



Unit 1

Text A

Thinking as a Hobby

William Golding

I Introduction

1 Background

Users of this textbook must have noticed that each volume begins with an essay about learning or education, and this one is no exception. The very first text is about thinking, which we all know is the most important and difficult part of our learning. Foreign language studies do not just mean grammar and vocabulary. Without the ability to think creatively and critically, language skills may enable us to make a living but they certainly will not make us whole human beings.

That perhaps is why the author tells us to take thinking as a hobby, something we should all enjoy doing for its own sake. In other words we must all have intellectual curiosity. The author divides thinking into three grades. Grade-three thinking is the lowest level, which is actually not thinking at all but a combination of ignorance, prejudice and hypocrisy, and the author thinks that unfortunately most of us belong to this category. Grade-two thinking is a step further. It enables us to detect contradictions in grade-three thinkers' beliefs, but has nothing positive to replace them. Therefore we need to go still further and strive to find the truth. It would be interesting to ask ourselves which of the three categories we belong to, and whether we have had similar experiences.

The author says that he finally decides to go professional, and to do that he realizes that he must develop a coherent system of thought, but he does not explicitly say what that system is for him. We can infer however from the hints he gives us in his narration. Obviously his system of thought is strongly opposed to such things as big business, centralized government, wars, standing armies, heady patriotism and dishonest politicians, and we can also infer from his sarcastic descriptions of historical events and political figures where he stands as regards politics and religion.

Notice that the author does not seem to have much confidence in mass wisdom. In fact he pities the nine tenths of the people who tend to act like cows which will “graze all the same way on the side of a hill.” He is particularly critical of young people who seem to him “oddly contented with the world.” He is not the only person who holds this view. He represents those who believe that most people are easily fooled and manipulated, and stampede at the least alarm, unlike Lincoln who believes in popular wisdom because no one can fool all of the people all the time. Is the author right or wrong? Our answer to this may prove whether we are grade-one thinkers.

There is another thing we should notice. Despite the serious nature of the subject, the essay is written with a great sense of humor. We know that the author’s purpose is to tell us how it is to learn to think, but he does not do it in a straight lecture. Instead, he tries to achieve this aim by making the unthinking people appear ignorant, biased, self-contradictory, hypocritical, and generally silly and ridiculous. In other words, laughter is his chief weapon. Through these hilarious anecdotes, he laughs at the headmaster and Mr Houghton, ridicules British and American politicians and teases his pretty but dumb girl friend Ruth. But he also laughs at himself as the disintegrated boy at school, and for this he uses the first person narration. It should be noted that self-mockery is a very important kind of humor and can have an unusually powerful effect.

2 Structure

I. Introduction: There are three kinds of thinking and I myself could not think at all. (para. 1)

II. The three grades of thinking (paras. 2–32)

A. Grade-three thinking: the writer’s headmaster being an example (paras. 2–24)

1. The headmaster’s criticism of the writer for being unable to think (paras. 2–14)

2. The writer's observation of his teachers to find out about thought (paras. 15–21)
3. The writer's conclusion about Grade-three thinking: feeling rather than thought, full of unconscious prejudice, ignorance and hypocrisy (paras. 22–24)

B. Grade-two thinking (paras. 25–29)

1. Grade-two thinking: the detection of contradictions but unable to offer anything constructive (para. 25)
2. A typical Grade-two thinker: the writer in his youth (paras. 26–28)
3. The writer's conclusion about Grade-two thinking (para. 29)

C. Grade-one thinking (paras. 30–32)

1. Grade-one thinkers, aim at finding truth (para. 30)
2. The writer's wish to become a Grade-one thinker (paras. 31–32)

III. Conclusion: Conversion of the writer into a Grade-one thinker (paras. 33–35).

3 Teaching Tips

1. This essay may be misunderstood to be mainly an effort to classify different levels of thinking. Actually the author's purpose is to tell us how important it is to learn to think. However he does not give us the reasons explicitly. Instead he keeps saying how it satisfies his ego. It is for us readers to find those reasons between the lines.
2. Nowadays there is a tendency among many people to like being called “practical” whereas thinking is considered useless and even dangerous. People who take this attitude toward thinking naturally will not be interested in “Thinking as a Hobby.” It is therefore necessary for teachers to break down this resistance students may have and make them willing to listen carefully to what the author has to say on the subject.
3. Critical thinking is the seeker's attitude toward truth. It tells us not to follow blindly, but we must not go to the opposite and doubt everything blindly either. Contrary to what people often say—It's the truth, pure and simple—the truth is actually rarely simple or pure (Oscar Wilde said “the truth is rarely pure and never simple.”). So while emphasizing the importance of thinking we must also remind students that it is just as important to strive for unity, harmony and consensus.
4. Let students illustrate the different kinds of thinking with examples in their life. Point out why certain ideas or practices we take for granted are based on ignorance, dishonesty or hypocrisy.

II Detailed Discussion of Text A

1. ... I came to the conclusion that there were three grades of thinking... (para. 1)

Draw students' attention to the collocations of "conclusion": to come to a ~; to reach a ~; to arrive at a ~; to draw a ~; to jump to a ~, etc.

grade: degree; level; stage in a process, e.g.

low-grade steel; high-grade alloy; grade-one pupils.

2. grammar school (para. 2)

In Britain, it refers to a school for children over 11 who are academically bright. Today, there are few grammar schools. Most secondary schools are called "comprehensive" and take in all children over 11 whatever their abilities. In the United States, a grammar school used to mean an elementary school, but this term is now considered old-fashioned.

3. One was a lady wearing nothing but a bath towel. (para. 2)

nothing but: nothing except; only, e.g.

The doctor told her that it was nothing but a cold.

He cared for nothing but his name and position.

He was nothing but a coward.

4. She seemed frozen in an eternal panic lest the bath towel slip down any farther... (para. 2)

lest: (*fml*) for fear that; to make sure that sth would not happen, e.g.

We ran as fast as we could lest we miss the train.

He did not tell his father about the exam result lest he get mad at him.

Note: The subjunctive mood is used in the clause "lest" introduces.

Do not mix up "farther" with "further." The former refers to physical distance whereas the latter to degree, time and all other figurative uses, e.g.

The next village turned out to be much farther than we had thought.

We will discuss it further tomorrow.

Further development of our economy will strain our resources too.

5. ... she was in an unfortunate position to pull the towel up again. (para. 2)

(not) to be in a position to do sth: (not) to be able to do sth because you (do not) have the ability, money or power to do it, e.g.

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I'm sorry, but I am not in a position to answer that question.

For the first time in history, man is now in a position to destroy the whole world.

We are now in a better financial position to deal with our social problems.

6. Next to her, crouched the statuette of a leopard, ready to spring down at the top drawer of a filing cabinet. (para. 2)

next to: situated very close to sb/sth with nobody/nothing in between, e.g.

Do you know the girl standing next to the teacher?

The two tall buildings used to stand right next to each other here.

7. Beyond the leopard was a naked, muscular gentleman... (para. 2)

Pay attention to the following words in which “-ed” is pronounced as /-ɪd/:

a naked man; a learned professor; that blessed morning; a wicked boy; the wretched life; our beloved country; ragged pants; my aged parents (but not in “a man aged 45”); rugged individualism; dogged efforts

8. delinquent children (para. 3)

delinquent: failing to do what is required by law or obligation, e.g.

delinquent behavior; delinquent students; young delinquents; juvenile delinquency

In the original text (the present text is an abridged version), the author mentioned some of his “delinquent” behavior for which he was punished: breaking a window, failing to remember Boyle’s Law and being late for school. But he said, “I had broken the window because I had tried to hit Jack Arney with a cricket ball and missed him; I could not remember Boyle’s Law because I had never bothered to learn it; and I was late for school because I preferred looking over the bridge into the river.”

9. ... because they symbolized to him the whole of life. (para. 3)

... because they represented/stood for the whole of life to him. (The leopard stood for all animal needs or desires; Venus stood for love and the Thinker stood for thinking as a unique human feature.)

10. She was just busy being beautiful. (para. 3)

be busy doing sth: In this pattern, what follows the word “busy” is usually an action verb. This sentence means that from the boy’s point of view, the Goddess of Love was simply trying to remain beautiful.

11. ... I was not integrated. I was, if anything, disintegrated. (para. 4)

integrated: forming a part of a harmonious group

disintegrated: Here, it is used by the author to mean the direct opposite of “integrated,” and therefore means some kind of trouble maker. (Notice that this is not the way the word is normally used.)

if anything: on the contrary, e.g.

He is not known for his generosity. He is, if anything, quite miserly.

The weather forecast says that it will not be warmer this winter. It will, if anything, be even colder than last year.

12. “What are we going to do with you?” (para. 6)

Well, what were they going to do with me? (para. 7)

When the school headmaster asked, “What are we going to do with you?” he meant “How can we make you mend your ways and become a nice boy?” But when the boy mused, “Well, what were they going to do with me?” he was wondering how the school authorities were going to punish him this time.

13. ... and the muscular gentleman contemplated the hindquarters of the leopard in endless gloom. (para. 9)

contemplate: to think for a long time in order to understand better

the hindquarters: the rump; the back part of an animal

Notice the humorous way the boy viewed the image of *The Thinker*—looking at and contemplating the rump of an animal in this gloomy manner. It didn’t make any sense to him.

14. His spectacles caught the light so that you could see nothing human behind them. There was no possibility of communication. (para. 9)

catch the light: to have the light shine on it brightly and suddenly

The teacher’s glasses caught the light and therefore the boy could not see the teacher’s eyes. He could not have any eye contact. He could not have any communication with him. Readers know of course that they could not communicate, not because of this but because of the teacher’s lack of understanding of the boy.

15. On one occasion the headmaster leaped to his feet, reached up and put Rodin’s masterpiece on the desk before me. (para. 13)

leap to one’s feet: to jump up

Refresh the students’ memory of the following expressions:

to rise to one's feet; to struggle to one's feet; to stagger to one's feet; to help sb to his feet; to pull sb to his feet

reach up: to move a hand or arm upward in order to touch, hold, or pick up sth

Also: to reach sth down; to reach out (for); to reach into

16. Nature had endowed the rest of the human race with a sixth sense and left me out.

(para. 15)

Everybody, except me, is born with the ability to think.

a sixth sense: a keen intuitive power. Here, the author means the ability to think.

endow sb with sth: to provide sb with a natural quality or talent, e.g.

She is one of those lucky women who are endowed with both a sharp brain and great beauty.

God has not endowed him with much humor.

17. But like someone born deaf, but bitterly determined to find out about sound... (para. 15)

bitterly determined: extremely determined because of the resentfulness of being born deaf

18. Or was there more sense in drinking than there appeared to be? But if not, and if drinking were in fact ruinous to health—and Mr Houghton was ruined, there was no doubt about that—why was he always talking about the clean life and the virtues of fresh air? (para. 16)

Remind the students of some variations of the “There + be” pattern such as:

There seems to be... ; There appeared to be... ; There are supposed to be... ; There was said to be... ; There were believed to be... ; There are likely to be... ; There are bound to be...

the clean life: It normally refers to a life without vices or moral sins.

the virtues of fresh air: the advantages of fresh air

Mr Houghton obviously did not practice what he preached. He was a hopeless alcoholic, which had ruined his health, and he obviously did not like outdoor life. Yet he kept talking about a clean life and the virtues of fresh air.

19. Sometimes, exalted by his own oratory, he would leap from his desk and hustle us outside into a hideous wind. (para. 17)

Sometimes he got carried away and would leap from his desk and hurry us outside into a cold and unpleasant wind.

exalted: filled with a great feeling of joy

20. You could hear the wind, trapped in his chest and struggling with all the unnatural impediments. His body would reel with shock and his face go white at the unaccustomed visitation. He would stagger back to his desk and collapse there, useless for the rest of the morning. (para. 19)

struggling with all the unnatural impediments: The fresh air had to struggle with difficulty to find its way to his chest because he was unaccustomed to this.

His body would reel and his face go white: He would stagger or be thrown off balance, and his face would go white.

useless for the rest of the morning: unable to do anything for the rest of the morning

Notice the humorous effect achieved through the use of exaggeration and formal style.

21. Mr Houghton was given to high-minded monologues about the good life, sexless and full of duty. (para. 20)

be given to: to be habitually inclined to do (sth), e.g.

He is much given to blowing his own trumpet.

She was given to hasty decisions.

They were much given to senseless gossip.

high-minded monologue: a highly moral speech

Obviously in Mr Houghton's clean life, there is no place for alcoholic drink, sex, and other worldly pleasures. This is, of course, ironical. The use of the word "sexless" is particularly funny in view of the fact that his eyes are always riveted on girls passing by.

22. Yet in the middle of these monologues, if a girl passed the window, his neck would turn of itself and he would watch her out of sight. In this instance, he seemed to me ruled not by thought but by an invisible and irresistible spring in his neck. (para. 20)

turn of itself: to turn by itself; to turn on its own

Note: "By itself" is the usual expression.

watch sb out of sight: to watch sb until he or she is out of sight (can be seen no more)

Notice that the author here is not laughing at the teacher's interest in girls. Rather, he is ridiculing the contradiction between his high moral tone and the working of his genes which compels him to turn his head to look at girls.

23. But Mr Houghton had fought in the First World War alongside Americans and French, and had come to a settled detestation of both countries. (para. 21)

We can infer from this that Mr Houghton is British and fought "alongside Americans and French in the First World War."

had come to a settled detestation of both countries: had developed a fixed dislike of both the United States and France

24. If either happened to be prominent in current affairs, no argument could make Mr Houghton think well of it. (para. 21)

If either country became the center of attention, nobody could talk him into liking that country. It implies that Mr Houghton's attitude was based on nothing but prejudice.

think well of sb: to have a good opinion of sb; to think favorably of sb; to like sb

Compare: to think ill of sb

25. Through him I discovered that thought is often full of unconscious prejudice, ignorance and hypocrisy. It will lecture on disinterested purity while its neck is being remorselessly twisted toward a skirt. (para. 23)

Through him I discovered that what people call thought is often full of prejudice, ignorance and hypocrisy.

Note: The pronoun “it” stands for “thought” in grammar, but actually refers to Mr Houghton. The word “skirt” stands for girls in general. It is a common figure of speech called “metonymy” in which an idea is evoked or named by means of a term designating some associated notion. It is vulgar to refer to a girl as a skirt.

More examples:

The world is watching closely what the White House will do next. (The White House stands for the American government.)

Democracy favors the vote rather than the bullet. (Vote stands for elections, and bullet stands for military solutions.)

They have no intention of turning their swords into ploughs. (Sword stands for war and plough stands for peace.)

Political power grows out of the barrel of a gun.

26. Technically, it is about as proficient as most businessmen's golf, as honest as most politicians' intentions, or as coherent as most books that get written. (para. 23)

This ironical sentence shows that the author not only considers those people incompetent, dishonest and incoherent, but also despises most businessmen, distrusts most politicians and dislikes most publications.

27. I delighted to confront a pious lady who hated the Germans with the proposition that we should love our enemies. (para. 24)

I was happy to point out the inconsistency of a pious lady who hated the Germans by quoting

to her the Bible which says that Christians should love their enemies.

confront sb with sth: to oppose sb defiantly

28. ... I no longer dismiss lightly a mental process... (para. 24)

I no longer consider the way grade-three thinkers think unimportant because they account for nine-tenths of the people and therefore have great power. I know now that ignorance, prejudice and hypocrisy are very powerful enemies.

29. They have immense solidarity. (para. 24)

They usually represent the great majority.

Notice that the author does not have any romantic ideas about mass wisdom. In fact, he believes that most people are parrots. They like to follow the crowd or jump on the bandwagon (= to opportunistically join the majority).

30. A crowd of grade-three thinkers, all shouting the same thing, all warming their hands at the fire of their own prejudices, will not thank you for pointing out the contradictions in their beliefs. Man enjoys agreement as cows will graze all the same way on the side of a hill. (para. 24)

all warming their hands at the fire of their own prejudices: all feeling very content and happy because they share the same prejudices

man enjoys agreement: The author thinks that it is probably human nature to enjoy agreement because it seems to bring peace, security, comfort, and harmony.

31. Grade-two thinkers do not stampede easily, though often they fall into the other fault and lag behind. Grade-two thinking is a withdrawal, with eyes and ears open. It destroys without having the power to create. (para. 25)

stampede: to get easily frightened and run with the crowd

fall into the other fault: to go to the other extreme, that is, to act too slowly and lag behind

withdrawal: detachment from some emotional involvement; refusing to be part of the crowd

32. It set me watching the crowds cheering His Majesty the King and asking myself what all the fuss was about, without giving me anything positive to put in the place of that heady patriotism. But there were compensations. (para. 25)

It made me watch people shouting in joy and support of the King and wonder what this senseless excitement was all about, although I did not have anything good to replace this exciting or intoxicating patriotism. But I had my reward (I did get something out of it).

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cheer: to shout in praise, approval and support

His Majesty the King: It is used as a title in speaking of a sovereign monarch. (Here it refers to King George VI.)

Also: Your Majesty (when speaking to a sovereign monarch); Her Majesty the Queen

fuss: too much attention to or uncalled-for excitement over things that are unnecessary and unimportant

put in the place of: to replace

heady: inclined to go to your head and make you intoxicated, e.g.
a heady trend; heady days; heady success

compensation: pay; reward; sth that compensates for your loss, service or effort

33. To hear our Prime Minister talk about the great benefit we conferred on India by jailing people like Nehru and Gandhi. (para. 25)

confer sth on sb: (*fml*) to offer or give sth to sb

The author is pointing to the political hypocrisy of the British government.

34. But I was growing toward adolescence and had to admit that Mr Houghton was not the only one with an irresistible spring in his neck. I, too, felt the compulsive hand of nature... (para. 26)

Obviously this “irresistible spring in the neck” is a humorous reference to the awakening sexual impulse, “the compulsive hand of nature,” the overwhelming interest in the other sex.

35. She claimed that the Bible was literally inspired. I countered by saying that the Catholics believed in the literal inspiration of Saint Jerome’s Vulgate, and the two books were different. Argument flagged. (para. 26)

literally inspired: a true historical record; a factual account of God’s divine plan and prophecies. This is the belief of fundamentalists.

flag: to decline in interest; to become dull, e.g.

Argument flagged because Ruth did not know how to respond to this.

36. That was too easy, said I restively (for the nearer you were to Ruth, the nicer she was to be near to) since there were more Roman Catholics than Methodists anyway; and they couldn’t be wrong, could they—not all those hundreds of millions? (para. 27)

The author was pointing to Ruth’s logical error. The number of people who hold a view is no proof of its validity.

restive: difficult to control; impatient while waiting for sth to happen

37. **I slid my arm around her waist and murmured that if we were counting heads, the Buddhists were the boys for my money. She fled. The combination of my arm and those countless Buddhists was too much for her.** (para. 27)

if we were counting heads: if we were talking about the number of people who believe in this
the Buddhists were the boys for my money: I would bet on the Buddhists; I believe the Buddhists are greater in number

for my money: in my opinion; I bet; I'm sure

too much for her: more than she could accept or bear

38. **I was given the third degree to find out what had happened. I lost Ruth and gained an undeserved reputation as a potential libertine.** (para. 28)

be given the third degree: to be severely questioned or interrogated (It sometimes means "to be beaten up or tortured by the authorities.")

libertine: one who acts without moral restraint; one who is morally loose

39. **Grade-two thinking... did not make for content.** (para. 29)

make for: to be likely to have a certain result; to make sth possible

More examples:

I think this book will make for very interesting reading.

This widening gap between the rich and poor will not make for social stability.

content: ease of mind

40. **To find out the deficiencies of our elders satisfies the young ego but does not make for personal security. It took the swimmer some distance from the shore and left him there, out of his depth.** (para. 29)

satisfy one's ego: to make one feel proud of one's ability and cleverness

be out of one's depth: to be in water that is too deep for you to stand in and breathe

The author uses this metaphor to express the idea that grade-two thinking has its limitations. It does not have anything positive to offer.

41. **But these grade-one thinkers were few and far between. They did not visit my grammar school in the flesh...** (para. 30)

few and far between: very few (used as a predicative)

More idiomatic pairs of adjectives like this:

safe and sound; dead and gone; cut and dried; hale and hearty; short and sweet; null and void; meek and mild; free and easy; fair and square; black and blue

They did not visit my grammar school in the flesh: No grade-one thinkers could be found in my school although I had read or heard about such people.

in the flesh: as actual people

- 42. I aspired to them, because I now saw my hobby as an unsatisfactory thing if it went no further.** (para. 30)

aspire to sth: to have a strong desire to be or to achieve

More examples:

She aspires to a good command of the English language.

Marilyn Monroe always aspired to be an actress.

I can fully understand young people's aspirations today.

He is one of the most aspiring students in our class.

- 43. I was irreverent at the best of times. Political and religious systems, social customs, loyalties and traditions, they all came tumbling down like so many rotten apples off a tree.** (para. 31)

irreverent: lacking proper respect for official, important or holy things

at the best of times: used when you imply that it could be a lot worse

Notice how the author compares political and religious systems, social customs, loyalties and traditions to rotten apples which stink and are completely useless. In view of the background against which this essay is written, it is not too difficult to guess what specific systems, customs, loyalties and traditions he is referring to.

- 44. I came up in the end with what must always remain the justification for grade-one thinking. I devised a coherent system for living. It was a moral system, which was wholly logical.** (para. 31)

According to the author, grade-one thinking must be based on a coherent and logical system for living, in other words, a moral system, without which you cannot prove yourself to be a grade-one thinker. Judging by the context, this system probably refers to one's world outlook and basic political beliefs and moral principles.

- 45. Of course, as I readily admitted, conversion of the world to my way of thinking might be difficult, since my system did away with a number of trifles, such as big business, centralized government, armies, marriage...** (para. 31)

Of course I knew very well that it might be difficult to change the world to my way of thinking.

do away with a number of trifles: to get rid of a number of unimportant things such as big business... It shows that the author is against big business, centralized government, armies, etc.

46. **It was Ruth all over again. I had some very good friends who stood by me, and still do. But my acquaintances vanished, taking the girls with them.** (para. 32)

all over again: repeated

What had happened to Ruth and me now happened again. My grade-two thinking frightened away many of my acquaintances.

47. **Had the game gone too far? In those prewar days, I stood to lose a great deal, for the sake of a hobby.** (para. 33)

go too far: to go beyond what is reasonable and acceptable

game: It refers to his grade-two thinking because he takes this as a hobby.

stand to lose: to be likely to lose

In those prewar days when many people were fully worked up to a political frenzy, it was very dangerous to voice different opinions. You might lose friends or your job.

48. **Now you are expecting me to describe how I saw the folly of my ways and came back to the warm nest...** (para. 34)

Now you think I will tell you how I gradually saw my stupidity in being a grade-two thinker and therefore decided to give it up and return to the majority...

49. **But you would be wrong. I dropped my hobby and turned professional.** (para. 35)

But you guessed wrong. I did not drop my hobby and give up thinking. Instead I went further and became a professional thinker.

III Translation of Text A

把思考作为业余爱好

威廉·戈尔丁

1. 当我还是个孩子的时候，我便得出了这样的结论：思考可分三个层次，而我本人则根本不会思考。
2. 首先把思考这个问题摆在我面前的是我的小学校长。他的书房里有几尊小雕像，放在他书桌

后面高高的柜子上。一个雕像是女人。她光着身子，只披一条浴巾。她似乎凝固在永久的恐惧之中，唯恐浴巾再向下滑。而由于她没有双臂，根本不可能将浴巾向上拉，因此显得特别狼狈。在她旁边俯卧着一尊豹子的雕像，一副随时都会扑下来跳到文件柜顶层抽屉上的样子。豹子后面是一个肌肉发达的裸体男子的雕像，他坐在那里，目光朝下，一个拳头托着脸颊，胳膊肘撑在膝上。他看起来愁眉苦脸，一副可怜的样子。

3. 后来我才知道这几个雕像是怎么回事。校长之所以把它们放在那儿，让它们冲着犯了错误的孩子们，是因为这些雕像对于他来说象征着生活的全部。那裸体妇人是女神维纳斯，她是爱的化身。她并不是在为随时可能滑落的浴巾而担忧，她只是忙于展现自己的美。那豹子代表自然，它是在忙着展现自己的自然风采。那肌肉健壮的男子也并不痛苦悲惨，他是罗丹的雕塑“思想者”，是代表纯粹思维的光辉形象。
4. 在这里我得向大家解释一下，由于我不是做了不该做的事情，就是该做的什么事情没有做，因此我就成了校长办公室的常客。用我们现在的话说，我和周围不是很合拍，实际上，正相反，应该说我是一个出格调皮的孩子。所以，每当我发现自己站在校长办公桌前准备受罚的时候，我就低下头，一只鞋在另一只鞋上不安地蹭来蹭去。
5. 这时校长就会看着我说：
6. “我们拿你怎么办呢？”
7. 是啊，他们打算拿我怎么办呢？这时我便再蹭蹭鞋，低头盯着磨损了的地毯。
8. “抬起头来，小家伙！你不会抬头吗？”
9. 于是，我就抬起头来看那个柜子，看上面停留在永久的恐惧之中的维纳斯，和那肌肉强壮永远在阴郁中望着豹子屁股出神的男子。我对校长无话可说。他的眼镜片反光，我看不见镜片后面任何有人情味的东西。我感到交流是不可能的。
10. “难道你从来就不动脑筋，想想问题吗？”
11. 没有，我平时不想，当时也没有想，我根本就不会想——我只是在痛苦地等待着训话的结束。
12. “那么，你最好学学，好吗？”
13. 有一次，校长一跃而起，伸手取下了罗丹的代表作，放在我前面的桌子上。
14. “这才是一个真正在思考的人的样子。”
15. 显然我身上缺少点什么东西。大自然赐予人类以第六感，可偏偏把我给遗忘了。但是我现在就像一个生来耳聋却执意要弄明白声音为何物的人那样，开始观察我的老师们，以期找到有关思维的答案。
16. 我观察的第一位老师是霍顿先生。他总是在告诉我要好好思考。他会以一种谦逊的得意告诉我他自己就颇做过一点思考。但是如果真是这样，那他为什么把那么多时间花在喝酒上？是不是因为喝酒有人们表面上看不到的意义？如果没有的话，如果喝酒实际上会毁了一个人的身体的话——毋庸置疑，霍顿先生的健康已经被酒毁了——那么为什么他总是在宣讲没有任何不良习惯的生活和新鲜空气的好处呢？
17. 有时候，他讲得得意忘形了，就会从桌子后面跳起来把我们全都赶到外面凛冽的寒风中。
18. “好了，孩子们！大家都做深呼吸！感受一下这上帝赐给我们的新鲜空气，它如何一口一口地深深进入你们的身体——！”

19. 他会站在我们前面，两手叉腰，深吸一大口气。这时你会听到风被困在他的胸膛中，与所有正常人所没有的障碍搏斗着。冷风让他一时难以适应，身体跟着抖动起来，脸也白了。于是他会跟跑着回到桌旁，瘫倒在椅子上。从此以后整个上午都干不了任何事情。
20. 霍顿先生惯于唱高调，喜欢大段大段进行道德说教，谈那没有性欲、充满责任心的完美人生。但是就在他侃侃而谈的时候，如果有一个姑娘从窗前走过，他的脖子就会自动扭过去，直到那姑娘消失为止。这时，他在我看来不是为思想所支配，而是被他脖子上一种无形的、不可抗拒的弹簧所控制了。
21. 对我来讲，他的脖子是一个特别有趣的东西。通常它会鼓出领子一点儿。霍顿先生曾经在第一次世界大战中与法国兵以及美国兵一起作战过，他也因此对这两个国家形成了不可改变的反感。如果哪个国家碰巧成了时事的焦点，那么无论怎样辩解也不会使霍顿先生对它产生好感。他会猛敲桌子，脖子会更粗起来，而且变得通红。他会大喊：“随你们说什么。反正我想过了——而且，我知道我想的是对的！”
22. 霍顿先生是用脖子思考的。
23. 我对人们通常所说的思考的了解就是这样开始的。通过霍顿先生，我发现这种思考往往充满偏见、无知和虚伪。它一面讲什么无私无欲的纯洁，而同时脖子却转向姑娘的石榴裙。从技术上来说，这种思考的水平就如大多数商界人士的高尔夫球技术一样高，如大多数政客意图一样真诚，如大多数创作的书一样条理清楚。这就是我所谓的三级思考，虽然更确切地说，它只能算作情绪的表达，而不能算作思考。
24. 的确，偏见中往往含有一种天真幼稚的成分。但是我那时对三级思考总采取鄙视和嘲讽的态度。有一位太太是虔诚的教徒。她特别憎恨德国人。我就得意地当面顶撞她，对她说，我们不是应该爱我们的敌人吗？这位太太教了我一个和三级思考者交往的伟大真理：由于她，我不再轻视这种占人口百分之九十的人所使用的思考方式，因为这是他们一生能够达到的与思想最接近的地步。三级思考者非常团结。我们寡不敌众，处在他们的重重包围之中。所以我们最好尊重他们。如果有一群三级思考者，叫着同样的口号，就像共同在炉火上烤手一样惬意地分享他们的偏见，他们就决不会因为你指出他们观念中的矛盾而对你表示感激。人生来就喜欢一致，就如同奶牛总是都顺着同一面山坡吃草一样。
25. 二级思考总在发现各种矛盾。二级思考者不那么容易像牛群一样，一有风吹草动就四处乱奔。但是他们往往会犯另一种错误，会落在大家后面。二级思考者眼观六路，耳听八方，但对事物总是冷眼旁观，不肯卷入。它只能破而不能立。它让我在看到人群高喊“吾皇万岁”时暗自思忖这种狂呼滥叫究竟为什么，但却不能为我提供任何替代这种狂热爱国主义的东西。不过，二级思考还是有好处的。当你听到人们说狐狸自己喜欢被猎杀，从而为自己猎狐的习俗开脱的时候；当你听到我们的首相讲我们囚禁尼赫鲁和甘地等人是在给印度以很大恩惠的时候；当你听到美国政客们大谈和平却拒绝加入国际联盟的时候——是的，二级思考者有特别开心的时候。
26. 但是我渐渐进入了青春期，我不得不承认，霍顿先生并不是唯一的脖子里有弹簧的人。我也体验到了自然之手操纵我的力量。我开始发现，指出别人的矛盾虽然有趣，但也可能代价昂贵。以露丝为例吧。她是一个庄重而有魅力的女孩。我那时是个无神论者。而她是个循道

- 宗的信徒。但是我的天，她竟然不靠圣灵来使我皈依她的信仰，而傻到张开她漂亮的小嘴和我争论起来。她认为《圣经》是根据事实写成的。我反驳说天主教徒相信圣哲杰罗姆的拉丁文《圣经》也是根据事实写成的，而这两本书不一样。争论一下陷入了冷场。
27. 最后她说那么多循道宗的信徒都这么认为，他们不可能都错吧？——他们有好几百万好几千万人呢。这个问题太简单了，我急不可耐地说道（这时我有点难以自制，因为你越和露丝靠近，就越觉得和她靠近舒服），因为罗马天主教徒比循道宗的信徒人数多得多。天主教徒们的看法不可能错吧？——他们有好几亿人呢？这时在她眼睛里掠过一丝怀疑。我轻轻地伸出胳膊搂住她的腰，喃喃地说，我们要是论人头，我敢打赌佛教徒人数最多。她跑了。我搭在她腰上的胳膊，加上不计其数的佛教徒让她受不了了。
28. 那天晚上她父亲找到了我父亲。他离开我家时面红耳赤，满脸怒气。我因此受到了严厉的盘问，问我到底干了些什么。我不但失去了露丝，并且冤枉地落了一个坏名声，说我很可能将来是个浪荡公子。
29. 所以，虽然二级思维使生活充满乐趣和刺激，但它并不能达到满意的结果。发现长辈们身上的缺陷能够满足年轻人的自尊心，但却对个人安全不利。就好比把游泳者带离岸边一段距离，把他/她扔在没顶的水里。典型的二级思考者会问：“真理是什么？”还有更高一级的思考者会问：“真理是什么？”并开始去寻找它。
30. 但是这种一级思想者是十分稀有的。虽然书本里有他们，但是在我的小学里，真正活的一级思考者从来就没有来过。我非常希望和他们一样，因为我现在发现，如果没有更高的追求，我的业余爱好不能令我满意的。就像如果你决意去爬一座山，无论你爬了多高，如果没有爬到山顶都不算成功。
31. 所以我决定做一个一级思想者。我平时即使是在表现最好的时候，对人们认为神圣的东西也往往大不敬。什么政治、宗教制度、社会习俗、忠诚、传统，它们都像烂苹果一样一个个从树上滚落下来。最后我找到了必须永远作为一级思维基石的思想体系。我设计出了一个连贯一致的世界观、人生观，那是一个道德体系，它完全合乎逻辑。当然，我完全承认，要想根据我的想法彻底把世界转变过来可能会很难，因为我的思想体系里已抛弃了一些鸡毛蒜皮、无足轻重的东西，如大企业、中央集权政府，军队，婚姻……
32. 这一下，发生在露丝身上的事情又重演了。我有一些好朋友还站在我这边，他们现在仍旧在支持我。但是不少熟人却消失了，女孩子们也跟着他们跑了。很奇怪，年轻人似乎都很满足于世界的现状。当我有一次提出建立一个没有军舰的太平世界的想法时，一位青年海军军官的脖子和霍顿先生一样，立刻红了起来。
33. 我的思考游戏是否玩得有点过火了？为了我的爱好，我损失惨重。
34. 你们也许以为我现在要向你们讲述我后来怎样认识到了自己的愚蠢，从而回到了三级思维者的暖巢，在那个暖巢里，偏见被称作忠诚，无意义的行为经过多次重复被变成传统；在那里我们说自己在思考，而实际上我们只不过是感觉而已。
35. 但是你们错了。我不再把思考当做业余爱好，我干脆将它当成了我的职业。

IV Key to Exercises

Preview

2 Do the following exercises.

1 Give the corresponding nouns of the following words.

- | | |
|---------------------------|------------------|
| 1. muscle | 7. immensity |
| 2. delinquency/delinquent | 8. exaltation |
| 3. prominence | 9. withdrawal |
| 4. proficiency | 10. mockery |
| 5. frequency | 11. deficiency |
| 6. penalty | 12. compensation |

2 Study how these words are formed.

1. All these words contain suffix “-ette” meaning “little one.”
2. All these words contain prefix “out-” meaning “in a manner that is greater, better, or more than something else.”
3. All these words contain “pose” which originates from the Latin *ponere* meaning “to put” or “to place.”
4. All these words contain “dict” which originates from the Latin *dicere* meaning “to speak” or “to say.”

3 Translate the following sentences, paying special attention to the meanings of the words in bold type.

1. 那只是个口误，却让他丢了政府部门的工作。
2. 当听到那所大学没有授予她儿子博士学位时，她的情绪一下低落了。
3. 照片上我们看到她赛后自豪而满足地挥舞着国旗的样子。
4. 电影遭禁演，因为他们声称其中含有令他们反感的反对他们种族的内容。
5. 他和他的内阁成员讨论的时候，当然不会谈这些小事。
6. 我的小小的建议就写在这一小纸片上，请你见到她时给她。
7. 有些人坚决反对，但大多数特洛伊人都决定要把那木马弄进城里。他们永远没有想到这个怪物里面藏着敌人。
8. 我觉得教师进课堂时应该穿得朴素些，你的这件衣服颜色稍显艳丽了。

4 The following sentences contain a new figure of speech called “synecdoche,” in which a part stands for the whole. Identify them and guess what they stand for.

1. “A skirt” here stands for a woman or a girl.

2. “The White House” stands for the American presidency.
3. “The Kremlin” stands for the Russian government.
4. “The pen” and “the sword” stand for writers or media people, and armed forces or armed rebellion respectively.
5. “Head” here stands for “a person.”
6. “The barrel of a gun” and “bullet” stand for revolutionary violence and “ballot” stands for democratic election.
7. “A roof over their heads” stands for a house.
8. “Hands” stands for labor force or workers.

Vocabulary

1 Translate the following expressions.

Into English

- | | |
|---------------------------|----------------------------|
| 1. bang the door | 7. sink one's head |
| 2. cheer His Majesty | 8. symbolize the nation |
| 3. contemplate the statue | 9. warm one's hands |
| 4. devise a new method | 10. ruin one's health |
| 5. gain a reputation | 11. play an important role |
| 6. inspire the people | 12. settle the issue |

Into Chinese

- | | |
|--------------------|------------------|
| 1. 永恒的真理 | 11. 使人兴奋冲动的爱国激情 |
| 2. 文件柜 | 12. 无情的入侵者 |
| 3. 无稽之谈 | 13. 首相 |
| 4. 违规行为 | 14. 思维过程（思想方式） |
| 5. 常客 | 15. 国际联盟 |
| 6. 新鲜空气 | 16. 一篇条理清楚的文章 |
| 7. 格调很高的独白（一个人唱高调） | 17. 一位口译好手 |
| 8. 一种固定的观点 | 18. 一种不可阻挡的趋向/潮流 |
| 9. 言语障碍 | 19. 烂苹果 |
| 10. 可怕的风 | 20. 一位点头之交 |

2 Replace the parts in bold type in the following sentences with words and expressions from the text.

1. was utterly disgusting

2. was given to frequent shopping sprees
3. saw the folly; fell into the other fault; cut down
4. walked unsteadily; in anguish
5. justify; countered by saying; If anything; ruin
6. vanish of itself; combat; put in its place
7. stand by him/support him/back him up; showed his open contempt and mockery to
8. viewed; symbolized; in eternal panic lest
9. dismiss lightly; it might be Nazism all over again
10. too much for; few and far between; few and far between

3 Translate the following sentences into English.

1. I know I could rely on my brother to stand by me whatever happened.
2. As a rule, the younger generation tends to be more interested in the present rather than the past unlike the older generation, but both generations will stand to lose if they do not respect the other's needs.
3. The Chinese written language has been a major factor for integrating the whole nation.
4. In traditional Chinese art and literature, the bamboo and the pine tree always symbolize moral integrity and uprightness.
5. Queen Elizabeth I ruled England for 45 years, and the nation prospered under her rule.
6. Democracy means that the majority rules. But that's not all. Respect for minority's right to disagree is also an integral part of democracy. The two rules are of equal importance.
7. A nation cannot be strong unless it is well-integrated politically, economically, culturally as well as geographically.
8. The party was boring, so he slipped out of the room and went home. But the road was so muddy after the rain that he slipped and fell into a ditch.
9. Her health was such that she would not dare to be exposed to the sun even in winter lest she got sunstroke.
10. I was drowning my sorrow one night in a small restaurant when he came over to me and slipped a roll of money in my pocket.

4 Fill in the blanks with appropriate words or expressions.

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

5 Choose the right words in their proper forms.

- 1 1. sexy 2. sexual/sex 3. sexist 4. sexual
- 2 1. disinterested 2. uninterested 3. disinterested
- 3 1. literally 2. literate 3. literary 4. literary 5. literate
- 4 1. bulge 2. sticking out 3. bulging/swollen
4. protruding, protruding, bulge 5. sticking out, swelling 6. jutting out
- 5 1. slipping 2. slid 3. sliding 4. slip 5. gliding, gliding
- 6 1. reputation 2. prestige/reputation 3. reputation

6 Fill in the blanks with suitable words to make the sentences ironical.

- | | |
|----------------|---------------|
| 1. beautifully | 6. decisive |
| 2. original | 7. soft |
| 3. thick | 8. rich |
| 4. clean | 9. democratic |
| 5. punctual | 10. rise |

Grammar

1 Learn to use the present/past continuous tense with adverbs of frequency and find out which of the following sentences imply disapproval or annoyance.

1, 3, 4, 8, 10

2 Learn the uses of *being*.

1 Study the uses of *being* in the following sentences and put each into a category listed below.

A note on the present/past continuous tense of the stative verb *be*:

- 1) Permanent qualities such as “be beautiful,” “be natural” are generally expressed in the simple present/past tense, e.g. Jim’s optimistic. When “be” is used with a continuous tense it is viewed as a temporary state, often with the implication of a type of behavior, e.g. You’re being far too optimistic about your future, Jim.
- 2) Sometimes there isn’t much difference between the simple past passive form and the past continuous passive except that the latter is more emphatic.

- ① 1, 10
- ② 5, 6
- ③ 3, 9, 12

④ 2, 4, 7

⑤ 8, 11

2 Complete each of the sentences by putting the verb in brackets in the proper form.

- | | |
|--------------------|-----------------------|
| 1. is being robbed | 6. was being repaired |
| 2. were being | 7. was being |
| 3. is being done | 8. being built |
| 4. being | 9. being |
| 5. are being made | 10. being exaggerated |

3 Translate the sentences into English, using *being*.

1. He **is being investigated** for receiving bribes.
2. The government started airdropping food to areas **being cut off** by the flood.
3. People are much concerned about how the charity money **is being used**.
4. The exact locations of the laboratories **are being kept** secret for reasons of security.
5. What's the matter with Jim today? I think he's **being rather rude**, not his usual self.
6. The local public security bureau **is being criticized** for **being soft** on white-collar crime.
7. The car accident investigator is accused of **being one-sided**, favoring the offender.
8. The project coordinator complains that almost half of his time **is being spent** on meetings and reports.
9. His latest novel **being adapted** for TV has been on the *New York Times* best-seller list for forty-two weeks.
10. The spokesman flatly denied all rumors **being circulated** at the moment about the president's health.

3 Study the grammatical structure of these involved sentences.

1. This is a compound complex sentence. The two coordinate clauses are connected by a semicolon “;”.

Main clause: Claire withdrew...; she did not want...

In the first coordinate clause:

Adverbial clause: the bath towel slip down any farther (It is introduced by “lest.”)

In the second coordinate clause:

Adverbial clause: she had no arms, she was in an... to pull up again (It is introduced by “since.”)

2. This is a complex sentence.

THE Main clause: it set me watching... and asking... what all the fuss was about

Subject: it

Predicative verb: set

Objects: watching... and asking...

One of the objects “asking myself...” (a gerund phrase) contains a noun clause “what all the fuss was about” which functions as the direct object of “asking.”

Adverbial modifier: the prepositional phrase “without giving me anything positive” modifying the main verb “set”

Attributive modifier: “put in the place of that heady patriotism” (an infinitive phrase) modifying “anything positive”

4 Translate the last three paragraphs of the selection into Chinese.

我们再以我的汽车维修师说事。每次见到我，他老是给我讲些笑话。有一次他从车的发动机罩下抬起头对我说，“博士，一个又聋又哑的家伙到一家五金店去买钉子。他伸出两个并拢的手指头放在柜台上，然后用另一只手作3个捶打的姿势。售货员给他拿来一把钉锤，他摇了摇头，并指了指他刚才捶打的两个手指头。这回售货员给他拿来了一些钉子，他挑选了他需要的型号后就走了。呃，博士，后来又来了个瞎子，要买剪刀。你认为他会怎么表示要买的东西？”

我顺从地抬起了右手，用食指和中指做了使用剪刀的动作。我的汽车维修师当即大笑起来，他说，“你这都不懂，真是个大傻瓜，他张嘴直接说呀。”接着他得意地说，“我今天用这个笑话考了考我所有的顾客。”“有人中了你的圈套吧？”我问。“真还有不少。不过我料到你肯定会中圈套。”“为什么呢？”“因为你他妈的受过教育呀，博士，所以我知道你脑瓜子不可能太机灵。”

令我感到不安的是，他说的还真有些道理。