

Contents

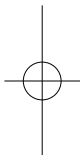
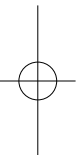
Acknowledgements	XIV
Abbreviations	XVII
Pronunciation Table	XVIII
Unit 1	1
Text A Thinking as a Hobby	2
Text B The Pleasures of Learning	29
Unit 2	33
Text A Spring Sowing	34
Text B The Earth Poet	58
Unit 3	63
Text A Groundless Beliefs	64
Text B Corn-pone Opinions	87
Unit 4	93
Text A Lions and Tigers and Bears	94
Text B Two Cities	117
Unit 5	121
Text A For Want of a Drink	122
Text B Could You Live with Less?	143

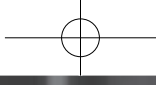


Unit 6	147
Text A The Telephone	148
Text B The Hour of Letdown	170
Unit 7	175
Inter-Lesson (I)	175
Unit 8	189
Text A Economic Growth Is a Path to Perdition, Not Prosperity.....	190
Text B All This Progress Is Killing Us, Bite by Bite	213
Unit 9	217
Text A The Damned Human Race	218
Text B A String of Beads	242
Unit 10	249
Text A The World House	250
Text B None of This Is Fair	273
Unit 11	279
Text A Soldier's Heart.....	280
Text B Secrets	303
Unit 12	311
Text A Onwards and Upwards	312
Text B The Rivals	335
Unit 13	341
Text A Cord.....	342
Text B My Daughter Smokes.....	368
Unit 14	373
Inter-Lesson (II)	373



Unit 15	387
Text A A Letter to American Jews (and Other Friends of Israel).....	388
Text B The Never-Ending Fight.....	412
Unit 16	417
Text A Man of the Moment	418
Text B Is Everybody Happy?	447
Glossary	451
Language Items	464





Unit

1

Text A **Thinking as a Hobby**

Text B **The Pleasures of Learning**

现代大学英语

Contemporary College English

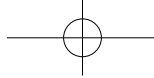
Text A



Thinking as a Hobby

William Golding

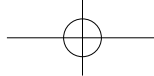
- 1 While I was still a boy, I came to the conclusion that there were three grades of thinking; and that I myself could not think at all.
- 2 It was the headmaster of my grammar school who first brought the subject of thinking before me. He had some statuettes in his study. They stood on a high cupboard behind his desk. One was a lady wearing nothing but a bath towel. She seemed frozen in an eternal panic lest the bath towel slip down any farther; and since she had no arms, she was in an unfortunate position to pull the towel up again. Next to her, crouched the statuette of a leopard, ready to spring down at the top drawer of a filing cabinet. Beyond the leopard was a naked, muscular gentleman, who sat, looking down, with his chin on his fist and his elbow on his knee. He seemed utterly miserable.
- 3 Some time later, I learned about these statuettes. The headmaster had placed them where they would face delinquent children, because they symbolized to him the whole of life.



Unit 1

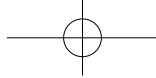
The naked lady was Venus. She was Love. She was not worried about the towel. She was just busy being beautiful. The leopard was Nature, and he was being natural. The muscular gentleman was not miserable. He was Rodin's Thinker, an image of pure thought.

- 4 I had better explain that I was a frequent visitor to the headmaster's study, because of the latest thing I had done or left undone. As we now say, I was not integrated. I was, if anything, disintegrated. Whenever I found myself in a penal position before the headmaster's desk I would sink my head, and writhe one shoe over the other.
- 5 The headmaster would look at me and say,
- 6 "What are we going to do with you?"
- 7 Well, what were they going to do with me? I would writhe my shoe some more and stare down at the worn rug.
- 8 "Look up, boy! Can't you look up?"
- 9 Then I would look up at the cupboard, where the naked lady was frozen in her panic and the muscular gentleman contemplated the hindquarters of the leopard in endless gloom. I had nothing to say to the headmaster. His spectacles caught the light so that you could see nothing human behind them. There was no possibility of communication.
- 10 "Don't you ever think at all?"
- 11 No, I didn't think, wasn't thinking, couldn't think—I was simply waiting in anguish for the interview to stop.
- 12 "Then you'd better learn—hadn't you?"
- 13 On one occasion the headmaster leaped to his feet, reached up and put Rodin's masterpiece on the desk before me.
- 14 "That's what a man looks like when he's really thinking."
- 15 Clearly there was something missing in me. Nature had endowed the rest of the human race with a sixth sense and left me out. But like someone born deaf, but bitterly determined to find out about sound, I began to watch my teachers to find out about thought.
- 16 There was Mr Houghton. He was always telling me to think. With a modest satisfaction, he would tell me that he had thought a bit himself. Then why did he spend so much time drinking? 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?



Contemporary College English

- 17 Sometimes, exalted by his own oratory, he would leap from his desk and hustle us outside into a hideous wind.
- 18 “Now, boys! Deep breaths! Feel it right down inside you—huge draughts of God’s good air!”
- 19 He would stand before us, put his hands on his waist and take a tremendous breath. 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.
- 20 Mr Houghton was given to high-minded monologues about the good life, sexless and full of duty. 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.
- 21 His neck was an object of great interest to me. Normally it bulged a bit over his collar. But Mr Houghton had fought in the First World War alongside Americans and French, and had come to a settled detestation of both countries. If either happened to be prominent in current affairs, no argument could make Mr Houghton think well of it. He would bang the desk, his neck would bulge still further and go red. “You can say what you like,” he would cry, “but I’ve thought about this—and I know what I think!”
- 22 Mr Houghton thought with his neck.
- 23 This was my introduction to the nature of what is commonly called thought. 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. 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. It is what I came to call grade-three thinking, though more properly, it is feeling, rather than thought.
- 24 True, often there is a kind of innocence in prejudices, but in those days I viewed grade-three thinking with contempt and mockery. I delighted to confront a pious lady who hated the Germans with the proposition that we should love our enemies. She taught me a great truth in dealing with grade-three thinkers; because of her, I no longer dismiss lightly a mental process which for nine tenths of the population is the nearest they will ever get to thought. They have immense solidarity. We had better respect them, for we are outnumbered and surrounded. 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



Unit 1

contradictions in their beliefs. Man enjoys agreement as cows will graze all the same way on the side of a hill.

- 25 Grade-two thinking is the detection of contradictions. 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. 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. To hear people justify their habit of hunting foxes by claiming that the foxes liked it. To hear our Prime Minister talk about the great benefit we conferred on India by jailing people like Nehru and Gandhi. To hear American politicians talk about peace and refuse to join the League of Nations. Yes, there were moments of delight.
- 26 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 and began to find that pointing out contradiction could be costly as well as fun. There was Ruth, for example, a serious and attractive girl. I was an atheist at the time. And she was a Methodist. But, alas, instead of relying on the Holy Spirit to convert me, Ruth was foolish enough to open her pretty mouth in argument. 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.
- 27 At last she remarked that there were an awful lot of Methodists, and they couldn't be wrong, could they—not all those millions? 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? An awful flicker of doubt appeared in her eyes. 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.
- 28 That night her father visited my father and left, red-cheeked and indignant. I was given the third degree to find out what had happened. I lost Ruth and gained an undeserved reputation as a potential libertine.
- 29 Grade-two thinking, though it filled life with fun and excitement, did not make for content. 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. A typical grade-two thinker will say, "What is truth?" There is still a higher grade of thought which says, "What is truth?" and sets out to find it.

Contemporary College English

- 30 But these grade-one thinkers were few and far between. They did not visit my grammar school in the flesh though they were there in books. I aspired to them, because I now saw my hobby as an unsatisfactory thing if it went no further. If you set out to climb a mountain, however high you climb, you have failed if you cannot reach the top.
- 31 I therefore decided that I would be a grade-one thinker. 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. 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. 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...
- 32 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. Young people seemed oddly contented with the world as it was. A young navy officer got as red-necked as Mr Houghton when I proposed a world without any battleships in it.
- 33 Had the game gone too far? In those prewar days, I stood to lose a great deal, for the sake of a hobby.
- 34 Now you are expecting me to describe how I saw the folly of my ways and came back to the warm nest, where prejudices are called loyalties, pointless actions are turned into customs by repetition, and we are content to say we think when all we do is feel.
- 35 But you would be wrong. I dropped my hobby and turned professional. (1,927 words)

Notes on the Text

1. About the author

William Golding (1911–1993) was a British writer who won the Nobel Prize for Literature in 1983, and who is known especially for his novel *Lord of the Flies*. Golding was born in Cornwall and educated at Brasenose College, Oxford. Before World War II, he worked as a writer, actor, and producer with small theatre companies and as a teacher. During the war he served in the Royal Navy. He returned to writing and teaching after the war. *Lord of the Flies* did not appear until 1954 and was an immediate success. The intrinsic cruelty of man is at the heart of many of Golding's novels. He often presents isolated individuals or small groups in extreme situations dealing with man in his basic condition stripped of trappings, creating the quality of a fable. His novels are remarkable for their strikingly varied settings.

2. Venus (para. 3)

It refers to the goddess of beauty and love in Roman mythology, but here it refers to the Greek statue of the goddess that can be seen in the Louvre in Paris. It is badly damaged and is famous for having no arms.

3. Rodin's Thinker (para. 3)

Auguste Rodin (1840–1917) was a French sculptor, considered to be one of the greatest sculptors of his time, whose most famous works are *The Thinker* and *The Kiss*.

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

Traditionally Christians emphasized such moral principles as duty, discipline, thrift and hard work, and sex was considered to be the original sin. Some religious sects even regarded sex as the root of all evils and practiced strict celibacy (独身生活).

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

The author is teasing this lady that she is being inconsistent. A pious Christian should love all people including the enemy, according to the Bible.

6. patriotism (para. 25)

Patriotism is usually considered positive and complimentary, but what happened in World War II made many people realize that it could be used to cover up many immoral actions in international situations as well as in political life at home. Therefore, like the author here, they tended to use the term sarcastically.

7. their habit of hunting foxes (para. 25)

Foxhunting takes place in the UK between November and early spring. The horse riders usually wear red coats, and the hunt is controlled by the Master of Foxhounds—dogs specially trained to track down and kill foxes. Foxhunting is thought of as a sport for rich people who own land in the countryside. Many people think that foxhunting is cruel and want parliament to pass a law against it, but foxhunters argue that it helps to control the number of foxes.

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

India was ruled by Britain from 1757 to 1947. Gandhi (1869–1948) and Nehru (1889–1964) were both leaders of the Free-India Movement which aimed at winning national independence for India through non-violent civil-disobedience. In the course of this struggle, they were jailed by the British government several times. But their efforts finally brought about the independence of India on August 15, 1947.

9. To hear American politicians talk about peace and refuse to join the League of Nations. (para. 25)

The idea of having an association of nations to maintain world peace and promote international cooperation was first put forward by Woodrow Wilson in his Fourteen Points, a speech to Congress in January, 1918, and largely due to his influence, was accepted as part of the Treaty of Versailles at the Paris Peace Conference. The League of Nations thus organized however was crippled by the refusal of the US to participate as a result of the opposition movement led by Wilson's bitter political enemy Henry C. Lodge. (By that time Wilson's health had broken down and in fact he was dying.) The organization was discredited when it failed to act against the German, Japanese, and Italian aggression. It was formally disbanded in April, 1946. However, many historians today believe that as the predecessor of the United Nations, it was not a complete failure. The author here of course is ridiculing the hypocrisy of American politicians.

10. the Holy Spirit (para. 26)

In the Christian religion, the Holy Spirit refers to God in the form of spirit.

11. Saint Jerome's Vulgate (para. 26)

This is the Latin translation of the Bible made by Saint Jerome at the end of the fourth century A.D. It is now used in a revised form as the Roman Catholic Authorized Version.

12. Figures of speech and rhetorical devices 修辞手法

They are words and expressions used in special ways to provide emphasis, freshness of expression or clarity. When used appropriately, they can make the language more interesting, persuasive, and powerful. There are many such figures of speech and rhetorical devices in English (one scholar enumerated 184 of them during the Renaissance), some of which have already been introduced to the users of this textbook series, such as: simile, metaphor, personification, alliteration, rhyme, satire, irony, euphemism, oxymoron, onomatopoeia, inversion. We are going to introduce more:

- 1) anaphora: repetition of the same word or group of words at the beginning of successive clauses
- 2) anticlimax: arrangement of words in order of decreasing importance
- 3) antithesis: juxtaposition of opposing or contrasting ideas
- 4) assonance: repetition of vowel sounds, most commonly within a short passage of verse
- 5) climax: arrangement of words in order of increasing importance
- 6) consonance: repetition of consonant sounds, most commonly within a short passage or verse
- 7) polyptoton: repetition of words derived from the same root

- 8) allusion: indirect reference to another work of literature or art
- 9) antiphrasis: word or words used contradictory to their usual meaning, often with irony
- 10) hyperbole: use of exaggerated terms for emphasis
- 11) meiosis: use of understatement, usually to diminish the importance of something
- 12) metonymy: substitution of a word to suggest what is really meant
- 13) parable: extended metaphor told as an anecdote to illustrate or teach a moral lesson
- 14) paradox: use of apparently contradictory ideas to point out some underlying truth
- 15) pun: play on words that will have two meanings
- 16) synecdoche: form of metonymy, in which a part stands for the whole
- 17) transferred epithet: placing of an adjective with what appears to be the incorrect noun

Glossary

anguish /'æŋɡwɪʃ/

aspire /ə'spaɪə(r)/

atheist /'eɪθɪst/

bitterly /'bɪtə(r)li/

bulge /bʌldʒ/

Catholic /'kæθəliːk/

costly /'kɒstli/

deficiency /dɪ'fɪʃənsɪ/

delinquent /dɪ'lɪŋkwənt/

detestation /,dɪ'te'steɪʃən/

devise /dɪ'vaɪz/

disintegrated

/dɪs'ɪntɪɡreɪtɪd/

disinterested

/dɪs'ɪntəɪrɪstɪd/

draught /dræft/

exalt /ɪɡ'zɔːlt/

fault /fɔːlt/

file /faɪl/

n. (fml) severe pain, mental suffering or unhappiness

v. to have a strong desire to achieve or to become sth;

~ to sth 渴望得到某物; 有志成就某事

n. a person who believes that God does not exist

adv. (describing unpleasant or sad feelings) extremely

v. to stick out from sth in a round shape

n. a member of the Roman Catholic Church

adj. causing people to lose sth or to suffer

n. a fault in sth/sb that makes them not good enough

adj. (esp. of young people or their behavior) showing a tendency to commit crimes 有违法倾向的

n. (noun of *detest*) strong hatred

v. to invent sth new or a new way of doing sth

adj. the state of being apart or in pieces (Note: This word is not used here in its normal sense. The author uses it for humor.)

adj. not influenced by personal feelings, or by the chance of getting some advantage for yourself 客观的; 无私的; 公正的

n. (*AmE* also *draft*) a flow of cool air in a room or other enclosed space

v. to excite

n. the fact of being responsible for a bad or unpleasant situation or a weakness in one's character

n. sth that is placed in an official record; *a filing cabinet*: a

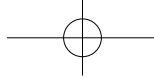
fuss /fʌs/	cabinet for storing files in alphabetical order
heady /'hedɪ/	<i>n.</i> unnecessary excitement, worry or activity <i>adj.</i> (of a person) excited in a way that makes you do things without worrying about the possible results
hideous /'hɪdɪəs/	<i>adj.</i> extremely unpleasant or ugly
high-minded /'haɪ'maɪndɪd/	<i>adj.</i> (of people or ideas) having strong moral principles
hindquarters /'haɪnd,kwɔ:tə(r)z/	<i>n.</i> the back part of a four-legged animal, including its two back legs (四足动物的) 臀部及后腿
hustle /'hʌsl/	<i>v.</i> to make sb move quickly by pushing them in a rough aggressive way
hypocrisy /hɪ'pɒkrəsi/	<i>n.</i> (<i>disapproving</i>) behavior in which sb pretends to have moral standards or opinions that they do not actually have 伪善; 虚伪
impediment /ɪm'pedɪmənt/	<i>n.</i> sth that delays or stops the progress of sth; ~ to sth ……的障碍
league /li:g/	<i>n.</i> a collection of people, countries, or groups that combine for a particular purpose, typically mutual protection or cooperation; <i>League of Nations</i> 国际联盟
leopard /'lepəd/	<i>n.</i> a large animal of the cat family that has yellowish-brown fur with black spots
lest /lest/	<i>conj.</i> (<i>old-fashioned</i>) used to introduce the reason for the particular emotion or action mentioned 唯恐; 担心
libertine /'lɪbətɪ:n/	<i>n.</i> (<i>fm</i> , <i>disapproving</i>) a person, usu. a man, who leads an immoral life and is interested in pleasure, esp. sexual pleasure
majesty /'mædʒəstɪ/	<i>n.</i> (His/Her/Your Majesty) a title of respect used when speaking about or to a king, queen, emperor and empress
masterpiece /'mæstəpi:s/	<i>n.</i> the best book, painting, movie, piece of music, etc. by a particular person
Methodist /'meθədɪst/	<i>n.</i> a member of a Christian Protestant Church that broke away from the Church of England in the 18th century 循道宗信徒
monologue /'mɒnələʊg/	<i>n.</i> a long speech by one person during a conversation that stops other people from speaking or expressing an opinion 一个人滔滔不绝的讲话
muscular /'mʌskjʊlə(r)/	<i>adj.</i> (also <i>informal</i> <i>muscly</i>) having large strong muscles
navy /'neɪvɪ/	<i>n.</i> the part of a country's armed forces that fights at sea, and the ships that it uses
oratory /'ɔ:rətɔ:rɪ/	<i>n.</i> the skill of making powerful and effective speeches in public
outnumber /,aʊt'nʌmbə(r)/	<i>v.</i> to be greater in number than sb/sth

penal /'pi:nəl/	<i>adj.</i> relating to punishment, esp. by law
pious /'paɪəs/	<i>adj.</i> deeply religious 虔诚的
proficient /prəʊ'fɪʃənt/	<i>adj.</i> able to do sth well because of training and practice
prominent /'prɒmɪnənt/	<i>adj.</i> easily seen
reel /ri:l/	<i>v.</i> to move or walk in a very unsteady way as one is drunk or sick or shocked
remorselessly /rɪ'mɔ:slɪslɪ/	<i>adv.</i> mercilessly, having or showing no pity or sympathy; (here) continuing in a way that seems impossible to stop
restively /'restɪvlɪ/	<i>adv.</i> impatiently; becoming difficult to control
rotten /'rɒtən/	<i>adj.</i> (of food, wood, etc.) badly decayed (therefore cannot be eaten or used)
rug /rʌg/	<i>n.</i> a piece of thick material like a small carpet that is used for covering or decorating part of a floor 小地毯; 垫子
ruinous /'ruɪnəs/	<i>adj.</i> causing or likely to cause damage or destruction
solidarity /,sɒlɪ'dærəti/	<i>n.</i> support by one person or group of people for another because they share feelings, opinions, aims, etc.; ~ <i>into sth</i> 团结; 齐心协力; 相互支持
spectacles /'spektəklz/	<i>n. (pl.) (fml)</i> glasses
spring /sprɪŋ/	<i>n.</i> (here) a twisted or coiled piece of metal that returns to its original shape when pressed down or stretched 弹簧
statuette /,stætʃu'et/	<i>n.</i> a small statue 小雕像; 小塑像
symbolize /'sɪmbəlaɪz/	<i>v.</i> to be a symbol of (sth)
trifle /'traɪfl/	<i>n.</i> sth that is not valuable or important
unaccustomed /,ʌnə'kʌstəmd/	<i>adj.</i> (usu. before noun) not usual, normal or familiar
undeserved /,ʌndɪ'zɜ:vɪd/	<i>adj.</i> that sb does not deserve and therefore unfair 不应得的; 冤枉的; 不公正的
writhe /raɪð/	<i>v.</i> to twist or move your body without stopping, often because you are in great pain

Preview

1 Read the text carefully and answer the following questions.

1. Do you like this essay? Give one good reason no matter what your answer may be.
2. Why do you think the author wrote this essay? To describe his troubled childhood? To



Contemporary College English

make fun of some of his teachers in his grammar school? To entertain his readers with his humorous anecdotes? To tell people how his hobby of thinking cost him his girl friend and made him a misfit in society? To make young people see the importance of thinking? Or what?

3. How does the author classify thinking?
4. How does the author define the three grades of thinking? Give examples of what these three grades of thinkers would be like today in our country. Which of the three grades do you think you belong to?
5. Can you think of one good question about thinking that you would like to bring up for class discussion?

2 Do the following exercises.

1 Give the corresponding nouns of the following words.

- | | |
|---------------|----------------|
| 1. muscular | 7. immense |
| 2. delinquent | 8. exalt |
| 3. prominent | 9. withdraw |
| 4. proficient | 10. mock |
| 5. frequent | 11. deficient |
| 6. penal | 12. compensate |

2 Study how these words are formed.

1. statuette; cigarette; kitchenette
2. outnumber; outdistance; outweigh; outwit; outsmart; outlast
3. propose; proposition; compose; composition; dispose; disposition; impose; imposition; expose; exposition; pose; position
4. contradict; contradiction; predict; prediction; verdict; diction; dictionary; dictate; dictator; dictatorship

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

1. It was just a **slip** of the tongue, but it cost him his government **position**.
2. Her spirits **flagged** when she heard that the university did not **confer** the PhD degree to her son.
3. The picture showed her waving the national flag, proud and **content** after the **race**.
4. The movie was banned because they **claimed** that it had **objectionable content**

against their **race**.

5. When he **conferred** with his cabinet members he would not discuss these **trifles** of course.
6. My **modest** proposal is written on this **slip** of paper. Give it to her when you see her.
7. Some people **objected** strongly, but most people of Troy decided to take the wooden horse into the city. They never guessed that in this strange **object** were hidden enemy soldiers.
8. I think that teachers should be more **modestly** dressed when they go to the classroom. Your dress is **a trifle** too loud.

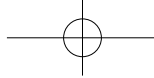
4 The following sentences contain a new figure of speech called “synecdoche,” in which a part stands for the whole. Identify them and guess what they stand for.

1. It will lecture on disinterested purity while its neck is being remorselessly twisted toward a skirt.
2. Ever since he was young his mind was set to go after the White House.
3. The Kremlin is still strongly against international sanctions.
4. It never occurred to him that the pen could be mightier than the sword.
5. The meal cost about one thousand dollars per head.
6. Political scientists differ in their view about the source of power. Some believe that political power comes from the barrel of a gun, while others believe that it comes from people’s will. Their slogan is “Ballot rather than bullet.”
7. Many young people are struggling to have a roof over their heads.
8. We need more hands if we want to finish the job in time.

Speaking

1 Work in pairs and exchange your views on the following questions.

1. Was the author known as a thinking boy when he was at grammar school? What kind of a boy was he? Why was he a frequent visitor to the headmaster’s office? Was he really disintegrated as he said he was?
2. Why did the school headmaster keep those three statuettes in his office? Did they indicate in some way how he understood education? Did the boy know what they were supposed to mean? What did he take them for?



Contemporary College English

3. Did the school succeed in helping the boy to think? Why or why not? Don't you think it a bit too early for school to try to make kids think?
4. What finally made the boy decide to learn to think as a hobby? How did he go about it?
5. Why does the author tell those funny anecdotes about Mr Houghton? What is the problem with that teacher? Is the author making fun of him because he is always attracted by pretty girls? Or because he is an obvious alcoholic? Or because he does not like the Americans and the French? What does the author mean when he says that Mr Houghton "thought with his neck"? What is the point he is trying to make?
6. How does the author define grade-three thinking? Does he think highly of grade-three thinkers? What kind of feelings does he reveal when he describes them as cows that "graze all the same way on the side of a hill" or people who are always shouting the same thing and "warming their hands at the fire of their own prejudices"? But if he is showing his contempt and mockery, why does he say "we'd better respect them" because they have "immense solidarity"?
7. What is a typical grade-two thinker like according to the author? What happens when he manages to become a grade-two thinker himself? What new thoughts does he have on various subjects? Does he stand to gain or lose by being a grade-two thinker? What disadvantages? Any compensations?
8. Why does the author decide to become a grade-one thinker? How does he distinguish grade-one thinking from grade-two thinking? He says that all grade-one thinkers must develop a coherent system for living? What does he mean by this? What system? Why coherent? Can you guess what his beliefs, values, and ideas are about some of the most important problems in his day? Judging by the fact that he was considered critical in his thinking his thoughts must have been very different from those prevailing at the time. How would you define his system?

2 Give a two-minute talk on one of the following topics.

1. What did the author learn from Mr Houghton about thinking?
2. How did the author lose his girl friend and what was the lesson he learned from this?
3. What moments of delight did his grade-two thinking give him?
4. How does the author classify thinking? Where do you think you belong?

3 Comment on any one of the following statements.

1. Anyone who has begun to think places some portion of the world in jeopardy.

—John Dewey

Unit 1

2. A great many people think they are thinking when they are merely rearranging their prejudices. —William James
3. Where all men think alike, no one thinks very much. —Walter Lippmann
4. If you are afraid of being lonely, don't try to be right. —Jules Renard
5. It is nonsense to say there is not enough time to be fully informed... Time given to thought is the greatest time-saver of all. —Norman Cousins
6. All good things which exist are the fruits of originality. —John Stuart Mill
7. The minority is always wrong—at the beginning. —Herbert V. Prochnow
8. Thought makes the whole dignity of man; therefore endeavor to think well, that is the only morality. —Blaise Pascal
9. Sixty minutes of thinking of any kind is bound to lead to confusion and unhappiness. —James Thurber
10. It is a far, far better thing to have a firm anchor in nonsense than to put out on the troubled seas of thought. —John Kenneth Galbraith
11. The strongest bulwark of authority is uniformity; the least divergence from it is the greatest crime. —Emma Goldman
12. My guess is that well over 80 percent of the human race goes through life without having a single original thought. —Henry Louis Mencken

4 Discuss the following questions in groups.

1. Why is it that most people are grade-three thinkers who actually do not think?
2. Why is it that grade-one thinkers are “few and far between”?
3. There is an old saying that two heads are better than one, which suggests that the majority's collective wisdom always dwarfs that of the minority, let alone any individual. But many people do not agree with this. Like the author, they have no respect for majority's wisdom. They believe that most people do not usually use their heads, and therefore are ignorant and prejudiced and often become mobs and stampede easily. What do you think of these two views?
4. There are people who believe that for a society to cohere there must be a strong consensus as well as unity and discipline. Therefore we must not overemphasize the importance of critical thinking which is bound to result in confusion and quarrels. Do you agree?

Vocabulary

1 Translate the following expressions.

Into English

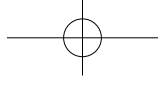
- | | |
|-----------------|------------------------|
| 1. 猛然敲门 | 7. 低下头 |
| 2. 向国王陛下欢呼 | 8. 象征 / 代表国家 |
| 3. 凝视那雕像 | 9. 暖和双手 |
| 4. 设计 / 发明一种新方法 | 10. 毁了某人的健康 |
| 5. 获得一种名声 | 11. 扮演重要的角色 / 起十分重要的作用 |
| 6. 鼓舞人民 | 12. 解决这个问题 |

Into Chinese

- | | |
|--------------------------|------------------------------|
| 1. the eternal truth | 11. heady patriotism |
| 2. a filing cabinet | 12. the remorseless invaders |
| 3. utter nonsense | 13. the Prime Minister |
| 4. delinquent behavior | 14. a mental process |
| 5. a frequent visitor | 15. the League of Nations |
| 6. fresh air | 16. a coherent article |
| 7. high-minded monologue | 17. a proficient interpreter |
| 8. a settled view | 18. an irresistible trend |
| 9. a speech impediment | 19. rotten apples |
| 10. a hideous wind | 20. a nodding acquaintance |

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

1. The movie completely **turned me off**. I had never seen so much money wasted on such garbage.
2. She **was in the habit of buying all sorts of things just for the fun of it**.
3. I finally **saw the stupidity** of overeating and decided to diet, but this time I **went to the other extreme**. I did **reduce** my food, but I overdid it.
4. The news was a terrible blow. Her mind reeled with shock. She **staggered** back, sank into her sofa and started moaning **in great pain**.
5. He tried to **defend** his development plan saying that it would make the area prosperous,



Unit 1

- but she **argued** that it would not. **On the contrary**, it would **destroy** the local economy.
6. Money worship will not **disappear automatically**. We have to **fight** it and find something positive to **replace it** in our moral education.
 7. Even in his last days he still believed that his people would **be with him**, and he **openly insulted and ridiculed** those who opposed him.
 8. Most people in their forties would remember the days when to say somebody was fat would be **regarded** as an unmistakable compliment because it **represented** wealth and happiness. But today many people are **in constant fear** that they or their children might be overweight.
 9. I consider it a crime to teach racial hatred in class. We must not **ignore** this kind of practice. I remember a man who once made hundreds of students repeat loudly sentences he had prepared including “Kill the... (people of a certain country).” Now if this was allowed to continue and influence our young students, **some day Nazism might come again**.
 10. These endless examinations and tests must be **unbearable to** the kids who have creative minds, but most of them would not be lucky enough to beat the system. I agree that geniuses are not **rare**; what are **rare** are the geniuses to recognize geniuses.

3 Translate the following sentences into English.

1. 我知道，不管发生什么情况，我都可以依靠兄弟的支持。
2. 一般说来，年轻一代与老一辈不同，他们对现在而不是对过去更感兴趣。但这两代人如果不互相尊重对方的需要，就都会遭受损失。
3. 中国的书面文字是国家完整统一的一个重要因素。
4. 在中国的传统艺术和文学中，竹子和松树往往象征着道德上的正直和刚正不阿。
5. 女皇伊丽莎白一世统治英国 45 年。在她统治时期，国家十分繁荣昌盛。
6. 民主意味着多数人来治理；但不仅如此，尊重少数人反对的权利也是民主不可分的一部分。这两条规则同等重要。
7. 一个国家不可能强大，除非她不但在地理上，而且在政治、经济和文化上都是一个整体。
8. 晚会十分乏味，所以他就偷偷溜出房间回家了。可是雨后的路非常泥泞，他脚下一滑，掉进了沟里。
9. 她身体糟糕到了这种程度，以至于冬天都不敢见太阳，怕中暑。
10. 有一天晚上，我正在一家小饭馆里借酒浇愁，他突然走了过来，往我手里塞了一沓钞票。

4 Fill in the blanks with appropriate words or expressions.

1. People who are _____ such great talents are _____.
A. conferred on, few and far between
B. blessed with, few and rare
C. endowed with, few and far between
D. gifted with, few and rare between
2. He was obsessed with _____ money and fame. Throughout his life, he was either busy _____ money or busy _____ important.
A. nothing but, making, being
B. neither, making, being
C. both, with, being
D. just, to make, to be
3. She _____ that position in the company, and she felt she was qualified, _____, overqualified.
A. desired for, on the contrary
B. aspired to, if anything
C. conspired for, in fact
D. aspired for, or more properly
4. The people had a hard life even _____. So they were _____ when the area was hit by the terrible earthquake.
A. at the worst of times, in real anguish
B. at the best of times, in real anguish
C. under normal conditions, in desperate gloom
D. without natural disasters, in hopeless despair
5. We can't _____ examination not because it is the best system, but rather because we have not _____ a better way to evaluate students.
A. do away, come up with
B. do away from, come across with
C. do away with, come up with
D. do away to, come across
6. Their government said that they had to use force to maintain social stability, but many people _____ that it wouldn't _____ stability and harmony.
A. contradicted them by saying, make
B. countered by saying, make for
C. opposed by saying, make up
D. objected by saying, result to

7. We still _____ many advanced countries in environmental protection, but today we face a wonderful opportunity to address this problem, and we must not let the opportunity _____.
- A. lag behind, slip by
 B. have lagged after, slip away
 C. have left behind, slide by
 D. have been lagged behind, slip off
8. The professor knew that some students are given to over-quoting in their paper, but one student _____. He simply downloaded a whole essay from the Website as his own. This was _____ the professor.
- A. went too far away, too much with
 B. went far, too much to
 C. went too extreme, too much of
 D. went too far, too much for
9. The sudden bankruptcy of these financial giants threw the investors _____ and caused them to _____.
- A. in panic, stampede
 B. in confusion, flee the stock market
 C. in despair, hold their stocks firmly in their hands
 D. in pain, vote by foot
10. Once the war decision was made, they immediately _____ allies who would _____ rain or shine.
- A. set out to find, stand by
 B. set out finding, stand beside
 C. set to finding, stand behind
 D. set off to find, stand with

5 Choose the right words in their proper forms.

1 sex; sexual; sexy; sexist

1. She is not what you might call a _____ woman, but she has great charm and is a great actor.
2. She is one of the pioneers in the study of _____ behavior.
3. In some circles, the traditional _____ attitude toward women is coming back. They believe that women's proper domain is in the kitchen.
4. Times have changed. Today _____ relations are openly discussed in schools.

Contemporary College English

2 disinterested; uninterested

1. The law says that the jury must consist of _____ people.
2. No matter how they tried to win the support of the people, most people remained _____.
3. To be _____ does not necessarily mean to be uninterested.

3 literal; literary; literate

1. "Have you eaten your meal?" in Chinese is only a greeting. We must not translate it _____ in English.
2. Poor as the country was, more than ninety percent of the population was _____.
3. It is ridiculous to say that a person can't comment on an omelet unless he can lay an egg. For the same reason we can't say a _____ critic can't criticize Shakespeare if he can't write better than Shakespeare.
4. It is said that Lu Xun strongly advised his son not to pursue a _____ career.
5. Christian fundamentalists believe that it was the _____ truth how God created the world as described in the Bible.

4 bulge; protrude; stick; jut; swell

1. Before the eruption of the volcano, people noticed a _____ at the top of the mountain.
2. I didn't notice that there was a nail _____ of the chair when I sat on it. It tore my best pants.
3. A woman carrying three _____ bundles tried to get on the train in front of me.
4. The man with a _____ forehead and _____ teeth had a _____ in his pocket. This immediately roused the guard's suspicion.
5. A rock _____ of the ground tripped him. He fell and hit his forehead on a stone. That's how he got this big _____.
6. There was a huge rock _____ over the cliff, overlooking the deep valley below.

5 slip; slide; glide

1. Canadians living in that area often wear snowshoes in winter to avoid _____.
2. He quickly _____ down the tree when the bear went out of sight.

3. It's a lot of fun _____ down the sand hill. It has become quite a tourist attraction.
4. The police assured the public that they would not let the chain killer _____ through their fingers again this time.
5. In the distance, a few fishing boats could be seen _____ over the lake and _____ also were the birds in the sky.

6 reputation; prestige

1. He had a _____ for his dirty tricks and ruthlessness.
2. To defend his _____, Mei Lanfang refused to perform for the occupying troops.
3. He has a poor _____ among farmers. I don't think he can win many of their votes.

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

Example

She was as **Robust** as Sister Lin in *Dream of the Red Chamber*.

1. I was really impressed. He sang as _____ as a crow when half choked.
2. Yes, he is as _____ as a copying machine.
3. The steak in the plate was so _____ I could see through it.
4. I was surprised to find his room as _____ as a pigsty.
5. He was as _____ as my rundown watch, always late by ten minutes.
6. We waited for him to make up his mind, but he turned out to be as _____ as Hamlet, the Prince of Denmark.
7. The pancake had gone dry and was as _____ as a regular brick.
8. This millionaire proved to be as _____ as a church mouse.
9. He ruled the country for about 40 years and was said to be as _____ as Evan the Terrible, the first Russia Tsar.
10. It's amazing how these countries can so quickly _____ from affluence to poverty.

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.

Examples	<p>He was always telling me to think. (para. 16) ... why was he always talking about the clean life and the virtues of fresh air? (para. 16) (used to emphasize how often the action takes/took place, expressing disapproval or annoyance)</p>
	<p>We are constantly trying to avoid those who would coerce us, manipulate us or use us. (para. 8, Unit 13, Book 3) For example, if you want me around too much, I claim you stifle me, but if you aren't constantly giving me attention, I may claim you don't love me. (para. 10, Unit 13, Book 3) (used just to emphasize how often the action takes/took place)</p>

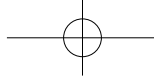
1. The people living above our apartment are frequently moving things about in the middle of the night, interrupting our sleep.
2. The direction of the wind was constantly changing, and we found it far more exhilarating cycling against it than with it.
3. Both parties are always saying that they want to help the underprivileged, but neither keeps their promise.
4. The dogs are always rubbing against the wall. Look at the dirty marks they've made.
5. These country schools' financial situation is constantly improving thanks to the support of the local government.
6. The scenery is constantly changing, and there is always something different to see.
7. He is constantly learning and striving to improve to keep up with the changing world.
8. Our department head's continually changing his mind, and making last-minute decisions. It's a nightmare working with him.
9. The boy has a bad cold and was repeatedly wiping his runny nose with the back of his hand.
10. The speaker was frequently contradicting himself, often ending up saying nothing. The presentation was a total disaster.

2 Learn the uses of *being*.

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

As participle	<p>❶ In the present/past continuous tense of <i>be</i>: <i>am/are/is/was/were</i> + <i>being</i>, e.g. She was just busy being beautiful. (para. 3)</p>
	<p>❷ In the passive form of the present/past continuous tense: <i>am/are/is/was/were</i> + <i>being</i> + <i>past participle</i>, e.g. It will lecture on disinterested purity while its neck is being remorselessly twisted toward a skirt. (para. 23)</p>
	<p>❸ In the participle phrase of <i>being</i> + <i>past participle</i> (shorted form of a relative clause where a passive continuous tense is used), e.g. Neither statement can be faulted on the grounds that it is inaccurate; at the same time, however, neither is sufficient as an explanation of the event being considered (which/that is being considered). (para. 11, Unit 11, Book 3)</p>
As gerund	<p>❹ As object of verbs (including phrasal verbs), e.g. Come on, he didn't mean you. Let's stop being so sensitive. (para. 56, Unit 16, Book 3) He couldn't be talking about being frightened of Orlando at night, because what more could one mean than just that? (para. 76, Unit 15, Book 3)</p>
	<p>❺ As object of preposition, e.g. Wouldn't he be afraid of being caught? (para. 126, Unit 16, Book 3) In the end, you might argue that the ultimate cause of your being late was the fact that you were born, but obviously this goes too far back to be meaningful. (para. 11, Unit 11, Book 3)</p>

- The leopard was Nature, and he was **being** natural. (para. 3)
- Maybe the boy did kill his father, did run out in a panic, did calm down three hours after the killing to come back to get the knife, risking **being** caught. (para. 134, Unit 16, Book 3)

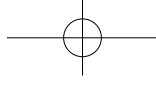


Contemporary College English

3. And I thought the whole thing was mad, and getting beyond me, with me a black stranger **being** shown a testimonial for the son of the house... (para. 51, Unit 15, Book 3)
4. "You know," he said, "about our land **being** beautiful?" (para. 69, Unit 15, Book 3)
5. What is local and familiar is suddenly **being** replaced or, assaulted by something that is foreign and unfamiliar. (para. 31, Unit 9, Book 3)
6. "I'm **being** buried today," she declared briskly, as though announcing an important social event. (para. 8, Unit 8, Book 3)
7. Instinctively, I wanted to break free, and cease **being** a creature defined by her time. (para. 52, Unit 8, Book 3)
8. And of how I was so miserable that I ran away and lived under a cart in our yard for two days without **being** discovered. (para. 47, Unit 3, Book 3)
9. Nothing had changed since I was a solitary child **being** given leather bookmarks by relatives for Christmas. (para. 15, Unit 2, Book 3)
10. My high school friends used to call me Mr Punctuality, but they were **being** ironic, for I was habitually late for class.
11. My great grandparents are much admired for **being** both mentally and physically active in their 90s.
12. Food **being** shipped to flood-stricken areas in Southeast Asia comes from all corners of the world.

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

1. When asked about his act of heroism, the young man said, "I can't turn a blind eye when someone _____ (**rob**)."
2. The boy resolved to keep back his tears before the strangers. However, they _____ (**be**) so kind and concerned that he broke down and cried.
3. The majority of the people there feel that not enough _____ (**do**) to protect the local wild life.
4. At the age of 92, she still remembers _____ (**be**) a rather bossy little girl.
5. Efforts _____ (**make**) to avert war through diplomatic channels and bring the countries back to the negotiating table.
6. The drivers struck up a conversation with the mechanic while his jeep _____ (**repair**).
7. Several times at the dinner table he tried to stop me, saying I _____ (**be**) unbearably talkative.
8. The high-speed railway line _____ (**build**), when completed, will be the fastest in the country.



Unit 1

9. On important occasions, he's always polite without _____ (be) humble.
 10. The company spokesman complained about their problems _____ (exaggerate) by the media.

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

1. 他因收受贿赂而正在接受调查。
2. 政府开始向被洪水围困的地区空投食品。
3. 人们十分关注善款现在是如何使用的。
4. 出于安全的原因，这些实验室的具体地址保密。
5. 吉姆今天是怎么回事？我觉得他相当粗鲁，一反常态。
6. 当地的公安局因对白领犯罪手软而受到批评。
7. 汽车事故调查者受到指责说他偏向肇事者。
8. 项目协调人抱怨说他几乎一半时间都花在开会和写报告上。
9. 他最近写的小说正被改编成电视剧。这部小说已上《纽约时报》畅销书榜 42 周。
10. 发言人断然否认了当前流行的关于总统健康问题的种种谣传。

3 Study the grammatical structure of these involved sentences.

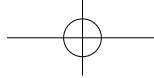
1. She seemed frozen in an eternal panic lest the bath towel slip down any farther; and since she had no arms, she was in an unfortunate position to pull the towel up again. (para. 2)
2. It set me watching the crowds cheering His Majesty the King and asking myself what all the fuss was about, without giving me anything positive to put in the place of that heady patriotism. (para. 25)

4 Translate the selection into Chinese.

What is intelligence, anyway? When I was in the army I received a kind of aptitude¹ test that all soldiers took and, against a normal of 100, scored 160. No one at the base had ever seen a figure like that, and for two hours they made a big fuss over me. (It didn't mean anything. The next day I was still made a buck private with KP² as my highest duty.)

All my life I've been registering scores like that³, so that I have the complacent⁴ feeling that I'm highly intelligent, and I expect other people to think so, too. Actually, though, don't such scores simply mean that I am very good at answering the type of academic questions

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- 1 **aptitude:** natural ability or skill, esp. in learning
 - 2 **KP:** kitchen patrol
 - 3 **register scores like that:** to have scores like that on official lists
 - 4 **complacent:** self-satisfied



Contemporary College English

that are considered worthy of answers by the people who made up the intelligence tests—people with intellectual bents¹ similar to mine?

For instance, I had an auto-repair man once, who, on these intelligence tests, could not possibly have scored more than 80, by my estimate. I always took it for granted that I was far more intelligent than he was. Yet, when anything went wrong with my car I hastened to him with it, watched him anxiously as he explored its vitals², and listened to his pronouncements as though they were divine oracles³—and he always fixed my car.

Well, then suppose my auto-repair man devised questions for an intelligence test. Or suppose a carpenter did, or a farmer, or, indeed, almost anyone but an academician. By every one of those tests, I'd prove myself a moron⁴. And I'd be a moron, too. In a world where I could not use my academic training and my verbal talents⁵ but had to do something intricate⁶ or hard, working with my hands, I would do poorly. My intelligence, then, is not absolute but is a function of the society I live in and of the fact that a small subsection of that society has managed to foist⁷ itself on the rest as an arbiter⁸ of such matters.

Consider my auto-repair man, again. He had a habit of telling me jokes whenever he saw me. One time he raised his head from under the automobile hood to say: “Doc, a deaf-and-dumb guy went into a hardware store to ask for some nails. He put two fingers together on the counter and made hammering motions with the other hand. The clerk brought him a hammer. He shook his head and pointed to the two fingers he was hammering. The clerk brought him nails. He picked out the sizes he wanted, and left. Well, Doc, the next guy who came in was a blind man. He wanted scissors. How do you suppose he asked for them?”

Indulgent⁹, I lifted my right hand and made scissoring motions with my first two fingers. Whereupon my auto-repair man laughed raucously¹⁰ and said, “Why, you dumb jerk, he used his voice and asked for them.” Then he said, smugly¹¹, “I’ve been trying that on all my customers today.” “Did you catch many?” I asked. “Quite a few,” he said, “but I knew for sure I’d catch you.” “Why is that?” I asked. “Because you’re goddamned educated, Doc, I knew you couldn’t be very smart.”

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- 1 **bent:** (*fml*) special natural skill or interest in a particular area
 - 2 **its vitals:** the essential parts of the car
 - 3 **divine oracles:** prophecies, foretelling the future
 - 4 **moron:** a person of below-average intelligence
 - 5 **verbal talents:** talents for using words
 - 6 **intricate:** complicated, elaborate
 - 7 **foist:** to impose by deception; force sb to accept sth undesirable
 - 8 **arbiter:** a person who settles disputes
 - 9 **indulgent:** giving in
 - 10 **raucously:** loudly
 - 11 **smugly:** in a self-satisfied way

And I have an uneasy feeling he had something there. (from “What Is Intelligence, Anyway?” by Isaac Asimov)

Writing

Write an essay of about 400 words on the topic: **What Kind of Thinker Am I?**

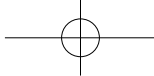
Poem of the Week

The Arrow and the Song

Henry Wadsworth Longfellow

I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong,
That it can follow the flight of song?



Contemporary College English

Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song from beginning to end,
I found again in the heart of a friend.

About the Poet

Henry Wadsworth Longfellow (1807–1882) was the best-loved American poet of his time. He wrote on profound as well as simple themes. He created poetry out of everyday experiences and saw beauty in everything from a ruined castle to a blacksmith shop. In such familiar things as the old clock on the stairs, the bridge from Cambridge to Boston, or a fire of driftwood, he found unexpected meanings. But Longfellow also loved the romantic memories of America's past and remains one of the most quoted of American poets.

箭与歌

亨利·沃兹沃思·朗费罗

我向空中射出箭一枝，
落到地上何处我不知；
它飕飕飞得如此之快
视线跟不上并不奇怪。

我对着天轻唱歌一支，
落到人间何处我不知；
谁有目光敏锐而又强，
能跟上歌声展翅飞翔。

很久很久以后橡树前，
我找到完好如初的箭；
而那支歌儿从始至终
我发现在朋友的心中。



Text B

The Pleasures of Learning

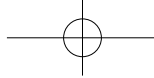
Gilbert Highet¹

- 1 As most schools are set up today, learning is compulsory. It is an Ought, even worse, a Must, enforced by regular hours and rigid discipline. And the young sneer at the Oughts and resist the Musts with all their energy. The feeling often lasts through a lifetime. For too many of us, learning appears to be a surrender of our own will to external direction, a sort of enslavement.
- 2 This is a mistake. Learning is a natural pleasure, inborn and instinctive, one of the essential pleasures of the human race. Watch a small child, at an age too young to have had any mental habits implanted by training. Some delightful films made by the late Dr Arnold Gesell of Yale University show little creatures who can barely talk investigating problems with all the zeal and excitement of explorers, making discoveries with the passion and absorption of dedicated scientists. At the end of each successful investigation, there comes over each tiny face an expression of pure heart-felt pleasure.
- 3 When **Archimedes**² discovered the principle of specific gravity by observing his own displacement of water in a bathtub, he leaped out with delight, shouting, “Eureka, Eureka!” (“I have found it, I have found it!”) The instinct which prompted his outburst, and the joy of its gratification, are possessed by all children.
- 4 But if the pleasure of learning is universal, why are there so many dull, incurious people in the world? It is because they were made dull, by bad teaching, by isolation, by surrender

.....

1 **Gilbert Highet (1906–1978):** Scottish American scholar, poet, writer, and teacher. He was born in Scotland and educated at the University of Glasgow and Oxford University. From 1932 to 1936 he taught at St. John’s College, Oxford; he then accepted an appointment at Columbia University, where he taught Greek and Latin literature for thirty years. Highet’s 14 books include *The Classical Tradition: Greek and Roman Influences on Western Literature* and *The Immortal Profession: The Joys and Teaching and Learning* (1976), from which the text is adapted.

2 **Archimedes (c. 287–c. 212 BC):** Greek mathematician and inventor who discovered Archimedes’ Principle, the fact that when you put an object in a liquid, it seems to weigh less by a certain amount, and this amount is equal to the weight of the liquid which it has taken the place of. A well-known legend says that he discovered this while in the bath, and jumped out of the bath and ran through the streets shouting “Eureka! (=I have found it!)”



Contemporary College English

to routine, sometimes, too, by the pressure of hard work and poverty, or by the **toxin**¹ of riches, with all their **ephemeral**² and trivial delights. With luck, resolution and guidance, however, the human mind can survive not only poverty but even wealth.

- 5 This pleasure is not confined to learning from textbooks, which are too often tedious. But it does include learning from books. Sometimes, when I stand in a big library like **the Library of Congress**³, or Butler Library at Columbia, and gaze round me at the millions of books, I feel a sober, earnest delight hard to convey except by a metaphor. These are not lumps of lifeless paper, but minds alive in the shelves. From each of them goes out its own voice, as inaudible as the streams of sound conveyed by electric waves beyond the range of our hearing, and just as the touch of a button on our stereo will fill the room with music, so by opening one of these volumes, one can call into range a voice far distant in time and pace, and hear it speaking, mind to mind, heart to heart.
- 6 But, far beyond books, learning means keeping the mind open and active to

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

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

1 **toxin:** a poisonous substance, esp. one that is produced by bacteria in plants and animals

2 **ephemeral:** (*fml*) lasting or used for only a short period of time

3 **the Library of Congress:** the largest library in the US in Washington, D.C. In addition to serving as a reference source for members of Congress and other officers of the government, the Library of Congress is open to the public and has become an outstanding institution among the learned institutions of the world, with magnificent collections of books, manuscripts, music, prints, and maps.



Unit 1

learned a little about the art, and it has been a constant delight.

- 8 Crafts, too, are well worth exploring. A friend of mine took up book-binding because his doctor ordered him to do something that would give him relaxation and activity without tension. It was a difficult challenge at first, but he gradually learned to square off the paper and the boards, sew the pages, fasten on the backstrip, and maintain precision and neatness throughout.
- 9 Within a few years, this initially rather dull hobby had led him into fresh fields of enjoyment. He began to collect fine books from the past five centuries, he developed an interest in printing; eventually, he started a private press and had the joy of producing his own elegant books. Many other crafts there are, and most of them contain one essential pleasure, the pleasure of making something that will last.
- 10 As for reading books, this contains two different delights. One is the pleasure of apprehending the unexpected, such as when one meets a new author who has a new vision of the world. The

other pleasure is of deepening one's knowledge of a special field. One might enjoy reading about the Civil War, and, then be drawn to a particularly moving part of it—the **underground railway**¹, say, which carried escaping slaves northward to freedom. One would then be impelled to visit the chief **way stations**² along the route, reconstructing the lives of those resolute organizers and thankful **fugitives**³.

- 11 Tradition says that **Ptolemy**⁴, the great astronomer of the Greek and Roman world, worked peacefully in his observatory under the clear skies of northern Egypt for 40 years. Many and great were his explorations of the starry universe. For instance, he described astronomical **refraction**⁵ in a way that was not improved for over 1,000 years. Ptolemy wrote just one poem, but it expressed his whole life:

Mortal I know I am, short-lived:
and yet,
whenever I watch the **multitude**⁶
of swirling stars,
then I no longer tread this earth,
but rise to feast with God,

1 **the underground railway:** an informal network of secret routes and safe houses used by 19th-century black slaves in the United States to escape to free states and Canada with the aid of abolitionists (people who wanted to stop slavery) and allies who were sympathetic to their cause

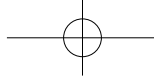
2 **way station:** a stopping place on a journey

3 **fugitive:** a person who is running away or hiding from the police or a dangerous situation

4 **Ptolemy (c. AD 90 – c. AD 168):** Greek astronomer, mathematician, and geographer who worked and lived in Egypt 托勒密

5 **refraction:** 折射

6 **multitude:** an extremely large number of things or people



Contemporary College English

and enjoy the food of the immortals.

- 12 Learning extends our lives (as Ptolemy said) into new dimensions. It is **cumulative**¹. Instead of diminishing, in time, like health and strength, its returns go on increasing, provided...
- 13 Provided that you aim throughout your life, as you continue learning, to integrate your thought, to make it harmonious. If you happen to be an engineer and also enjoy singing in a **glee club**², connect these two activities. They unite in you; they are not in conflict. Both choral singing and engineering are examples of the architectonic ability of man: of his power to make a large plan and to convey it clearly to others. Both are aesthetic and depend much on symmetry. Think about them not as though they were dissociated, but as though each were one aspect of a single unity. You will do them better, and be happier.
- 14 Much unhappiness has been suffered by those people who have never recognized that it is as necessary to make themselves into whole and harmonious personalities as to keep themselves clean, healthy and financially **solvent**³. Wholeness of the mind and spirit is not a quality conferred by nature, or by God. It is like health, virtue and knowledge.

Man has the capacity to attain it; but to achieve it depends on his own efforts. It needs long, deliberate effort of the mind and the emotions, and even the body.

- 15 During our earthly life, the body dies; even the emotions become duller. But the mind in most of us continues to live, and even grows more lively and active, enjoys itself more, works and plays with more expansion and delight.
- 16 Many peoples have played themselves to death, or eaten, and drunk themselves to death. Nobody has ever thought himself to death. The chief danger confronting us is not age. It is laziness, sloth, routine, stupidity—forcing their way in like wind through the shutters, seeping into the cellar like swamp water. Many who avoid learning, or abandon it, find that life is drained dry. They spend 30 years in a chair looking glumly out at the sand and the ocean; on a porch swing waiting for somebody to drive down the road. But that is not how to live.
- 17 No learner has ever run short of subjects to explore. The pleasures of learning are indeed pleasures. In fact, the word should be changed. The true name is happiness. You can live longest and best and most rewardingly by attaining and preserving the happiness of learning. (1,425 words)

1 **cumulative**: accumulative, gradually piled up 积储的; 积累的

2 **glee club**: (*AmE*) a group of people who sing together for enjoyment

3 **solvent**: able to pay debts