

Living a Full Life

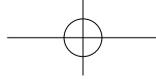
TOPIC-RELATED INFORMATION



The term “quality of life” is used to evaluate the general well-being of individuals and societies. The term is used in a wide range of contexts, including the fields of international development, health care, and political science. Quality of life should not be confused with the concept of standard of living, which is based primarily on income. Instead, standard indicators of the quality of life include not only wealth and employment, but also the built environment, physical and mental health, education, recreation and leisure time, and a sense of social belonging.

According to ecological economist Robert Costanza: While quality of life has long been an explicit or implicit policy goal, adequate definition and measurement have been elusive. Diverse “objective” and “subjective” indicators across a range of disciplines and scales, and recent work on subjective well-being surveys and the psychology of happiness have spurred renewed interest.

Also frequently related are concepts such as freedom, human rights, and happiness. However, since happiness is subjective and hard to measure, other measures are generally given priority. It has also been shown that happiness, as much as it can be measured, does not necessarily increase correspondingly with the comfort that results from increasing income. As a result, standard of living should not be taken to be a measure of happiness.



STARTING OUT

Sample answers

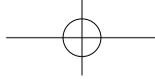
Task 1

- I think a good job is vital for everyone to live a full life. A good job is not only a source of income for daily necessities, it also brings out one's potential. If one is good at his job, he can obtain personal satisfaction and a sense of accomplishment. It can help him to develop a good interpersonal relationship with colleagues, which in turn adds to his confidence.
- A good appearance is essential for a full life. I have read a report about a girl who was extremely ugly. She went through hundreds of job interviews, but no company would give her an offer. As a young adult, she still had to depend on her parents. She had no self-confidence, nor income and she couldn't pursue her hobby. You can imagine what a life she was leading. However, she was lucky, because after that news report, some kind people donated money to her for a plastic surgery so now she has a chance to get a decent job.
- I believe a happy family is the key to living a full life. You may have millions of dollars, and you may have a big beautiful house, however, if there is no one to share with you the money and the house, what's the meaning of life, not to mention a full life? When you are sick, it is your family who take care of you. When you are getting older, it is your family who stay with you.
- Nothing can bring me a full life except lottery winnings. If you look around, you will find that most people are just living a simple life. Few of them can afford the luxury of overseas traveling, or comfortable houses. If I could win a lottery, I would have money to let my parents enjoy a better life, and I would also give money to the poor to help them out of coldness and starvation. What's more, I would donate to build schools so that more children could go to school.

Task 2

You can still live a quality life, even after you've been diagnosed with COPD. There might be changes in your life, of course. You have to accept the reality that your life will never be quite the same. But that doesn't mean you need to give up on life, not by a long shot.

Living with COPD can be challenging, especially as it progresses and your activity tolerance



Unit 1

lessens. And it can lead to feelings of helplessness and hopelessness that can further lead to feelings of isolation. But you are NOT alone and you CAN make concrete changes that will have a huge impact on your life with COPD.

Here are some suggestions from experts that will enable you to retain (or take back) much of your independence and improve your quality of life.

- Don't isolate yourself...reach out to others
- Stay as physically active as you can
- Manage your breathing
- Stick with your treatment plan

These are just a few of the things you can do to maintain your quality of life when you are learning to live with COPD. So much depends on your attitude and your approach to life. But there is no reason on earth why you need to permit COPD to keep you from living!

Task 3

Dear John,

I used to live a life just like yours. I can see myself in you when I finished my college and started my first job. I found a job as junior reporter for *Chicago Daily* so I moved from Houston to Chicago. I was working 18 hours a day in a place where I knew few people. My health finally broke down from too much work and poor diet. I stayed in hospital for two weeks. My parents came to Chicago and took care of me. After I was out of hospital, I quit my job and moved back to Houston, where I found a job in a local newspaper. I visited my parents often and I had time to hang around with my friends whom I had known for years as well as those I newly made. I felt happy finally.

So my suggestion is to take some time off your work and go back to visit your parents and friends. Consider changing a job which requires fewer hours so that you may have time to make friends. You may also try to take classes on a subject you are interested in or pursue a hobby. You are sure to find life worth living.

Yours,
Abby



READING FOCUS

Notes

1. **Kathleen McGowan** is an American novelist. She is notable for her bestselling novel, *The Expected One*, which has sold over a million copies in the United States and has appeared in over 50 languages.

In this passage, Kathleen discusses a truth about life. According to her, “To live a full human life, a tranquil, carefree existence is not enough. We also need to grow—and sometimes growing hurts.” After experiencing much hardship or adversity, some people found that their life becomes richer and more gratifying.

2. **Post-traumatic stress disorder** (commonly referred to by its acronym, PTSD) is a severe anxiety disorder that can develop after exposure to any event which results in psychological trauma. This event may involve the threat of death to oneself or to someone else, or to one’s own or someone else’s physical, sexual, or psychological integrity, overwhelming the individual’s psychological defenses.

PTSD is a less frequent and more enduring consequence of psychological trauma than the more frequently seen acute stress response. PTSD has also been recognized in the past as railway spine, stress syndrome, shell shock, battle fatigue, traumatic war neurosis, or post-traumatic stress syndrome. Diagnostic symptoms include re-experiencing original trauma(s), by means of flashbacks or nightmares; avoidance of stimuli associated with the trauma; and increased arousal, such as difficulty in falling or staying asleep, anger, and hypervigilance (过度警觉).

参考译文



愉悦舒适不能指引你领略人生的全部，与逆境的艰苦搏斗常常会使人生变得丰富而有意义。

幸福隐藏的另一面

凯思琳·麦克高恩

- 1 飓风、房屋失火、癌症、激流漂筏失事、坠机、昏暗小巷遭歹徒袭击，没人想找上这



些事儿。但出人意料的是，很多人发现遭受这样一次痛苦的磨难最终会使他们向好的方面转变。他们可能都会这样说：“我希望这事没发生，但因为它我变得更完美了。”

- 2 我们都爱听人们经历苦难后发生转变的故事，可能是因为这些故事证实了一条真正的心理学上的真理，这条真理有时会湮没在无数关于灾难的报道中：在最困难的境况中，人所具有的一种内在的奋发向上的能力会迸发出来。对那些令人极度恐慌的经历作出积极回应的并不仅限于最坚强或最勇敢的人。实际上，大约半数与逆境抗争过的人都说他们的生活从此在某些方面有了改善。
- 3 诸如此类有关危机改变一生的发现有着可观的研究前景，这正是创伤后成长这一新学科的研究领域。这一新兴领域已经证实了曾经被视为陈词滥调的一个真理：大难不死，意志弥坚。创伤后压力绝不是唯一可能的结果。在遭遇了即使最可怕的经历之后，也只有一小部分成年人会受到长期的心理折磨。更常见的情况是，人们会恢复过来——甚至最终会成功发达。
- 4 那些经受住苦难打击的人是有关幸福悖论的生动例证：为了尽可能地过上最好的生活，我们所需要的不仅仅是愉悦的感受。我们这个时代的人对幸福的追求已经缩小到只追求福气：一生没有烦恼，没有痛苦和困惑。
- 5 这种对幸福的平淡定义忽略了问题的主要方面——一种富有意义的生活所带来的那种丰富、完整的愉悦。那就是幸福背后隐藏的那种本质——是我们在明智的男男女女身上所欣赏到并渴望在我们自己生活中培育的那种不可言喻的品质。事实证明，一些遭受苦难最多的人——他们被迫全力应付他们未曾预料到的打击，并重新思考他们生活的意义——或许对那种深刻的、给人以强烈满足感的人生经历（哲学家们过去称之为对“美好生活”的探寻）最有发言权。
- 6 这种对美好生活的更为广泛的定义把深深的满足感和一种通过移情与他人建立的深切联系融合在一起。它主要受愉悦情感的支配，但同时也夹杂着惆怅和悔恨。密苏里大学哥伦比亚分校的心理学家劳拉·金认为：“幸福仅仅是许许多多人生价值中的一种。”慈悲、智慧、无私、洞察力及创造力——有时只有经历逆境的考验才能培育这些品质，因为有时只有极端的情形才能迫使我们去承受痛苦的改变过程。只过安宁的、无忧无虑的生活是不足以体验一段完整的人生的。我们也需要成长——尽管有时成长是痛苦的。
- 7 在纽约市皇后区一间漆黑的房间里，31岁的时装设计师特蕾西·塞尔感到自己奄奄一息。就在几个月前，她已经停止服用控制她关节炎的强效免疫抑制药。她从没预见到接下来将要发生的事：停药之后的反应最终使她全身剧烈疼痛，神经系统出现严重问题。最轻微的动作——比如说试着吞咽——对她来说也痛苦不堪。甚至将脸压在枕头上也几乎难以忍受。
- 8 塞尔并不是懦弱的人。她在两岁时就被诊断得了幼年型类风湿性关节炎，一生都在忍受着病症和治疗（药物、手术）的折磨。但是这一次，她实在不堪忍受了，她的医生



所做的一切似乎都不起作用。要么让疾病结束她的生命，要么她就得很快了结自己的生命了。

- 9** 然而，在经历了若干个不眠之夜后，她想自杀的念头开始被新的感激之情所打断。虽然她仍然感到痛苦，但一种新的意识每一夜都变得更加强烈：一种令人惊叹的解脱感，结合着一种包容一切的同情和怜悯的情感。“我感到一切我曾经用来认同自己身份的东西都被剥夺了，”六个月后她这样说道，“一切我认为我知道或相信的事物——时间、金钱、自我形象、对事物的看法——都毫无价值了。意识到这一点真是让我感到解脱。”
- 10** 在几个月内，得益于类固醇加其他药物的鸡尾酒疗法，她开始能够更加自如地活动了。她说，毫无疑问她现在的生活状况有了好转。“我感觉我窥探到了生命的秘密以及我们生存的意义，那就是快乐地生活，同时扶持他人。就这么简单！”
- 11** 她这种不可思议的经历完全是个惊喜。但是北卡罗来纳大学夏洛特分校心理学教授里奇·特德斯基认为，这种转变的感觉从某些方面看却是很典型的。里奇·特德斯基教授首创了“创伤后成长”一词。他对那些经历了诸如搏斗、暴力犯罪、突患重病等极端事件的人群进行了研究，这些研究表明，在刚经历不幸后大多数人随即都会感到茫然和焦虑。他们一心想的就是，自己的生活完全被毁了。有少部分人事后很久了还不断被记忆问题、失眠以及类似的创伤后应激障碍所折磨。但特德斯基和其他学者发现，对很多人（可能甚至是绝大多数人）来说，生活最终会变得更加丰富和更加令人满足。
- 12** 许多经历过恐怖的人身威胁的人会遇到类似的情况。在事情发生的那一瞬间，我们的安全感被冲破了，平时处于我们与我们对世界的种种看法之间的自我保护的精神盔甲被剥离了。我们的日常生活轨迹（我们的习惯、自我认识和主观意念）全部被抛到九霄云外，只剩下对世界的原始体验。
- 13** 尽管如此，要实际实现这些转变并完全接受新的现实，通常需要有意识地付出努力。是否愿意并有能力承担这个过程，就是那些在灾难中成长和那些被灾难所摧毁的人之间主要的区别之一。认为灾难有价值的人并不是最坚强或最理性的人。使他们与众不同的是他们能够将所遭遇的事融入他们自己的人生历程中。
- 14** 最终，他们可能会发现自己以从未想到过的方式获得了解脱。幸存者往往说他们变得更加宽容，也更能原谅别人，能够缓和原本糟糕的关系。他们说物质追求突然间变得很无聊，而朋友和家庭带来的快乐变得极为重要，他们还说危机使他们能够按照这些新的优先之事来重新认识生活。
- 15** 从灾难中成长起来的人尽管经历过恐怖的事情，但他们的恐惧感往往大为减少。他们对自己的力量感到吃惊，相信不管今后生活中将要遭遇什么，他们都能应付。特德斯基说：“人们不会说他们所经历的是美好的。他们并不是特意要通过这样的经历来成长。他们只是尽其所能生存下来。但回顾起来，他们的收获远远大于他们所预料的。”



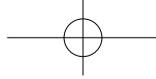
- 16** 埃默里大学精神病学家格列高利·伯恩斯在他的近作《满足》中指出，极限耐力运动员每次训练都要使自己的身体连续数天处于极限状态。他们和经历创伤的幸存者所经历的感觉过程一样：自我失落，困惑，最后获得一种新的驾驭感。对于经常跑超过 24 小时的 100 英里比赛的超级马拉松运动员来说，呕吐和产生幻觉是常事。在一昼夜不停歇不睡觉地跑步之后，竞赛者有时会忘了自己是谁，忘了自己在干什么。
- 17** 更普遍的在逆境中成长的例子要数生命中最大的挑战之一：为人父母。生育孩子一直被认为会降低幸福程度。为了照顾婴儿而睡眠不足并且必须将自己的消遣撇到一边，意味着有了新生儿的人更有可能感到抑郁并且面临婚姻的危机。然而，长远看来，养育孩子是所有人类活动中最有意义、最值得去做的一件事情。短时间内牺牲了幸福，却有了更多的收获，比如满足感、无私以及有机会留下一笔意义深远的遗产。
- 18** 总之，情感上的回报可以弥补灾难带来的痛苦和艰难。这种精神收获并不能抵消所发生的苦难，但是它可以把这些苦难全部放在另一个不同的背景中来看待，那就是即使我们面临约束和挣扎，我们仍然可以生存得极有价值。金指出，我们所有的人都必须以这样或那样的形式经历这种觉悟。“你将不再是自己心目中曾经的你，取而代之的是一个新的你——而事实会证明生活从此将非常美好。”

Key to Exercises

Text Exploration

Task 1

Introduction (Paras. 1-3)	Main idea: Many people find that enduring a harrowing ordeal <u>ultimately changes them for the better</u> . There seems to be a built-in human capacity to <u>flourish under the most difficult circumstances</u> . What doesn't kill you can actually make you stronger.
Body (Paras. 4-17)	Main idea: People who have suffered the most, who have been forced to contend with shocks they never anticipated and to rethink the meaning of their lives, <u>may have the most to tell us about that profound and intensely fulfilling journey that philosophers used to call the search for "the good life"</u> .



	<p>Argument 1: Happiness is only one among many values in human life. Sometimes only <u>the trials of adversity</u> can foster such qualities as <u>compassion, wisdom, altruism, insight, creativity</u> because <u>sometimes only drastic situations can force us to take on the painful process of change</u>.</p> <p>Example: 31-year-old fashion designer Tracy Cyr. “I felt I had been shown the secret of life and why we’re here: to be happy and to nurture other life. It’s that simple.”</p> <p>Argument 2: For many people who have endured extreme events like combat, violent crime or sudden serious illness—perhaps even the majority—life <u>ultimately becomes richer and more gratifying</u>.</p> <p>Argument 3: Actually implementing these changes, as well as fully coming to terms with a new reality, <u>usually takes conscious effort</u></p> <p>And eventually, people may find themselves freed in ways they never imagined.</p> <p>Example: <u>One of life’s biggest challenges: parenting</u>.</p> <p>Although parenting can bring sleep deprivation and the necessity of putting aside personal pleasure, ultimately, the emotional rewards can compensate for the pain and difficulties of adversity.</p>
Conclusion (Para. 18)	<p>Main idea: <u>It’s possible to live an extraordinary rewarding life even within the constraints and struggles we face</u>.</p>

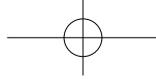
Task 2

1. B 2. C 3. A 4. C 5. D 6. A 7. D 8. A 9. B 10. D

Critical Thinking



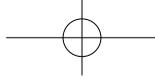
- ➔
- I think the writer means people change for the better in the sense that they become wiser and more tolerant, forgiving, grateful. If they had troubled relationships in the past, now they are able to cope with them and bring peace to the relationships. They are more confident so they can handle anything that comes in their way. They can bring pleasure to other people as well.



2. I agree with the writer. Human beings have tremendous potential in themselves that they may not recognize. The potential may never have a chance to be realized. But a crisis in life or a most difficult circumstance may trigger the potential and people will find themselves capable of more things. I once read a report about a nine-year-old boy who lived with his grandmother who is blind due to the complications caused by diabetes. His parents left him and never came to visit him. However, the boy was not only a good student at school, he also took good care of his grandmother on her little pension. He often went to school with an empty stomach, as he wanted to save the meal for his grandmother. It is hard to imagine how a nine-year-old does all the housework, takes care of someone, and goes to school at the same time. It's the circumstances that made him capable of doing so.
3. I think it is true that what doesn't kill you actually makes you stronger. We have seen some cases in which some people were struck by misfortune and were never able to stand up again. They became hopeless and helpless. However, some other people became stronger once they came out of the misfortune. On May 12th, 2008, a strong earthquake hit Sichuan Province of China. Thousands of people died, and many more got injured. Months have passed and now people have re-established their families, built new houses and started their new life. The survivors eventually will become stronger than they were.



1. Yes, I have. When I first came to the university, I had only 500 *yuan* with me. My parents are farmers who could barely make ends meet. They didn't have extra money to support my university studies, so I was all on myself. But it was not the only problem I had. I also found I had a hard time understanding what the professors were saying in classes, especially in English classes. I had so much pressure that I wanted to quit. Fortunately, my roommates noticed the pressure I was facing and they encouraged me to hold on. They also helped me with my study. Later, I found a lab job which enabled me to support myself financially. Now I am a confident graduate student. I think with the past experience, I can handle any difficult situations. I am confident, optimistic and ready for any opportunities and challenges.
2.
—I think these people are born that way. They don't like the average life that everybody is leading and they expect themselves to be different from others. They want to do something special.



—Those are the people who know they have the potential to be the strong person. They take part in those activities just to prove to themselves or others that they are the best.

—Some people do this to attract public attention for one purpose or another. Some of them are business people and they want the public to be aware of their products.

—These people have too much money and nothing else to do. They are bored with life and nothing ordinary can arouse their interest. Only the extreme adventures can make them feel they are still alive.

Additional Questions:

1. How did you feel when you saw the victims of natural disasters, like earthquakes or tsunamis on TV? What did you do to help them?
2. These days, many young couples choose not to have children. Instead, they would choose a “dink” lifestyle. What do you think of this?

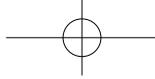
Vocabulary in Action

Task 1

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|-----------------|---------------------|----------------|---------------|
| 1. provinces b. | 2. woke a. | 3. haunt b. | 4. trouble a. |
| 5. weathers d. | 6. wake b. | 7. coined c. | 8. trouble b. |
| 9. weather c. | 10. province c. | 11. coin a. | 12. value a. |
| 13. haunts a. | 14. has promised a. | 15. trouble c. | 16. coin b. |
| 17. promise d. | 18. values c. | 19. refrain b. | 20. valued e. |

Task 2

- | | | | |
|-------------|-----------------|-----------------|-----------------|
| 1. tranquil | 2. ultimately | 3. aftermath | 4. cancel out |
| 5. ordeal | 6. drastic | 7. legacy | 8. deprivations |
| 9. suicidal | 10. anticipated | 11. preoccupied | 12. adversities |
| 13. aspires | 14. nostalgia | 15. retrospect | |



Task 3

1. a mind-blowing experience
2. built-in storage space
3. self-protection measures
4. short-term employment
5. distorted and negative self-perception
6. life-changing events
7. all-encompassing details
8. a good self-image

READING MORE

Notes

1. **Edgar Dale** (1900—1985) was a US educationist who developed the famous Cone of Experience. He made several contributions to audio and visual instruction, including a methodology for analyzing the content of motion pictures. Dale was a professor of Education at Ohio State University. Written in 1978, Edgar Dale's essay "The Good Mind", from which the text is extracted, is an attempt to define how we learn and the practices that are necessary to ensure what we now refer to as "lifelong learning". The essay includes the following chapters:

- What Is a Good Mind?
- The Questioning Mind
- A Good Mind Is a Conceptualizing Mind
- Listening and Learning
- The Good Mind Is Creative
- A Mental Filing System
- Values and the Good Mind
- Thinking Critically
- The Good Mind Is Flexible
- A Good Mind Makes Good Choices
- Self-discipline and the Good Mind

2. **Lucius Annaeus Seneca** (often known simply as Seneca, or Seneca the Younger) (4 BC—AD 65) was a Roman Stoic philosopher, statesman, and dramatist of the Silver Age of Latin



literature. He was tutor and later advisor to Emperor Nero, the last of the Julio-Claudian emperors. He was later executed for complicity in the Pisonian conspiracy to assassinate the emperor; however, he may have been innocent.

3. **Alfred North Whitehead** (1861—1947) was an English mathematician who became a philosopher. He wrote on algebra, logic, foundations of mathematics, philosophy of science, physics, metaphysics, and education. He co-authored the epochal *Principia Mathematica* with Bertrand Russell.
4. **Anne Morrow Lindbergh** (1906—2001) was a pioneering American aviator, author, and the spouse of fellow aviator Charles Lindbergh. Her father was consecutively a lawyer, a partner at J. P. Morgan & Co., United States Ambassador to Mexico, and Senator from New Jersey. Her mother was active in women's education. After graduating from The Chapin School in New York City in 1924, Anne attended Smith College and got a Bachelor of Arts degree in 1928. She received the Elizabeth Montagu Prize for her essay on women of the 18th century and Madame d'Houdetot, and the Mary Augusta Jordan Literary Prize for her fictional piece entitled "Lida Was Beautiful".

Anne and Charles Lindbergh met in Mexico and were married on May 27th, 1929. That year, she flew solo for the first time, and in 1930 became the first American woman to earn a first-class glider pilot's license. In the 1930s, Anne and Charles together explored and charted air routes between continents. Thus the Lindberghs were the first to fly from Africa to South America, and explored polar air routes from North America to Asia and Europe.

The Lindberghs' first child, Charles Augustus Lindbergh III, was kidnapped at 20 months of age from their home in East Amwell, New Jersey, outside Hopewell on March 1st, 1932. She was the basis for Sonia Armstrong in the novel *Murder on the Orient Express* by Agatha Christie.

参考译文



用心去做一件事，就是要预见未来的可能性，要为成功制定一个计划，要找到实施计划、避开障碍的方法——或者是一颗真正做事的心，而不是一个模糊的愿望，是考虑了所有资源和困难的计划。

——约翰·杜威



优秀的头脑是灵活的

埃德加·戴尔

- 1 多年来，我们一直在讨论日新月异的社会中的教育问题，却没有采取切实行动来教育人们如何应对变化。或许面对变化，我们的最佳保障是拥有优秀的头脑。要培养优秀的头脑，学生需要掌握学习方法，培养学习兴趣。未来的世界所需要的人才应该具备很强的适应能力，而且他们灵活而机敏，当其所从事的工作技术上落伍时，他们依然能够于逆境之中站稳脚跟，而且他们有能力应对突发的意外。
- 2 要培养灵活的头脑，我们需要区别什么是训练，什么是教育。训练就是加强固定的反应，重视即时目标，而忽略长远发展。教育则旨在促进无限的成长，鼓励终生的学习，培养优秀的头脑。
- 3 这里刚好可以用上马克·吐温讲的猫的故事。他说跳到热火炉上的猫再也不会往热火炉上跳。他还补充说，这猫甚至再也不会往冷的炉子上跳。猫可以接受训练，不过，与爱猫人士的说法相反，猫是无法被教育的。
- 4 懂得应对变化的人看待世界的视角新颖、富有独创性。这样的人不会受到眼前利益、传统惯例、固定习惯等的束缚，他无需依赖外人为他设定路线，指明途径。这样的人懂得绘制自己的行程。
- 5 为了培养具备优秀头脑和良好适应力的人，我们应该提倡那些能够适用于不同人生境遇、具有高“转移价值”的学习经验。我们必须学习如何传授技巧、态度和理念，使它们不仅可以满足目前的需要，还具有普适性，能够满足未来的需要。
- 6 适应性教育无疑应该包含艺术教育。如果我们接受杜威的定义，认为艺术是“对平常事物的强化”，那么老师的职责应该是帮助学习者化平常为新颖。安条克学院的梅尔·斯特朗将这种学习的方法描述为“提升个人的感性意识，增强对形式的领悟力。接受这种教育的人会于其所见之外有更多发现，更多感悟。”
- 7 安·莫罗·林德伯格在她的著作《黄金之时，领路之时，1929-1932年日记与信札》中说，“一次经历只有在写下来或对别人述说后才能算结束。”她还说，“深藏在心中或日记里的真理是没有结果的。”真理必须重返生活，“领路之时”才可能被转换成黄金之时。优秀的头脑是善于分享的头脑。
- 8 无可否认，适应性教育的要素之一是欣然接受变化的态度。这种态度不易培养。它需要人们对自我以及未来充满信心。缺乏安全感的人害怕变动。他们倒退着走向未来，焦虑而防卫性地牢牢抓紧过去。
- 9 通常，这些人会认为自己微不足道。他们不接受自己，所以也不接受他人。他们展望未来时，要么态度消极，要么怀着幼稚的情感。他们无法洞察自身的欠缺感和自卑感，将自己的世界压缩到了便于掌控的狭小范围。他们或许希望能够为人更加灵活，思想



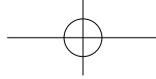
更加开放，但是他们觉得自己力所不能及。

- 10** 学校和大学应该做些什么来培养积极的心态，使之能公正客观地评判新观点？显然他们可以而且必须培养学生的自信心，用连续的成功而不是反复的失败来激励学生。他们可以营造一个适应变化、鼓励变化的集体氛围。学校和大学可以帮助学生学会欣赏卓越，了解改造世界的英雄人物。他们可以为学生提供长期的指导，教育他们成为真正的人，成为一个相信未来、拥有优秀头脑的人。
- 11** 要迎接未来社会的巨大变革，继续教育是先决条件。爱默生是这样说的：“学校传授的知识不能算是教育，而是一种教育的方法。”塞内加则指出，“只要你有不知道的，你就应该不断地学习。”
- 12** 学会变通的人知道今天的事实或许是明天的谬误。他会赞同阿尔弗雷德·诺思·怀特海德的话，“知识和鱼一样无法保持新鲜。”他会接受怀特海德的警告，反对“一味地毫无目的地积累精确的知识，却从不加以利用。”
- 13** 考察现代社会是否能够应对快速的渐进发展，而非重大的社会变革，我们需要问的问题不是“每个人都幸福吗”，而是“每个人都在学习吗”。学习不仅是生存的条件，同时也是充实生活的基础。

Key to Exercises

Text Exploration

1. Flexible individuals, intelligently mobile individuals, individuals who can land on their feet when their jobs become technologically obsolete, individuals who can cope with the unexpected. These are the people that are needed in the world of tomorrow.
2. To train is to make learners find the fixed responses, to stress immediate goals to the neglect of long-term growth of the learners. To educate, however, is to foster limitless growth, lifelong learning in learners, to let them develop the good mind.
3. To develop the flexible person with the good mind we must learn how to teach skills, attitudes, and concepts, we must favor those learning experiences that have high transfer value to varied life situations. We must enable them to see the world in a fresh, inventive way. We will let them chart their own course.
4. His task is to help learners turn the commonplace into the creative.
5. An attitude favorable to change. It is the inescapable element in education for flexibility. If someone has a negative view toward change, there will be no flexibility.



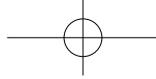
Unit 1

6. Those people think they don't amount to much, they do not accept themselves and consequently do not accept others. They often have a negative view toward the future.
7. Schools and colleges can and must develop the self-confidence of students, build them up with repeated success instead of constant failure. They can develop a group atmosphere friendly to and supportive of change. They can help students admire what is admirable, and become acquainted with heroic men and women who changed the world. They can provide continuing guidance in how to become a real person, one who has faith in the future, who has a good mind of his own.
8. Because "the things taught in colleges and schools are not an education, but a means of education." Students only learn the means of education at school so they have to use this means to continue their education in the real world.

Critical Thinking



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1. I agree with the writer that to develop a good mind the student must learn how to learn and develop a taste for learning. To have a good mind, one must be educated. One must have a strong desire to learn new things and learn the right things, something that has transfer value. He must learn things that will empower him with the faith in the future, and to be creative and flexible.
 2. I think fine arts and literature have high transfer value. They give people hope, inspiration, imagination and faith. They can be applied to every aspect of life. They have the power to let people believe in themselves and hope for the best for the future.
 3. One's attitude to changes is vital in his life. It affects his attitude toward his life, too. If he holds a favorable attitude to changes, he is an optimistic person and welcomes any change in his life. He is flexible, tolerant, and can cope with the unexpected. He would have sharp perceptual awareness and comprehend more of what he sees.
-
1. The schools' function in one's education is to teach him/her the ways to learn. It should not force the learners to memorize fixed answers to questions in the books, which will limit the imagination of the learners. Schools should inspire learners to learn new things, teach them the research methods and make them ready to solve problems on their own. Schools should also provide learners with the opportunity to taste the outside world by bringing in real-life situations.



2.

—I agree with Edgar Dale's view, so I believe that higher education is more important compared with job training. Job training, as Dale pointed out in his essay, puts emphasis on an immediate goal rather than a long-term growth. It trains people into a fixed pattern through mechanical repetitions. On the other hand, higher education stresses more on the development of a good mind, which is the foundation for one's future innovations and self-improvements. What's more, practically speaking, one needs a certain level of education to get into a specific job. A strong educational background will help one get a good job, as these jobs often require a profound knowledge background to solve the problems one might encounter unexpectedly during the work.

—I don't agree with Edgar Dale's view. I think job training is more important than higher education, because most of the knowledge we learn from school is just some basic and abstract concepts which can not be applied directly to the real life. A person with a higher education diploma may still don't know how to operate in a practical job. At such a time, job training will give you an opportunity to gain adequate experience to excel in your job. A strong educational background can only provide you with a good start in your career path, but you cannot depend too much on it. In a job interview, most of the employers will prefer an experienced veteran to a highly educated green-hand.

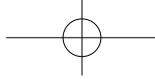
3.

—I think a good heart is more important. If one doesn't have a good heart, even if he has a good mind, he will not use it in the right way. He might be very smart and quick to learn, and he can cope with all sorts of difficult problems skillfully. However, if he doesn't have a good heart, he is not likely to use his wisdom for the interests of other people. He might take advantage of other people, instead. Only with a kind and good heart can one become a useful person.

—I think a good mind is more important than a good heart. A person may have a good heart and be willing and ready to help other people. Yet, without a good mind, he may not have the right tool to help others in spite of his good heart.

Additional Questions:

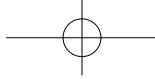
1. How do you think our schools and colleges are doing in educating students with a good mind?
2. Do you think you are a person with a good mind? Why or why not?



Vocabulary in Action

Task 1

- A. favor (*n.* unfair support)
B. favorable (*adj.* thinking something is good or agreeable)
C. favored (*adj.* chosen or preferred by many people)
D. favorite (*adj.* most liked)
- A. constancy (*n.* the quality of staying the same even though other things change)
B. constant (*adj.* happening regularly or all the time)
C. constantly (*adv.* all the time, or very often)
- A. intensified (*v.* to increase in degree or strength, or to make something do this)
B. intensive (*adj.* involving a lot of activity, effort, or careful attention in a short period of time)
C. intensification (*n.* increasing in degree or strength)
D. intense (*adj.* intense activity is very serious, uses a lot of effort, and often involves doing a great deal in a very short time)
- A. prejudices (*v.* to have a bad effect on the future success or situation of someone or something)
B. prejudice (*n.* [to the prejudice of] in a way that has a harmful effect or influence on something)
C. unprejudiced (*adj.* free from prejudice; not biased)
- A. perception (*n.* the way you think about something and your idea of what it is like)
B. perceptible (*adj.* something that is perceptible can be noticed, although it is very small)
C. perceptiveness (*n.* the ability to notice things quickly and understand situations, people's feelings, etc. well)
D. perceptive (*adj.* able to notice things quickly and understand situations, people's feelings, etc. well)
E. perceptual (*adj.* relating to the ability to perceive things)
- A. security (*n.* things that are done to keep persons, buildings, or countries safe from danger or crime)
B. secure (*adj.* safe from and protected against damage or attack)
C. insecure (*adj.* not giving a feeling of safety, potentially taken away or lost at any time)
D. insecurity (*n.* feelings of lacking confidence in oneself, one's abilities, or relationships with people)



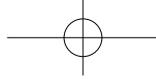
7. A. flexible (*adj.* a person, plan, etc. that is flexible can change to suit new conditions or situations)
 B. flexibility (*n.* the ability to change or be changed easily to suit different situations)
 C. inflexible (*adj.* inflexible rules, arrangement, etc. are impossible to change)
 D. inflexibility (*n.* unwillingness to make even the slightest change in one's attitude, plans, etc.)
8. A. accumulative (*adj.* gradually increasing in amount or degree over a period of time)
 B. accumulate (*v.* to gradually increase in numbers or amount until there is a large quantity in one place)
 C. Accumulations (*n.* the amount of something that collects or is collected over time)
9. A. matured (*v.* to become fully grown or developed)
 B. mature (*adj.* behaving in a sensible and reasonable way, as expected of an adult)
 C. maturity (*n.* the time or state when someone or something is fully grown or developed)
 D. immature (*adj.* not fully formed or developed)
10. A. customary (*adj.* someone's customary behavior is the way they usually do things)
 B. customize (*v.* to change something to make it more suitable for particular persons or to make it look special or different from things of a similar type)
 C. custom (*adj.* specially designed and made for particular persons)
 D. custom (*n.* something a particular person regularly does)

Task 2

1. searches 2. connections 3. inventive 4. discerning 5. anticipates
 6. future 7. individual 8. identifies 9. fallacy 10. self-discipline

PRACTICAL TRANSLATION

1. 我一直活得无忧无虑，深得上帝垂爱，至少算个幸运儿，少数人才享有的尊荣富贵，我垂手得之。就像百岁人瑞总有人讨教，我的秘诀也总有人探询。（《中国翻译》）
2. 富兰克林·罗斯福因此意识到他必须招募新班人马，组建临时机构来补强不能胜任的旧政府。新成立的政府机构专门负责建造坦克飞机，定制军服，招募培训战士。这些战士将被派往前线，去赢得一场场的战争。（叶子南原译，笔者改译）



FINAL PROJECT

Interview and Presentation

1. Interviewee: Duan Yongping

Duan Yongping (b.1961) is an outstanding Chinese electrical engineer, inventor, entrepreneur, and philanthropist. He is regarded as a heroic business figure on China's mainland. He is the founder of both the Subor Electronics Industry Corporation (also the former CEO) and BBK Electronics Group (also the current Chairman).

Born on March 10th, 1961 in Nanchang, Jiangxi Province, Duan entered Zhejiang University in 1978, and majored in wireless electronics engineering. After graduation, he became an adult education center teacher in Beijing Radio Tube Factory and also studied at Renmin University, where his major was economics. He also studied in CEIBS (China Europe International Business School 中欧国际工商学院) as an EMBA student for two years.

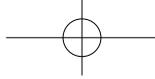
In 1989, he joined a company in Zhongshan and became the CEO later. Within less than six years, he set the business empire and created a very famous brand in Chinese community: Subor (Xiao Ba Wang). At the beginning, the company had only 20 workers including himself. They had only 3,000 RMB in cash but owed 2 million RMB in debt. But after Duan's struggle, it quickly took over the market and became the top producer of the "learning computer". It also produced video-game facilities, which made a profit of more than 200 million RMB during 1994—1995.

On August 28th, 1995, Duan resigned from Subor, and founded BBK (Bu Bu Gao) Electronics Industrial Group in Dongguan, Guangdong Province, whose main product was DVD player. It also became a highly successful business having more than 1/5 of the market share. At present, it is a famous brand in cell phone, telephone and stereo devices.

During my interview with Mr. Duan, he mentioned what he considered important in becoming a successful businessman: honesty, the role of businessmen in the society, the function of commercials and overall education both in sciences and arts. He also mentioned what accounted for a successful businessman was not how well he was doing for a short period of time, but how far he could go on being a successful businessman. The one who laughs last laughs best.

2. Interviewee: Hu Fang

Hu Fang, the Zhukezhen Special Prize Winner of Zhejiang University, is a senior student at the School of International Studies. He is captain of the University Debate Team, editor-in-chief of the *Multi-language Poetry Journal*, Special English Correspondent of *Zhejiang University*



Weekly, State Scholarship Winner, Best Debater of FLTRP Cup Debate Competition. He also published several papers based on his research projects.

The mission statement of the school: to educate students with international vision and comprehensive talents.

The school aims to educate students with solid and extensive knowledge who would be fit in any areas they choose.

So far the school has been able to produce graduates that are demanded by various occupations. School professors are helping the students by offering courses that combine the latest science and technology with conventional disciplines. Many interdisciplinary research centers have been set up.

In my opinion, the school can provide the students with more guidance in career development so when the students graduate, they will be ready to start their career.