

<<美国语文读本5>>

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前言

序言 呈现于读者面前的这套《美国语文读本》，亦名《麦加菲读本》，其编者威廉·霍·麦加菲曾先后任美国迈阿密大学语言学教授和俄亥俄大学校长。

考虑到“麦加菲”的英文名称在美国已被注册为商标，加之它是一套影响深远而广泛的语文课本，我们在中国首次原版出版这套著名教材时，便将书名定为《美国语文读本》。

这套书既有教材功能，又可当作提高英语水平的有效读物。

《美国语文读本》从19世纪中期至20世纪中叶，一直被广泛用作美国学校的语文教材，据称有10000多所美国学校拿它当作教材。

美国著名汽车制造商亨利·福特称赞这套书是他儿童时代最有兴趣的读物，后来他自费大量印刷这套书，分发给很多学校。

到了21世纪，西方一些私立学校(Private School)和家庭学校(Homeschool)仍用它作为教材，足见这套书的价值与影响力。

据估计，这套书从问世至1960年，至少发行了1.22亿册；1961年后，在西方每年销量仍达30000册以上。

应该说，没有哪一套个人主编的教材能超过此发行量了！

这套读本的英文原版共分七级，包括启蒙读本和第1-6级。

考虑到启蒙读本与第一级篇幅都较少，难易程度也很接近，于是我们将之合并为第1册，其余2-6级与英文原版相同。

这样国内出版的这套读本共包括6册。

第1册从字母表开始，主要侧重于字母的发音与书写、简单的单词与句型，同时强调英文书写，课文后面附有不少书法练习，让孩子们不仅将英语说得像外国人，而且写得也跟外文书法一样，这是国内英语教学所缺少的一个环节。

从第2册开始，均是比较正式的课文了，每一课包括词汇和课文，对一些生词有英文解释，让学生学会通过简单英文理解生词，养成用英语理解和思维的习惯。

第4册还附有课后思考练习，这些练习可以帮助学生更好理解文章，引发孩子们的思考。

第5册和第6册的课文前增加了作者简介与相关背景知识，内容丰富而有一定深度。

从所选课文的英文难易程度来看，大致而言，这套读本的1-3册跟国内小学毕业程度相近，那么第4级则适用于初中生阅读使用，第5、6册可供高中及以上程度学习者阅读。

从文体方面我们可以看出，除了常见的记叙、散文体以外，这套读本对诗歌、戏剧、论说文等文体也很重视，书中选取了不少名家的名作名篇。

这对国内孩子们真正感受英语这一西方语言的魄力是大有帮助的。

人类文化的瑰宝不仅源远流长，而且具有很大共通性，在全社会不断呼吁教育改革的今天，我们将这套优秀的美国读本引进到国内，应该具有一定的借鉴意义。

它也有益于中国孩子在学习英语的同时，了解西方的文学与文化历史，通过英语这门语言工具，开阔自己的视野，打开通往世界的心灵之窗。

这也我们出版此套书的内心所愿！

作为此书的出版者，我们最后恳请读者原谅并给予帮助的是，由于此套书出版过程中扫描和编排校对的工作量较大，或许会出现一些错误与不当之处，恳请读者谅解并指正，以帮助我们更加完善此套读本。

出版者

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内容概要

这套读本的英文原版共分七级，包括启蒙读本和第1-6级。考虑到启蒙读本与第一级篇幅都较少，难易程度也很接近，于是将之合并为第1册，其余2-6级与英文原版相同。这样国内出版的这套读本共包括6册。

本书主要介绍了狄更斯、华盛顿·欧文、爱默生等名家的诗歌和散文，每篇文章前还增加了作者简介与相关背景知识，内容丰富而有一定深度。

This series of schoolbooks teaching reading and moral precepts, originally prepared by William Holmes who was a professor at Miami University McGuffey, had a profound influence on public education in the United States. The eclectic readers, meaning that the selections were chosen from a number of sources, were considered remarkably literary works and probably exerted a greater influence upon literary tastes in the United States more than any other book, excluding the Bible.

It is estimated that at least 120 million copies of McGuffey's Readers were sold between 1836 and 1960, placing its sales in a category with the Bible and Webster's Dictionary. Since 1961 they have continued to sell at a rate of some 30,000 copies a year. No other textbook bearing a single person's name has come close to that mark. McGuffey's Readers are still in use today in some school systems, and by parents for home schooling purposes.

The fifth reader was designed for elocutionary exercises to increase articulation, inflection, pitch, accent, rate, emphasis and gesture. It contained poetry and prose by Sigourney, Montgomery, Addison, Irving, Young and Byron.

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作者简介

威廉·H·麦加菲，美国著名教育家。

1800年出生于宾夕法尼亚州，1826年毕业于华盛顿大学杰斐逊学院。

在数十年教育生涯中，他曾担任过迈阿密大学语言学教授，俄亥俄大学校长。

自1845年开始任弗吉尼亚大学道德哲学教授。

他还帮助组建了俄亥俄州公立学校体系。

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LESSON 1 THE GOOD READER

1. It is told of Frederick the Great, King of Prussia, that, as he was seated one day in his private room, a written petition¹ was brought to him with the request that it should be immediately read. The King had just returned from hunting, and the glare of the sun, or some other cause, had so dazzled his eyes that he found it difficult to make out a single word of the writing.

2. His private secretary happened to be absent; and the soldier who brought the petition could not read. There was a page, or favorite boy servant, waiting in the hall, and upon him the King called. The page was a son of one of the noblemen of the court, but proved to be a very poor reader.

3. In the first place, he did not articulate² distinctly. He huddled his words together in the utterance, as if they were syllables of one long word, which he must get through with as speedily as possible. His pronunciation was bad, and he did not modulate³ his voice so as to bring out the meaning of what he read. Every sentence was uttered with a dismal monotony⁴ of voice, as if it did not differ in any respect from that which preceded it.

4. "Stop!" said the King, impatiently. "Is it an auctioneer's list of goods to be sold that you are hurrying over? Send your companion to me." Another page who stood at the door now entered, and to him the King gave the petition. The second page began by hemming and clearing his throat in such an affected⁵ manner that the King jokingly asked him whether he had not slept in the public garden, with the gate open, the night before.

5. The second page had a good share of self-conceit, however, and so was not greatly confused by the King's jest. He determined that he would avoid the mistake which his comrade had made. So he commenced reading the petition slowly and with great formality, emphasizing every word, and prolonging the articulation of every syllable. But his manner was so tedious that the King cried out, "Stop! are you reciting a lesson in the elementary sounds? Out of the room! But no: stay! Send me that little girl who is sitting there by the fountain."

6. The girl thus pointed out by the King was a daughter of one of the laborers employed by the royal gardener; and she had come to help her father weed the flower beds. It chanced that, like many of the poor people in Prussia, she had received a good education. She was somewhat alarmed when she found herself in the King's presence, but took courage when the King told her that he only wanted her to read for him, as his eyes were weak.

7. Now, Ernestine (for this was the name of the little girl) was fond of reading aloud, and often many of the neighbors would assemble at her father's house to hear her; those who could not read themselves would come to her, also, with their letters from distant friends or children, and she thus formed the habit of reading various sorts of handwriting promptly and well.

8. The King gave her the petition, and she rapidly glanced through the opening lines to get some idea of what it was about. As she read, her eyes began to glisten, and her breast to heave. "What is the matter?" asked the King; "don't you know how to read?" "Oh, yes! sire," she replied, addressing him with the title usually applied to him: "I will now read it, if you please."

9. The two pages wore about to leave the room. "Remain," said the King. The little girl began to read the petition. It was from a poor widow, whose only son had been drafted to serve in the army, although his health was delicate and his pursuits had been such as to unfit him for military life. His father had been killed in battle, and the son had a strong desire to become a portrait painter.

10. The writer told her story in a simple, concise manner, that carried to the heart a belief of its truth; and Ernestine read it with so much feeling, and with an articulation so just, in tones so pure and distinct, that when she had finished, the King, into whose eyes the tears had started, exclaimed, "Oh! now I understand what it is all about; but I might never have known, certainly I never should have felt, its meaning had I trusted to these young gentlemen, whom I now dismiss from my service for one year, advising them to occupy their time in learning to read."

11. "As for you, my young lady," continued the King, "I know you will ask no better reward for your trouble than the pleasure of carrying to this poor widow my order for her son's immediate discharge. Let me see whether you can write as well as you can read. Take this pen, and write as I dictate." He then dictated an order, which Ernestine wrote, and he signed. Calling one of his guards, he bade him go with the girl and see that the order was obeyed.

12. How much happiness was Ernestine the means of bestowing through her good elocution, united to the happy circumstance that brought it to

the knowledge of the King! First, there were her poor neighbors, to whom she could give instruction and entertainment. Then, there was the poor widow who sent the petition, and who not only regained her son, but received through Ernestine an order for him to paint the King's likeness; so that the poor boy soon rose to great distinction, and had more orders than he could attend to. Words could not express his gratitude, and that of his mother, to the little girl. 13. And Ernestine had, moreover, the satisfaction of aiding her father to rise in the world, so that he became the King's chief gardener. The King did not forget her, but had her well educated at his own expense. As for the two pages, she was indirectly the means of doing them good, also; for, ashamed of their bad reading, they commenced studying in earnest, till they overcame the faults that had offended the King. Both finally rose to distinction, one as a lawyer, and the other as a statesman; and they owed their advancement in life chiefly to their good elocution.

NOTES.—Frederick II. of Prussia (b. 1712, d. 1788), or Frederick the Great, as he was called, was one of the greatest of German rulers. He was distinguished for his military exploits, for his wise and just government, and for his literary attainments. He wrote many able works in the French language. Many pleasant anecdotes are told of this king, of which the one given in the lesson is a fair sample.

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