

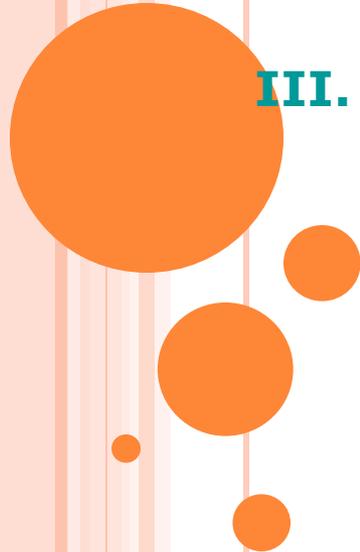
Part One

Warm-up

I. Picture Description

II. Quotations on Thinking

III. What Is Your Story?

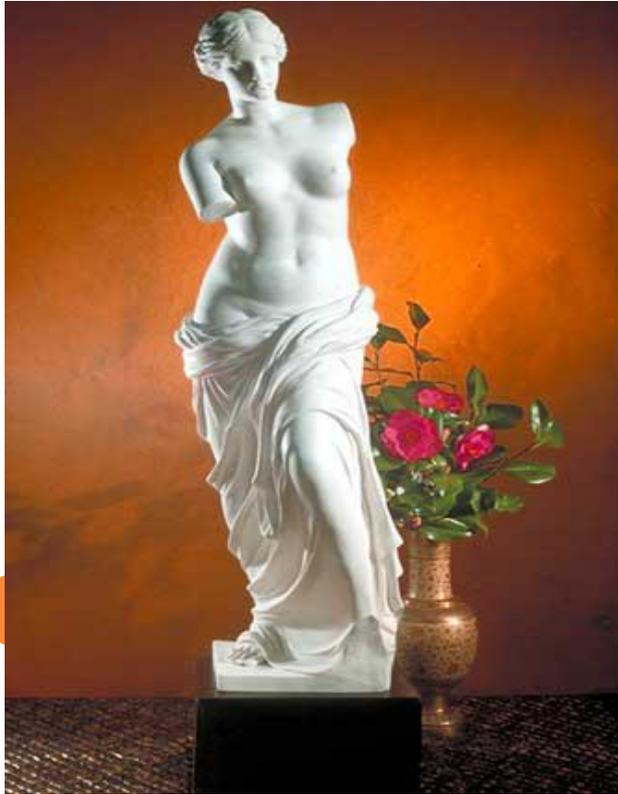


I. *Picture Description*

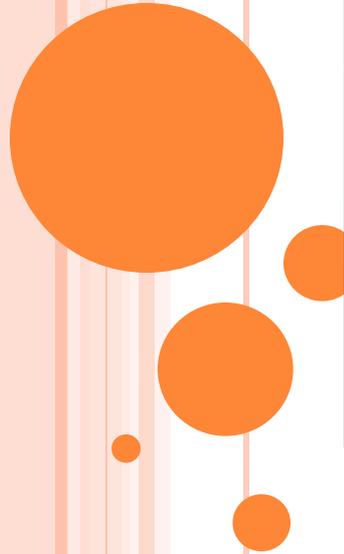
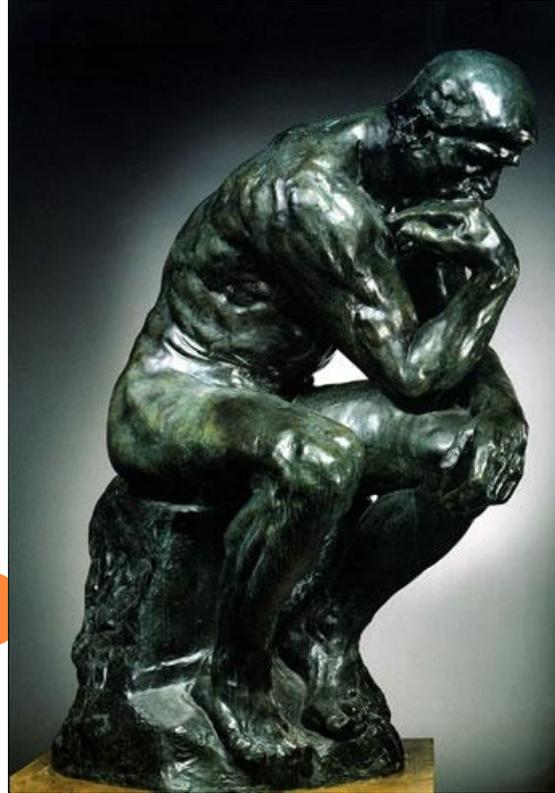
Please describe the following pictures in detail and depict their symbolic meaning in your own words.

Compare your answer with that of the author, and try to find their symbolic meaning in the boy's (the author) eyes.

I. Picture Description



I. Picture Description



I. *Picture Description*



II. *Quotations on Thinking*

✕ “Intelligence is something we are born with. Thinking is a skill that must be learned.”

—*Edward de Bono*

“Most people can’t think, most of the remainder won’t think, and the small fraction who do think mostly can’t do it very well.”

—*Robert Heinlein*

“I think, therefore I am.”

—*René Descartes*

II. Quotations on Thinking

"I cannot teach anybody anything, I can only make them think."

—Socrates

"We think too small. Like the frog at the bottom of the well. He thinks the sky is only as big as the top of the well. If he surfaced, he would have an entirely different view."

—Mao Zedong

II. Quotations on Thinking

“Thinking is what a great many people think they are doing when they are merely rearranging their prejudices.”

—*William James*

“Nurture your mind with great thoughts.”

—*Benjamin Disraeli*

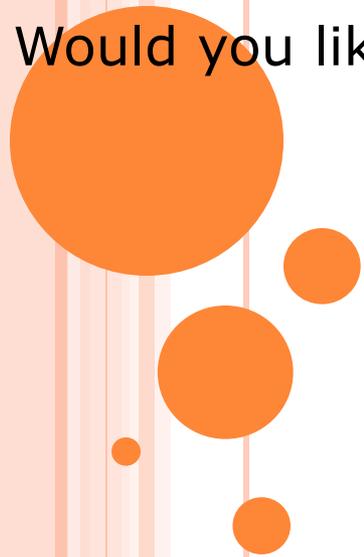
“What is the hardest task in the world? To think.”

—*Ralph Waldo Emerson*

III. What Is Your Story?

Have you got an anecdote or true story about your school life?

Would you like to tell it to your partner?



Word Study

acquaintance

- n.* **a.** (CN) a person whom one knows
b. (UN) knowledge or information about something or someone
- n.* acquaintanceship
- v.* acquaint: to come to know personally; to make familiar; to inform;

Translation

点头之交

认识的人

懂一点意大利语

交往甚广

Examples:

- Mrs. Bosomley has become merely a nodding acquaintance.
- Few of my acquaintances like Sheila.
- The guide has some acquaintance with Italian.
- He has a wide acquaintanceship among all sorts of people.

Word Study

Examples:

- Let me **acquaint** you **with** my family.
- You must **acquaint** yourself **with** your new duties.
- Please **acquaint** us **with** your plans.

Expressions:

be (become, get) acquainted with:

- I **am** already **acquainted with** the facts.

make sb.'s acquaintance (make the acquaintance of sb.):

- So pleased to have **made your acquaintance**.

Word Study

2. anguish

v. (vi.) to feel or suffer anguish

n. agonizing physical or mental pain; torment

a. anguished

Examples:

- She **was in anguish over** her missing child.
- **anguished** cries

Word Study

3. bulge

v. to curve outward; to swell up; to stick out

n. **a.** a protruding part; an outward curve or swelling

b. a sudden, usually temporary increase in number or quantity

Examples:

- His pocket was **bulging** with sweets.
- The baby boom created a **bulge** in school enrollment.

Synonyms

protrude

project

stick out

Word Study

protrude

v. to push or thrust outward; to jut out

Examples:

- Helen's teeth **protrude** too far.
- The policeman saw a gun **protruding** from the man's pocket.
- Nails **protruded** from the board and had to be removed for safety.

Word Study

4. confer

- v. a. to bestow (e.g. an honor) 授予
b. to invest with (a characteristic) 赋予; 使带有
c. (vi.) to meet in order to deliberate together
or compare views 协商

Synonym

award

Examples:

- The government **conferred** a medal **on** the hero.
- Diplomas **were conferred on** members of graduating class.
- The engineers and technicians are still **conferring on** the unexpected accident.

Word Study

award

v. **a.** to grant as merited or due

b. to give as legally due

Examples:

- Martin Luther King Jr. was **awarded** the peace Nobel Prize of 1964 for advocating nonviolence policy in the movement for civil rights.
- He was **awarded** his damages in the shipwreck by the court.

Word Study

5. contemplate

- v. a. to look at attentively and thoughtfully
b. to consider carefully and at length;
c. to have in mind as an intention or possibility

Examples:

- She stood **contemplating** her figure in the mirror.
- The young surgeon **contemplated** the difficult operation of kidney transplant.
- She is **contemplating** a trip to Europe, but she hasn't planned it yet.

Synonyms

consider
ponder
meditate
deliberate
brood over

Word Study

6. contempt

n. scorn; a feeling that sb. or sth. is not important and does not deserve any respect

Word formation

a. contemptible
contemptuous

Example:

I feel nothing but **contempt** for such dishonest behavior.

Expressions: be beneath **contempt** 极为荒谬可鄙的
bring into **contempt** 使受人鄙视
hold in **contempt** 鄙视，蔑视
in **contempt** of 不顾，不把……放在眼里

Word Study

contemptible: deserving of contempt; despicable

卑劣的，可鄙的

contemptuous: manifesting or feeling contempt; scornful

鄙视的；看不起；鄙视的

Examples:

- It was **contemptible** of him to speak like that about a respectable teacher!
- It was a **contemptible** trick to tell lies and play on an old friend!
- He was **contemptuous** of Britain's army.
- Seeing I failed to understand, he gave me a **contemptuous** look.

Word Study

7. exalt

- v. a. to raise in rank, character, or status
- b. to glorify, praise, or honor
- c. to increase the effect or intensity of

exalted

a. excited; noble; exaggerated

Examples:

- Complementary colors **exalt** each other.
- He was **exalted** to the position of president.
- The retiring professor is **exalted** by his colleagues.
- an **exalted** dedication to liberty
- He has an **exalted** sense of his importance to the project.

Word Study

8. heady *a.*

Try to translate the following phrases:

heady liqueur

醉人的烈酒

the heady news of triumph

振奋人心的获胜消息

a heady outburst of anger

猛一声怒喝

a heady current

一股湍流

heady tactics

机敏的战术

too heady to reason with

太专横而无法与之理论

Word Study

9. hustle

vt. a. to convey in a hurried or rough manner

b. to cause or urge to proceed quickly

c. to gain by energetic effort

vi. to work or move energetically and rapidly

Examples:

- The police **hustled** the prisoner into a van.
- Mother **hustled** the children off to school lest they should be late.
- We **hustled to** get dinner ready on time.

Word Study

impediment

Synonyms

n. **a.** a fact or event which makes action difficult or impossible

hinder block

hamper dam

b. an organic defect preventing clear articulation

impede bar

obstruct

Examples:

- The main **impediment** to development is the country's huge foreign debt.
- He has an **impediment** in speech. 他讲话口吃。



Word Study

hinder: to hold back, as by delaying (implying stopping or prevention)

- The travelers were **hindered** by storms throughout their journey.

hamper: to hinder by or as if by fastening or entangling

- A suit and an overcoat **hampered** the efforts of the accident victim to swim to safety.

impede: to slow by making action or movement difficult

- Sentiment and eloquence serve only to **impede** the pursuit of truth.



Word Study

obstruct: implies the presence of obstacles that interfere with progress

- A building under construction **obstructs** our view of the mountains.

block: to complete obstruction that prevents progress, passage, or action

- A huge snowdrift is **blocking** the entrance to the driveway.

dam: suggests obstruction of the flow, progress, or release of something, such as water or emotion

- They **dammed** the brook to form a swimming pool.

bar: to prevent entry or exit or prohibit a course of action

- Mounted troops **barred** access to the presidential palace.



Word Study

11. integrate

v. **a.** to make into a whole by bringing all parts together; to unify

b. to join with something else; unite

disintegrate: to become reduced to components, fragments, or particles

Word formation

a. integrated
综合的，完整的

Examples:

■ Many suggestions are needed to **integrate** the plan.

■ The teachers are trying to **integrate** all the children into society.

■ The extracted case was so old it just **disintegrated** when a worker picked it up.

Word Study

muscular

- a. **a.** of, relating to, or consisting of muscle
- b.** having well-developed muscles
- c.** having or suggesting great power;
forceful or vigorous

Comparison

masculine

男性的，男子气概的，

[语法] 阳性的

Examples:

- a **muscular** build 一副强壮的体格
- **muscular** contraction 肌肉的收缩
- **muscular** advocacy groups 有力的拥护团体



Word Study

13. **proficient**

a. having or marked by an advanced degree of competence, as in an art, vocation, profession, or branch of learning

n. an expert; an adept

Examples:

- A **proficient** surgeon is the product of lengthy training and experience.
- She is **proficient** at/in figure skating.

Synonyms

skillful

skilled

adept

expert

Word Study

4. stampede

v. to (to cause to) flee in panic or to act on mass impulse

n. a. a sudden frenzied or headlong rush or flight

b. a mass impulsive action

Examples:

- Rumors of a shortage **stampeded** people into buying up food.
- a herd of **stampeding** cattle
- a **stampede** of support for the candidate
纷纷支持那个候选人

Background Information Contents

I. Author

II. Rodin's Thinker

III. Goddess Venus

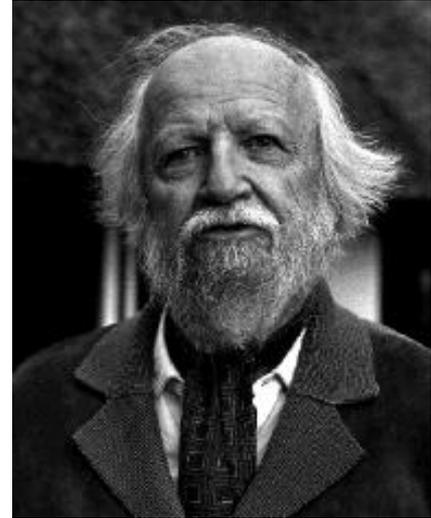


I. *Author*

✕ **Author William Golding**

Sir William Gerald Golding (September 19, 1911—June 19, 1993) was an English novelist, poet and winner of 1983 Nobel Laureate in Literature:

"for his novels which, with the perspicuity of realistic narrative art and the diversity and universality of myth, illuminate the human condition in the world of today."



I. *Author*

✕ **The Author's Background**

- Born on September 19, 1911 at St. Columb Minor, a village near Newquay, Cornwall, he started writing at the age of seven.
- He went to Oxford University (Brasenose College) in 1930, where he studied natural sciences and English language. His first book, a collection of poems, appeared a year before Golding received his BA.

I. *Author*

✕ **The Author's Background**

- He married Ann Brookfield, an analytical chemist, in 1939. He became a teacher of English and philosophy at Bishop Wordsworth's School in Salisbury.

- During World War II he served in the Royal Navy and was involved in the sinking of Germany's mightiest battleship, the Bismarck. He participated in the invasion of Normandy on D-Day and at war's end went back to teaching and] writing.

I. Author

✕ **The Author's Background**

- In 1961 his successful books allowed Golding to leave his teaching post and he spent a year as writer-in-residence at Hollins College in Virginia. He then became a full-time writer.
- He received a knighthood from Queen Elizabeth II in 1988.
- William Golding died in his home at Perranarworthal, near Truro, Cornwall on June 19, 1993.



I. *Author*

✕ **William Golding's main works**

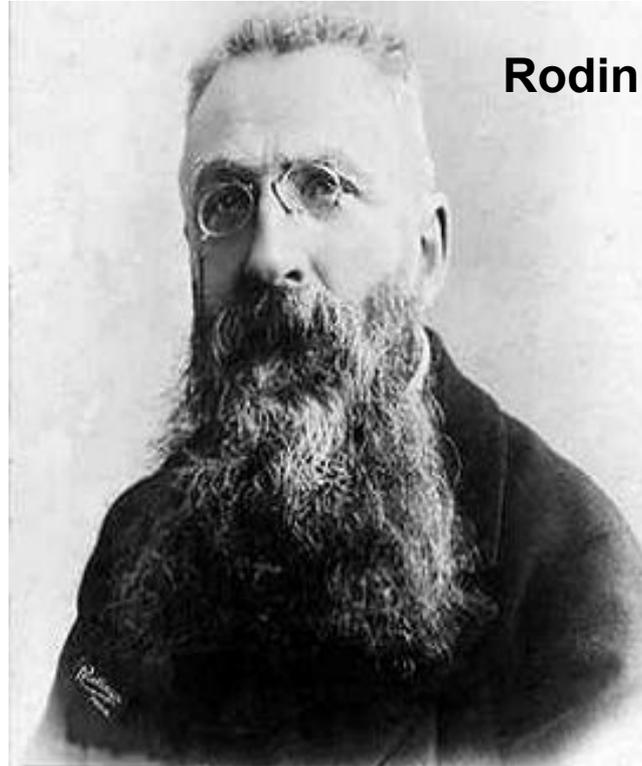
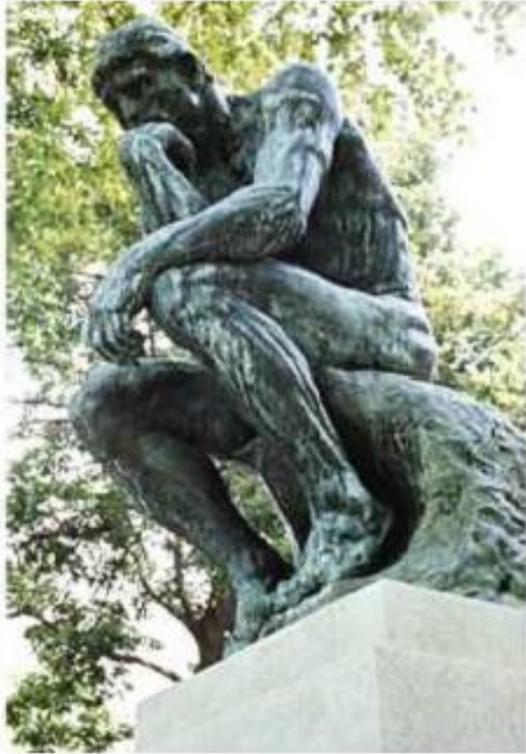
- *Poems* (1934)
- *Lord of the Flies* (1954)
- *The Inheritors* (1955)
- *Pincher Martin* (1956)
- *Free Fall* (1959)
- *The Spire* (1964)
- *Darkness Visible* (1979)
- *The Trilogy Rites of Passage* (1980, Booker Prize)
- *Close Quarters* (1987)
- *Fire Down Below* (1989), republished under the general title *To The Ends of the Earth*

II. *Rodin's Thinker*

Resting on the horizontal panel above the doors, The Thinker became the focal point of The Gates of Hell and subsequently perhaps the most well-known sculpture of all time. The athletic-looking figure, inspired by the sculpture of Michelangelo, depicts a man in sober meditation, yet whose muscles strain with effort—possibly to evoke a powerful internal struggle. Rodin initially referred to the figure as Dante but eventually what we know as The Thinker evolved into a more symbolic representation of creativity, intellect, and above all—thought.



II. *Rodin's Thinker*



III. Goddess Venus



Venus of Milo

Venus de Milo (about 150—100 BC) is considered by many art historians to be the ideal of Hellenistic beauty. It was carved out of marble and stands approximately 205 cm (6 ft 10 in) high.



To be continued on the next page.



III. Goddess Venus



The Birth of Venus

As Roman Goddess of Love and Beauty, Venus is associated with cultivated fields and gardens and later identified by the Romans with the Greek Goddess of Love, Aphrodite.





Part Three

Text Appreciation

ENTER

Text Appreciation

Contents

I. Text Analysis

1. Theme
2. Structure
3. General Analysis
4. Further Questions on Appreciation

II. Writing Devices

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| 2. <u>Synecdoche</u> | 5. <u>Simile</u> |
| 3. <u>Irony</u> | 6. <u>Metaphor</u> |

III. Sentence Paraphrase



I. *Text Analysis*

Theme

Thinking is not just for professional thinkers like philosophers. It is something all educated people should enjoy doing, and it is considered one of the most precious qualities in young scholars for the healthy mental development.

I. *Text Analysis*

Structure

Part 1 (*Paras. 1—24*) about: How the subject of thinking was first brought up to the author and his understanding of the nature of “grade-three thinking”

Part 2 (*Paras. 25—29*) about: The author’s analysis of the nature of “grade-two thinking”

Part 3 (*Paras. 30—35*) about: The author’s understanding of the “grade-one thinking” and his desire for it

I. *Text Analysis*

1 How are the three statuettes described by the boy and what do they symbolize?

Venus	Leopard	Rodin's Thinker
naked with nothing but a bath towel; no arms; in an unfortunate position	crouching; naked	naked, muscular, who sat, looking down; his chin on his fist and elbow on his knee
frozen in panic, worrying about the towel	ready to spring down at the top drawer from the cupboard	utterly miserable; contemplate the hindquarters of the leopard in endless gloom
busy being beautiful	busy being natural	not miserable, an image of pure thought

Scan the text and list out the related information.

I. *Text Analysis*

- 2 **Question:** What do the three statuettes symbolize? What effect do the boy's descriptions have?

They represented the whole of life. The leopard stood for all animal needs or desires; Venus stood for love and the Thinker stood for thinking as a uniquely human feature.

An humorous and sarcastic effect has been achieved by the author's description of the statuettes, which established a background to support his later analysis of three grades of thinking and some human natures.

I. *Text Analysis*

3 **Question:** How did the author describe the following figures to demonstrate his analyses of different grades of thinking?

Headmaster: nothing human in his eyes, no possibility of communication (not understand his students)

Me, the boy: delinquent, not integrated, misunderstanding the symbolic meaning of the statuettes, couldn't think

Mr. Houghton: ruined by alcohol, preaching high-moral life but showing hypocritical and prejudiced nature

A pious lady: who hated German with the proposition of loving enemies

I. *Text Analysis*

4 **Question:** How did the author describe the following figures to demonstrate his analyses of different grades of thinking?

Ruth: foolish argument, illogical and fled at last

British Prime Minister: talking about the great benefit conferring on India by jailing Nehru and Gandhi

American politicians: talking about peace and refusing to join the League of Nations

Me, the author: not easily stampede, detect contradiction; turned into a professional thinker

I. *Text Analysis*

The summary of the characteristics of the three grades of thinking

thinking	characteristics	examples
Grade-three	Ignorance, hypocrisy, prejudice, self-satisfied, contradictions	Mr. Houghton, nine tens of people
Grade-two	Detecting contradictions; do not stampede easily; lag behind, a withdrawal, destroy but not create	Ruth, the author, (maybe) some acquaintances
Grade-one	To find out what is truth, based on a logical moral system	far and few between, only in books

I. *Text Analysis*

Further Questions on Appreciation

- ✦ 1. What does the author mean when he say "... I dropped my hobby and turned professional"?
- ✦ 2. Why is the author much more conclusive and informative about grade-three and grade-two thinking than about grade-one? What do you think grade-one thinking is? Have you got any indication from the essay?
- ✦ 3. Give examples of Golding's wit. Does his sense of humor and the use of some writing devices help him achieve his purpose in this essay? Give some examples.

II. *Writing Devices*

Metonymy (转喻)

It will lecture on disinterested purity while its neck is being remorselessly twisted toward a skirt. (Para. 23)

girls

Mr. Houghton

[More examples](#)

In metonymy, an idea is evoked or named by means of term designating some associated notion. "It" stands for "thought" in grammar, but actually refers to Mr. Houghton, and it is vulgar to refer to a girl as a skirt.

II. *Writing Devices*

The **burglar** was in Sally's mind all day long.
(burglar=some idea of the burglar)

Comparison

- Democracy favors the **vote** rather than the **bullet**.
(Vote=election, bullet=military solutions)
- "Political power grows out of **the barrel of a gun.**"
(Mao Zedong refers it to the military revolution)

synecdoche

- **Bill Gates** is the king of operating systems worldwide.
(Bill Gates = Microsoft)

- The **pen** is mightier than the **sword**. (pen = writer;
sword = fighter)

II. *Writing Devices*

Synecdoche (提喻)

Synecdoche can be included in metonymy, and it refers to the substitution of the part for the whole or of the whole for the part.

- If we were counting **heads**, the Buddhists were the boys for my money. (Para. 27)
(head = person)
- There are two **mouths** to feed in my family.
(mouth = person)
- God bless the **hands** that prepared this food.
(hand = person)

II. *Writing Devices*

Irony (反语)

Irony is the expression of one's meaning by using language that normally signifies the opposite, typically for humorous or emphatic effect.

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

II. *Writing Devices*

Hyperbole (夸张)

It is the deliberate use of overstatement or exaggeration to achieve emphasis. For instance.

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)

II. *Writing Devices*

Simile (明喻)

It makes a comparison between two unlike elements having at least one quality or characteristic in common. To make the comparison, words like "as", "as... as", "as if" and "like" are used to transfer the quality we associate with one to the other.

- They all came tumbling down **like** so many rotten apples off a tree. (Para. 31)
- Man enjoys agreement **as** cows will graze **all the same way** on the side of a hill. (Para. 24)

II. *Writing Devices*

Metaphor (暗喻)

It is like a simile, also makes a comparison between two unlike elements, but unlike a simile, this comparison is implied rather than stated.

- He seems to me ruled not by thought but by **an invisible and irresistible spring in his neck**. (Para. 20)
- It took **the swimmer some distance from the shore and left him there, out of his depth**. (Para. 29)

III. Sentence Paraphrase 1

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

Forming a part of a
harmonious group

on the contrary

The direct opposite of “integrated”, and therefore means some kind of trouble maker. This is not the way the word is normally used.

More examples

III. *Sentence Paraphrase*

if anything

a. 如果有什么（区别）的话

b. 恰恰相反

- I never had to clean up after him. **If anything**, he did most of the cleaning.
- I'm not ashamed of her. **If anything**, I'm proud.

III. Sentence Paraphrase 2

The muscular gentleman contemplated the hindquarters of the leopard in endless gloom.
(Para. 9)

To think for a long time in order to
understand better in a gloomy manner

The author expressed the boy's viewing of the image of Thinker in a humorous way to show that the thinking doesn't make any sense to him.

III. Sentence Paraphrase 3

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

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 have any communication with him. The implied meaning of this sentence is that they could not communicate, not because of this but because of the teacher's lack of understanding of the boy.

III. Sentence Paraphrase 4

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

More examples

to one's feet

to jump 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

Three parallel verb phrases are used to describe the sequence of his actions.

III. Sentence Paraphrase

to one's feet 站起来

to leap to one's feet

一跃而起

to rise to one's feet

站起身来

to struggle to one's feet

挣扎着站起来

to stagger to one's feet

蹒跚而立

to help sb. to one's feet

扶某人站起来

to pull sb. to his feet

把某人拉起来

III. Sentence Paraphrase 5

Nature had endowed the rest of the human race with a sixth sense and left me out. (Para. 15)

A keen intuitive (直觉的) power. Here the author means the ability to think.

To provide sb. with a natural quality or talent

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

III. Sentence Paraphrase 6

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)

V-ed and V-ing
as object
complement

The fresh air had to struggle with difficulty to find its way to his chest because he was unaccustomed to this.

He would stagger or be thrown off balance

Unable to do anything for the rest of the morning

Note the humorous effect achieved through the use of the exaggeration and formal style

III. Sentence Paraphrase 7

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

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

- He is much given to blowing his own trumpet.
- She was given to hasty decision.

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.

III. Sentence Paraphrase 8

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)

Parallel structure of two prepositional phrases to show the contrast

Metaphor: his sexual impulse

To turn by itself;
to turn on its own

The author is ridiculing the contradiction between his high moral tone and the working of his genes which compels him to turn his head toward young girls.

III. Sentence Paraphrase 9

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)

↓
orderly, logical, and consistent
relation of parts

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

III. Sentence Paraphrase 10

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. Now I know that ignorance, prejudice and hypocrisy are very powerful enemies.

III. Sentence Paraphrase 11

A crowd of grade-thinkers, all shouting the same thing, all warming their hand at the fire of their own prejudices... Man enjoys agreement as cows will graze all the same way on the side of a hill.

(Para. 24)



All feeling very content and happy because they share the same prejudices

Simile: enjoy the peaceful, safe and harmonious environment

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

III. Sentence Paraphrase 12

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)

To go to the other extreme, that is to act too slowly and lag behind

To get easily frightened and run with the crowd

Detachment: (冷漠) as from social or emotional involvement; refusing to be part of the crowd.

III. Sentence Paraphrase 13

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)

pay, reward
to replace

object complement

Too much attention or excitement to unimportant things

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 did get something out of it.

III. Sentence Paraphrase 14

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)

The Latin translation of the Bible, used in a revised form as the Roman Catholic authorized version

to become dull

A true historical record

"Both Methodists and Catholics believed that their Books are a true record of the God's divine plan." The author used this example to defy Ruth's illogical opinion, therefore the argument became dull because Ruth didn't know how to respond to it.

III. Sentence Paraphrase 15

That was too easy, said I restively since there were more Roman Catholics than Methodists anyway; ... (Para. 27)

restlessly, difficult to control one's emotion

Here, the author pointed out Ruth's logical error. The number of people who hold a view is no proof of its validity.

III. Sentence Paraphrase 16

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 me arm and those countless Buddhists was too much for her. (Para. 27)

If we were talking about the number of people who believe in this

I would bet on the Buddhists; I am sure, they are greater in number

More than she could accept or bear

Note the author's description of the contrasting combination of his intimate action and strong defiant expressions, which eventually made Ruth withdraw and give up as a grade-two thinker.

III. Sentence Paraphrase 17

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)

To be severely questioned or interrogated

The author lost his girlfriend and won a bad name even as a grade-two thinker, satisfying himself by finding out deficiencies but not seeking for the truth.

Note the effect of the author's self-mockery.

III. Sentence Paraphrase 18

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)

To make one feel proud of one's ability and cleverness

To be in the 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.

III. Sentence Paraphrase 19

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.

III. Sentence Paraphrase 20

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)

repeated

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

III. Sentence Paraphrase 21

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)

To go beyond what is reasonable and acceptable

His grade-two thinking which he takes as a hobby

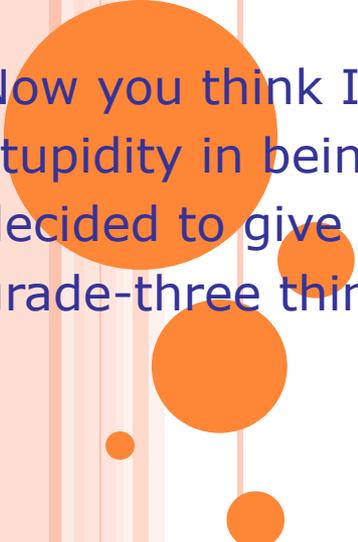
To be likely to lose

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.

III. Sentence Paraphrase 22

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 of grade-three thinkers.

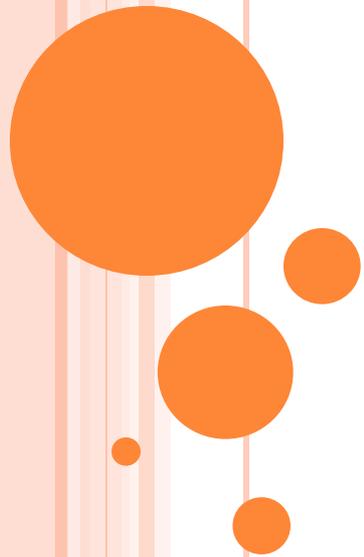


III. Sentence Paraphrase 23

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

But you guessed wrong. I did not drop my hobby of thinking (here, we can say he might give up the hobby of grade-two thinking). Instead I went further and became a professional thinker.

Part Five Exercise



I. Translate the following expressions

1. Bang the door
2. Cheer His Majesty
3. Contemplate the statue
4. Devise a new method
5. Gain a reputation
6. Inspire the people
7. Sink one's head
8. Symbolize the nation
9. Warm one's hands
10. Ruin one's health
11. Play an important role
12. Settle the issue

I. Translate the following expressions

1. 永恒的真理

2. 文件柜

3. 无稽之谈

1. 违规行为

2. 常客

3. 新鲜空气

4. 格调很高的独白

5. 一种固定的观点

6. 言语障碍

7. 可怕的风

11. 使人兴奋冲动的爱国激情

12. 无情的入侵者

13. 首相

14. 思维过程

15. 国际联盟

16. 一篇条理清楚的文章

17. 一位口译好手

18. 一种不可阻挡的潮流

19. 烂苹果

20. 一位点头之交

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.

Translate the following sentences into English

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 the 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.
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