
- 4) There is so much lovely food here, and it would be a _____ to waste it.

- 5) After hearing his wonderful plans and feasible suggestions, I _____ my approval.
- 6) Everybody knows that robbery is a _____ offense and the one who commits this crime would be severely punished.
- 7) Don't _____ any longer. Otherwise you would get nowhere.
- 8) The _____ of the word "budget" is "a plan of action expressed in money terms".
- 9) Drivers know clearly that if they feel sleepy, it's better to _____ to sleep for a while.
- 10) They _____ her royally in a big restaurant when she became the director of the company.
- 11) Don was a kind old man who means a lot for me in my life. He always took a _____ interest in my work.
- 12) A lot of people just don't know how to _____ pleasure and happiness from the simplest things.
- 13) She seemed _____ when knowing that they read her letter without her permission.
- 14) I will never forget the look of _____ joy on her face.
- 15) It is said that there is a _____ of aborigines known as the Dolphin people.

III. Enriching Your Word Power

i. The suffixes *-al* can be added to many nouns to form adjectives, denoting "the quality or characteristics of ..." e.g.

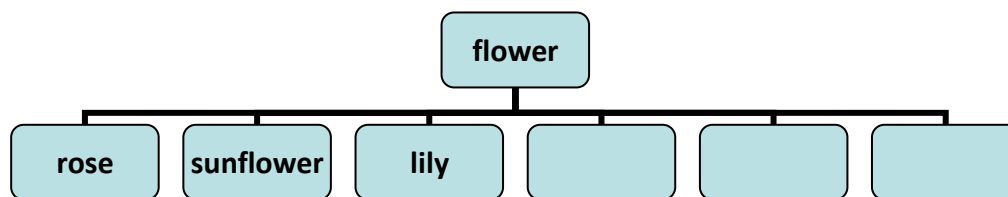
tribe	→	tribal	practice	→	practical
person	→	personal	coast	→	coastal
nature	→	natural	nation	→	national

Now add the suffixes *-al* to the words given below and then put them in the blanks to complete the following sentences. Change the forms where necessary.

globe, convention, exception, education, emotion, region, parent, front

- 1) In order to prevent the aftereffect of this economic crisis around the world, many experts suggested that _____ monetary measures should be taken.
- 2) The minefields make an all-out _____ attack almost impossible.
- 3) Special _____ policies for the blind and the deaf should be made to protect their rights of being educated.
- 4) Even though he is well past his seventy, he still has a (n) _____ memory.
- 5) They are not my families, but they have given me sort of _____ care.
- 6) She was very _____; she cried even when her husband left for another city on business.
- 7) In recent years there seem to be more and more _____ conflicts caused by different beliefs in religion.
- 8) Today a lot of young people do not like to have a _____ church wedding any longer.

ii. Fill in the following chart by making use of the clues given in it. If necessary, turn to a dictionary.



Hyponymy(下义词) ---deals with the relationship of semantic inclusion. That is, the meaning of a more specific word is included in that of another more general word. These specific words are known as hyponyms.

For example, rose and sunflower are hyponyms of flower. The general word flower is the super-ordinate term(上义词) and the specific ones rose and sunflower are its subordinate terms, its hyponyms.

The knowledge of hyponymy will help us in both reading and writing. In reading comprehension, coherence by hyponyms is an important key to the author's thought. In writing, by making use of hyponyms vividness, exactness and concreteness could be achieved.

Exercise:

Replace the words underlined in the following story with some more specific words given in the following box and see what a different story it will become.

General words	Specific words (hyponyms)
laugh	smile grin beam giggle guffaw roar snicker be in hysterics
look	Peer observe stare glare gaze gape glance peek

In the deep forest, there was once a shabby cottage. A little girl named Sally and her old grandpa lived there. In a snowy evening, Sally's grandpa who was ill for quite a long time asked Sally to come to his bed and told her brokenly: "My...poor Sally, I...wanna ...tell you a...se...secret...before...I die." Sally nodded with her eyes full of tears. "You...must go..... an old woman will...will....." Without finishing, the old man passed away. Before Sally could figure out what's going on, she heard something outside approaching their cottage. She **looked** through the window. An old woman stood at the door. After finding Sally **looking at** her, she came to the window and **laughed**, "Sally?"

IV. Challenging Your Grammar

Absolute Construction(独立结构)

Example: "And there were only three!" he said, his eyes laughing to heaven.

"Absolute Construction" refers to the *-ing* or *-ed* participle and the verbless clause with its own logical subject which does not agree with the subject of the main clause.

Formations:

1) n. (pron.)+Principle

Examples:

The rain having stopped, they started their work again.

More time given, we would have finished it much better.

2) n. (pron.)+adj.

Examples:

He entered the room, *his nose red with cold.*

I heard that she got injured seriously in that car accident, my heart full of worry.

3) n. (pron.)+Inf.

Examples:

Here are the first two books, the other ones to be sent here next month.

It is the first half of the story, the left to come out soon.

4) n. (pron.)+prep. Phr.

Examples:

The girl stood there silently waiting for somebody, a bunch of flowers in hand.

My teacher walked into the classroom, a large book under his arm.

5) n. (pron.)+adv.

Examples:

He put on his coat, wrong side out.

The meeting over, all of us went back to our office to go on with our work.

6) there being...

There being no rooms, he left for another hotel.

There being no food and water, a lot of animals died.

Grammatical Functions:

This kind of structure usually functions grammatically as the adverbial clause modifying the whole sentence, which is used to show time, reason, condition, manner, company, etc.. Absolute construction usually appears at the beginning or at the end of a sentence, but sometimes it could also be inserted in the middle part of a sentence.

1) time

Examples:

Spring coming on, the trees begin budding.

= When spring comes on, the trees begin budding.

Her homework finished, she went out for a walk.

= After her homework was finished, she went out for a walk.

2) reason

Examples:

Her husband being away, she had to do all the housework alone.

= Because her husband was away, she had to do all the housework alone.

There being no bus now, we had to walk home.

= Because there was no bus now, we had to walk home.

3) condition

Examples:

Time permitting, I would show you something interesting.

= If time permits, I would show you something interesting.

The condition favorable, he is bound to be successful.

= If the condition is favorable, he is bound to be successful.

4) company

Examples:

We were walking in the fields, I still humming an American folk song.

= We were walking in the fields once I was still humming an American folk song.

He sat in the front of the room, his mouth wide open.

= He sat in the front of the room and his mouth was wide open.

Exercise:

Rewrite the following sentences by using absolute construction to make them more concise.

- 1) Because the last bus had gone, we had to walk home.
- 2) Our teacher entered the classroom and a book was in his hand.
- 3) The children were watching the acrobatic show and their eyes were wide open.
- 4) Since there has been no rain recently, the ground became very dry.
- 5) This book is the first of his series and the second is to be published soon.
- 6) After the question had been settled, the meeting adjourned.
- 7) Although he was twenty-five pounds heavier than I, I heaved him to the window by his shirt collar.
- 8) If the weather permits, the cricket match will be played on Wednesday.

V. Practicing Your Translation Skills

i. Translate the following into Chinese

Then look at a man; any one of us will do. You will notice that weeks and months can pass in which every day is greeted with nothing more than resignation, and endured with polite indifference. Indeed, most men are as miserable as sinners, though they are too bored to sin—perhaps their sin is their indifference. But it is true that they so seldom smile, that when they do we do not recognize their face, so distorted it is from the fixed mask we take for granted.

ii. Translate the following into English

什么是幸福？我无法给出一个确切的定义。但我知道它似乎和金钱没有太多关系。有些人很富有，但却常常郁郁寡欢，苦恼难受。他们对周围发生的一切漠不关心；他们对自己的生活感到厌倦。我们甚至很难在他们的脸上看到一丝真正的笑容。而相反，一些人虽然穷困，终日为生活奔波，但他们却能从简单的生活中汲取快乐。

Unit 4

Preview questions:

1. How would you describe modern people's work life?
2. According to your idea, does nature have anything to do with our health? What effects does nature have on our health?
3. List some kinds of physical activities that you think can relax us.

TEXT A

The Healing Power of Nature Nature could heal your mind and body

Dan Ferber

There are moments you forget and moments you don't. I've never forgotten one I experienced on a sunny January day in 1994. I'd spent five days backpacking through the rough terrain of California's Joshua Tree National Park. Now I stood alone on a boulder, a cool breeze on my face, gazing out in silence at the stark beauty of the desert hills. In one timeless instant, I saw the arc of my life to that point and a new path I'd soon take, a path that would lead to a dramatic career change. I inhaled deeply of the clean, dry air and felt gloriously alive.

Whether it's a backcountry hike, a stroll on the beach, or a picnic in a local park, we've all felt the calm yet vibrant sense of well-being that comes from being surrounded by nature. Our aches and pains ease, our worries fade. We know in our bones that it's good for us.

Through the ages and across the globe, people have looked to nature as a balm for what ails them. "We need the tonic of wildness," wrote Henry David Thoreau¹, the dean of American nature writers.

But the idea that nature could heal mind and body remained scientifically untested ---- until recently. "It's something people have been thinking about for thousands of years," says Roger Ulrich, PhD, a professor of architecture and landscape architecture at Texas A&M University, who has done pioneering research in the field.

Pain-Relieving Trees

Ulrich first tested the idea in the early 1980s, when he was a young professor at the University of Delaware. At Paoli Hospital in suburban Philadelphia, it happened that for nine years, patients recovering from gall bladder surgery had been randomly assigned to otherwise identical hospital rooms whose window views consisted of either a stand of trees or a brown brick wall. Ulrich examined the medical records of 46 of those patients. He reported in the journal *Science* that patients who viewed trees were discharged almost a day earlier, on average, than those who saw walls, and they took fewer strong doses of pain-relieving narcotics.

Since that groundbreaking work was published in 1984, other scientists have shown that views of greenery or even simple sunlight can ease pain in patients recovering from surgery. Even landscape art, sometimes combined with nature sounds, can ease the pain in hospital patients undergoing bronchoscopy, endoscopy and cardiac catheterization.

Exposure to nature's sights and sounds can even ease physical symptoms. A few years ago, Ulrich and his colleagues found that blood donors who watched a nature videotape for five minutes in the clinic waiting room had lower blood pressure and pulse rates than those who watched daytime television.

Better Living Through Greenery

Green means healthy outside of hospitals, too. Office workers with nature views are more enthusiastic about their jobs, less frustrated, in better health and more satisfied with their lives, according to one study. According to another, prison inmates whose cells looked out on farm fields needed far less health care than those whose cells faced a bleak internal courtyard. Psychologists have found that exposure to trees, streams and other natural features improves concentration, creativity and emotional functioning. In one study, Frances Kuo, PhD, a psychologist who directs the Landscape and Human Health Laboratory at the University of Illinois, and her colleagues showed that 20-minute walks across leafy city parks eases ADHD² symptoms in kids. A few years ago, Kuo and her research partners tested children in a high-rise Chicago public-housing project to see if a view of nature from their apartments helped them psychologically. Compared with girls who looked out on brick and asphalt, girls who saw trees from their windows concentrated better, acted less impulsively and were more able to delay gratification. That adds up to better self-discipline, Kuo says, which could help girls better handle the challenges that come their way as they grow up in the projects.

The Illinois researchers also showed that areas of the public-housing project with trees and grass had lower levels of crime, domestic violence, noise, litter and graffiti. "When you put all these things together, it's a picture of a healthier neighborhood," Kuo says. Greener neighborhoods may even improve the overall physical health of their residents. Dutch scientists cross-checked the self-reported health of 10,000 people with the greenness of their neighborhoods. After accounting for their income, age and other factors that affect health, they found that people in greener neighborhoods were healthier. In another study, elderly Tokyo residents were significantly more likely to survive for another five years if their neighborhood contained walkable parks and tree-lined streets.

Personal Space

We gather just after dawn, about 40 of us, on a flat field carved from the Illinois woods. The air is cool, the sun is large and orange, and the sky is pale blue. A cow bellows from a nearby farm. We form a circle.

Each September for the past six years, I've spent most of a week at this rustic 4-H camp³ to train with a tai chi⁴ master named Yang Yang, who grew up and trained in

northern China. And each morning Yang leads the group in a series of slow-moving exercises that millions of Chinese practice to boost health and vigor.

“Breathe deep,” Yang says. Following his lead, I fan my arms outward, inhaling deeply of the clean country air. We shift to another exercise, and Yang instructs us to relax and imagine we’re pulling energy from the earth into our bodies.

Traditional East Asian medicine holds that human beings are integrally connected with the natural world, and that these exercises harvest something called “qi” (pronounced “chee”) from air, trees or the earth into our own body, thereby strengthening our own qi and rejuvenating us. The term qi can refer to material, energy, even conditions like dampness or heat, and experts disagree about how to define it. In any case, I feel it as something warm and elastic, and the exercises make me feel relaxed.

Western scientists have developed two theories of their own to explain nature’s benefits. Stephen and Rachel Kaplan, husband-and-wife psychologists at the University of Michigan, propose that nature restores our tired minds. Focusing our attention or inhibiting ourselves ---- doing taxes or homework, driving through a snowstorm, trying not to snap irritably at a rude clerk ---- tires the mind. According to their theory, nature restores us in large part because it’s quietly fascinating, which rests our mental muscles. Refreshment by nature might even be hardwired, speculates Howard Frumkin of the Centers for Disease Control and Prevention. “A caveman running from a saber-toothed tiger would get fatigued and couldn’t pay attention to things. Finding a peaceful natural setting to restore himself could give him a survival advantage.”

The same trick may work for modern humans. David Bronston, a Manhattan lawyer, does battle in the urban jungle, working 60 hours a week on high-stakes deals for telecommunications companies. But on weekends and vacations he’ll head to the mountains, usually with his wife and daughter, to kayak, raft, hike or ski ---- “anything that gets us close to nature,” he says. Sometimes, just a memory does the trick. On a sunny spring day more than 15 years ago, Bronston hiked alone on a silent snow-covered trail near Lake Arnold in New York’s Adirondack Mountains. “It was so peaceful and beautiful. When I remember it years later and hundreds of miles away, it calms me and puts things in perspective.”

(From *Reader’s Digest*)

Notes:

1. Henry David Thoreau: (1817–1862) An American writer, naturalist, transcendentalist, and philosopher. He is best known for his book *Walden*, a reflection upon simple living in natural surroundings, and his essay, *Civil Disobedience*, an argument for individual resistance to civil government in moral opposition to an unjust state. (亨利 戴维 梭罗: 美国作家、自然主义者、超验主义者、哲学家, 著名散文集《瓦尔登湖》和论文《论公民的不服从》的作者。)

2. ADHD: Attention Deficit Hyperactivity Disorder (ADHD) is a condition that becomes apparent in some children in the preschool and early school years. It is hard for these children to control

their behavior and/or pay attention. The principal characteristics of ADHD are inattention, hyperactivity, and impulsivity. (注意力缺陷多动症: 某些儿童学龄前和上学早期所表现出来的一些症状, 这些孩子无法集中注意力, 无法控制自己行为。注意力缺陷多动症主要表现为: 注意力无法集中于某项工作、活动过度或者行为冲动。)

3.4-H camp: 4-H camping programs in USA usually provide a large variety of fun and exciting activities and events that people don't normally get at home. They offer educational, recreational, and social opportunities for boys and girls, such as canoeing, swimming, archery, shooting and many other things. In these camps boys and girl get to meet and make new friends, as well as being with old ones. Youth explore new interests and new approaches to old interest, learn to make their own decisions, and develop and practice leadership skills. (4-H 训练营: 美国的 4-H 训练营通常提供各种各样人们无法在家进行的有趣和令人激动的活动, 给孩子们提供许多教育性、娱乐性的社会活动机会, 比如划独木舟、游泳、射箭、射击及其它活动等。在营地, 孩子们与新旧朋友一起, 培养新的兴趣爱好, 学习自己做决定, 锻炼领导才能。)

4. tai chi: Sometimes spelled as "tai ji", a form of traditional Chinese martial arts with a series of slow-motion exercises. (太极拳: 中国传统武术项目之一, 动作柔缓, 可用于拳击和健身, 流传区域很广。)

Words and Expressions:

- 1. backpack** *v.* to hike while carrying a backpack 背着包徒步旅行
- 2. boulder** *n.* 巨石, 圆石
- 3. stark** *adj.* complete or utter; extreme 完全的, 极端的
- 4. inhale** *vt.* to draw (air or smoke, for example) into the lungs by breathing 吸入肺内(如空气或烟); 吸气
- 5. backcountry** *n.* a sparsely inhabited rural region 边远地区
- 6. vibrant** *adj.* vigorous, lively, and vital 有活力的
- 7. balm** *n.* a soothing, healing, or comforting agent or quality 止痛膏, 安慰剂
- 8. ail** *v.* to cause physical or mental pain or uneasiness to; trouble 使痛苦, 使苦恼
- 9. tonic** *n.* an agent, such as a medication, that restores or increases body tone 滋补剂, 滋补品
- 10. gall bladder** 胆囊
- 11. narcotics** *n.* 麻醉药, 镇静剂
- 12. bronchoscopy, endoscopy and cardiac catheterization** 支气管镜检查, 内窥镜检查 and 心脏导管插入术
- 13. inmate** *n.* a resident of a dwelling that houses a number of occupants, especially a person confined to an institution, such as a prison or hospital 同居者, 尤指住在同一机构的人, 如狱犯或医院中
- 14. asphalt** *n.* 沥青
- 15. impulsively** *adv.* inclined to act on impulse rather than thought 易冲动的
- 16. graffiti** (*pl. of graffito*) (often in *pl.*) *n.* a drawing or an inscription made on a wall or other surface, usually so as to be seen by the public 涂鸦, 乱画
- 17. bellow** *v.* to make the deep roaring sound characteristic of a bull 吼叫: 发出象公牛般的低沉吼叫声
- 18. rustic** *adj.* of, relating to, or typical of country life or country people 乡村的, 乡村生活的

19. **rejuvenate** *v.* to restore to an original or new condition 更新, 恢复原先的或新的状态
20. **elastic** *adj.* easily resuming original shape after being stretched or expanded, flexible 柔韧的, 有弹性的
21. **snap** *v.* to speak abruptly or sharply 呵斥, 突然且严厉地说话
22. **hardwired** *adj.* entrenched, inherited 固有的, 根深蒂固的, 天生的
23. **sabern.** a heavy cavalry sword with a one-edged, slightly curved blade 马刀, 军刀
24. **kayak** *v.* to go, travel, or race in a kayak 坐爱斯基摩划子旅行或比赛, 乘(爱斯基摩的)皮筏

I. Exploring the Text

i. Comprehension of the Text

1. Choose the best answer for each of the following.

- 1) What idea is the author trying to convey by quoting “We need the tonic of wildness” (Para. 3)?
- A. We need the food and water provided by nature.
 - B. The plants in the wilderness can be used as a medicine.
 - C. The plants of nature can provide energy we need in our daily activities.
 - D. Nature has invigorating and restorative influence on our mind and body.
- 2) Who did the groundbreaking work to test the idea that nature could heal mind and body?
- A. David Bronston
 - B. Frances Kuo
 - C. Roger Ulrich
 - D. Stephen and Rachel Kaplan
- 3) Which one of the following is NOT the benefit of nature put forward by the psychological studies mentioned in this article?
- A. Views of greenery can ease pain in patients recovering from surgery.
 - B. People are more enthusiastic about their jobs, less frustrated, and more satisfied with their lives.
 - C. People are in better health and need less health care.
 - D. Exposure to nature improves concentration, creativity and emotional functioning.
- 4) Which of the following is NOT one of the benefits of tai chi according to the article?
- A. Tai chi can boost health and vigor.
 - B. Tai chi strengthens our own “qi” and rejuvenates us.
 - C. Tai chi can help us pull energy from the earth into our bodies.
 - D. Tai chi makes people feel calm and relaxed.

2. Work in pairs to complete the following table with the information about the various researches mentioned in the passage. Some of the answers have already been provided.

Researchers	Subjects of the researches	Findings of the researches
Roger Ulrich		
Other scientists	Patients recovering from	Views of greenery or simple

	surgery	sunlight can ease pain in these patients.
	Blood donors	
Frances Kuo and her colleagues	Kids with ADHD	
		Compared with girls who looked out on brick and asphalt, girls who saw trees from their windows concentrated better, acted less impulsively and were more able to delay gratification.
		Areas of the public-housing project with trees and grass had lower levels of crime, domestic violence, noise, litter and graffiti.
Dutch scientists		

3. Answer the following questions.

- 1) What did Professor Roger Ulrich find in his research work published in 1984?
- 2) How does greenery help people psychologically in people's lives according to some psychological researches?
- 3) What does "qi" in the traditional Chinese exercise tai chi refer to?
- 4) What are the two theories Western scientists developed to explain nature's benefits?

ii. Critical Reading

Read the following quotations about nature.

After you have exhausted what there is in business, politics, conviviality, and so on---have found that none of these finally satisfy, or permanently wear---what remains? Nature remains.

---Walt Whitman, US poet (1819-1892)

The goal of life is living in agreement with nature.

---Zeno, Greek philosopher (335 BC-264 BC)

Forget not that the earth delights to feel your bare feet and the winds long to play with your hair.

---Kahlil Gibran, Lebanese American artist, poet, and writer (1883-1931)

Keep your love of nature, for that is the true way to understand art more and more.

---Vincent van Gogh, Dutch Painter, one of the greatest of the Post-Impressionists (1853-1890)

Reading about nature is fine, but if a person walks in the woods and listens carefully, he can learn more than what is in books, for they speak with the voice of God.

---George Washington Carver, American, Started his life as a slave and ended it as horticulturist, chemist and educator (1864-1943)

What can these words inspire you to think? Work in groups to share your experience of getting in contact with nature, talk about what you feel in a natural environment and what you have learned from nature.

II. Activating Your Vocabulary

i. Match the definitions in Column B with the italicized words and phrases in Column A.

A B

- | | |
|--|----------------------------------|
| _____ 1) a <i>stroll</i> on the beach | a. to release |
| _____ 2) <i>pioneering</i> research in the field | b. a healing or comforting agent |
| _____ 3) <i>identical</i> hospital rooms | c. satisfaction |
| _____ 4) more <i>enthusiastic</i> about their jobs | d. a leisurely walk |
| _____ 5) less <i>frustrated</i> | e. to suppress or restrain |
| _____ 6) delay <i>gratification</i> | f. eager, interested, excited |
| _____ 7) nature as a <i>balm</i> for what ails them | g. leading, initiating |
| _____ 8) a patient <i>discharged</i> from hospital | h. to breathe in, inspire |
| _____ 9) <i>inhibit</i> ourselves | i. being the same |
| _____ 10) <i>inhale</i> deeply of the clean, dry air | j. disappointingly unsuccessful |

ii. Fill in each of the blanks in the following sentences with a word or phrase in the following box. Each word or phrase could be used only once. Change the forms where necessary.

ail	vibrant	refreshment	heal	impulsively	account for
boost	rejuvenate	irritably	put ... in perspective		

- 1) I want you to _____ each sum of the money you spent.
- 2) He is having another birthday and he looks fantastic----so young, _____ and energetic!
- 3) The old man _____ when he became a grandfather.
- 4) The lack of sleep and no food made him _____.
- 5) Marriage has been found to _____ happiness, reduce the degree of depression, and provide protection from sexually transmitted diseases.
- 6) This article attempts to _____ some of the medical aspects of the war.
- 7) It was necessary for them to have remedies for their _____.
- 8) A cool drink _____ me after my long walk.
- 9) You should learn to live within your means by avoiding _____ overspending.
- 10) The disagreement among the family members has _____ over with time.

III. Enriching Your Word Power

i. Compound adjectives can be formed by combining nouns/adverbs with past participles. Study the following compound adjectives formed in this way and then use them in the given sentences.

snow-covered well-paid ill-informed newly-built

town-bred homemade much-used hen-pecked

- 1) The neighbors often make fun of Tom because he is _____ at home.
- 2) This _____ metaphor has lost its former freshness.
- 3) She always welcomes the new neighbors with _____ cookies.
- 4) A track pulled into the _____ playground of the school.
- 5) The public is _____ of the danger of those chemicals.
- 6) The report lists several value differences between country and _____ women.
- 7) The recruitment for _____ government employees in Beijing has attracted more than 400 applicants from home and abroad.
- 8) **The** _____ medical centre in this district is to serve for Olympics.

ii. Transition words

In order to keep his ideas moving ahead, a writer often uses transition words or phrases---techniques that help bring two ideas together. Transition words and phrases help establish clear connections between ideas and ensure that sentences and paragraphs flow together smoothly, making them easier to read. Transition words may be divided into different groups. The most commonly used are shown in the below:

----To indicate more information:

besides, furthermore, in addition, in fact, moreover, second...third..., then, etc.

----To indicate an example:

for example, for instance, in particular, particularly, specifically, to demonstrate, to illustrate

----To indicate a cause or an effect:

as, because, because of, due to, for, for the reason that, since

accordingly, finally, consequently, hence, so, therefore, thus

----To compare or contrast:

although, however, in comparison, in contrast, likewise, nevertheless, on the other hand, similarly, whereas, yet, too, also

----To indicate a particular time frame or a shift from one time period to another:

after, before, during, eventually, finally, first...second..., etc., formerly, immediately, initially, lastly, later, meanwhile, next, previously, simultaneously, soon, subsequently

----To summarize:

briefly, in brief, to put it briefly, to sum up, to summarize, in conclusion, so, thus, to conclude

Now try to complete the numbered blanks in the paragraph below, using the given transition words and phrases.

in addition	finally	for instance	so	other	such as
-------------	---------	--------------	----	-------	---------

The Study Skills Centre in our university is an excellent place for students to get academic help. Freshmen who discover their study habits are poor, 1)_____, may enroll in a six-week mini-course in study skills that offers advice on such topics as how to read a text, take notes, and organize materials for review. Students with math or writing problems can sign up for tutoring sessions held five days a week throughout each semester. 2)_____, the Centre presents weekly seminars on special topics 3)_____ stress management and overcoming test anxiety

for those students who are finding college more of a nerve-wracking experience than they expected; 4)_____ students can attend evening seminars in such worthwhile endeavors as vocabulary building or spelling tips. 5)_____, the Centre offers a series of tests to identify the presence of any learning disabilities, such as dyslexia, that might prevent a student from succeeding academically. 6)_____ with such a variety of services, the Centre can help almost any student.

IV. Challenging Your Grammar

The use of present participle (现在分词)

To make a present participle, you add "-ing" to the verb, sometimes doubling the final consonant:

E.g. "think" becomes "thinking"

"fall" becomes "falling"

"run" becomes "running".

The present participle is usually used in the following ways:

1) as part of the continuous form of a verb

Examples:

He was *singing*.

They have been *walking*.

2) after verbs of movement/position in the pattern verb + present participle

Examples:

She went *shopping*.

She came *running* towards me.

This construction is particularly useful with the verb "to go", as in these common expressions:

to go *shopping* to go *fishing*

to go *surfing* to go *walking*

to go *swimming* to go *running*

to go *dancing*

3) as an adjective

Examples:

the *healing* power of nature

pain-*relieving* trees

worrying, exciting, boring...

the patients *recovering* from gall bladder surgery

a caveman *running* from a saber-toothed tiger

It was an *amazing* film.

Many of his paintings depict the *setting* sun.

Nature restores us in large part because it's quietly *fascinating*.

4) with the verbs "spend" and "waste", in the pattern verb + time/money expression + present participle

Examples:

I'd spent five days *backpacking* through the rough terrain of California's Joshua Tree National Park.

Don't waste time *playing* computer games!

5) to replace a sentence or part of a sentence

When two actions occur at the same time, and are done by the same person or thing, we can use a present participle to describe one of them.

Examples:

Following his lead, I fan my arms outward, *inhaling* deeply of the clean country air.

Now I stood alone on a boulder, a cool breeze on my face, *gazing* out in silence at the stark beauty of the high-desert hills.

They went out into the snow. They laughed as they went.

→They went *laughing* out into the snow.

He whistled to himself. He walked down the road.

→*Whistling* to himself, he walked down the road.

When one action follows very quickly after another done by the same person or thing, we can express the first action with a present participle:

Examples:

He put on his coat and left the house.

→*Putting* on his coat, he left the house.

He took a key out of his pocket and opened the door.

→*Taking* a key out of his pocket, he opened the door.

The present participle can be used instead of a clause starting by *as*, *since*, *because*, and it explains the cause or reason for an action:

Examples:

Feeling hungry, he went into the kitchen and opened the fridge.

(= because he felt hungry...)

The doctor, not *wishing* to make her nervous, did not fully explain the seriousness of her condition.

Sometimes the present participle can be used to explain the effect or consequence of an action.

Examples:

These exercises harvest something called qi from air, trees or the earth into our own body, thereby *strengthening* our own qi and *rejuvenating* us.

Exercise:

Fill in the blanks with the words in the brackets. Pay special attention to the word form.

- 1) Her husband died in 1988, _____ (leave) her with two children.
- 2) He was trapped inside the _____ (burn) house.
- 3) _____ (encourage) by these successes, they decided to expand the business.
- 4) _____ (drop) the gun, she put her hands in the air.
- 5) _____ (delight) with her work, they made her the general manager.
- 6) They've spent the whole day _____ (shop).
- 7) _____ (be) so poor in those days, we couldn't afford to send the boy to hospital.
- 8) _____ (confine) to bed, she needed to be waited on in everything.
- 9) Suddenly he heard someone _____ (knock) gently on the window.

10) _____(observe) from the spaceship, our earth looks like a blue ball.

V. Practicing Your Translation Skills

i. Translate the following into Chinese

Western scientists have developed two theories of their own to explain nature's benefits. Stephen and Rachel Kaplan, husband-and-wife psychologists at the University of Michigan, propose that nature restores our tired minds. Focusing our attention or inhibiting ourselves ---- doing taxes or homework, driving through a snowstorm, trying not to snap irritably at a rude clerk ---- tires the mind. According to their theory, nature restores us in large part because it's quietly fascinating, which rests our mental muscles. Refreshment by nature might even be hardwired, speculates Howard Frumkin of the Centers for Disease Control and Prevention. "A caveman running from a saber-toothed tiger would get fatigued and couldn't pay attention to things. Finding a peaceful natural setting to restore himself could give him a survival advantage."

ii. Translate the following into English

清澈、明亮的小溪缓缓地流向山林的深处，婉转、欢快的云雀(lark)声直冲云霄，活泼、热烈的瀑布轻快地跃入潭水深处.....

这一幅幅的美景无一不是大自然的杰作。身处自然令人感到轻松和舒适。自然积极且充满青春活力，自然的绿色对人的消极情绪、疲劳、健康有一定的积极作用。在这样一个飞速发展的时代，面临工作和生活的压力，我们应该多接触大自然，享受自然带给我们的愉悦。

Unit 5

In Defense of the Messy Workstation

By Rhymer Rigby

If a cluttered desk is the sign of a cluttered mind, what does an empty desk say about the quality of your ideas? Many businesses are strict about workers keeping their desks tidy, but how necessary are these rules?

Anthony Alderson, director of the Pleasance Theatre Company¹ in London is the first to admit his desk is a mess: “We can’t all be neat, and my desk is a pigsty” he says. “Some people need to be organized but I’m not one of them . . . Really it’s about need – and I don’t need to find these things. If I have to get in contact with someone, I’ll find them.”

Since about the time of Frederick Taylor²’s *Principles of Scientific Management*, published in 1911, and his championing of the idea that every minute should count, there has been an assumption in most organizations that an orderly workstation is better. But is this really the case?

Eric Abrahamson, Professor of Management at Columbia Business School and author of a new book *A Perfect Mess*, says: “There is a sweet spot between complete order and complete disorder. What you have to remember is that there is a cost to order. If you stop to tidy up every time something becomes disordered you’ll continually interrupt yourself and never get any work done. But on the other hand, if you’re a complete mess you’ll never find anything.”

Ian Smalley, creative director of corporate digital communications agency CTN³, is a believer in just that sort of messy medium.

The perimeter of his desk is delineated by towers of paper: “I have a relatively big desk so as long as there is elbow room, things tend to pile up, even if some of them do date back to 2004.”

But his main reason for untidiness is lack of time to tidy: “It is a busy environment and at the end of the day, while all confidential documents are shredded and recycled, I want to leave and see my son, not file bits of paper.”

He adds: “I can get a professional-looking desk by doing a ‘five-minute tidy’ where I straighten all the piles of paper up if I need to.”

Prof. Abrahamson says messy desks can be good: “People with a moderate amount of mess usually have everything to hand.” Leaving a mess on your desk can often work creatively too: “Mess puts items in context and the unexpected juxtapositions of unrelated items can cause you to make connections that you’d never make if the things were in two separate filing cabinets.”

There are even economies of scale: “One trip to clean 10 coffee cups is much more efficient than 10 trips to clean one.”

Messy desks have some celebrated advocates. Barack Obama⁴ recently allowed that he might have a messy desk; Nobel Prize winner Robert Fogel⁵ dealt with the

issue by buying a second desk; and Einstein famously asked: “If a cluttered desk is the sign of a cluttered mind, then what is an empty desk?”

Yet many people still believe untidy desks belong to slobs, whose disorganization will make them unsatisfactory as colleagues and employees. Prof. Abrahamson cites one chief executive who has two offices – one with a pristine desk where he receives visitors and one with the chaotic desk at which he works.

The messy desk has a virtual version. Not only is there the messy desktop, but PCs’ powerful search abilities enable us to have clutter on a hard drive. If a computer can search thousands of documents and e-mails within minutes or even seconds, why bother organizing the information properly? Arguably, one downside of the virtual mess is that, by being less visible, it increases the likelihood of being careless, say, with laptops containing personal data.

Many companies take a stand against workstation disorder, but they say it is for pragmatic reasons. Richard Jordan, head of employer brand at Ernst & Young⁶, the accountancy firm, says: “We have a flexible desk policy as a lot of people work out at clients. For them having a permanent desk is a waste of space,” and therefore they share a desk where personal clutter is kept to a minimum. Others insist on absence of clutter for compliance reasons.

Even those who have messy desks have sporadic clear-ups. “My desk gets a guaranteed deep tidy at key points of year such as when I go on holiday or we have a recycling drive,” says Mr. Smalley. “When you’re going off for two weeks, tidying your desk gives you a nice sense of closure.”

The point where chaos is unacceptable may be when the desk becomes a health hazard. With more people snatching lunch at their desks, the workstation can be a haven for germs. Mr. Smalley says that while he doesn’t mind mess, he is not so keen on grime: “I do clean my keyboard – if you eat at your desk, they can get pretty horrible.”

Meanwhile, at Mr. Alderson’s workstation: “The one thing that stops my desk from being disgusting is that I actually like cold coffee.”

Perhaps the most compelling defense of the moderately messy desk, says Prof. Abrahamson, is that working amid a modest disorder tends to make you more flexible, open to new experiences and better equipped to deal with the unexpected.

Mr. Alderson puts it slightly differently: “I don’t need any of this stuff. If the office burnt down tomorrow, it wouldn’t matter that much. I carry the company around in my head.” (930 words)

From *Financial Times*, Tuesday, July 01, 2008

Notes:

1. The Pleasance Theater Company: The Pleasance Theatre Islington has been one of the most exciting Fringe theatres(试验剧院) in London since it opened its doors in 1995, providing a launch pad(发射场) for some of the most memorable productions and most renowned practitioners of the

past decade and staying true to its mission of providing a platform for the talent of the future.

2. **Frederick Winslow Taylor** (20 March 1856–21 March 1915), widely known as F. W. Taylor, was an American mechanical engineer who sought to improve industrial efficiency. He is regarded as the father of scientific management, and was one of the first management consultants.(弗雷德里克·温斯洛·泰勒：西方古典管理理论的三位先驱之一。)
3. **CTN**: short for “Cordless Telecommunication Network” or “Corporate Telecommunication Network”.
4. **Barack Hussein Obama II** (4 August 1961—) is the forty-fourth President of the United States of America, and the first African-American to be elected President of the United States. Obama was the junior United States Senator from Illinois in 2004 and served until his resignation on November 16, 2008, following his election to the Presidency. His term began on January 20, 2009.(巴拉克·侯赛因·奥巴马 (小))
5. **Robert Fogel**: Born in New York on 1st July, 1926, he was awarded Nobel Prize in Economic Sciences in 1993 for having renewed research in economic history by applying economic theory and quantitative methods in order to explain economic and institutional change.(罗伯特 福格尔，1926 年出生于美国纽约，他通过运用经济学理论及量的方法来解释经济发展和制度变迁，从而刷新了经济史的研究，因此获得 1993 年诺贝尔经济学奖。)
6. **Ernst & Young**: a global leader in assurance, tax, transaction and advisory services. It aims to have a positive impact on businesses and markets, as well as on society as a whole.(安永会计师事务所)

Words and expressions:

1. **champion**v. to support; defend 支持
2. **assumption**n. the act of taking something for granted or something that is taken for granted 假定，设想，假说
3. **corporate**adj. of or belonging to a corporation or corporations 企业的
4. **perimeter**n. the curve or line enclosing a plane area; the length of this curve or line 周，周长，周边
5. **delineate**v. to trace the shape or outline of; sketch 画...的轮廓，勾画
6. **elbow room** space for movement 移动空间

7. **pile up** to gather or be gathered in a pile; accumulate 堆积, 积累
8. **confidentialadj.** spoken, written, or given in confidence; secret; private 秘密的, 机密的
9. **shredv.** to tear or cut into pieces 撕碎
10. **juxtapositionn.** the act of positioning close together (or side by side) 并列, 并置
11. **cabinetn.** a piece of furniture containing shelves, cupboards, or drawers for storage or display 箱, 厨
12. **advocaten.** a person who upholds or defends a cause; supporter 倡导者, 鼓吹者
13. **slob n.** a slovenly, unattractive, and lazy person 懒汉, 邋遢的人
14. **citev.** to quote or refer to 引用, 引证, 列举
15. **pristineadj.** fresh, clean, and unspoiled 干净的
16. **downsiden.** the disadvantageous aspect of a situation 负面
17. **compliance n.** the act of complying; acquiescence 服从, 遵守
18. **sporadicadj.** occurring at irregular points in time; intermittent 不定时发生的
19. **closure n.** an end or conclusion 结束, 终止
20. **snatchv.** to take hurriedly 抓取, 迅速完成
21. **germn.** a microorganism, esp. one that produces disease in animals or plants 细菌, 病菌
22. **grimen.** dirt, soot, or filth, esp. when thickly accumulated or ingrained 尘垢, 灰尘
23. **compellingadj.** (of an argument, evidence, etc) convincing 有说服力的, 令人佩服的

I. Exploring the Text

i. Comprehension of the Text

1. Skimming and Scanning: Read through the text quickly and find out the best answer for each of the following questions.
 - 1) Who is the author of the book *A Perfect Mess*?
 - A. Anthony Alderson
 - B. Frederick Taylor
 - C. Eric Abrahamson
 - D. Ian Smalley
 - 2) Who is NOT an advocate of messy desk?
 - A. Ian Smalley
 - B. Frederick Taylor
 - C. Barack Obama
 - D. Einstein
 - 3) Which one is true according to Eric Abrahamson's point of view?
 - A. Tidying things up is simply a waste of time.
 - B. We should strike a balance between order and disorder.
 - C. Messy desk does no good to your creativity.
 - D. To tidy up every time something becomes disordered is more efficient.
 - 4) Which one of the following is NOT the reason why people take a stand against messy desk?
 - A. Virtual mess increases the likelihood of being careless.
 - B. Messy desks make you less flexible.
 - C. Compliance reasons.
 - D. Health hazard.

- 5) Which one is NOT a convincing defense of the moderately messy desk according to Prof. Abrahamson?
- A. It makes you more flexible.
 - B. It makes you open to new experience.
 - C. It makes you better equipped to deal with the unexpected.
 - D. It makes you get on well with your colleagues.

2. Answer the following questions

- 1) What is the main argument in Frederick Taylor's *Principle of Scientific Management*?
- 2) What is your understanding of "There is a sweet spot between complete order and complete disorder" in *A Perfect Mess*?
- 3) What is the main reason for Ian Smalley's untidiness?
- 4) What are the pragmatic reasons for many companies to take a stand against workstation disorder?
- 5) How many arguments are put forward in this article in defense of the messy workstation?

ii. Critical Reading

1. Fill in the following blanks according to the text. You may work with your partner. Try to come up with as complete an answer for each blank as possible. The first one has been done for you.

Supporters of Messy Desks	Reasons	Opponents of Messy Desks	Reasons
Anthony Alderson	It's only about need.		

2. Group discussion.

Some people think that “Tension + Pressure=Messy workstation”, what is your view on this equation? Do you have any practical suggestion to those whose workstation is always in a clutter?

II. Activating Your Vocabulary

i. Match the definitions in Column B with the italicized words and phrases in Column A.

A B

- | | |
|--|--------------------------------|
| _____ 1) We can't all be <i>neat</i> | a. secret |
| _____ 2) every minute should <i>count</i> | b. clean and unspoiled |
| _____ 3) things tend to <i>pile up</i> | c. tidy, clean, orderly |
| _____ 4) all <i>confidential</i> documents | d. an end and conclusion |
| _____ 5) untidy desks belong to <i>slobs</i> | e. lacking a visible order |
| _____ 6) one with a <i>pristine</i> desk | f. gather, accumulate |
| _____ 7) one with the <i>chaotic</i> desk | g. be fond of or devoted to |
| _____ 8) a nice sense of <i>closure</i> | h. convincing |
| _____ 9) he is not so <i>keen</i> on grime | i. to have value or importance |
| _____ 10) the most <i>compelling</i> defense | j. lazy person |

ii. Fill in each of the blanks in the following sentences with a word or phrase in the following box. Each word or phrase could be used only once. Change the forms where necessary.

champion, assume, delineate, date back, shred, scale, advocate, downside, cite, pile up, tend to, be keen on, comply, sporadic, snatch, clutter

- 1) Cars often _____ here in the rush hours, so you'd better set out a bit earlier.
- 2) Her _____ proved to be wrong and she quickly lost fame.
- 3) The tree was clearly _____ by the moonlight. The scenery turned out to be fantastic.
- 4) He spent his whole life _____ the cause of civil rights, but it was not until ten years after his death that the cause gained momentum.
- 5) His room is always in a _____. He is simply up to his neck in his work.
- 6) _____ with the law is expected in the state. Any violation will put you into great trouble.
- 7) Let me _____ a few examples from Yunnan.
- 8) _____ you _____ surfing on the internet during the weekends?
- 9) A drowning man will _____ at a straw.
- 10) The proposal is an option with a _____ as well as benefits.
- 11) Woolens _____ shrink, so when buy woolen clothes, you should choose bigger ones.
- 12) Despite the _____ disturbances, the dictator was still riding high.
- 13) She told the police that the manager had told her to _____ all the documents in the file.
- 14) The history of hockey can _____ to thousands ago.
- 15) The new policy will be carried out on a small _____ before it is implement nationwide.
- 16) He has always been a(n) _____ of Maoism since he joined the Party.

III. Enriching Your Word Power

- i. The prefixes *dis-* and *un-* can be added to nouns, adjectives or verbs, making the meaning of a word just the opposite, e.g.

order → *disorder* honesty → *dishonesty*
satisfies → *dissatisfied* tidy → *untidy*
lock → *unlock* willingness → *unwillingness*

Now add the prefixes *dis-* or *un-* to the words given below and then put them in the blanks to complete the following sentences. Change the forms where necessary.

able, close, appear, happy, acceptable, obey, advantage, dress
--

- 1) Let us hope our difficulties will soon _____.
 - 2) I'm sorry I'm _____ to finish your assignment because of the illness.
 - 3) Anyone who _____ the law will be severely punished.
 - 4) When the news that he was murdered _____, everybody in the town was stunned.
 - 5) You seem to be _____. What's the matter?
 - 6) Before you go to bed, you must _____ yourself.
 - 7) His conduct is regarded as being totally _____.
 - 8) He sells his goods at a _____.
- ii. Most English nouns could also be used as verbs. Decide whether the bold words in the following sentences are nouns or verbs, and then translate the sentences into Chinese.
- 1) ...and his **championing** of the idea that every minute should count.
 - 2) He was crowned world **champion**.
 - 3) Messy desks have some celebrated **advocates**.
 - 4) I **advocate** a policy of gradual reform.
 - 5) If a **cluttered** desk is the sign of a **cluttered** mind, then what is an empty desk?
 - 6) PC's powerful search abilities enable us to have **clutter** on a hard drive.
 - 7) There is a sweet **spot** between complete order and complete disorder.
 - 8) A wild puma had been **spotted** forty-five miles south of London.

IV. Challenging Your Grammar

Inversion(倒装):

Not only *is there* the messy desktop, but PCs' powerful search abilities enable us to have clutter on a hard drive.

“Inversion” refers to an irregular verb placement form:

(1) Use of Question Form

In this case, the question form (auxiliary + subject + main verb) takes the place of the standard positive sentence structure (i.e. He goes to work every day):

Examples:

Not only *do I* enjoy classical music, but I also have a season ticket to the symphony.

Seldom *has the boss* been so upset!

In this case, the question form is substituted for standard sentence structure in a statement. Generally, an inversion is used to stress the uniqueness of an event and begins with a negative.

Negative Adverbials

Time expressions: never, rarely, and seldom

These time expressions are used with a perfect form or with modals and often include comparatives:

Examples:

Never *have I* been more insulted!

Seldom *has he* seen anything stranger.

Time expressions: hardly, barely, no sooner, or scarcely

These time expressions are used when there is a succession of events in the past.

Examples:

Scarcely *had I* got out of bed when the doorbell rang.

No sooner *had he* finished dinner, when she walked in the door.

After “Only” expressions such as “only after”, “only when”, “only then”, etc.

“Only” is used with a time expression.

Examples:

Only then *did I* understand the problem.

Only after understanding the situation *does the teacher* make a comment.

After “Little”

“Little” is used in a negative sense.

Examples:

Little *did he* understand the situation.

Little *have I* read concerning psychology.

Inversion after “So”, “Such”, and “That”

“So”

“So + adjective ... that” combines with the verb “to be”.

Examples:

So strange *was the situation* that I couldn't sleep.

So difficult *is the test* that students need three months to prepare.

“Such”

“So + to be + noun ... (that)”.

Examples:

Such *is the moment* that all greats traverse.

Such *is the stuff of dreams*.

(2) Inverted Conditional Forms

Sometimes conditional forms are inverted as a means of sounding more formal.

In this case, the conditional “if” is dropped and the inverted form takes the place of the “if clause”.

Examples:

Had he understood the problem, he wouldn't have committed those mistakes.

Should he decide to come, please telephone.

Exercise:

Fill in the blanks with the words in the brackets. Pay special attention to the word order.

- 1) Under no circumstance _____ (we can) accept check.
- 2) In no way _____ (he can) be held responsible.
- 3) At no time _____ (she did) say she would come.
- 4) Seldom _____ (I have) seen such a beautiful view.
- 5) Hardly _____ (I had) begun to speak when I was interrupted.
- 6) Only after the meeting _____ (I did) realize the importance of the subject.
- 7) No sooner _____ (the couple had) arrived than the priest started the ceremony.
- 8) _____ (he had) realized the importance of study, he wouldn't have played truant so frequently.

V. Practicing Your Translation Skills

i. Translate the following into Chinese.

The messy desk has a virtual version. Not only is there the messy desktop, but PCs' powerful search abilities enable us to have clutter on a hard drive. If a computer can search thousands of documents and e-mails within minutes or even seconds, why bother organizing the information properly? Arguably, one downside of the virtual mess is that, by being less visible, it increases the likelihood of being careless, say, with laptops containing personal data.

ii. Translate the following into English.

最新一项关于职场人士专业形象和工作效率的调查显示,美国人每人每年要浪费六星期在杂乱的办公环境中寻找资料或文件。在日常职场上,因为办公桌凌乱而找不到一份文件,这样的事情也屡见不鲜。

Unit 6

TEXT A

Preview questions:

1. What is your job? Do you think your job is very important?
2. Can you find satisfaction from your work?
3. Which do you agree, work to live or live to work? Why?
4. What's the meaning of work for you?

Meaning at work

By LuchKellaway

At a party last week, I met a man who until recently was a government minister. We chatted about this and that, and he said how much he was enjoying his assortment of sinecures – non-executive directorship, speaking engagements and so on. He had both more money and more spare time than he used to have; in all, life was good. I asked him if he was missing the power. He looked at me as if I were a simpleton. Government ministers don't have any power, he said.

As an agony aunt, I am used to people telling me that their jobs are meaningless. In fact, this is the most popular problem that readers submit. Lawyers, bankers, fund managers and all sorts of people with grand jobs write in with the same complaint: the money may be good but where is the meaning? How can I make a difference, they wail.

I always tell them to stop looking for meaning at once. If they go out looking, they are most unlikely to find anything. It is the same thing with happiness: the more you search, the less you find.

No one takes the tiniest shred of notice of this excellent advice. The search for meaning at work not only goes on unabated but it also seems to be getting more urgent all the time. When government ministers join City¹ professionals in fretting that their work doesn't amount to a row of beans, we are really in trouble.

This crisis of meaninglessness is a relatively new thing. A report from the Work Foundation² published last week argues that looking for meaning at work would have seemed outlandish even a generation ago. But now, as a joint result of affluence and our general leaning towards introspection, it has become the norm. We all insist that our jobs should mean something.

The author of the report, Stephen Overell, points out that meaning is a subjective thing: what counts as meaningful work to one person won't to another. This means that companies, for all their insistence on “employee engagement programmes”, can't create meaning and should not try.

Instead they should concentrate on not destroying it – which many of them manage to do effortlessly enough through treating their employees badly.

There are two things that give work meaning. First is the satisfaction that comes from the work itself. I am lucky in this way: I (mostly) enjoy putting one word in front of another, and that is meaning enough for me. Yet this sort of simple pleasure in the job is not open to most people: the majority of jobs are either boring or beastly or both.

The second strand is the more dangerous one. That meaningful work must be somehow worthwhile; that in doing it we must feel that we are making a difference. This way of thinking can only lead to despair. If you start asking if your job is worthwhile, you have to conclude it isn't. Viewed this way, all work is pretty meaningless, whether you are journalist, banker, busker or government minister.

In fact, whoever coined the phrase “making a difference” has made a difference, though not a positive one. The phrase gestures towards grandiose achievement that is out of reach for almost everybody. Most of us make very little difference at all –

which stands to reason if you think there are 30m workers making it almost impossible that any of us will make a difference, except to the people we work directly with.

But what is the matter with that? Why isn't that enough? Indeed, according to a survey published last week by YouGov³, having nice colleagues is as important as money in persuading employees to stay in their jobs. This means that simply by being liked by your colleagues you are making a difference, even if only a modest one.

In fact, as long as we set our sights low enough we all do make a difference at work. By performing the tasks we are supposed to perform, we are making a difference to our employers. If we weren't, they would have fired us long ago.

Yet many clever, decent managers don't find this enough. A friend who works for a large company that sells dog food said to me the other day that, if she didn't do something worthwhile at work soon, she was going to go mad. So she has come up with a charity for her company to sponsor in Africa, and suddenly claimed that the meaning was back in her job.

This strikes me as an upside-down way of looking at things. If we define meaning as helping people in faraway places, we implicitly subtract meaning from the actual work we are doing. Helping Africa is a good thing but, then, so is selling dog food. A dog has to eat, after all.

There is a tiny glimmer of hope that we will all soon start to be less unreasonable in demanding reason from work. And that glimmer comes, of all places, from the credit crunch. If my agony customers are anything to go by, the people who worry most are in grand City jobs. My hunch is that this is because they are paid so much more than they feel their efforts are really worth – a thought that tips them straight into the it's-all-meaningless abyss. But when these people feel that their pay may cease altogether as they join the other thousands who have just been fired, they may suddenly find that their jobs aren't quite so meaningless after all. Or, better still, they will stop asking themselves the question.

(From *Financial Times*, July 07, 2008)

Notes:

1. **City (of London):** an area in central London where there are many large banks and financial institutions. This is often used to refer to the institutions themselves. 伦敦金融城（指位于伦敦市中心的银行和金融中心）
2. **The Work Foundation(工作基金会):** It is a British non-profit foundation that provides Consultancy and Research to the UK business, governmental and non-profit community. It concentrates on improving both economic performance and quality of working life. Based in London and with 60 staff, it is currently working to promote Good Work and a more informed debate about the nature and implications of the Knowledge Economy.
3. **YouGov:** a United Kingdom-based company that carries out online research using software to produce accurate market research, political and media opinion polling and stakeholder consultation. The use of Internet-based research enables the Company to produce accurate research using larger sample sizes, while keeping costs lower than traditional research companies that use telephone and face-to-face interview techniques. YouGov operates a panel of over 200,000 UK members representing all ages, socio-economic groups and other demographic types.

Words and Expressions:

1. **assortment** *n.* a mixture of different things or of various kinds of the same thing 各式各样东西的混合；什锦
2. **sinecures** *n.* a job which you get paid for even though you do not have to do very much work 闲职；领干薪的职位
3. **simpleton** *n.* someone who has a very low level of intelligence 笨蛋；傻子
4. **agony aunt** someone who writes an agony column（在报刊上为读者解答个人问题的）知心阿姨
5. **submit** *v.* to formally give something to someone so that they can make a decision about it 提交；呈送；呈递
6. **wail** *vt.* to say something in a loud, sad, and complaining way 恸哭；哀诉，悲叹
7. **shred of something** a very small amount of something 些微；极少量的
8. **unabated** *adj.* continuing without becoming any weaker or less violent 不减弱的，不减轻的
9. **fret** *v.* to worry about something, especially when there is no need 苦恼；烦躁
10. **amount to** to have the same effect as something else（在意义、效果、价值等方面）等同；接近
11. **a row of beans**（一般用于否定）一点，丝毫；无价值的东西
12. **outlandish** *adj.* strange and unusual 奇特的；稀奇古怪的
13. **affluent** *adj.* having plenty of money, nice houses, expensive things etc 富裕的；富足的
n. affluence
14. **introspection** *n.* the process of thinking deeply about your own thoughts, feelings, or behavior 内省；自省；反省
15. **count** *v.* to consider someone or something in a particular way 认为，看作；算作；想
16. **beastly** *adj.* very unpleasant 令人不快的
17. **strand** *n.* one of the parts of a story, idea, plan etc 部分；方面
18. **lead to** *v.* to cause something to happen or cause someone to do something 引发(某事)；导致

19. **busker** *n.* someone who performs music in the streets and other public places for money
街头艺人
20. **grandiose** *adj.* intended to achieve something important or difficult, but unlikely to be successful because of not being sensible 不切实际的
21. **stand to reason** used for saying that something is obvious because it is what most sensible people would expect 合情理；是当然；自不待言
22. **sponsor** *v.* to agree to give money to someone who is going to take part in a charity event
同意为（某人的慈善活动）捐资
23. **glimmer** *n.* a small sign of something such as hope or understanding
24. **crunch** *n.* a difficult situation caused by a lack of something, especially money or time
（尤指缺乏时间或金钱的）危机；危机关头
25. **go by** to form an opinion about someone or something from the information or experience that you have 依据；根据……决定
26. **hunch** *n.* if you have a hunch that something is true or will happen, you feel that it is true or will happen 出于直觉的想法；预感
27. **abyss** *n. lit.* a large deep hole that appears to have no bottom 无底深渊
28. **better still/yet** used when you are adding a new idea that you think is better than a good one already mentioned 更好的是
29. **implicit** *adj.* suggested or understood without being stated directly 不直言的；暗示的；含蓄的

II. Exploring the Text

i. Choose the best answer for each of the following:

- What is the excellent advice the author gives to all the reader?
 - Make a difference at work
 - Stop looking for meaning at work
 - Work hard and you will find happiness
 - Aim low enough.
- According to Stephen Overell, the author of the report from the Work Foundation, companies _____.
 - should try hard to help employees find meaning at work
 - should create meaning for employees
 - can't create meaning for employees and should not try
 - should concentrate on treating employees badly
- Which of the following can make people feel satisfied from work according to the author?
 - A famous work unit.
 - Good boss.
 - The money they make.
 - The work itself.
- According to a survey by YouGov, which of the following is persuasive?
 - Having nice colleagues is more important than making money.
 - Making money is more important than having nice colleagues.
 - Having nice colleagues is as important as money.
 - Having nice colleagues is not as important as money.
- Which one is Not true according to the author?
 - Sponsoring a charity in Africa is more worthwhile than selling dog food.
 - Performing the tasks we are supposed to perform, we are making a difference.

- C. Selling dog food is also meaningful.
- D. Setting our sights low enough we do make a difference at work.

ii. Fill in the table according to the text:

agony aunt' opinion of meaning at work	
Stephen Overell's opinion of meaning at work	
YouGov's survey	
reasons for looking for meaning at work	
one of the things that give work meaning	
the most popular problem that readers submit	
as long as we set our sights low enough	
people may find their jobs aren't so meaningless	

iii. Critical Reading

1. How could we find the meaning at work according to the author?
2. If you cannot be promoted at work, would you like to change your job?
3. In terms of working, which is more important to you, nice colleague or decent salary? (I remember you asked the question.)
4. How could you make a difference at work?
5. How could we stop asking the meaning at work? (I remember you asked the question.)

II. Activating Your Vocabulary

i. Match the definitions in Column B with the italicized words and phrases in Column A.

A B

- | | |
|--|--------------------------------|
| ___1. <i>grandiose</i> achievement | a. intuition or suspicion |
| ___2. My <i>hunch</i> is that this is because | b. very unpleasant |
| ___3. as if I were a <i>simpleton</i> | c. parts |
| ___4. a tiny <i>glimmer</i> of hope | d. important but not practical |
| ___5. the tiniest <i>shred</i> of notice | e. idiot |
| ___6. The second <i>strand</i> is dangerous | f. bit or a small part of |
| ___7. he was enjoying his <i>assortment</i> | g. soft and weak |
| ___8. looking for meaning at work seemed <i>outlandish</i> | h. mixture or variety |
| ___9. jobs are either boring or <i>beastly</i> . a large deep hole | |
| ___10. a thought tips them into the <i>abyss</i> | j. strange and unusual |

ii. Fill in each of the blanks in the following sentences with a word or phrase in the following box. Each word or phrase could be used only once. Change the forms where necessary.

better still, come up with, sponsor, lead to, cease,
wail, unabated, a row of beans, amount to, fret, crunch,
implicit, submit, affluent, stand to reason, go by,

1. If his past plays are anything to _____, this should be a play worth watching.
2. The storm continued _____ throughout the night.
3. Would you _____ Karen in her swim for cancer research next week?
4. A degree in English could _____ a career in journalism.
5. Would you please stopping doing that again? It's not worth _____!
6. Amelia _____ that the press overplayed accidents, but there was nothing she could do about it; news was news.
7. The results of the research don't really _____ much.
8. Is that the best excuse you can _____?
9. Three new teachers were hired to help ease the _____.
10. "The world is coming to an end!" the woman _____.
11. As people become more _____, so their standard and style of living improves.
12. Come and visit us for a weekend or, _____, why don't you come for a whole week?
13. If they don't like you, it _____ they won't hire you.
14. Hostilities between the two countries have now _____.
15. His statement is being seen as _____ criticism of the work of research laboratories.
16. Applications for planning permission must be _____ before noon tomorrow.

III. Enriching Your Word Power

- i. The suffixes -less can be added to nouns, or verbs, having the meaning "without" or making the meaning of a word just the opposite, e.g.
- home → homeless power → powerless
values → valueless ~~care~~ → careless
- Now add the suffix-less to the words given below and then put them in the blanks to complete the following sentences. Change the forms where necessary.

child, taste, harm, tire, cease, shirt, pity, point, end, hope,
heart

1. Am I not a _____ middle-aged woman who minds her own business?
2. Amy's _____ step-mother refused to look after her when she was seriously ill.
3. I'm a _____ driver, but the examiner let me through.
4. It was _____ of you to leave without saying good-bye.
5. Did I mention that Nathan's very often _____ at practice?
6. We must make _____ efforts to improve the quality of the products.
7. Why is food at the student canteen always so _____?
8. The _____ old lady offer to adopt one of the girls.
9. It was a completely _____ thing to do for you.
10. We salute you for your _____ efforts for peace.
11. He tried to be not involving himself in this _____ argument.

IV. Challenging Your Grammar

i. Comparative

The more you search, the less you find.

“the ..., the ...” used before two comparative adjectives or adverbs to show that the degree of one event or situation is related to the degree of another one

Examples:

The more he eats the fatter he gets.

“When do you want it?” “The sooner the better”

It always seems like the more I earn, the more I spend.

Exercise:

1. _____ I thought about it, _____ I liked the idea. (越想.....越不)
2. _____ we finish, _____ I'll be. (越快.....越高兴)
3. _____ dangerous it is, _____ I like it. (越.....越)
4. _____ you start, _____ you'll be finished. (越早.....越快)
5. _____ people you know, _____ time you have to see them. (越多.....越少)

ii. Inversion

Helping Africa is a good thing but, then, so is selling dog food.

So (followed by an auxiliary of modal verb and then its subject) used for saying that something that was just said is also true about another person or thing. (not used with negative verbs)

Examples:

Joe was a little upset, and so was I.

He's been ill, and so has his wife.

As the demand rises, so do prices.

Exercise:

1. “I am hungry”, _____. (我也是)
2. Heidi is planning to come, and _____. (Sylvia 也打算一起来)
3. “I'd like to know what's happening out there.” _____. (我也想)
4. If I learned how to drive a car, _____. (你也能)
5. He can speak French. _____. (他妹妹也会)

V. Practicing Your Translation Skill

i. Translate the following into Chinese.

There is a tiny glimmer of hope that we will all soon start to be less unreasonable in demanding reason from work. And that glimmer comes, of all places, from the credit crunch. If my agony customers are anything to go by, the people who worry most are in grand City jobs. My hunch is that this is because they are paid so much more than they feel their efforts are really worth – a thought that tips them straight into the it's-all-meaningless abyss. But when these people feel that their pay may cease altogether as they join the other thousands who have just been fired, they may suddenly find that their jobs aren't quite so meaningless after all. Or, better still, they will stop asking themselves the question.

ii. Translate the following into English.

假如你认为工作只是为了赚钱养家，那的确贬低了工作的价值。一个白领为这个社会所做的贡献并不见得比一个进城务工的民工多。事实上，工作的价值就是它本身，不是用多少钱来衡量的，不需要用成功或者失败来论断。更重要的是从中可得到自我的肯定与生活的乐趣，是对人的社会价值的认可和尊重。

Unit 7

Preview Questions:

1. What is the key to happy marriages?
2. In your eyes, what is the role of child in a marriage?
3. What are your principles of choosing a life partner?

Text A

Why Marriages Fail

Anne Roiphe

These days so many marriages end in divorce that our most sacred vows no longer ring with truth. "Happily ever after" and "Till death do us part" are expressions that seem on the way to becoming obsolete. Why has it become so hard for couples to stay together? What goes wrong? What has happened to us that close to one-half of all marriages are destined for the divorce courts?

Even though each broken marriage is unique, we can still find the common perils, the common causes for marital despair. Each marriage has crisis points and each marriage tests endurance, the capacity for both intimacy and change. Outside pressures such as job loss, illness, infertility, trouble with a child, care of aging parents and all the other plagues of life hit marriage the way hurricanes blast our shores. Some marriages survive these storms and others don't. Marriages fail, however, not simply because of the outside weather but because the inner climate becomes too hot or too cold, too turbulent or too stupefying.

When we look at how we choose our partners and what expectations exist at the tender beginnings of romance, some of the reasons for disaster become quite clear. We all select with unconscious accuracy a mate who will recreate with us the emotional patterns of our first homes. Dr. Carl A. Whitaker, a marital therapist and emeritus professor¹ of psychiatry at the University of Wisconsin, explains, "From early childhood on, each of us carried models for marriage, femininity, masculinity, motherhood, fatherhood and all the other family roles." Each of us falls in love with a mate who has qualities of our parents, who will help us rediscover both the psychological happiness and miseries of our past lives. We may think we have found a man unlike Dad, but then he turns to drink or drugs, or loses his job over and over again or sits silently in front of the TV just the way Dad did. A man may choose a woman who doesn't like kids just like his mother or who gambles away the family savings just like his mother. Or he may choose a slender wife who seems unlike his obese mother but then turns out to have other addictions that destroy their mutual happiness.

A man and a woman bring to their marriage bed² a blended concoction of conscious and unconscious memories of their parents' lives together. The human way is to compulsively repeat and recreate the patterns of the past. Sigmund Freud so well described the unhappy design that many of us get trapped in: the unmet needs of childhood, the angry feelings left over from frustrations of long ago, the limits of trust and the recurrence of old fears. Once an individual senses this entrapment, there may follow a yearning to escape, and the result could be a broken, splintered marriage.

Concern and tension about money take each partner away from the other. Obligations to demanding parents or still-dependended-upon parents create further strain. Couples today must also deal with all the cultural changes brought on in recent years by the women's movement and the sexual revolution. The altering of roles and the shifting of responsibilities have been extremely trying for many marriages.

These and other realities of life erode the visions of marital bliss the way sandstorms eat at rock and the ocean nibbles away at the dunes. Those euphoric, grand feelings that accompany romantic love are really self-delusions, self-hypnotic dreams that enable us to forge a relationship. Real life, failure at work, disappointments, exhaustion, bad smells, bad colds and hard times all puncture the dream and leave us stranded with our mate, with our childhood patterns pushing us this way and that, with our unfulfilled expectations.

The struggle to survive in marriage requires adaptability, flexibility, genuine love and kindness and an imagination strong enough to feel what the other is feeling. Many marriages fall apart because either partner cannot imagine what the other wants or cannot communicate what he or she needs or feels. Anger builds until it erupts into a volcanic burst that buries the marriage in ash.

It is not hard to see, therefore, how essential communication is for a good marriage. A man and a woman must be able to tell each other how they feel and why they feel the way they do; otherwise they

will impose on each other roles and actions that lead to further unhappiness. In some cases, the communication patterns of childhood—of not talking, of talking too much, of not listening, of distrust and anger, of withdrawal—spill into the marriage and prevent a healthy exchange of thoughts and feelings. The answer is to set up new patterns of communication and intimacy.

At the same time, however, we must see each other as individuals. “To achieve a balance between separateness and closeness is one of the major psychological tasks of all human beings at every stage of life,” says Dr. Stuart Bartle, a psychiatrist at the New York University Medical Center.

If we sense from our mate a need for too much intimacy, we tend to push him or her away, fearing that we may lose our identities in the merging of marriage. One partner may suffocate the other partner in a childlike dependency.

A good marriage means growing as a couple but also growing as individuals. This isn't easy. Richard gives up his interest in carpentry because his wife, Helen, is jealous of the time he spends away from her. Karen quits her choir group because her husband dislikes the friends she makes there. Each pair clings to each other and is angry with each other as life closes in on them. This kind of marital balance is easily thrown as one or the other pulls away and divorce follows.

Sometimes people pretend that a new partner will solve the old problems. Most often extramarital sex destroys a marriage because it allows an artificial split between the good and the bad—the good is projected on the new partner and the bad is dumped on the head of the old. Dishonesty, hiding and cheating create walls between men and women. Infidelity is just a symptom of trouble. It is a symbolic complaint, a weapon of revenge, as well as an unraveled of closeness. Infidelity is often that proverbial last straw that sinks the camel to the ground³.

All right—marriage has always been difficult. Why then are we seeing so many divorces at this time? Yes, our modern social fabric⁴ is thin, and yes the permissiveness of society has created unrealistic expectations and thrown the family into chaos. But divorce is so common because people today are unwilling to exercise the self-discipline that marriage requires. They expect easy joy, like the entertainment on TV, the thrill of a good party.

Marriage takes some kind of sacrifice, not dreadful self-sacrifice of the soul, but some level of compromise. Some of one's fantasies, some of one's legitimate desires have to be given up for the value of the marriage itself. “While all marital partners feel shackled at times, it is they who really choose to make the marital ties into confining chains or supporting bonds,” says Dr. Whitaker. Marriage requires sexual, financial and emotional discipline. A man and a woman cannot follow every impulse, cannot allow themselves to stop growing or changing.

(from *The Short Prose Reader*.)

Notes:

- 1. emeritus professor:** a professor who is no longer working but has kept his or her previous job title as an honor 荣誉退休教授
- 2. marriage bed:** a common symbol for the union of marriage. In western society, talks of ‘bed’ inevitably evoke the association of marriage. 婚姻的象征
- 3. that proverbial...to the ground:** in English there is an idiom — the (last) straw that breaks the camel's back, referring to the last problem in a series of problems that finally makes you give up, get angry etc. 指让人无法忍受的事情。如果不断往骆驼背上加东西的话，到了一定程度就会达到它所能承受的极限，哪怕再多加一根稻草也会使它承受不了。
- 4. social fabric:** the fabric of a society is its basic structure, way of life, relationships, and traditions. 社会机制，社会建构（包括生活方式、人际关系及各种传统等）

Words and Expressions

- 1. obsolete adj.** out-of-date, no longer useful 陈旧的，过时的
- 2. destined adj.** seeming certain to happen at some time in the future 注定的
- 3. peril n.** great danger 危险
- 4. endurance n.** the ability to continue doing something difficult or painful over a long period of time 忍耐力
- 5. intimacy n.** a state of having a close personal relationship with someone 亲密
- 6. infertility n.** when someone is unable to have a baby 不孕
- 7. turbulent adj.** full of sudden changes, very chaotic and uneasy 动荡的；骚乱的
- 8. stupefying adj.** making you feel extremely tired or bored 令人麻木、茫然的

9. **therapist** *n.* someone who has been trained to give a particular form of treatment for physical or mental illness 治疗专家; 临床专家
10. **femininity** *n.* qualities that are considered to be typical of women 女性的气质
11. **masculinity** *n.* the features and qualities considered to be typical of men 男性的气质
12. **obese** *adj.* very fat in a way that is unhealthy 肥胖的
13. **addiction** *n.* a strong desire to do or have something regularly 瘾; 沉溺
14. **concoction** *n.* something made by mixing different things 混合物
15. **compulsively** *adv.* difficult to stop or control 强制地
16. **frustration** *n.* the feeling of being annoyed, upset, or impatient 沮丧; 失意; 受挫
17. **recurrence** *n.* an occasion when something that has happened before happens again 复发; 重现
18. **entrapment** *n.* the practice of trapping someone by tricking them 设圈套; 耍弄
19. **splinter** *v.* to separate into smaller groups or parts 分裂
20. **obligation** *n.* a moral or legal duty to do something 责任; 义务
21. **erode** *v.* to gradually reduce something such as someone's power or confidence 侵蚀, 消磨
22. **euphoric** *adj.* feeling very happy and excited 欣喜的
23. **delusion** *n.* a false belief about yourself or the situation you are in 错觉; 幻觉
24. **hypnotic** *adj.* making you feel tired or unable to pay attention to anything else, especially because of a regularly repeated sound or movement 催眠的
25. **adaptability** *n.* the ability to change in order to be successful in new and different situations 适应力
26. **flexibility** *n.* the ability to change or be changed easily to suit a different situation 灵活性
27. **psychiatrist** *n.* 精神病学家; 精神病医生
28. **identity** *n.* the qualities that a person has 身份
29. **suffocate** *v.* to die or make someone die by preventing them from breathing 使窒息
30. **artificial** *adj.* an artificial situation or quality exists because someone has made it exist, and not because it is really necessary 人为的; 人工的
31. **unravel** *n.* derived from the verb 'unravel' (拆开, 解开). If you unravel threads, string etc, they stop being twisted together.
32. **self-discipline** *n.* the ability to make yourself do the things you know you ought to do 自律; 自我约束
33. **sacrifice** *n.* when you decide not to have something valuable, in order to get something that is more important 牺牲
34. **impulse** *n.* a sudden strong desire to do something without thinking about whether it is a sensible thing to do 冲动

I. Exploring the Text

i. Comprehension of the Text

1. Questions on the author's ideas and techniques

- 1) What's the technique of development of this essay?
- 2) Extract an outline of the essay; indicate the contribution of each paragraph in terms of purpose and content.

2. True or false questions

- 1) Factors like job loss and illness are primary causes of broken marriages. (Par. 2)
- 2) Our attitudes to parents influence the way we choose our partners. (Par. 3)
- 3) We tend to choose those persons who are unlike our parents as mates. (Par. 3)
- 4) Women are not supposed to be bread-earners. (Par. 5)
- 5) The word "puncture" in paragraph 6 means "destroy". (Par. 6)
- 6) Intimacy threatens our marriage. (Par. 9-10)
- 7) In paragraph 11, Richard, Helen and Karen refer specifically to real persons. (Par. 11)
- 8) To develop healthy marriage relationship, we have to give up such interests that annoy our mates. (Par. 11)

ii. Critical Reading

Investigating the writing background

- 1) What is the writing purpose of this essay? Can you identify some language features which relate to the purpose?
- 2) How does the author address the readers? Why in this way?
- 3) Where is this essay likely to be found?
- 4) Who are the intended readers?
- 5) What are the two authorities that the author quotes in this essay? What is the purpose of the quotations?

II. Activating Your Vocabulary

i. Match the definitions in Column B with the italicized words and phrases in Column A.

A	B
_____ 1) each marriage tests <i>endurance</i>	a. duty
_____ 2) <i>frustrations</i> from long ago	b. strong desire
_____ 3) <i>obligations</i> to demanding parents	c. close relationship
_____ 4) the struggle requires <i>flexibility</i>	d. without realizing
_____ 5) follow every <i>impulse</i>	e. ability to continue
_____ 6) the capacity for <i>intimacy</i>	f. feelings of being annoyed
_____ 7) with <i>unconscious</i> accuracy	g. self-control
_____ 8) leave us <i>stranded</i>	h. ability to change
_____ 9) <i>impose</i> on each other roles and actions	i. helpless
_____ 10) exercise the <i>self-discipline</i>	j. force

ii. Fill in each of the blanks in the following sentences with a word or phrase in the following box. Each word or phrase could be used only once. Change the forms where necessary.

ring with, peril, turn to, gamble away, addiction, compulsive, trying, nibble away, forge, cling to, compromise, project, chaos, suffocate

- 1) The whole room _____ their laughter.
- 2) The Scottish National Party is at last beginning to _____ at Labor's huge majority.
- 3) Some weight problems are caused by an _____ to sugar and fat.
- 4) The beginning of the show is often _____ because of latecomers.
- 5) The animal seizes the prey by the throat and _____ it to death.
- 6) Back in the 1980s, they were attempting to _____ a new kind of rock music.
- 7) All south-east Asian countries were plunged into economic _____.
- 8) I hope the team will _____ a smart and professional image.
- 9) He put his own life in _____ to rescue his friends.
- 10) Everyone has to be prepared to make _____ in his marriage.
- 11) Many people here are _____ solar power.
- 12) Barbara _____ her inheritance.
- 13) _____ overspending in these days of credit cards has become more common.
- 14) Children tend to _____ their mothers in early childhood.

III. Enriching Your Word Power

i. The suffixes -hood, -ment, -ion, -ability, -cy can be added respectively to nouns, verbs and adjectives to form nouns while the meanings of the words remain. Look at the following examples:

father — fatherhood entrap — entrapment addict — addiction
flexible — flexibility intimate — intimacy

Now add the suffixes -hood, -ment, -ion, -ability, -cy to the words given below and then put them in the blanks to complete the following sentences. Change the forms where necessary.

child, achieve, argue, elect, parent, bankrupt
suitable, complete, responsible, accurate

- 1) He had been writing poems since his _____.
- 2) In 1998 it was revealed that he was close to _____.
- 3) As we climbed to the top of the mountain, we felt a sense of _____.
- 4) The new houses are nearing _____.

- 5) There have been questions about the _____ of the report.
- 6) Do you agree with the _____ that violence on TV makes people behave violently?
- 7) Story-reading is one of the great joys of _____.
- 8) There's no doubt about Elena's _____ for the job.
- 9) The next presidential _____ is due in two years.
- 10) Having children is a big _____ and Peter is not sure he is ready for that yet.

ii. Connotative meaning: Apart from the meanings in dictionaries, words make us think of qualities or ideas that are more than their basic meanings, i.e. positive or negative meaning. For example: "Or he may choose a **slender** wife who seems unlike his **obese** mother but then turns out to..." Here the word "slender" carries positive connotation, meaning "thin in an attractive or graceful way" while "obese" carries negative connotation, meaning "very fat in a way that is unhealthy".

Decide whether the bold words in the following sentences carry positive or negative meaning, and then translate the sentences into Chinese.

- 1) Some supermodels are far too **skinny**.
- 2) Mrs. Black was in her late thirties, about average height, with a **slim** figure.
- 3) The nurse was a cheerful **plump** woman.
- 4) The baby was pink and **chubby**.
- 5) I don't know why they were so **stingy** with the drinks — they have lots of money.
- 6) Cutting taxes on savings may persuade Americans to be thriftier.
- 7) The magazine exposed the **politician** as a crook.
- 8) His father is a respected elder **statesman**.

IV. Challenging Your Grammar

Example from the text: "Sigmund Freud so well described the unhappy design that many of us get trapped in: **the unmet needs of childhood, the angry feelings left over from frustrations of long ago, the limits of trust and the recurrence of old fears.**"

Parallelism (排比): Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. This can happen at the word, phrase, or clause level. The usual way to join parallel structures is with the use of coordinating conjunctions such as "and" or "or."

- 1) A series of words

Example: Women were running out to the line of march, **crying** and **laughing** and **kissing** the men good-bye.

- 2) A group of phrases

Example: Einstein was **a fair amateur violinist, a great mathematician, and a deeply philosophical man.**

- 3) A row of clauses

Example: Is there anything difficult for us to do in the world? **If we do it**, the difficult thing will become easy; **if we don't**, the easy thing will become difficult.

- 4) A series of sentences

Example: **We shall fight him by land, we shall fight him by sea, we shall fight him in the air**, until, with God's help, and we have rid the earth of his shadow and liberated its peoples from his yoke.

Exercise: The following sentences lack parallelism. Rewrite them so that they are parallel in structure.

- 1) She likes cooking, jogging, and to read.
- 2) Alice ran across the yard, jumped over the fence, and down the alley she sprinted.
- 3) The coach told the players that they should get a lot of sleep, that they should not eat too much, and to dosome warm-up exercises before the game.
- 4) The manager was asked to write his report quickly, accurately, and in a detailed manner.
- 5) The dictionary can be used for these purposes: to find word meanings, pronunciations, correct spellings, and looking up irregular verbs.

V. Practicing Your TranslationSkills

i. Translate the following into Chinese

It is not hard to see, therefore, how essential communication is for a good marriage. A man and a

woman must be able to tell each other how they feel and why they feel the way they do; otherwise they will impose on each other roles and actions that lead to further unhappiness. In some cases, the communication patterns of childhood—of not talking, of talking too much, of not listening, of distrust and anger, of withdrawal—spill into the marriage and prevent a healthy exchange of thoughts and feelings. The answer is to set up new patterns of communication and intimacy.

ii. Translate the following into English

社会注重个人利益，强调以自我为中心，商界的道德观以业绩为中心，这些都促使我们把家庭放在次要的位置上。婚姻常常代表一种过渡，从自私过渡到一定程度的牺牲，从任性过渡到自制，从倔强过渡到妥协。家庭生活让我们认识到，只有为别人而不是为自己着想的生活才是通向美满婚姻的必由之路。但是，太多的人对“给予”的种种奥秘都一无所知，常常带着较高的期望结婚，希望能获得童年时代没有得到的满足，结果却无一例外地大失所望，于是便产生了逃避的强烈念头。

Unit 8

Text A

Preview Questions:

1. Most people prefer to do reading in their spare time. In your opinion, what do people usually read for?
2. Facing a shelf of books, which type of book would you choose to start with? Why?
3. Who is your favorite writer? What do you like about him/her?
4. How would you answer the question raised in the topic 'How Should One Read a Book'?

How Should One Read a Book?

By Virginia Woolf¹

In the first place, I want to emphasize the note of interrogation at the end of my title. Even if I could answer the question for myself, the answer would apply only to me and not to you. The only advice, indeed, that one person can give another about reading is to take no advice, to follow your own instincts, to use your own reason, to come to your own conclusions. If this is agreed between us, then I feel at liberty to put forward a few ideas and suggestions because you will not allow them to fetter that independence which is the most important quality that a reader can possess. After all, what laws can be laid down about books? The battle of Waterloo² was certainly fought on a certain day; but is *Hamlet* a better play than *Lear*³? Nobody can say. Each must decide that question for himself. To admit authorities, however heavily furred and gowned, into our libraries and let them tell us how to read, what to read, what value to place on what we read, is to destroy the spirit of freedom which is the breath of those sanctuaries. Everywhere else we may be bound by laws and conventions—there we have none.

But to enjoy freedom, if the platitude is pardonable, we have of course to control ourselves. We must not squander our powers, helplessly and ignorantly, squirting half the house in order to water a single rose-bush; we must train them, exactly and powerfully, here on the very spot. This, it may be, is one of the first difficulties that faces us in a library. What is “the very spot”? There may well seem to be nothing but a conglomeration and huddle of confusion. Poems and novels, histories and memoirs, dictionaries and blue-books; books written in all languages by men and women of all tempers, races, and ages jostle each other on the shelf. And outside the donkey brays, the women gossip at the pump, the colts gallop across the fields. Where are we to begin? How are we to bring order into this multitudinous chaos and get the deepest and widest pleasure from what we read?

It is simple enough to say that since books have classes—fiction, biography, poetry—we should separate them and take from each what it is right that each should give us. Yet few people ask from books what books can give us. Most commonly we come to books with blurred and divided minds, asking of fiction that it shall be true, of poetry that it shall be false, of biography that it shall be flattering, of history that it shall enforce our own prejudices. If we could banish all such preconceptions when we read, that would be an admirable beginning. Do not dictate to your author; try to become him. Be his fellow-worker and accomplice. If you hang back, and reserve and criticize at first, you are preventing yourself from getting the fullest possible value from what you read. But if you open your mind as widely as possible, the signs and hints of almost imperceptible fineness, from the twist and turn of the first sentences, will bring you into the presence of a human being unlike any other. Steep yourself in this, acquaint yourself with this, and soon you will find that your author is giving you, or attempting to give you, something far more definite.

The thirty-two chapters of a novel—if we consider how to read a novel first—are an attempt to make something as formed and controlled as a building: but words are more impalpable than bricks; reading is a longer and more complicated process than seeing. Perhaps the quickest way to understand the elements of what a novelist is doing is not to read, but to write; to make your own experiment with the dangers and difficulties of words. Recall, then, some event that has left a distinct impression on you—how at the corner of the street, perhaps, you passed two people talking. A tree shook; an electric light danced; the tone of the talk was comic, but also tragic; a whole vision, an entire conception, seemed contained in that moment.

But when you attempt to reconstruct it in words, you will find that it breaks into a thousand conflicting impressions. Some must be subdued; others emphasized; in the process you will lose, probably, all grasp upon the emotion itself. Then turn from your blurred and littered pages to the opening pages of

some great novelist—Defoe⁴, Jane Austen⁵, or Hardy⁶. Now you will be better able to appreciate their mastery. It is not merely that we are in the presence of a different person—Defoe, Jane Austen, or Thomas Hardy—but we are living in a different world.

Here, in *Robinson Crusoe*, we are trudging a plain high road; one thing happens after another; the fact and the order of the fact is enough. But if the open air and adventure mean everything to Defoe they mean nothing to Jane Austen. Hers is the drawing-room, and people talking, and by the many mirrors of their talk revealing their characters. And if, when we have accustomed ourselves to the drawing-room and its reflections, we turn to Hardy, we are once more spun around. The other side of the mind is now exposed—the dark side that comes uppermost in solitude, not the light side that shows in company. Our relations are not towards people, but towards nature and destiny. Yet different as these worlds are, each is consistent with itself. The maker of each is careful to observe the laws of his own perspective, and however great a strain they may put upon us they will never confuse us, as lesser writers so frequently do, by introducing two different kinds of reality into the same book. Thus to go from one great novelist to another—from Jane Austen to Hardy, from Peacock⁷ to Trollope⁸, from Scott⁹ to Meredith¹⁰—is to be wrenched and uprooted; to be thrown this way and then that.

To read a novel is a difficult and complex art. You must be capable not only of great finesse of perception, but of great boldness of imagination, if you are going to make use of all that the novelist—the great artist—gives you.

(from *The Second Common Reader*)

Notes:

1. Virginia Woolf: (1882—1941) Born in England, Virginia Woolf is best known for her experimental, modernist novels, including *Mrs. Dalloway*(1925) and *To the Lighthouse*(1927) which are widely appreciated for her breakthrough into a new mode and technique—the stream of consciousness. In her diary and critical essays she has much to say about women and fiction. Her 1929 book *A Room of One's Own* documents her desire for women to take their rightful place in literary history and as an essayist she has occupied a high place in 20th century literature. *The common Reader* (1925 first series; 1932 second series) has also acquired classic status. 弗吉尼亚 伍尔夫 (1882—1941), 出生于英格兰, 以实验性、现代主义小说闻名, 代表作品包括《戴洛维夫人》和《灯塔行》。作品以新型的意识流创作技法而广受赞誉。日记作品和散文中主要关注女性和小说。1929年出版的《自己的房间》表达了女性应当谋求在文学中的地位的看法。她也是20世纪著名的散文家之一, 代表作品有《普通读者》(两部)。
2. The battle of Waterloo: 滑铁卢战役。
3. Hamlet and King Lear: 《哈姆雷特》和《李尔王》。
4. Daniel Defoe: (1660—1731) was an English writer and journalist, who gained enduring fame for his novel *Robinson Crusoe*. 丹尼尔 笛福, 英国作家, 记者, 代表作品为《鲁滨逊漂流记》。
5. Jane Austen: (1775 –1817) English novelist. From 1811 until 1815, with the release of *Sense and Sensibility* (1811), *Pride and Prejudice* (1813), *Mansfield Park* (1814) and *Emma* (1815), she achieved success as a published writer. 简 奥斯汀, 英国小说家。1811到1815年间, 先后出版了《理智与情感》, 《傲慢与偏见》, 《曼斯菲尔德庄园》和《爱玛》。
6. Thomas Hardy: (1840—1928) was an English novelist, and poet of the naturalist movement. He is best known for *Tess of the d'Urbervilles* (1891), and *Jude the Obscure* (1895). 托马斯 哈代, 英国作家, 自然主义流派诗人。代表作品为《苔丝》和《无名的裘德》。
7. Thomas Peacock: (1785--1866), British novelist and poet. He wrote satirical novels, each with the same basic setting — characters at a table discussing and criticizing the philosophical opinions of the day. 托马斯 皮考克, 英国小说家, 诗人, 以讽刺小说见长。作品主要形式以主人公的桌边谈话, 思想批评为主。
8. Anthony Trollope: (1815—1882), British novelist. He was one of the most successful, prolific and respected English novelists of the Victorian era. 安东尼 特罗洛普, 英国小说家, 维多利亚时期的最具盛名的英国作家之一。
9. Walter Scott: (1771—1832), Novelist and poet. 沃尔特 司各特, 英国小说家, 诗人。
10. George Meredith: (1828--1909), British novelist and poet. His truly successful novel was *The Ordeal of Richard Feverel* (1859). In 1905 he was appointed to the *Order of Merit*. 乔治 麦勒迪斯, 英国小说家, 诗人, 代表作品为《理查德 费维莱尔的苦难历程》。1905年获授荣誉勋章。

Words and Expressions

1. **interrogation** *n.* question mark 问号
2. **at liberty** *adv.* be free to act 自由
3. **fetter** *vt.* bind 束缚
4. **sanctuary** *n.* a sacred place 圣殿; 避难所
5. **platitude** *n.* banal remark or statement 陈词滥调
6. **squander** *v.* to spend wastefully 浪费
7. **squirt** *v.* spurt or eject 喷洒
8. **conglomeration** *v.* accumulation 堆积; 混合物
9. **huddle** *n.* a densely packed group 拥挤; 聚集
10. **jostle** *v.* push and shove 推挤; 碰撞
11. **gallop** *v.* to move or progress swiftly 奔跑; 疾驰
12. **multitudinous** *adj.* very numerous; existing in great numbers 大量的; 无数的
13. **banish** *vt.* to drive away; expel 摒弃; 消除
14. **accomplice** *n.* assistant 同伙
15. **hang back** *v.* hesitate 犹豫; 却步
16. **imperceptible** *adj.* subtle, slight, or gradual 轻微的; 缓慢的
17. **impalpable** *adj.* difficult to perceive or grasp by the mind 难以理解的
18. **subdue** *v.* make less intense or prominent 减弱; 降低
19. **trudge** *v.* to walk in a laborious, heavy-footed way 跋涉
20. **finessen** *n.* strategy 策略, 手段

III. Exploring the Text

i. Comprehension of the Text

1. Choose the best answer for each of the following questions.
 - 1) According to the author, what is the only advice one person can give another about reading?
 - A. Start with novels.
 - B. Read alone.
 - C. Take no advice.
 - D. Follow the experts.
 2. Who is the author of the book *Robinson Crusoe*?
 - A. Virginia Woolf.
 - B. Daniel Defoe.
 - C. Jane Austen.
 - D. Thomas Hardy.
 3. What does the author refer to by saying “squirting half the house in order to water a single rose-bush” in the second paragraph?
 - A. We need to raise some flowers in the house.
 - B. Reading books is like squirting flowers.
 - C. We should not waste our energy.
 - D. We should read only one book.
 4. Which class of books did the author NOT mention?
 - A. Fiction.
 - B. Biography.
 - C. Poetry.
 - D. Science.
 5. According to the passage, what is the best way to understand a novelist?
 - A. Read the book thoroughly.
 - B. Research about the author.
 - C. Experiment your own writing.
 - D. Follow your own mind.
2. Work in pairs and discuss the following questions.
 - 1) The title of the essay gives a sense of offering advice on reading and the author begins her essay by saying “In the first place, I want to emphasize the note of interrogation at the end of my title.” Why

does the author start her essay in this way? What does she really want to point out in her first paragraph?

- 2) How do you understand the author's idea of "Do not dictate to your author; try to become him. Be his fellow-worker and accomplice" in the third paragraph? How does your reading experience agree or disagree with the author's advice?
- 3) Virginia Woolf says "the quickest way to understand the elements of what a novelist is doing is not to read, but to write" and she also gives an example to support it. What do you think of the example? Have you ever had such experience of "experimenting with dangers and difficulties of words"? If you have, how do you comment on your experience?
- 4) The author mentions three writers in the sixth paragraph and points out that although they depict things totally different they share one same important element. What is it? If possible, find and read at least one novel of each writer mentioned and try to understand the different worlds the authors created and see whether you agree to the comment Virginia Woolf made.

ii. Critical Reading.

Work in groups and discuss the following question.

In paragraph 5, the author, Virginia Woolf, claimed that by reading books from some great novelist, 'we are living in a different world'. Do you agree with her comment? Give examples from your own reading experience and share with your classmates.

II. Activating Your Vocabulary

- i. Match the definitions in Column B with the italicized words and phrases in Column A.

A	B
_____ 1) follow your own <i>instincts</i>	a. hesitate
_____ 2) <i>fetter</i> that independence	b. subtle, slight
_____ 3) if you <i>hang back</i>	c. bind
_____ 4) <i>squander</i> our powers	d. difficult to understand
_____ 5) <i>huddle</i> of confusion	e. make less intense
_____ 6) <i>jostle</i> each other on the shelf	f. innate capability
_____ 7) hints of almost <i>imperceptible</i> fineness	g. waste
_____ 8) more <i>impalpable</i> than bricks	h. walk in a tired way
_____ 9) some must be <i>subdued</i>	i. mess
_____ 10) <i>trudging</i> a plain high road	j. push and shove

- ii. Fill in each of the blanks in the following sentences with a word or phrase in the following box. Each word or phrase could be used only once. Change the forms where necessary.

fetter, squander, hang back, jostle, gallop, banish, imperceptible, subdue, trudge, consistent

- 1) When he succeeded as an entrepreneur in his mid-thirties, he _____ his profits mainly on expensive cars.
- 2) Based on my diplomatic experience, I do not believe that our European neighbors will _____ from this rare chance.
- 3) Wilfred _____ the horse off to the end when the match began and surprised most spectators.
- 4) When she finally realized what had happened, all thoughts of romance were _____ from her head; she would never trust him.
- 5) She tried very hard to _____ an instinct to applaud when the newly-elected president finished his winning speech.
- 6) Though she lived in the feudal society, she was not _____ by tradition and bravely chose to pursue her dream.
- 7) After a long day, he was almost exhausted and still had to begin his lengthy _____ back to Church Street.
- 8) Hearing the news, his head moved in an almost _____ nod. Even his closest friend couldn't tell his feeling.
- 9) Taking subway during the rush hour is really terrible; one will always be _____ by passengers rushing for the gates.

- 10) This statement aroused great suspicion since it is not _____ with what the president said at yesterday's press meeting.

III. Enriching Your Word Power

- i. The prefixes *sub-*, *inter-*, *con-*, and *multi-* can be added to nouns, adjectives or verbs, making the meaning of a word different, E.g.

sub-	below; under; beneath	subtitle, subdue
inter-	between; among	internet, interrogation
con-, com-, co-	together, with	connect, conglomeration
multi-	many; much; multiple	multicolor, multitudinous

Now add the prefixes *sub-*, *inter-*, *con-*, or *multi-* to the words given below and then put them in the blanks to complete the following sentences. Change the forms where necessary.

marine,	communication,	soil,	centric,	action,
worker,	lateral,	function		

- 1) The chemical waste already polluted this land, deep to the _____.
 - 2) Little Nancy tried very hard to use the bow compass to draw _____ circles.
 - 3) The new mobile phone launched to the market last week has _____.
 - 4) Good teachers should always involve students by having _____ with them.
 - 5) _____ is now playing a crucial role in modern navy for its great advantage under the sea.
 - 6) APEC works as a platform not only for relations among only few countries, but more for _____ relations among many Asia-Pacific countries.
 - 7) Known as a good team player, he is well respected by his _____.
 - 8) Internal email system provides very good _____ in this company.
- ii. There are many English idioms related to **books**. Decide the meaning of the idioms in the following sentences, and then translate the sentences into Chinese.
- 1) You policemen should do everything *by the book*.
 - 2) *In my book*, he is telling a lie.
 - 3) I don't know why she is *in his bad/black books*.
 - 4) How do you expect me to fall in love with someone who always speaks *like a book*?
 - 5) This fireman's daring rescue was *one for the book*.
 - 6) We're sure he will *be brought to book* very soon.
 - 7) I reckon they've already *cooked the books*.
 - 8) The judge told the accused to *kiss the book*.
 - 9) I know exactly what you're up to; I can *read you like a book*.
 - 10) If you want to become a well-known professor, just *take a leaf out of my book*.

IV. Challenging Your Grammar

- i. The Subjunctive Mood

Examples from the text:

Even if I could answer the question for myself, the answer *would* apply only to me and not to you.

If we could banish such preconceptions when we read, that *would* be an admirable beginning.

And *if*, when we *have accustomed* ourselves to the drawing-room and its reflections, we *turn* to Hardy, we *are* once more spun around.

A verb is in the subjunctive mood when it expresses a condition which is doubtful or not factual. It is most often found in a clause beginning with the word *if*. It is also found in clauses following a verb that expresses a doubt, a wish, regret, request, demand, or proposal.

These are verbs typically followed by clauses that take the subjunctive:

ask, demand, determine, insist, move, order, pray, prefer, recommend, regret, request, require, suggest, and wish.

In English there is no difference between the subjunctive and normal, or indicative, form of the verb except for the present tense third person singular and for the verb to be. The subjunctive for the present tense third person singular drops the *-s* or *-es* so that it looks and sounds like the present tense for everything else.

The subjunctive mood of the verb to be is *be* in the present tense and *were* in the past tense, regardless of what the subject is.

Incorrect: If I was you, I would run.

Correct: If I were you, I would run.

(The verb follows *if* and expresses a non-factual condition.)

Incorrect: His requirement is that everyone is computer literate.

Correct: His requirement is that everyone be computer literate.

(Subordinate clause follows main clause with a demand.)

Usually, subjunctive Mood is used in the following circumstances:

1. In Conditional Sentences (用于条件句中)
If I *knew* French, I *would* read the book in the original.
If you had (Had you) come a few minutes earlier, you *would have* caught the train.
2. In the That-Clauses (用于 that 从句中)
I wish I *had paid* more attention to my spelling.
He suggested that the meeting (*should*) *be held* at once.
3. In the Clauses and Constructions (用于从句和结构中)
He acted as if nothing *had happened*.
Without (But for) the rain, we *should have had* a pleasant journey.

Exercise 1

Choose the best answer for each of the incomplete sentence.

- 1) If she _____ given some information, she could have answered the question.
A) was B) were C) had been D) were to be
- 2) If my grandma were alive today, how happy she _____!
A) would have been B) is C) would be D) were
- 3) I should have been there by now if I _____ the plane.
A) had caught B) caught C) would catch D) would have caught
- 4) Isn't it about time you _____ to do your homework?
A) began B) begin C) have begun D) had begun
- 5) I could go myself but I would sooner you _____.
A) went B) go C) had gone D) will go

Exercise 2

Rewrite the following sentences, using the subjunctive mood.

E.g. I'll go with you if you wait.

I would go with you if you waited.

- 1) You can catch the train if you take a taxi.
- 2) I shall stay at home if it is too hot.
- 3) She may get ill if she drinks that water.
- 4) What will you say to him if you meet Mr. James?
- 5) If a beggar asks me for money, I will give him some.
- 6) I shall speak to her if she speaks to me.

V. Practicing Your Translation Skills

- i. Translate the following into Chinese.

Yet few people ask from books what books can give us. Most commonly we come to books with blurred and divided minds, asking of fiction that it shall be true, of poetry that it shall be false, of biography that it shall be flattering, of history that it shall enforce our own prejudices. If we could banish all such preconceptions when we read, that would be an admirable beginning. Do not dictate to your author; try to become him. Be his fellow-worker and accomplice.

ii. Translate the following into English.

如果读书需要无比的想象力、洞察力和评判力，你也许会得出这样的结论，即文学实在是一门非常复杂的艺术，即便读了一辈子的书，也很难对文学评论做出有价值的贡献。我们始终都是读者，我们不必戴上只属于被称为批评家的少数人才能戴上的荣耀桂冠。但作为读者，我们依然有自己的责任和重要地位。我们提出的标准和做出的评判，潜移默化地成作家进行创作的氛围的一部分。

Unit 10

TEXT A

Preview Questions:

1. Can you recall a moment of having fun learning something? When was it? What did you learn?
2. What could ruin the joy of learning in your opinion?
3. What do you expect to read from the essay at the sight of the title?

The Pleasure of Learning

By Gilbert Highet¹

As more schools are set up today, learning is compulsory. It is an Ought, even worse, a Must, enforced by regular hours and rigid discipline. And the young sneer at the Oughts and resist the Musts with all their energy. The feeling often lasts through a lifetime. For too many of us, learning appears to be a surrender of our own will to external direction, a sort of enslavement.

This is a mistake. Learning is a natural pleasure, inborn and instinctive, one of the essential pleasures of the human race. Watch a small child, at an age too young to have had any mental habits implanted by training. Some delightful films made by the late Dr. Arnold Gesell of Yale University show little creatures who can barely talk investigating problems with all the zeal and excitement of explorers, making discoveries with the passion and absorption of dedicated scientists. At the end of each successful investigation, there comes over each tiny face an expression of pure heartfelt pleasure.

But if the pleasure of learning is universal, why are there so many dull, incurious people in the world? It is because they were made dull, by bad teaching, by isolation, by surrender to routine, sometimes, too, by the pressure of hard work and poverty, or by the toxin of riches, with all their ephemeral and trivial delights. With luck, resolution and guidance, however, the human mind can survive not only poverty but even wealth.

This pleasure is not confined to learning from textbooks, which are too often tedious. But it does include learning from books. Sometimes when I stand in a big library like the library of Congress, or Butler Library at Columbia, and gaze around me at the millions of books, I feel a sober, earnest delight hard to convey except a metaphor. These are not lumps of lifeless paper, but minds alive on the shelves. From each of them goes out its own voice, as inaudible as the streams of sound conveyed by electric waves beyond the range of hearing, and just as the touch of a button on our stereo will fill the room with music, so by opening one of these volumes, one can call into range a voice far distant in time and space, and hear it speaking, mind to mind, heart to heart.

But, far beyond books, learning means keeping the mind open and active to receive all kinds of experience. One of the best-informed men I ever knew was a cowboy who rarely read a newspaper and never a book, but who had ridden many thousands of miles through one of the western states. He knew his state as thoroughly as a surgeon knows the human body. He loved it, and understood it. Not a mountain, not a canyon which had not much to tell him, not a change in the weather that he could not interpret. And so, among the pleasures of learning, we should include travel, travel with an open mind, an alert eye and a wish to understand other peoples, other places, rather than looking in them for a mirror image of oneself. If I were a young man today, I should resolve to see—no, to learn—all the 50 states before I was 35.

Learning also means learning to practice, or at least to appreciate, an art. Every new art you learn appears like a new window on the universe; it is like acquiring a new sense. Because I was born and brought up in Glasgow, Scotland, a hideous 19th-century industrial city, I did not understand the slightest thing about architecture until I was in my 20s. Since then, I have learned a little about the art, and it has been a constant delight.

As for reading books, this contains two different delights. One is the pleasure of apprehending the unexpected, such as when one meets a new author who has a new vision of the world. The other pleasure is of deepening one's knowledge of a special field. One might enjoy reading about the Civil War, and then be drawn to a particularly moving part of it—the underground railway², say, which carried escaping slaves northward to freedom. One would then be impelled to visit the chief way stations along the route, reconstructing the lives of those resolute organizers and thankful fugitives.

Learning extends our lives (as Ptolemy³ said) into new dimensions. It is cumulative. Instead of

¹ Gilbert Highet (1895–1962) was a Scottish-born American scholar and writer. He was a professor of English at the University of California, Berkeley, and later at the University of Toronto. He wrote several books, including *The Pleasure of Learning* (1947).

² The Underground Railroad was a secret network of routes and safe houses used by enslaved African Americans to escape to free states and Canada.

³ Ptolemy (c. 90–168 AD) was a Greco-Egyptian astronomer, geographer, and mathematician. He is best known for his geocentric model of the universe, which placed Earth at the center.

diminishing in time, like health and strength, its returns go on increasing, provided ...

Provided that you aim, throughout your life, as you continue learning, to integrate your thought, to make it harmonious. If you happen to be an engineer and also enjoy singing in a glee club, connect these two activities. They unite in you; they are not in conflict. Both choral singing and engineering are examples of the architectonic ability of man: of his power to make a large plan and to convey it clearly to others. Both are aesthetic and depend much on symmetry. Think about them not as though they were dissociated, but as though each were one aspect of a single unity. You will do them better, and be happier.

Much unhappiness has been suffered by those people who have never recognized that it is as necessary to make themselves into whole and harmonious personalities as to keep themselves clean, healthy and financially solvent. Wholeness of the mind and spirit is not a quality conferred by nature, or by God. It is like health, virtue and knowledge. Man has the capacity to attain it; but to achieve it depends on his own efforts. It needs a long, deliberate effort of the mind and the emotions, and even the body.

During our earthly life, the body gradually dies; even the emotions become duller. But the mind in most of us continues to live, and even grows more lively and active, enjoys itself more, works and plays with more expansion and delight.

Many people have played themselves to death, even eaten and drunk themselves to death. Nobody has ever thought himself to death. The chief danger confronting us is not age. It is laziness, sloth, routine, stupidity—forcing their way in like wind through the shutters, seeping into the cellar like swamp water. Many who avoid learning, or abandon it, find that life is drained dry. They spend 30 years in a chair looking glumly out at the sand and the ocean; on a porch swing waiting for somebody to drive down the road. But that is not how to live.

No learner has ever run short of subjects to explore. The pleasures of learning are indeed pleasures. In fact, the word should be changed. The true name is happiness. You can live longest and best and most rewardingly by attaining and preserving the happiness of learning.

Notes:



1. **Gilbert Highet (1906-1978):** was a Scottish-born American classicist, critic and author. “The Pleasure of Learning” is condensed from his book *The Immortal Profession: The Joys of Teaching and Learning*. (吉尔伯特·哈厄特是一位美籍苏格兰古典学学者、批评家和作家。《学习的乐趣》这篇文章是其著作《永恒的职业：教与学的欢乐》的缩写。)

2. **Underground Railway or Railroad:** Secret system in northern U.S. states to help escaping slaves before the Civil War. Its name derived from the need for secrecy, using darkness or disguise, and the railway terms used in the conduct of the system. Various routes in 14 states, called lines, provided safe stopping places (stations) for the leaders (conductors) and their charges (packages) while fleeing north. (地下铁道或地下铁路, 是指美国南北战争以前北方各州帮助逃亡奴隶的秘密交通网。它之所以称为“地下铁道”, 既是因为其活动必须在黑夜或伪装下秘密进行, 也是因为活动中用到的暗语与铁路有关。遍布 14 个州的各种逃亡路线称作“铁道线”, 途中安全的歇脚点称作“车站”, 逃亡的带领者叫“乘务员”, 他们负责运送的逃亡者叫作“包裹”。)

3. **Ptolemy (?AD100-AD170):** a Greek astronomer and mathematician who lived and worked in Egypt. He believed that the Earth was at the centre of the universe, and that the stars, the sun, and the planets all traveled in circles around the Earth. This idea is known as the Ptolemaic System, and most people believed it to be true until Nicholas Copernicus proved that it was wrong at the beginning of the 16th century. (托勒密, 是一位生活在埃及的古希腊天文学家和数学家。他认为地球是宇宙的中心, 而恒星、太阳、行星都围绕地球运转。这一地心学说被称作托勒密体系, 在很长时间里被多数人奉为真理, 直到十六世纪初哥白尼证明其谬误之处。)

Words and Expressions:

1. *compulsoryadj.* something that is compulsory must be done because it is the law or because someone in authority orders you to 强制性的, 义务性的
2. *instinctiveadj.* based on instinct and not involving thought 本能的, 直觉的
3. *implantv.* to strongly fix an idea, feeling, attitude etc in someone's mind or character 灌输(思想等), 注入
4. *zealn.* eagerness to do something, especially to achieve a particular religious or political aim 热心, 热忱
5. *dedicatedadj.* someone who is dedicated works very hard at what they do because they care a lot about it 专心致力(于工作等的), 献身的
6. *isolationn.* being separate from others 孤立; 分离
7. *toxinn.* a poisonous substance, especially one that is produced by bacteria and causes a particular disease 毒素
8. *ephemeraladj.* existing or popular for only a short time 短命的, 短暂的
9. *confinev.* to keep someone or something within the limits of a particular activity or subject 把...限制(于某种范围中); 限定(于某种范围中)
10. *metaphorn.* a way of describing something by referring to it as something different and suggesting that it has similar qualities to that thing 隐喻, 暗喻
11. *canyonn.* a deep valley with very steep sides of rock that usually has a river running through it 峡谷
12. *resolvev.* to make a definite decision to do something 下决心, 决定
13. *apprehendv.* to understand something 了解
14. *impelv.* if something impels you to do something, it makes you feel very strongly that you must do it 驱使, 迫使
15. *fugitiven.* someone who is trying to avoid being caught by the police 逃亡者, 流亡者
16. *cumulativeadj.* increasing gradually as more of something is added or happens 累积的
17. *provided (that) conj.* used to say that something will only be possible if something else happens or is done 倘若, 在...条件下
18. *glee club n.* a group of people who sing together for enjoyment 合唱团
19. *symmetryn.* the quality that a situation has when two events or actions seem to be balanced or equal in some way 均衡(美), 协调(美)
20. *dissociatev.* to regard two things or people as separate and not connected to each other 把...分离; 把...分开来想
21. *solventadj.* having enough money to pay your debts 有支付能力的, 有偿付能力的
22. *slothn.* laziness 懒惰, 懒散
23. *seepv.* to flow slowly through small holes or spaces 渗, 漏
24. *preservev.* to make something continue without changing 维持, 保持

I. Exploring the Text

i. Comprehension of the Text

1. Reading for the main idea

- 1) Exchange with your classmates what to read and what not to in this case.
- 2) Skim the text in no longer than two minutes and sum up its main points.

2. Reading for better comprehension

- 1) Why do you think many young people resist compulsory schooling according to the text? What is the author's purpose of putting it in the 1st paragraph?
- 2) What is the function of the 2nd paragraph in the essay?
- 3) What is it like to learn from books according to the author? Does it remind you of any heart-to-heart talk you had with a writer?
- 4) In what way can travel be regarded as a learning experience? What attitudes should we hold as

travelers in order to learn about other people and places?

5) How do you understand "Learning extends our lives into new dimensions"? Cite your own experience as an example to explain the idea.

6) Why is it important to learn or to continue learning according to the author?

ii. Critical Reading

Here are some quotes from the essay. What do you think of the author's opinions? Please have a discussion with your classmates.

1) Learning is a natural pleasure, inborn and instinctive, one of the essential pleasures of the human race. (Para. 2)

2) ... far beyond books, learning means keeping the mind open and active to receive all kinds of experience. (Para. 5)

3) It is cumulative. Instead of diminishing in time, like health and strength, its returns go on increasing, ... Provided that you aim, throughout your life, as you continue learning, to integrate your thought, to make it harmonious. (Para. 8-9)

4) The chief danger confronting us is not age. It is laziness, sloth, routine, stupidity.... (Para. 12)

II. Activating Your Vocabulary

i. Match the definitions in Column B with the italicized words and phrases in Column A.

A	B
___1) mental habits <i>implanted</i> by training	a. too quiet to be heard
___2) the <i>zeal</i> and excitement of explorers	b. make a definite decision
___3) not <i>confined</i> to learning from textbooks	c. opposite to each other
___4) <i>lumps</i> of lifeless paper	d. fixed in one's mind
___5) as <i>inaudible</i> as the streams of sound	e. eagerness
___6) <i>resolve</i> to see	f. having enough money to pay debts
___7) to <i>integrate</i> your thought	g. keeping up
___8) they are not <i>in conflict</i>	h. limited, restricted
___9) financially <i>solvent</i>	i. make things work together
___10) <i>preserving</i> the happiness of learning	j. small pieces

ii. Fill in each of the blanks in the following sentences with a word or phrase in the following box. Each word or phrase could be used only once. Change the forms where necessary.

instinctive,	implant,	isolation,	confine,	convey,
impel,	cumulative,	in conflict,	dissociate,	run short of

- 1) As we are _____ time, let me end with a brief summary of my research.
- 2) The report is _____ to known and verifiable facts.
- 3) First-year college students often experience feelings of _____.
- 4) Depression is often caused by the _____ effects of stress and overwork.
- 5) I feel _____ to write and tell you how disappointed I am with your newspaper.
- 6) His _____ reaction was to duck when he heard the shot, even though he knew it was pointless.
- 7) The principles of democracy are sometimes _____ with political reality.
- 8) A deep sense of patriotism had been _____ in him by his father.
- 9) I tried to _____ my sympathy by touching her hand.
- 10) At no time could his work for the press be _____ from his political convictions.

III. Enriching Your Word Power

- i. The prefix *en-* can be added to nouns and adjectives to form verbs, expressing entry into the specified state or location, e.g.

slave $\xrightarrow{\text{en}}$ slave (=make somebody a slave)

sure $\xrightarrow{\text{en}}$ ensure (=make sure)

Now add the prefix *en-* to the words given below and then put them in the blanks to complete the following sentences. Change the forms where necessary.

danger, courage, trap, rage, force, large, rich, able
--

- 9) Many viewers were _____ by the racist remarks in his talk show.
 - 10) Misuse of the equipment could _____ the lives of staff and students.
 - 11) The teacher tried every means to _____ those shy students to talk more in class.
 - 12) I ask only a simple question, which is not intended to _____ you in any way.
 - 13) The first thing he is going to do after retirement is to _____ his house and garden.
 - 14) The bank loan _____ the less well-off couple to buy the house.
 - 15) It's difficult to _____ discipline in these surroundings.
 - 16) People who have fame and money usually search for something else to _____ their lives.
- ii. The suffix *-en* can be added to adjectives or nouns to form transitive and intransitive verbs, expressing the meaning "to make something have a particular quality" or "have a particular quality", e.g.

deep $\xrightarrow{\text{en}}$ deepen (= make or become deep)

strength $\xrightarrow{\text{en}}$ strengthen (= make or become strong)

Now add the suffix *-en* to the words given below and then put them in the blanks to complete the following sentences. Change the forms where necessary.

wide, weak, soft, length short, sweet, tight, height,
--

- 1) Budget savings will _____ an already sickly economy.
- 2) It only costs £6 here to get trousers _____.
- 3) The more I try to explain, the more I feel the language gap _____, leaving me isolated and estranged.
- 4) The inspector looked angry but then _____ when he saw the boy's frightened expression.
- 5) The case has _____ public awareness of the problem of sexual harassment.
- 6) Colleges have _____ their belts and are giving fewer scholarships than before.
- 7) Outlines can _____ your writing time because they take so long to create.
- 8) Sprinkle sugar onto the cooked fruit to _____ it.

IV. Challenging Your Grammar

i. Post-modifier (后置定语) refers to a modifier which is placed after the word it modifies and thus functions at phrase level. The term is most often associated with noun phrases, though it can also apply to adjective and adverb phrases. Postmodifiers of nouns may be realized as prepositional phrases, as adjective phrases, as participle phrases, as infinitive phrases, and as relative clauses.

E.g. an expression *of pure heart-felt pleasure* (Para. 2)
minds *alive in the shelves* (Para. 4)
mental habits *implanted by training* (Para. 2),
a wish *to understand other peoples* (Para. 5)
a new author *who has a new vision of the world* (Para. 7)

Exercise 1 Read the following paragraph, then underline and translate the phrases with post-modifiers.

This pleasure is not confined to learning from textbooks, which are too often tedious. But it does include learning from books. Sometimes when I stand in a big library like the library of Congress, or Butler Library at Columbia, and gaze around me at the millions of books, I feel a sober, earnest delight hard to convey except a metaphor. These are not lumps of lifeless paper, but minds alive on the shelves. From each of them goes out its own voice, as inaudible as the streams of sound conveyed by electric waves beyond the range of hearing, and just as the touch of a button on our stereo will fill the room with music, so by opening one of these volumes, one can call into range a voice far distant in time and space, and hear it speaking, mind to mind, heart to heart.

Exercise 2 Fill in the blanks with the words in the brackets and change the word forms whenever necessary.

- 1) They believed that they could find the treasures _____ (bury) for centuries.
- 2) I don't have anything _____ (wear) for the party tonight.
- 3) She raised the finger _____ (wear) the diamond ring for us to appreciate.
- 4) Wholeness of the mind and spirit is not a quality _____ (confer) by nature, or by God.
- 5) To be a good writer, you should be honest about any prejudices _____ (implant) in your mind.
- 6) You just regard me as a thing, an object to look at, to use, to touch, but not to listen to or _____ (take) seriously.
- 7) A woman _____ (shop) nearby happened to witness the crime.
- 8) The house _____ (preserve) over the decades has been part of local history.

V. Practicing Your Translation Skills

i. Translate the following into Chinese.

Learning is a natural pleasure, inborn and instinctive, one of the essential pleasures of the human race. Watch a small child, at an age too young to have had any mental habits implanted by training. Some delightful films made by the late Dr. Arnold Gesell (阿诺德·格塞尔) of Yale University show little creatures who can barely talk investigating problems with all the zeal and excitement of explorers, making discoveries with the passion and absorption of dedicated scientists. At the end of each successful investigation, there comes over each tiny face an expression of pure heartfelt pleasure.

ii. Translate the following into English.

书籍对于整个人类的关系，好比记忆对于个人的关系。书籍记述了人类的历史，记录了所有的发现，记载了古今历代所积累的知识经验。书籍指引我们度过难关，书籍能安慰我们的心灵，使我们摆脱悲哀和痛苦的羁绊。书籍可以使枯燥乏味的岁月化为令人愉快的时日，书籍将各种信念注入我们的脑海，使我们的脑海充满丰富崇高的思想，从而使我们灵魂得到升华。

Supplementary One

Unit nine Why a Liberal Arts Education Matters

by Susan M. Di Biase

1. Most college students, and parents of college students, believe the goal of college is to secure a practical education that will lead to a first real job. They know that today's job market is competitive and uncertain. Their investment of money and time and effort to gain an education needs to pay off.
2. Of course, most people do need to earn a living for themselves and their families. But isn't getting a college education about more than just survival? Those of us who support the liberal arts and sciences say it is. We urge students to ask themselves two questions:
 - Am I preparing myself for my first job or for my whole career?
 - Am I educating myself only for work or also for life?
3. Those students who aspire to higher goals may be interested in learning more about why the liberal arts education matter. First of all, what are the liberal arts?

What is liberal arts education?

4. The term "liberal education" was first used in classical Greek and Roman times. It was chosen to emphasize the fact that education was not available for the many people in those societies who were held in slavery, but only for those who were free. The reference to liberty was included in the term because people who were educated started out free, and became freer as their education progressed. The Greeks and Romans recognized that education arms a person to confront the influence of others critically. Such a person is less easily manipulated and deceived. Still today, in order to form a more perfect union, we need citizens who are informed, discerning, and morally courageous. Liberal education forms the basis of every democratic society.
5. In *The Republic*, the Greek philosopher Plato explained how a well-rounded education should include the study of astronomy, mathematics, music and poetry. Of course our fields of knowledge have grown "astronomically" since his day, but his basic message underlies the tradition of liberal arts education. Plato taught his students to appreciate logic and order, ideals and beauty. Later teachers included the study of the growing fields of science and the burgeoning wealth of literature. They broadened the study of societies, governments, and history. But the main purpose of traditional liberal arts education stayed the same. It was

designed to develop one's critical faculty, so necessary to the pursuit of wisdom and virtue. Isn't this aim still relevant today?

Relevance of liberal arts education in today's world

6. Some people argue that wisdom and virtue are much less important than job training. They are not sure it benefits young people in this world to have ideals they feel passionately about, to have broad interests that excite and consume them, and to have an awareness of the joys and sorrows of people who live far away, or next door. This may be too much to ask, they argue, of the ordinary person struggling to make a living. It is better to focus on learning some specific set of skills, because then at least one has a chance of getting a job.

7. Does a broad, idealistic, liberating education also prepare a person to be valuable to a company? Many business leaders say it does. They argue that the job market has changed. Workers no longer stay at one company doing the same job until retirement. Technology drives change at such a pace that in less than 5 years, most facts college students learn are out of date. Business recruiters are looking for graduates who are inventive and flexible enough to learn new skills. Many students and parents worry about the short-term: preparing for the first real job. Most corporate executives, however, value an education that prepares one for a lifetime of imaginative and productive work. Indeed, business leaders know that survival in today's unstable job market depends upon the intellectual discipline that only a liberal education can offer.

Strengths for employment

8. Education in the arts, sciences, and humanities develops in students three types of skills that employers prize above all others. These are reasoning skills, communication skills, and social skills.

Reasoning skills

9. Educators know that graduates must have strong reasoning and problem-solving abilities to succeed in today's workplace. Graduates must be able to think logically and critically to solve problems on the job. They must also be imaginative. Employers appreciate graduates who have learned to be enthusiastic about learning, who are willing to develop new skills and try new methods and technologies. A liberal arts education is valuable because it teaches students to ask questions that matter, to weigh conflicting evidences, to appreciate the complexity of situations, and to develop logical, convincing arguments for

solutions.

10. A student who studies the liberal arts chooses to learn something about a lot of different fields: the arts, the sciences, the humanities. This develops the ability to see connections among very different ideas and very different approaches to studying the world. Study in the liberal arts trains the brain to be flexible: to think logically, yes, but metaphorically as well. Scientists now know that new linkages in the brain (called synapses) are actually formed when the brain is being used in new ways. The student develops the ability to analyze, or break ideas into parts, and to synthesize, to bring parts together to make a whole. These are considered the most difficult intellectual skills, and the person who has developed them gains a wider perspective and greater mental agility.

Communication skills

11. Such intellectual agility also develops the student's ability to organize and communicate thoughts. Employers search for graduates who are able to communicate ideas clearly and coherently, who can be articulate and persuasive in proposing new ideas. Communication skills divide those who move up the career ladder from those who stagnate. Although many people can master the technical skills of a job, very few have the communication skills needed to present a truly professional image in speech and writing.

Social skills

12. Finally, employers want to hire people who have strong social skills, people who cooperate well with others. Having studied literature, history, and the social sciences, such people appreciate the variety of humanity. They treat people who are unlike them with respect and understanding. They are sensitive to cultural and economic differences. People with strong social skills are idealistic enough to strive for cooperation and fairness. They can inspire a team with enthusiasm. They make better leaders, and better citizens.

Strengths for living

13. These broad skills in reasoning and communication form the basis for success in one's personal aspirations as well. Emphasizing the utility of education for job training creates a false dichotomy between work and the rest of life. Our capitalistic society overemphasizes people's roles as producers and consumers of material goods. Overlooked are our roles as citizens and voters, spouses and parents, Girl Scout troop leaders, soccer coaches, church choir members, and neighbors. Liberal arts education encourages students to consider their

eventual roles in working for the good of individuals and of the community. It encourages students to consider which values they would like to express through a good and decent life. It encourages students to view their experiences in the larger context of history and social change. This gives young people a greater sense of purpose in life. This sense, often missing from the lives of young people today, is that of feeling involved in the great effort at civilization and moral progress, which began before we were born and will continue long after we die.

14. One of the saddest results of narrowing the goal of education is that it causes students to overlook the lifelong rewards of a broad education in the arts, sciences, and humanities. Chief among these is the joy of learning. Learning something about a lot of subjects leads to a greater curiosity about the natural world and how it is represented and understood. It infuses it with greater meaning and joy. Watching children play on a bright spring day calls to mind a poem by William Blake. Seeing a magnificent bridge spanning an ancient river leads to a reflection on the years it took the waters to carve the streambed, and the years it took human beings to learn enough to build the bridge. Education is like a Fountain of Youth: it allows people to see the world with the wisdom of the ages, but with minds that are forever curious, forever young.

15. The best thing about a broad, thorough, liberal education is that it can never be taken away. Students sometimes ask, "Why do we have to study chemistry (or history, or foreign languages) when we will never use this stuff again?" The answer is very simple. One may never use chemical formulas again, but studying chemical formulas makes one's brain work better. One sees connections more quickly. One's thoughts are organized more clearly. It's like sweeping the cobwebs out of your head. Teachers have known for centuries that studying different subjects trains the mind to work in different ways: analytically, synthetically, creatively, logically, metaphorically. And now, scientists know that studying different subjects actually change the biochemical structure of the brain, forming new connections that make it more limber and agile. One is changed forever, and this is the greatest gift. Liberal arts education enriches life in ways that can't be measured in terms of money, and that begs to be handed down.

Background and Culture Notes



Let me tell you

1. **Liberal arts education**, as opposed to professional or technical educations, proposes the primary purpose of an education is to provide students with general knowledge in various subjects such as the arts, humanities, natural sciences, and social sciences.
 2. ***The Republic*** is a Socratic dialogue written by Plato around 380 BCE concerning the definition of justice, the order of the just city-state and the character of the just man. The dramatic date of the dialogue has been much debated and though it must take place sometime during the Peloponnesian War. It is Plato's best-known work and has proven to be one of the most intellectually and historically influential works of philosophy and political theory. In it, Socrates along with various Athenians and foreigners discuss the meaning of justice. The participants also discuss the theory of forms, the immortality of the soul, and the roles of the philosopher and of poetry in society.
 3. **Plato** (428/427 BCE-348/347 BCE) was a classical philosopher and one of the most influential thinkers in Western philosophy. He, together with his mentor, Socrates, and his students, Aristotle, helped to lay the foundations of Western philosophy. Plato was also a writer of many philosophical dialogues and founder of the Academy in Athens, the first institution of higher learning in the western world. At the heart of Plato's philosophy is his theory of Forms, or Ideas. Plato thought what we see in the physical world is a dim reflection of the true ideal thing. The material world as it seems to us is not the real world, but only an image or copy of the real world. This idea is best illustrated in the Allegory of the Cave.
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