

# Contents

Acknowledgements .....	IX
Abbreviations .....	XI
Pronunciation Table .....	XII
<b>Unit 1 .....</b>	<b>1</b>
Text A Another School Year—What For? .....	2
Text B Unforgettable Miss Bessie .....	21
<b>Unit 2 .....</b>	<b>27</b>
Text A Say Yes .....	28
Text B Arrangement in Black and White .....	47
<b>Unit 3 .....</b>	<b>53</b>
Text A The Rite of Spring .....	54
Text B What My Garden Taught Me—The Hard Way .....	71
<b>Unit 4 .....</b>	<b>77</b>
Text A The Man in the Water .....	78
Text B Two Heroes for the Price of One .....	95
<b>Unit 5 .....</b>	<b>99</b>
Text A Quick Fix Society .....	100
Text B Hooked on the Quick Fix .....	117
<b>Unit 6 .....</b>	<b>123</b>
Text A Button, Button .....	124
Text B A Doctor’s Dilemma .....	144

<b>Unit 7</b> .....	<b>149</b>
Text A Wisdom of Bear Wood .....	150
Text B Baby Birds .....	168
<b>Unit 8</b> .....	<b>173</b>
Text A The Man in Asbestos .....	174
Text B Harrison Bergeron .....	193
<b>Unit 9</b> .....	<b>201</b>
Text A Pompeii .....	202
Text B The Dog of Pompeii .....	219
<b>Unit 10</b> .....	<b>225</b>
Text A Two Friends .....	226
Text B The Return .....	247
<b>Unit 11</b> .....	<b>255</b>
Text A Mr. Imagination .....	256
Text B Mr. Phileas Fogg's Wager of £20,000 .....	276
<b>Unit 12</b> .....	<b>283</b>
Text A The Happiest Man on Earth .....	284
Text B Smashup .....	305
<b>Grammar Terms</b> .....	<b>311</b>

▲ Text A Another School Year—What For?

▲ Text B Unforgettable Miss Bessie

UNIT

1



## Lead-in

- 1** When you graduated from high school, how many of your classmates went to university, and how many went to vocational or technical school? Why is it necessary for a country to provide these two different kinds of schools?
- 2** It is now the beginning of your second semester at university. When you look back, how many of your expectations and aspirations at the beginning of your first semester have been fulfilled? Has your understanding of the purpose of university education changed? If yes, in what way?



# Another School Year— What For?

John Ciardi

- 1 Let me tell you one of the earliest disasters in my career as a teacher. It was January of 1940 and I was fresh out of graduate school starting my first semester at the University of Kansas City. Part of the student body was a beanpole with hair on top who came into my class, sat down, folded his arms, and looked at me as if to say “All right, teach me something.” Two weeks later we started *Hamlet*. Three weeks later he came into my office with his hands on his hips. “Look,” he said, “I came here to be a pharmacist. Why do I have to read this stuff?” And not having a book of his own to point to, he pointed to mine which was lying on the desk.
- 2 New as I was to the faculty, I could have told this specimen a number of things. I could have pointed out that he had enrolled, not in a drugstore-mechanics school, but in a college and that at the end of his course he meant to reach for a scroll that would read Bachelor of Science. It would not read Qualified Pill-Grinding Technician. It would certify that he had specialized in pharmacy, but it would further certify that he had been exposed to some of the ideas mankind has generated within its history. That is to say, he had not entered a technical training school but a university and in universities students enroll for both training and education.

- 3 I could have told him all this, but it was fairly obvious he wasn't going to be around long enough for it to matter.
- 4 Nevertheless, I was young and I had a high sense of duty and I tried to put it this way: "For the rest of your life," I said, "your days are going to average out to about twenty-four hours. They will be a little shorter when you are in love, and a little longer when you are out of love, but the average will tend to hold. For eight of these hours, more or less, you will be asleep."
- 5 "Then for about eight hours of each working day you will, I hope, be usefully employed. Assume you have gone through pharmacy school—or engineering, or law school, or whatever—during those eight hours you will be using your professional skills. You will see to it that the cyanide stays out of the aspirin, that the bull doesn't jump the fence, or that your client doesn't go to the electric chair as a result of your incompetence. These are all useful pursuits. They involve skills every man must respect, and they can all bring you basic satisfactions. Along with everything else, they will probably be what puts food on your table, supports your wife, and rears your children. They will be your income, and may it always suffice.
- 6 "But having finished the day's work, what do you do with those other eight hours? Let's say you go home to your family. What sort of family are you raising? Will the children ever be exposed to a reasonably penetrating idea at home? Will you be presiding over a family that maintains some contact with the great democratic intellect? Will there be a book in the house? Will there be a painting a reasonably sensitive man can look at without shuddering? Will the kids ever get to hear Bach?"
- 7 That is about what I said, but this particular pest was not interested. "Look," he said, "you professors raise your kids your way; I'll take care of my own. Me, I'm out to make money."
- 8 "I hope you make a lot of it," I told him, "because you're going to be badly stuck for something to do when you're not signing checks."
- 9 Fourteen years later I am still teaching, and I am here to tell you that the business of the college is not only to train you, but to put you in touch with what the best human minds have thought. If you have no time for Shakespeare, for a basic look at philosophy, for the continuity of the fine arts, for that lesson of man's development we call history—then you have no business being in college. You are on your way to being that new species of mechanized savage, the push-button Neanderthal. Our colleges inevitably graduate a number of such life

forms, but it cannot be said that they went to college; rather the college went through them—without making contact.

- 10 No one gets to be a human being unaided. There is not time enough in a single lifetime to invent for oneself everything one needs to know in order to be a civilized human.
- 11 Assume, for example, that you want to be a physicist. You pass the great stone halls of, say, M.I.T., and there cut into the stone are the names of the scientists. The chances are that few if any of you will leave your names to be cut into those stones. Yet any of you who managed to stay awake through part of a high school course in physics, knows more about physics than did many of those great scholars of the past. You know more because they left you what they knew, because you can start from what the past learned for you.
- 12 And as this is true of the techniques of mankind, so it is true of mankind's spiritual resources. Most of these resources, both technical and spiritual, are stored in books. Books are man's peculiar accomplishment. When you have read a book, you have added to your human experience. Read Homer and your mind includes a piece of Homer's mind. Through books you can acquire at least fragments of the mind and experience of Virgil, Dante, Shakespeare—the list is endless. For a great book is necessarily a gift; it offers you a life you have not the time to live yourself, and it takes you into a world you have not the time to travel in literal time. A civilized mind is, in essence, one that contains many such lives and many such worlds. If you are too much in a hurry, or too arrogantly proud of your own limitations, to accept as a gift to your humanity some pieces of the minds of Aristotle, or Chaucer or Einstein, you are neither a developed human nor a useful citizen of a democracy.
- 13 I think it was La Rochefoucauld who said that most people would never fall in love if they hadn't read about it. He might have said that no one would ever manage to become human if they hadn't read about it.
- 14 I speak, I'm sure, for the faculty of the liberal arts college and for the faculties of the specialized schools as well, when I say that a university has no real existence and no real purpose except as it succeeds in putting you in touch, both as specialists and as humans, with those human minds your human mind needs to include. The faculty, by its very existence, says implicitly: "We have been aided by many people, and by many books, in our attempt to make ourselves some sort of storehouse of human experience. We are here to make available to you, as best we can, that expertise."

(1,226 words)

## Notes on the Text

### 1. About the author and the text

John Ciardi (1916–1986) was an accomplished poet and essayist who was best known for his translation of Dante’s *Inferno* in the United States. The text is adapted from a speech he made at the College for Men at Rutgers University as an Associate Professor of English at the opening ceremony of the 1954 school year.

### 2. *Hamlet* (para. 1)

This is one of Shakespeare’s most famous tragedies. Hamlet is the Prince of Denmark, and is a serious and unhappy young man who is unable to decide how he feels and what he should do. Called upon by his father’s ghost to avenge his murderer, he is trapped between thought and action. The story revealed Shakespeare’s deep understanding of human flaws and became one of the best known in Western culture.

### 3. “drugstore-mechanics school” and “Qualified Pill-Grinding Technician” (para. 2)

The author is making up names for the kind of vocational schools which train students to have some basic skills for the needs of the job market. Notice the author’s sarcastic tone which shows that in trying to stress the importance of liberal arts education he is playing down the importance of vocational school training.

### 4. Bachelor of Science (para. 2)

A bachelor’s degree is the first level of university degree. A student majoring in natural sciences will get a Bachelor of Science degree upon graduation while those majoring in liberal arts or humanities will get a Bachelor of Arts degree.

### 5. Bach (para. 6) 巴赫

Johann Sebastian Bach (1685–1750) was a German composer. Although he was in his own time chiefly known as an organist, he is now universally recognized as one of the greatest composers in history. Much of Bach’s music was religious in inspiration as he wrote more than 200 church cantatas (大合唱).

### 6. Shakespeare (para. 9) 莎士比亚

William Shakespeare (1564–1616) was one of the most famous English-language poets and playwrights in the world. He is said to have written 39 plays and 154 sonnets which are considered masterpieces by students of arts and literature all over the world. Some of Shakespeare’s best-known and most successful plays include *Hamlet*, *Julius Caesar*, *Macbeth*, *Othello*, *Richard III*, *Henry IV*, and *A Midsummer Night’s Dream*.

### 7. M.I.T. (para. 11)

It is the abbreviation for Massachusetts Institute of Technology. Founded in 1861, this private university is located in Cambridge, Massachusetts, U.S.

## 8. Homer (para. 12) 荷马

Homer was a Greek poet who probably lived in the 8th century B.C. Homer was believed to be the creator of *Iliad* and *Odyssey*. Concerned with the Trojan War, these two poems were the earliest epic poems in Greek literature.

## 9. Virgil (para. 12) 维吉尔

Publius Vergilius Maro (70 B.C.–19 B.C.), usually called Virgil in English, was a great Roman poet who was best known for his epic poems describing the fall of Troy and the founding of Rome.

## 10. Dante (para. 12) 但丁

Dante Alighieri (1265–1321) was an Italian poet. His masterpiece, *The Divine Comedy* (《神曲》) describes the journey of a religious pilgrim through hell, purgatory, and heaven. One of the first writers to abandon Latin for the vernacular language of the people, Dante's work is viewed as the beginning of the Renaissance (文艺复兴).

## 11. Aristotle (para. 12) 亚里士多德

Aristotle (384 B.C.–322 B.C.) was one of the greatest philosophers in ancient Greece. He wrote about 200 books covering topics ranging from logic, language, art, and politics, to mathematics, philosophy of science and the laws of motion, space and time.

## 12. Chaucer (para. 12) 乔叟

Geoffrey Chaucer (c. 1343–1400) was an English poet, who established English as a literary language. His most representative work, *The Canterbury Tales*, is an excellent source of information on the life and customs of late medieval England.

## 13. Einstein (para. 12) 爱因斯坦

Albert Einstein (1879–1955) was a German-born Swiss-American theoretical physicist, generally regarded as one of history's greatest scientists. He was best known for the Special Theory of Relativity which revolutionized modern physics, and for the General Theory of Relativity, which refined the Newtonian theory of gravity, and was responsible for most cosmological concepts today.

## 14. La Rochefoucauld (para. 13) 拉·罗什富科

François de La Rochefoucauld (1613–1680) was a French writer of moralist aphorisms (格言) published as *Maxims* (1665).

## 15. liberal arts (para. 14)

Liberal arts refer to school or college subjects that give students a general education and teach them to think rather than those subjects that develop practical skills.



## Glossary

<b>accomplishment</b> <i>n.</i> /ə'kʌmplɪfmənt/	the act of finishing sth. completely and successfully; achievement
<b>acquire</b> /ə'kwɪə/ <i>v.</i>	to gain; to get for oneself by one's own work
<b>arrogantly</b> /'ærəgəntli/ <i>adv.</i>	in a proud and self-important way
<b>arts</b> /ɑ:ts/ <i>n.</i>	<i>fine ~:</i> 美术
<b>aspirin</b> /'æsprɪn/ <i>n.</i>	a medicine commonly used to relieve pain and reduce fever and inflammation 阿司匹林 (退热镇痛消炎药)
<b>assume</b> /ə'sju:m/ <i>v.</i>	to take sth. as a fact; to suppose
<b>available</b> /ə'veɪləbəl/ <i>adj.</i>	able to be bought, used, or easily found
<b>beanpole</b> /'bi:npəʊl/ <i>n.</i>	( <i>infml</i> ) a very tall and thin person
<b>bull</b> /bʊl/ <i>n.</i>	an adult male animal of the cattle family 公牛
<b>certify</b> /'sɜ:tɪfaɪ/ <i>v.</i>	to provide an official document stating that sth. is true or correct
<b>civilized</b> /'sɪvəl-aɪzd/ <i>adj.</i>	educated and refined; having an advanced culture
<b>client</b> /'klaɪənt/ <i>n.</i>	a person who pays for help or advice from a professional, company, or organization 客户
<b>contain</b> /kən'teɪn/ <i>v.</i>	to have sth. inside or as part of it
<b>continuity</b> /,kɒntə'nju:əti/ <i>n.</i>	the state of being continuous
<b>cyanide</b> /'saɪənaɪd/ <i>n.</i>	a highly poisonous chemical compound 氰化物
<b>democratic</b> /,demə'krætɪk/ <i>adj.</i>	based on the idea that everyone should have equal rights and should be involved in making important decisions 民主的
<b>disaster</b> /dɪ'zɑ:stə/ <i>n.</i>	a sudden event such as a flood, storm, or accident which causes great damage or suffering; (here) a complete failure
<b>drugstore</b> /'drʌgstɔ:/ <i>n.</i>	( <i>AmE</i> ) a shop which sells medicines (and often a variety of other things)
<b>employ</b> /ɪm'plɔɪ/ <i>v.</i>	(here) to spend time doing sth.
<b>enroll</b> /ɪn'rəʊl/ <i>v.</i>	to officially arrange to join a school or university
<b>essence</b> /'esəns/ <i>n.</i>	the most important quality or feature of sth.; <i>in ~:</i> 本质上
<b>expertise</b> /,ekspɜ:'ti:z/ <i>n.</i>	skill in a particular field
<b>expose</b> /ɪk'spəʊz/ <i>v.</i>	to enable sb. to see or experience new things or learn about new beliefs, ideas, etc.; <i>be ~d to:</i> 使能接触到
<b>faculty</b> /'fækəlti/ <i>n.</i>	( <i>AmE</i> ) all the teachers of a university or college
<b>fragment</b> /'frægmənt/ <i>n.</i>	a small piece of sth.

<b>generate</b> /'dʒenəreɪt/ <i>v.</i>	to produce
<b>graduate</b> /'grædʒuət/ <i>adj.</i>	relating to or involved in studies done at a university after completing a first degree; ~ <i>school</i> : an academic institution where students study for a higher degree 研究生院
	to obtain a degree, esp. a first degree, from a college or university
	(ground, ground) to crush sth. into small pieces or powder by pressing between hard surfaces
<b>grind</b> /graɪnd/ <i>v.</i>	
<b>hip</b> /hɪp/ <i>n.</i>	the fleshy part of either side of the human body between the top of your legs and your waist 臀部; 髋部
<b>humanity</b> /hju:'mænəti/ <i>n.</i>	the qualities of being human
<b>implicitly</b> /ɪm'plɪsɪtli/ <i>adv.</i>	in an implied way 含蓄地
<b>incompetence</b> /ɪn'kɒmpətəns/ <i>n.</i>	lack of the skill or ability to do your job or a task as it should be done 不够格
<b>inevitably</b> /ɪ'nevətəbli/ <i>adv.</i>	used for saying that sth. is certain to happen and impossible to avoid
<b>intellect</b> /'ɪntələkt/ <i>n.</i>	power of thought 思维能力
<b>limitation</b> /lɪmɪ'teɪʃən/ <i>n.</i>	a limit on what sb. or sth. can do or how good they or it can be 局限
<b>literal</b> /'lɪtərəl/ <i>adj.</i>	<i>in ~ time</i> : in reality
<b>maintain</b> /meɪn'teɪn/ <i>v.</i>	to continue to have as before
<b>mechanize</b> /'mekənaɪz/ <i>v.</i>	to change the process so that the work is done by machines rather than people
<b>Neanderthal</b> /ni'ændə,tɔ:l/ <i>n.</i>	an early type of human being who lived in Europe 尼安德特人 (旧石器时代广布于欧洲的猿人)
<b>nevertheless</b> /,nevədðə'les/ <i>adv.</i>	in spite of that; yet
<b>penetrating</b> /'penətretɪŋ/ <i>adj.</i>	showing the ability to understand things clearly and deeply
<b>pest</b> /pest/ <i>n.</i>	( <i>informal</i> ) an annoying person
<b>pharmacy</b> /'fɑ:məsi/ <i>n.</i>	a shop where medicines are prepared and sold; (here) the study of preparing drugs or medicines; <i>pharmacist</i> : 药剂师
<b>physicist</b> /'fɪzɪsɪst/ <i>n.</i>	a scientist who studies physics 物理学家
<b>pill</b> /pɪl/ <i>n.</i>	a small solid piece of medicine that you swallow whole
<b>preside</b> /prɪ'zɑɪd/ <i>v.</i>	to lead; to be in charge; ~ <i>over</i> : 主持
<b>qualified</b> /'kwɒlɪfaɪd/ <i>adj.</i>	having suitable knowledge or experience required for a particular job
<b>rear</b> /rɪə/ <i>v.</i>	to care for a person or an animal until they are fully grown

<b>resources</b> /rɪ'zɔːsɪz/ <i>n.</i>	( <i>pl.</i> ) possessions in the form of wealth, property, skills, etc. that you have 资源
<b>savage</b> /'sævɪdʒ/ <i>n.</i>	a person belonging to a primitive society
<b>scroll</b> /skrɔʊl/ <i>n.</i>	paper rolled into a circular shape; (here) a diploma; an academic certificate showing that one has passed a course of study 毕业文凭
<b>semester</b> /sə'mestə/ <i>n.</i>	(=term in <i>BrE</i> ) one of the two periods into which the year is divided in American high schools and universities
<b>sensitive</b> /'sensətɪv/ <i>adj.</i>	able to understand or appreciate art, music, or literature
<b>shudder</b> /'ʃʌdə/ <i>v.</i>	to shake uncontrollably for a moment
<b>specialize</b> /'speʃəlaɪz/ <i>v.</i>	to spend most of your time studying one particular subject; <i>specialist</i> : 专家
<b>species</b> /'spiːʃiːz/ <i>n.</i>	( <i>informal</i> ) a type; a sort
<b>specimen</b> /'spesɪmɪn/ <i>n.</i>	a person you are describing in a particular way—used humorously
<b>spiritual</b> /'spɪrɪtʃuəl/ <i>adj.</i>	related to your spirit rather than to your body or mind
<b>store</b> /stɔː/ <i>v.</i>	to keep
<b>stuck</b> /stʌk/ <i>adj.</i>	not knowing what to do in a particular situation; <i>be ~ for</i> : 不知所措
<b>suffice</b> /sə'faɪs/ <i>v.</i>	to be enough
<b>unaided</b> /ʌn'aɪdɪd/ <i>adj.</i>	without help from anyone or anything 无帮助的; 独力的

## Language Focus

### 1 Study how the following words are formed.

1. side, aside, beside, outside, inside
2. civil, civilian, civilize, civilized, uncivilized, civilization

### 2 Study synonyms and antonyms.

An important way of expanding your English vocabulary is to study synonyms (words with the same or similar meanings) and antonyms (words with the opposite meanings). In this text, we find examples as follows.

**Synonyms:** raise & rear (children)

**Antonyms:** technical vs. spiritual

Note that many antonyms are formed by adding prefixes, many of which mean the opposite, e.g. **unaided** vs. **aided**.

### 3 Study derivatives.

Derivatives (派生词) are words derived from (coming from) the same root word (根词) and formed by adding prefixes or suffixes. They are very much like the members of the same family, and to know words along with their derivatives will help us expand our vocabulary effectively.

**Example:** visit, visitor, visitation, visible, invisible, visibility, invisibility, revisit, revise, vision, visionary, revision, revisionist, revisionism, televise, television, visual, visualize, vista, view, review, preview, interview, etc. (All these words can be traced back to old English, French, and Latin, relating to the meanings of “sight” or “to see.”)

### 4 List useful phrases from the text.

#### 1. Verb phrases

---

---

#### 2. Prepositional phrases

---

---

3. Other phrases

---

---

**5** List useful verb + noun collocations from the text.

---

---

**6** Underline useful sentence patterns in the text and study how they are used.

# ▶ Reading Comprehension

## 1 Read the text and complete the summary.

This text is based on a speech made by a professor in which he expresses his view about the purpose of universities. The professor describes an interesting case he had to deal with earlier on when he was (1) \_\_\_\_\_. A student came to his office to question the use of the course in (2) \_\_\_\_\_, since his purpose was only to (3) \_\_\_\_\_. The professor tried to tell him that university students enroll for (4) \_\_\_\_\_ by explaining how he would spend his 24-hour day after college—eight hours for sleep, eight hours for (5) \_\_\_\_\_ by using his professional skills, and the other eight hours in which he might learn to be (6) \_\_\_\_\_ by developing a taste in the liberal arts and improving his mind. The student was, unfortunately, not convinced.

Fourteen years later, the professor's conviction about the purpose of a university remains the same—a university not only trains students to (7) \_\_\_\_\_, but also arms them with (8) \_\_\_\_\_ have left them. To achieve that purpose, students should try their best to acquire useful knowledge through (9) \_\_\_\_\_, and the faculty are there to (10) \_\_\_\_\_.

## 2 Explain the following sentences from the text, paying attention to the underlined parts.

1. You will see to it that the cyanide stays out of the aspirin, that the bull doesn't jump the fence, or that your client doesn't go to the electric chair as a result of your incompetence. (para. 5)
2. "I hope you make a lot of it," I told him, "because you're going to be badly stuck for something to do when you're not signing checks." (para. 8)
3. You are on your way to being that new species of mechanized savage, the push-button Neanderthal. (para. 9)
4. Our colleges inevitably graduate a number of such life forms, but it cannot be said that they went to college; rather the college went through them ... (para. 9)
5. ... a university has no real existence and no real purpose except as it succeeds in putting you in touch, both as specialists and as humans, with those human minds your human mind needs to include. (para. 14)
6. The faculty, by its very existence, says implicitly: "We have been aided by many people, and by many books, in our attempt to make ourselves some sort of storehouse of human experience. We are here to make available to you, as best we can, that expertise." (para. 14)

**3 Answer the following questions according to your understanding of the text.**

1. On what occasion is the speech made? How do you know? What do you think is the main message the professor wants to pass on to the audience?
2. Why does the professor start by telling one of the “disasters” in his career? What do you know about the student through the professor’s description? Do you find similar cases in your experience? Why do you think some students may feel this way about universities?
3. What is the professor’s tone throughout his speech about the student? Give examples. Why do you think he adopts such a tone? Does this serve a particular purpose? Does it reflect well on him as a professor?
4. What does the professor think is the fundamental difference between vocational schools and universities? Do you agree?
5. How does the professor try to persuade the student he mentions at the beginning of his speech? Do you find the professor’s speech convincing? Why or why not?
6. What does the professor think is the purpose of a university? What would be the consequence of having only training and no education?
7. How does the professor explain the importance of reading in educating the young? Do you find it convincing? Why or why not?
8. What is the role of the faculty of a university according to the professor? What qualities do you think the faculty should possess to fulfill such a role?
9. Do you agree with the professor’s definition of education? Do you think that liberal arts, such as literature, art, music, and philosophy, are essential for education, even though they do not seem to have any monetary value? Why or why not?
10. The professor makes a distinction between training and education. What do you think of such a distinction? Can you infer his attitude toward vocational schools and universities from the text? Do you find his attitude fair and justified? Why or why not?
11. How would you respond to the following statements?
  - 1) What seems to matter in school is often useless. What seems to be useless is often what education is all about.
  - 2) Schools just teach us how to make money. Once we have money, we have everything. If we can’t make money, we are finished, education or no education.
  - 3) Apart from job-training, school’s influence on young people is really limited. Otherwise there wouldn’t be so many college graduates who turn out to be unethical although they know a lot about Shakespeare, Bach, and Einstein.
  - 4) It’s true that education alone does not solve all our problems, but it is also true that no problems can be solved without education.
  - 5) You should feel proud of your university because it has produced so many diplomats (or lawyers, engineers, politicians, millionaires, CEOs) in its history.
  - 6) Ours is a business school. As dean of the faculty, I want to tell you that if, within ten years after your graduation, you still have not become a millionaire, I will consider you a failure and a disgrace to this school.

# ▶▶ Language Exercises

## 1 Expand your vocabulary.

1. The following words are adjectives ending with the suffixes “-ent” or “-ant” (their corresponding nouns usually end with “-ence” or “-ance”). Decide which of the following should be the former, and which the latter.

- |                |                 |
|----------------|-----------------|
| 1) differ_nt   | 11) evid_nt     |
| 2) independ_nt | 12) intellig_nt |
| 3) extravag_nt | 13) relev_nt    |
| 4) compet_nt   | 14) pres_nt     |
| 5) arrog_nt    | 15) urg_nt      |
| 6) import_nt   | 16) viol_nt     |
| 7) confid_nt   | 17) curr_nt     |
| 8) fragr_nt    | 18) frequ_nt    |
| 9) signific_nt | 19) dist_nt     |
| 10) conveni_nt |                 |

2. Give the corresponding nouns for the following verbs. Study how they are formed and pay special attention to their pronunciation.

- |                            |                     |
|----------------------------|---------------------|
| 1) qualify—qualification   | unify _____         |
| clarify _____              | notify _____        |
| classify _____             | identify _____      |
| intensify _____            | justify _____       |
| simplify _____             | certify _____       |
| glorify _____              | specify _____       |
| 2) modernize—modernization | realize _____       |
| mechanize _____            | civilize _____      |
| globalize _____            | specialize _____    |
| urbanize _____             | industrialize _____ |
| centralize _____           | idealize _____      |
| nationalize _____          | privatize _____     |
| 3) permit—permission       | admit _____         |
| discuss _____              | profess _____       |
| oppress _____              | confess _____       |
| emit _____                 | impress _____       |



submit \_\_\_\_\_  
transmit \_\_\_\_\_  
omit \_\_\_\_\_

compress \_\_\_\_\_  
express \_\_\_\_\_  
depress \_\_\_\_\_

### 3. Give the derivatives for the following words.

#### Example

use: user, used, useful, useless, usefulness, uselessness, usefully, usable, unusable, misuse, overuse, abuse, etc.

- 1) sense \_\_\_\_\_
- 2) technique \_\_\_\_\_
- 3) special \_\_\_\_\_
- 4) intellect \_\_\_\_\_
- 5) develop \_\_\_\_\_

### 4. Give corresponding synonyms and antonyms for the following words.

#### Synonyms

- |                               |                          |
|-------------------------------|--------------------------|
| 1) fairly _____               | 9) penetrating _____     |
| 2) obviously _____            | 10) intellect _____      |
| 3) maintain _____             | 11) shudder _____        |
| 4) certify _____              | 12) inevitably _____     |
| 5) employ _____               | 13) aid _____            |
| 6) specimen _____             | 14) assume _____         |
| 7) enroll (at a school) _____ | 15) peculiar _____       |
| 8) nevertheless _____         | 16) accomplishment _____ |

#### Antonyms

- |                    |                        |
|--------------------|------------------------|
| 1) available _____ | 6) fold _____          |
| 2) arrogant _____  | 7) include _____       |
| 3) specific _____  | 8) competence _____    |
| 4) qualified _____ | 9) sensitive _____     |
| 5) civilized _____ | 10) satisfaction _____ |

### 5. Translate the following expressions into verb + noun collocations.

- |           |             |
|-----------|-------------|
| 1) 交叉双臂   | 8) 利用时间     |
| 2) 获得知识   | 9) 增加税收     |
| 3) 产生思想   | 10) 提出问题    |
| 4) 创造工作机会 | 11) 保持联系    |
| 5) 发电     | 12) 维持法律和秩序 |
| 6) 引发兴趣   | 13) 维持和平    |
| 7) 雇用工人   |             |

### 2 Fill in the blanks with the correct form of the phrases listed below.

specialize in	(be) true of	preside over	(be) exposed to
be stuck for	have no business	see to it	average out
be out for/to	succeed in		

1. Globalization requires our education must \_\_\_\_\_ that our students are well \_\_\_\_\_ different cultures around the world.
2. Everybody can see that he \_\_\_\_\_ power. I don't think he will \_\_\_\_\_ winning the support of the people again.
3. My income varies from month to month. It \_\_\_\_\_ to be about 6,000 yuan.
4. He is a wonderful story teller, although some of his narrations and interpretations have been challenged by scholars who \_\_\_\_\_ the history of the Three Kingdoms.
5. It is understood that during the president's absence, the vice-president will \_\_\_\_\_ the weekly meeting.
6. Money is a good thing. But it can also cause trouble. This is also \_\_\_\_\_ man's power.
7. All business companies \_\_\_\_\_ make profits. But society must make sure they don't break the law and bring harm to people in order to make profits.
8. My parents are—excuse me, I \_\_\_\_\_ a proper word—liberal-minded. They know they \_\_\_\_\_ telling me what to do in everything.

### 3 Fill in the blanks with the correct form of the appropriate words or expressions in the brackets.

1. Isn't it interesting that we \_\_\_\_\_ (find; find out) that many people who have succeeded \_\_\_\_\_ (to make; in making) a large fortune have still failed \_\_\_\_\_ (to find; in finding) happiness in their life.
2. Once they were exposed \_\_\_\_\_ (to; by) the outside world, they began to understand the importance of liberal arts education.

3. Corruption exists in all cultures, but I believe in this country it will be quickly exposed \_\_\_\_\_ (to; by) the people.
4. Assume that in another 50 years all of us are able to buy a luxury car, and we do. Wouldn't we be stuck even \_\_\_\_\_ (without; for) a place to park the 1.4 billion cars?
5. There was a time when American people still \_\_\_\_\_ (believe; believe in) small government, because they said it was there just to keep the market open and maintain law and order. It had no business \_\_\_\_\_ (of running; running) the economy or \_\_\_\_\_ (of controlling; controlling) people's life.
6. His father was a nuclear \_\_\_\_\_ (physician; physicist). His mother was a \_\_\_\_\_ (physician; physicist) working in a well-known hospital.
7. After making up his mind to take health care as his \_\_\_\_\_ (career; job), he decided to give up his well-paid \_\_\_\_\_ (career; job) in the insurance company.
8. The lawyer agreed to take the case. His \_\_\_\_\_ (customer; client) told him that he was one of the \_\_\_\_\_ (customer; client) who bought that new car and got badly injured because its brake didn't work.
9. The river flooded our village and the people were all in deep water in the \_\_\_\_\_ (literal; literary) sense.
10. While it is natural for people to be \_\_\_\_\_ (sensible; sensitive) about a person's appearance, judging a book by its cover is hardly \_\_\_\_\_ (sensible; sensitive).

**4 Point out how future time is expressed and the function that each future expression conveys.**

1. ... it was fairly obvious he **wasn't going to** be around long enough for it to matter. (para. 3)
2. "For the rest of your life," I said, "your days **are going to** average out to about twenty-four hours ..." (para. 4)
3. Then for about eight hours of each working day you **will**, I hope, be usefully employed. (para. 5)
4. ... during those eight hours you **will be using** your professional skills. (para. 5)
5. We have been learning the basic moves of volleyball for a month now, and next week we **are going to be doing** more advanced moves.
6. The next morning I **was to** start for the West to make my fortune.
7. Well, we agreed that night that we **would** meet here again exactly twenty years from that date and time.
8. I **have** a meeting tomorrow afternoon.
9. They're **leaving** for Guangzhou this afternoon.

**5** Combine each pair of sentences using the emphasizing coordinating conjunctions in the examples below.

<b>Examples</b>	... he had enrolled, <b>not</b> in a drugstore-mechanics school, <b>but</b> in a college ... (para. 2)
	... the business of the college is <b>not only</b> to train you, <b>but</b> to put you in touch with what the best human minds have thought. (para. 9)
	Most of these resources, <b>both</b> technical <b>and</b> spiritual, are stored in books. (para. 12)
	... you are <b>neither</b> a developed human <b>nor</b> a useful citizen of a democracy. (para. 12)
	But then, <b>either</b> through some mistake <b>or</b> through lack of care, the plant began to wither and decline, and nothing I did would bring it back to health.

1. The province is strong in industry. It is strong in agriculture, too.  
\_\_\_\_\_
2. Relief agencies ( 救助机构 ) say the immediate problem is not a lack of food. They say the immediate problem is transportation.  
\_\_\_\_\_
3. Generally, after working for the company for five years, a number of young employees are promoted. The rest leave.  
\_\_\_\_\_
4. Obviously, these children are not motivated by fear of failure. Obviously, they are motivated by a desire to achieve.  
\_\_\_\_\_
5. At present, it would not be practical to eliminate examinations altogether. It would not be desirable to do so, either.  
\_\_\_\_\_
6. Asian Americans are playing a more active role in politics at local level than ever before. They are also playing a more active role at national level.  
\_\_\_\_\_
7. My uncle believes that in our town sightseeing is best done by tour bus. Sightseeing is also best done by bicycle.  
\_\_\_\_\_
8. Wood flooring cleans easily. It goes better with the furniture.  
\_\_\_\_\_

9. Until I read the article I didn't know where she was brought up. Until then I didn't know where she was educated, either.
- 
10. Contrary to what people had expected, I find the new manager is easy to get along with. I find he is delightful to talk to, too.
- 

**6 Translate the following sentences, using the words, expressions, and sentence patterns in the brackets.**

1. 我们像在温室里种花那样养孩子是错误的。我们必须让他们接触各种社会问题，因为不久他们就将作为公民来应对这些问题。(raise; expose)
2. 随着时间的推移，我们不可避免地会越来越多地卷入国际事务。而冲突必然会发生，因为国家之间总有不同的观点和利益。(sure)
3. 信息现在唾手可得。一个普通的电脑就能储存一个小型图书馆的信息。(available; average)
4. 不少大学生每天平均睡眠时间只有六个小时，这可能会对他们的健康产生负面的影响。(average out)
5. 那家建筑公司没有资格运作这个项目。他们没有任何法律文件能证明他们具备必要的专业技能。我们必须找一个专门建造歌剧院的公司。(certify; specialize in)
6. 这些智囊团不做决策。他们力图提出一些对决策者十分有用的新主意和深刻的分析。(be out to; generate)
7. 国内生产总值不是一切。如果人民的生活质量没有真正改善的话，一个国家就不能说已经现代化了。(be said to)
8. 考虑到他的远见以及在工作中取得的巨大成就，他很有可能会主持公司的远期规划制定工作。(chance; preside over)
9. 俗话说“逆水行舟，不进则退”，这也适用于学习和工作。(be true of)
10. 虽然我们的祖辈小时候在很多方面都很困难，但作为孩子，他们仍然很幸福，因为他们是在乡村长大，可以在大自然中无忧无虑地玩耍。(“as” + adverbial clause of concession)
11. 只要给某个人以绝对权力，那这个人就肯定会滥用权力，正如阿克顿勋爵 (Lord Acton) 所说，“权力使人腐败，绝对权力绝对使人腐败。” (“and” used to introduce result)

**7 Fill in each blank of the passage with ONE suitable word.**

If you are like most people, your intelligence varies from season to season. You are probably a lot sharper in spring than you are at any (1) \_\_\_\_\_ time of the year.

Spring appears to be the (2) \_\_\_\_\_ period of the year for thinking. One (3) \_\_\_\_\_ may be that in spring man's (4) \_\_\_\_\_ powers are affected by the same factors that bring about great changes in all nature.

Autumn is the (5) \_\_\_\_\_ best season, then winter. (6) \_\_\_\_\_ for summer, it seems to be a good time to (7) \_\_\_\_\_ a long vacation from thinking! It has been found that cool weather is much more (8) \_\_\_\_\_ for creative (9) \_\_\_\_\_ than is summer heat. This does not mean that all people are less intelligent in summer than they are during the (10) \_\_\_\_\_ of the year. It does mean, (11) \_\_\_\_\_, that the mental powers of large numbers of people (12) \_\_\_\_\_ to be lowest in summer.

**8 Find and correct the TWO mistakes in each exercise.**

1. I am leaving to the airport now. I will phone you as soon as I will arrive in Beijing.
2. Please seat, everyone. The show will be about to begin.
3. Drop here whenever you please. You are always welcome. And believe me, old although I am, I will still be around in this world for a few more years.
4. We have been lucky so far with our youthful population, but starting from now on we may lose this advantage and have to deal with the aging problem with the best of our ability.
5. Have successfully increased our university graduates, now we face a tough question in the job market.
6. He made a narrow escape. If he had lain there for other twenty minutes, and he would have frozen to death.
7. Under normal conditions, a country's sex ratio of newly born babies each year stays balanced. That is to say, it tends to have roughly more or less the same amount of male and female babies.

# Unforgettable Miss Bessie



课文录音

Carl T. Rowan<sup>1</sup>

- 1 She was only about five feet tall and probably never weighed more than 110 pounds, but Miss Bessie was a towering presence in the classroom. She was the only woman tough enough to make me read *Beowulf*<sup>2</sup> and think for a few foolish days that I liked it. From 1938 to 1942, when I attended Bernard High School in McMinnville, **Tenn.**<sup>3</sup>, she taught me English, history, civics—and a lot more than I realized.
- 2 I shall never forget the day she scolded me into reading *Beowulf*.
- 3 “But Miss Bessie,” I complained, “I ain’t much interested in it.”
- 4 “Boy,” she said, “how dare you say ‘ain’t’ to me! I’ve taught you better than that.”
- 5 “Miss Bessie,” I pleaded, “on the football team, if I go around saying ‘it isn’t’ and ‘they aren’t,’ the guys are gonna laugh me off the team.”
- 6 “Boy,” she responded, “you’ll play football because you have **guts**<sup>4</sup>. But do you know what *really* takes guts? Refusing to lower your standards to those of the crowd. It takes guts to say you’ve got to live and be somebody fifty years after all the football games are over.”
- 7 I started saying “it isn’t” and “they aren’t,” and I still did well on the team—and became top of the class—without losing my buddies’ respect.

1 **Carl T. Rowan:** 卡尔·T·罗恩 (1925–2000), American diplomat, journalist and writer. He was born in Tennessee and educated at the University of Minnesota. He worked for years for the *Minneapolis Tribune* and the *Chicago Sun-Times*. He also served as U.S. ambassador to Finland. He was the first black deputy Secretary of the U.S.

2 **Beowulf:** 《贝奥武甫》, an epic written in the 8th century in Old English about a man called Beowulf who kills powerful frightening creatures and becomes a king

3 **Tenn.:** short for Tennessee, a state in the southeast of the U.S.

4 **guts:** (*slang*) courage

- 8 During her remarkable 44-year career, Mrs. Bessie Taylor Gwynn taught hundreds of economically deprived black youngsters—including my mother, my brother, my sisters and me. I remember her now with gratitude and affection—especially in this era when Americans are so upset about a “rising tide of mediocrity” in public education and the problems of finding competent, caring teachers. Miss Bessie was an example of an informed, dedicated teacher, a blessing to children and an asset to the nation.
- 9 Born in 1895, in poverty, she grew up in Athens, **Ala.**<sup>5</sup>, where there was no public school for blacks. She attended Trinity School, a private institution for blacks run by the American Missionary Association, and in 1911 graduated from the **Normal School**<sup>6</sup> at Fisk University in Nashville. Mrs. Gwynn, never talked about her years in Athens; only in the months before her death did she reveal that she had never attended Fisk University itself because she could not afford the four-year course.
- 10 At Normal School she learned a lot about Shakespeare, but most of all about the profound importance of education—especially, for a people trying to move up from slavery. “What you put in your head, boy,” she once said, “can never be pulled out by the **Ku Klux Klan**<sup>7</sup>, the congress or anybody.”
- 11 Miss Bessie’s bearing of dignity told anyone who met her that she was “educated” in the best sense of the word. There was never a discipline problem in her classes. We didn’t dare **mess with**<sup>8</sup> a woman who knew about **the Battle of Hastings**,<sup>9</sup> **the Magna Carta**<sup>10</sup> and **the Bill of Rights**<sup>11</sup>—and who could also play the piano.
- 12 This frail-looking woman could make sense of Shakespeare, **Milton**<sup>12</sup>, **Voltaire**<sup>13</sup>, and bring

5 **Ala.:** short for Alabama, a state in the southeast of the U.S.

6 **Normal School:** a school for the training of teachers

7 **Ku Klux Klan:** a secret U.S. organization which is strongly opposed to black people having equal rights and is notorious for having used violence against the black people 三K党

8 **mess with:** (*slang*) to behave badly toward sb.

9 **the Battle of Hastings:** a battle that took place in the year 1066 near Hastings, a town in southeast coast of England, when the then king of England was defeated by the French army led by William the Conqueror

10 **the Magna Carta:** an important document in British history signed by King John in 1215 in which he agreed that limits should be set on royal powers

11 **the Bill of Rights:** part of the U.S. constitution ( 宪法 ) which is a list of rights of U.S. citizens

12 **Milton:** 弥尔顿 (1608–1674), an English poet, regarded as one of the most important writers in English literature

13 **Voltaire:** 伏尔泰 (1694–1778), a French writer and philosopher who was one of the leaders of the Enlightenment, and whose ideas influenced the French Revolution



to life **Booker T. Washington**<sup>14</sup> and **W. E. B. Du Bois**<sup>15</sup>. Believing that it was important to know who the officials were that spent taxpayers' money and made public policy, she made us memorize the names of everyone on the Supreme Court and in the President's Cabinet. It could be embarrassing to be unprepared when Miss Bessie said, "Get up and tell the class who **Frances Perkins**<sup>16</sup> is and what you think about her."

- 13 Miss Bessie knew that my family, like so many others during **the Depression**<sup>17</sup>, couldn't afford to subscribe to a newspaper. She knew we didn't even own a radio. Still, she prodded me to "look out for your future and find some way to keep up with what's going on in the world." So I became a delivery boy for *The Chattanooga Times*. I rarely made a dollar a week, but I got to read a newspaper every day.
- 14 Miss Bessie noticed things that had nothing to do with schoolwork, but were vital to a youngster's development. Once a few classmates made fun of my old worn-out overcoat. As I was leaving school, Miss Bessie patted me on the back of that old overcoat and said, "Carl, never worry about what you *don't* have. Just make the most of what you *do* have—a brain."
- 15 Among the things that I did not have was electricity in the little house that my father had built for \$400 with his World War I bonus. But because of her inspiration, I spent many hours beside a kerosene lamp reading Shakespeare and other famous writers.
- 16 No one in my family had ever graduated from high school, so there was no tradition of commitment to learning for me to lean on. Like millions of youngsters in today's **ghettos**<sup>18</sup>, I needed the push and stimulation of a teacher who truly cared. Miss Bessie gave plenty of both, as she immersed me in a wonderful world of similes and metaphors. She led me to believe that I could write sonnets as well as Shakespeare, or verse to put **Alexander Pope**<sup>19</sup> to shame.

---

14 **Booker T. Washington:** 布克·T. 华盛顿 (1856–1915), a U.S. teacher whose parents had been slaves. He started the Tuskegee Institute, one of the first U.S. colleges for black people.

15 **W. E. B. Du Bois:** 杜波依斯 (1868–1963), a U.S. sociologist, writer, and civil rights leader during the first half of the 20th century

16 **Frances Perkins:** 弗朗西丝·珀金斯 (1882–1965), U.S. Secretary of Labor, first woman in the U.S. Cabinet

17 **the Depression:** also the Great Depression, in the early 1930s when many banks and businesses failed, and millions of people lost their jobs in the U.S. and in Europe

18 **ghetto:** an area of a city, esp. a very poor area, where people of a particular race or religion live closely together and apart from other people

19 **Alexander Pope:** 亚历山大·蒲柏 (1688–1744), British poet and satirist

- 17 In those days the McMinnville school system was rigidly “**Jim Crow**<sup>20</sup>,” and poor black children had to struggle to put anything in their heads. Our high school was only slightly larger than the once-typical little red schoolhouse, and its library was outrageously inadequate—so small, I like to say that if two students were in it and one wanted to turn a page, the other one had to step outside.
- 18 **Negroes**<sup>21</sup>, as we were called then, were not allowed in the town library, except to mop floors or dust tables. But through one of those secret Old South arrangements between whites of conscience and blacks of stature, Miss Bessie kept getting books smuggled out of the white library. That is how she introduced me to **the Brontës**<sup>22</sup>, **Byron**<sup>23</sup>, **Coleridge**<sup>24</sup>, **Keats**<sup>25</sup> and **Tennyson**<sup>26</sup>. “If you don’t read, you can’t write, and if you can’t write, you might as well stop dreaming,” Miss Bessie once told me.
- 19 So I read whatever Miss Bessie told me to, and tried to remember the things she insisted that I store away. Forty-five years later, I can still recite her “truths to live by,” such as **Henry Wadsworth Longfellow’s**<sup>27</sup> lines from “The Ladder of St. Augustine”:

The heights by great men reached and kept  
Were not attained by sudden flight.  
But they, while their companions slept,  
Were toiling upward in the night.

- 20 Years later, her inspiration, urging, anger, and persuasion and passion for learning finally led to that lovely day when Miss Bessie dropped me a note saying, “I’m so proud to read your column in the Nashville *Tennessean*.”
- 21 Miss Bessie was 80 when I went back to McMinnville and visited her in a senior citizens’ apartment building. Pointing out proudly that her building was racially integrated, she reached

---

20 **Jim Crow**: black (meaning no white children go to the school)

21 **Negro**: (*old-fashioned, offensive*) a person who has dark skin and who belongs to a race of people who are originally from Africa

22 **the Brontës**: 勃朗特三姐妹, the three sisters of the Brontë family who wrote some of the most famous novels in English—*Jane Eyre* by Charlotte Brontë (1816–1855); *Wuthering Heights* by Emily Brontë (1818–1848); and *The Tenant of Wildfell Hall* by Anne Brontë (1820–1849)

23 **Byron**: 拜伦 (1788–1824), English poet

24 **Coleridge**: 柯尔律治 (1772–1834), English poet

25 **Keats**: 济慈 (1795–1821), English poet

26 **Tennyson**: 丁尼生 (1809–1892), English poet

27 **Henry Wadsworth Longfellow**: 朗费罗 (1807–1882), American poet

for two glasses and a pint of bourbon. I was momentarily shocked, because it would have been scandalous in the 1930s and '40s for word to get out that a teacher drank, and nobody had ever raised a rumor that Miss Bessie did.

- 22 I felt a new sense of equality as she lifted her glass to mine. Then she revealed a softness and compassion that I had never known as student.
- 23 “I’ve never forgotten that examination day,” she said, “when Buster Martin held up seven fingers, obviously asking you for help with question number seven. ‘Name a common carrier.’ I can still picture you looking at your exam paper and humming a few bars of ‘**Chattanooga Choo Choo**<sup>28</sup>.’ I was so amused, I couldn’t punish either of you.”
- 24 Miss Bessie was telling me that I had never fooled her for a moment.
- 25 When Miss Bessie died in 1980, at age 85, hundreds of her former students mourned. They knew the measure of a great teacher, love and motivation. Her wisdom and influence had spread across generations.
- 26 Some of her students who might normally have been doomed to poverty went on to become doctors, dentists and college professors. Many, guided by Miss Bessie’s example, became public-school teachers.
- 27 “The memory of Miss Bessie and how she conducted her classroom did more for me than anything I learned in college,” recalls Gladys Wood of Knoxville, Tenn., a highly respected English teacher who spent 43 years in the state’s school system. “So many times, when I faced a difficult classroom problem, I asked myself, ‘How would Miss Bessie deal with this?’ And I’d remember that she would handle it with laughter and love.”
- 28 No child can get all the necessary support at home, and millions of poor children get no support at all. This is what makes a wise, educated, warm-hearted teacher like Miss Bessie so vital to the minds, hearts and souls of this country’s children.

(1,469 words)

---

28 **Chattanooga Choo Choo:** a song about a train

# Unit Project



**Choose ONE of the two tasks given and work on it as instructed.**

1. The author seems to make a clear distinction between a vocational school and a university in Text A. One is for training, the other is for education; one is for making a living, the other is for learning to live. Do you agree with the author when he seems to suggest that one is superior to the other? Can't they be different but equal? Can't this be a "both-and" question, instead of an "either-or" one? Discuss in groups and give a 5-minute report on your conclusions.
2. Do you agree with the author that liberal arts are an absolutely necessary part of education in Text A? Why or why not? Write an essay of about 200 words on this issue. You should summarize briefly the main ideas of the author's speech in your first paragraph.

## Memorable Quotes

Education is not the filling of a pail, but the lighting of a fire.

—William Butler Yeats

A liberal-arts education is supposed to provide you with a value system, a standard, a set of ideas, not a job.

—Caroline Bird

The purpose of primary education is the development of your weak characteristics; the purpose of university education, the development of your strong.

—Nevin Fenneman

Education is the best provision for life's journey.

—Aristotle

The function of education is to teach one to think intensively and to think critically. Intelligence plus character—that is the goal of true education.

—Martin Luther King