

教 案

周 次	第 1-2 周, 第 1-6 次课	授课时间	
授课章节	Unit One Thinking as a Hobby		
本(章)节 授课方式	课堂讲授 (√) 实践课 ()	教学时数	2*6
授 课 要 点	本 (章) 节 教 学 目 标	<ol style="list-style-type: none"> 1. To make a clear understanding toward the thinking habits being divided and the nature of it. 2. To learn some conversational words and some useful sentence structures. 3. To learn the neat writing arrangement of the author. 4. Grammatically, to master 1) the present/past continuous tense with adverbs of frequency; 2) learn the use of <i>being</i>. 	
	教 学 重 点 和 难 点	<ol style="list-style-type: none"> 1. Introduction to the Text: Introduction; Synopsis; Organization of the Text 2. Questions to help comprehension and appreciation. (P.15) 3. Think about why the author chose thinking as his hobby. 4. Learn the present/past continuous tense with adverbs of frequency 5. Learn the use of <i>being</i> 	

思考题
或
作业

1. How would you describe the author's style? Is it formal or informal? Is it serious or humorous?
2. Have you learned anything from this essay? What do you want to be as far as these three levels of thinking are concerned?
3. Exercises relating to word-building(word formation, anonyms, synonyms)
4. Exercises on key grammatical points.
5. Translation exercises on the key sentence patterns or phrases.

教学内容与组织安排

Teaching methods: PPT; discussion

Strategies and Activities:

1. Let students answer some warm-up questions at the beginning of the class.
2. Help students ask some questions in accordance with text, esp. language points.
3. Pick out clues from content, identify the main idea in each part and summarize the text.
4. Group discussion on topics after text A for further comprehension and communication.

Time Allotment:

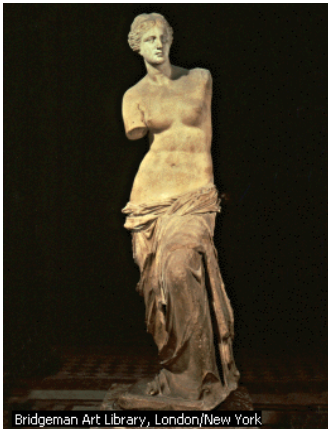
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|--|---------------|
| 1. Pre-discussion and check on the pre-class work: | 2 class hours |
| 2. Word study | 1 class hour |
| 3. Text analysis | 4 class hours |
| 4. Exercises | 4 class hours |
| 5. Quiz and comments on writing: | 1 class hour |

Teaching Procedures:

Part I. Warm-up activity

1. 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.



2. Quotations on Thinking

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

—Edward de Bono 爱德华·德·波诺

(father of creative thinking)

“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 罗伯特·海因莱因

(father of modern American sci-fi)

“I think, therefore I am.”

—René Descartes 笛卡尔

“Thinking is what a great many people think they are doing when they are merely

rearranging their prejudices.”

—William James (American psychologist)

“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

“Nurture your mind with great thoughts.”

—Benjamin Disraeli 本杰明·迪斯雷利
(British Premier in the 19th century)

“What is the hardest task in the world? To think..” —Ralph Waldo Emerson

3. What Is Your Story?

Have you got an anecdote or true story like the author’s about your school life? Please interview your partner about his/her story and be ready to report to the class.

Part II. Background information

1. Author

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

The Nobel Foundation cited: "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".

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*

2. 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.

3. 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.

As Roman Goddess of Love and Beauty, Venus is associated with cultivated fields and

grdens and later identified by the Romans with the Greek Goddess of Love, Aphrodite.

8 major planets in the solar system:

Venus; Jupiter; Mercury; Mars; Saturn; Uranus; Neptune X Pluto

Part III. Vocabulary study

1. 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

eg. * Mrs. Bosomley has become merely a nodding acquaintance. 点头之交

* Few of my acquaintances like Sheila. 认识的人

* The guide has some acquaintance with Italian. 懂一点意大利语

* He has a wide acquaintanceship among all sorts of people. 交往甚广

Eg. * 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.

2. anguish

v. (vi.) to feel or suffer anguish

n. agonizing physical or mental pain; torment a. anguished

Synonyms: suffering, agony, distress, grief, heartache, heartbreak, misery, pain, sorrow, torment, torture

eg. * anguished cries

* She was in anguish over her boyfriend's breaking up with her.

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

Synonyms: protrude, project, stick out

e.g. His pocket was bulging with sweets.

The baby boom created a bulge in school enrollment. 生育高峰造成学校入学人数的暴涨

protrude v. to push or thrust outward; to stick out from a place or a surface

e.g. protruding eyes/teeth

The policeman saw a gun protruding from the man's pocket.

Nails protruded from the board and had to be removed for safety.

Compare

Bulge suggests a swelling out in an excessive or abnormal fashion; it may be used when the

impression to be given is that there is an imperfection, a defect, or a cause of strain that explains the swelling

e.g. the wall bulged in the center

Above her boots ... the calves bulged suddenly out. -- Bennett

Stick out does not imply abnormality as a rule but construction, formation, or position that permits a thing to extend outside or beyond the flat line of a surface

Protrude implies a trusting forth esp. in an unexpected place; it applies esp. to sth. that does not seem to belong or that sticks out obviously

-- Merriam Webster's Dictionary of

Culture Notes:

Lost Generation: Lost Generation, group of expatriate American writers residing primarily in Paris during the 1920s and 1930s. The group never formed a cohesive literary movement, but it consisted of many influential American writers like Ernest Hemingway and F. Scott Fitzgerald. The group was given its name by the American writer Gertrude Stein to refer to expatriate Americans bitter about their World War I (1914-1918) experiences and disillusioned with American society. Hemingway later used the phrase as an epigraph for his novel *The Sun Also Rises* (1926).

Hemingway: *A Farewell to Arms* (1929) *For Whom the Bell Tolls* (1940)

The Old Man and the Sea (1952) "The Snows of Kilimanjaro" (1938)

Fitzgerald: *The Great Gatsby* (1925) *Tender is the Night* (1934)

Beat Generation: Beat Generation, group of American writers of the 1950s whose writing expressed profound dissatisfaction with contemporary American society and endorsed an alternative set of values. The term sometimes is used to refer to those who embraced the ideas of these writers. The Beat Generation's best-known figures were writers Allen Ginsberg and Jack Kerouac.

Ginsberg: *Howl* (1956) Kerouac: *On the Road* (1957)

4. confer a. to give sb. an award, a university degree or a particular honor or right

confer sth. on sb.

b. (vi.) to discuss sth. with sb. esp. in order to exchange opinions or get advice 协商
confer with sb. on/about sth.

Synonym: award

eg. The government conferred a medal on the hero.

Diplomas were conferred on members of graduating class.

conferred an honorary degree on her 授予她荣誉学位

Eg. * 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.

法院判定他获得船只失事的损害赔偿金。

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

Synonyms: consider, ponder, meditate, deliberate, brood over

eg. * 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.

6. contempt

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

Eg. * 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.

7. heady a. Try to translate the following phrases:

heady liqueur 醉人的烈酒 intoxicating

the heady news of triumph 振奋人心的获胜消息 exciting

a heady outburst of anger 猛一声怒喝 thrilling

a heady current 一股湍流 swift and violent

heady tactics 机敏的战术 showing intelligence and good judgment

too heady to reason with 太专横而无法与之理论 domineering; overbearing

8. impediment n. a. a fact or event which makes action difficult or impossible

b. an organic defect preventing clear articulation

eg. * The main impediment to development is the country's huge foreign debt.

* He has an impediment in speech. 他讲话口吃。

V. impede Synonyms: hinder, hamper, obstruct, block, dam, bar

9. 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

Eg. * 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.

a. integrated 综合的, 完整的

10. muscular a. a. of, relating to, or consisting of muscle

b. having well-developed muscles

c. having or suggesting great power; forceful or vigorous

Eg. 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

Compare: masculine 男性的, 男子气概的, [语法] 阳性的--> feminine

11. 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

Eg. * 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

Word Building

1. Prefix—hind- (hindquarters): located at or forming the back or rear

Eg. hindquarters n. 后腿, 臀部

hindlimb (hind legs) n. (动物或昆虫的)后肢, 下肢

hindsight n. 枪的表尺, 后瞄准器; 后见之明, 事后聪明

hindmost a. 最后面的, 最后部的

e.g. I now know with hindsight that I did him a terrible wrong.

我事后才明白我完全冤枉了他。

2. Suffix—ette (statuette): a. small; diminutive 表示小的, 小型的

b. female 表示女性的

c. an imitation or inferior kind of cloth 表示仿造品或衣料质地较差的

Eg. a. kitchenette 小厨房 novelette 中或短篇

luncheonette 小餐馆 launderette 自动洗衣店

b. usherette 女引座员 bachelorette 未婚女子

c. leatherette 人造革

3. Suffix—fer (confer): from Latin: ferre = to carry 携带

eg. afferent 传入的 defer 推迟, 延期, 听从, 服从

proffer 提供 efferent 传出的, 输出管

infer 推断 offer, differ, refer, suffer, transfer, prefer

4. Derivative—oratory --> orate

orate v. to speak in a formal, pompous manner

oration n. a formal speech, especially one given on a ceremonial occasion; a speech delivered in a high-flown or pompous manner

orator n. one who delivers an oration; an eloquent and skilled public speaker

oratory n. the art of public speaking; eloquence or skill in making speeches to the public; public speaking marked by the use of overblown rhetoric

Part IV Text Analysis

1. What does "hobby" mean?

2. Why does author use this word in the title?

hobby: an activity you do for pleasure when you are not working

If thinking is just a hobby, then it's purpose is just to have fun, do you think we think only

because we want to have fun?

Hint: The last sentence of this essay is “I dropped my hobby and turned professional”. What does it mean? Please discuss with your partner about the title.

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. However, most people do not have this ability or could not think well: according to the author, nine tenths of the people are grade-three thinkers, still less are grade-two thinkers, not to mention grade-one thinkers, they are “few and far between”.

What kind of thinker do you think you are? Why?

Structure:

Part 1 (Para. 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 (Para. 25—29) about: The author’s analysis of the nature of “grade-two thinking”

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

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 he top drawer from the cupboard	utterly miserable; contemplate the hindquarters of the leopard in endless gloom
busying being beautiful	busy being natural	not miserable, an image of pure thought
Question: What do the three statuettes symbolize? have?		What effect do the boy’s descriptions have?

Text Analysis

A: 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.

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

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

The summary of the characteristics of the three grades of thinking

	characteristics	examples
Grade-three people	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	few and far between, only in books

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.

Detailed study of the Text

Paragraph 1-2:

I came to the conclusion that there were three grades of thinking...

to come to a conclusion means to reach/ arrive at/ draw a conclusion

grade: an accepted level or standard

e.g. This grade of wool can be sold at a fairly low price.

这种等级的羊毛可以以相当低的价格卖出。

grammar school:

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

study: a room intended or equipped for studying or writing

e.g. The dictionary is in my study. 那本词典在我的书房里。

nothing but: nothing except; only

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

He cared for nothing but his name and position.

He was nothing but a coward.

lest: (fml. and old-fashioned) conj. for fear that 唯恐, 以免 (see Note 2 on P6)

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

e.g. Be careful lest you fall from that tree.

I was afraid lest he might come too late.

...and since she had no arms, she was in an unfortunate position to pull the towel up again.

be in... position to do sth: to be able to do sth because or have ability, power or money to do it

e.g. I am not in a position to lend you money.

Next to her, crouched the statuette of a leopard, ready to spring down at the top drawer of a filing cabinet.

crouch:

a. to stoop, especially with the knees bent

b. to press the entire body close to the ground with the limbs bent

e.g. They crouched over the grate with a flashlight, searching for the lost gem.

a cat crouching near its prey

spring: to jump over

Beyond the leopard was a naked, muscular gentleman.

“-ed” as suffix

e.g. a naked man, a learned professor, that blessed morning, a wicked boy, the wretched life, our beloved country, ragged pants, my aged parents, rugged individualist, dogged efforts

Paragraph 4:

I was not integrated, I was, if anything, disintegrated.

integrated: forming a part of a harmonious group

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

another explanation: the word “disintegrated”, which looks like the opposite of “integrated”, refers to nuclear fission. It means “destroyed” in everyday use. The boy who has been sent to the head’s office is destroyed inside, is the victim of a nuclear attack. 'I would sink my head etc. 我简直是散慢不羈

if anything: on the contrary 如果一定要; 恰恰相反

e.g. 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.

Paragraph 9:

The muscular gentleman contemplated the hindquarters of the leopard in endless gloom.

contemplate: 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.

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

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

The teacher's glasses caught the light and therefore the boy could not see the teacher's eyes. He could not have any eye contact. 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.

Paragraph 13:

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

leaped to his feet: to jump up

reach up: to move a hand or arm upward in order to touch, hold, or pick up sth. Also: to reach sth. down; to reach out (for); to reach into

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

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

on... occasion

Please translate the following sentences:

He talked about his work **on every occasion**.

总是，不管什么时候
有几次

She was invited to the Master's room **on several occasions**.

有时，遇必要时

On occasion, we feel like celebrating and have a party.

曾经，有一次

On one occasion, he landed in a deserted car park.

Paragraph 15:

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

a sixth sense: a keen intuitive (直觉的) power. Here the author means the ability to think.

endow sb. with: to provide sb. with a natural quality or talent

left me out: not including me; except me

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

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

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.

--The Declaration of Independence, Thomas Jefferson

Paragraph 17:

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

exalted: filled with a great feeling of joy

oratory: art of public speaking

hustle: to make sb. move quickly by pushing them in a rough aggressive way

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

Paragraph 19:

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.

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

reel with shock: he would stagger or be thrown off balance.

reel: to move in a very unsteady way

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

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

Paragraph 20:

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

be given to: to be habitually inclined to do (sth.)

e.g. He is much given to blowing his own trumpet.

She was given to hasty decision.

high-minded monologues: 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.

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.

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

an invisible and irresistible spring in his neck : metaphor, here refers to his sexual impulse

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.

Paragraph 21:

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

Try to make some sentences with the phrases:

not think much of 看轻 think better of sb. 对某人印象好; 看重某人

think better of sth. 改变……念头; 打消主意 think highly of 看重; 器重

think well of 重视; 喜欢 think little of 看轻; 看不起

think poorly of 不放在眼里轻视 think nothing of 轻视认为无所谓认为没什么了不起

Paragraph 23:

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.

Q: What does “it” stand for?

A: Mr. Houghton.

metonymy 转喻: a common figure of speech in which an idea is evoked or named by means of a term designating some associated notion.

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

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.

coherent: 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.

Paragraph 24:

I no longer dismiss lightly a mental process.

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.

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.

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

Man enjoys agreement as cows will graze all the same way on the side of a hill: (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.

Paragraph 25:

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.

stampede: to get easily frightened and run with the crowd

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

withdrawal: detachment 冷漠, as from social or emotional involvement; refusing to be part of the crowd

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.

fuss: too much attention or excitement to unimportant things

to put in the place of: to replace

compensations: pay, reward

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.

Paragraph 26:

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.

literally inspired: a true historical record

Saint Jerome's Vulgate: the Latin translation of the Bible, used in a revised form as the Roman Catholic authorized version

flag: to decline in interest; to become dull

e.g. his flagging interest in the subject 他对这问题的兴趣减退

"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.

Paragraph 27:

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

restively: 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.

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.

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

too much for her: 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.

for (one's) money: according to one's opinion, choice, or preference

e.g. For my money, it's not worth the trouble.

Try to translate these sentences with money phrases:

for love or money 无论如何, 不管以任何代价 in the money 非常有钱, 有利可图

money to burn 大量的钱 get one's money's worth 花钱值得

put money on 为……打赌

I wouldn't give him my dog for love or money.

After years of struggle and dependence, air transportation is in the money.

Dick's uncle died and left him money to burn.

It is a bit expensive, but you get your money's worth.

to put money on outcome of a race

Paragraph 28:

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

was given the third degree: to be severely questioned or interrogated

libertine: one who acts without moral restraint; a dissolute person

放荡不羁的人；没有道德约束的人

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.

Paragraph 29:

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.

satisfies the young ego: to make one feel proud of one's ability and cleverness

out of his depth: 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.

out of one's depth 水深过头；超越自己的能力；理解不了的

Examples:

Jack was not a good swimmer, and nearly drowned when he drifted out beyond his depth.

I am out of my depth when it comes to natural science.

in depth 广泛地；彻底地

a study in depth of the poems

explore a subject in depth

an in-depth study

Paragraph 30:

in the flesh: in the person, present

e.g. I have corresponded with him for some years, but I have never met him in the flesh.

He is nicer in the flesh than in his photograph.

flesh and blood 血肉之躯

make one's flesh creep 使人毛骨悚然

thorn in the flesh 肉中刺

e.g. Those sorrows are more than flesh and blood can bear.

The author doesn't give his characters any flesh and blood. 逼真的形象

His story made my flesh creep.

The guerrilla band was a thorn in the flesh of the invaders.

Paragraph 31-32:

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.

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.

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.

all over again: repeatedly

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

Phrases and Expressions

at a time	在……时候	at all times	在任何时候, 经常
at one time	一度, 曾经	at the time	那时候
at times	有时候	at the same time	尽管如此, 同时
at the best of times	在最有利的时候		

do away with

Please translate the following sentences:

They have done away with corporal punishment in our school.	废除体罚
The city has decided to do away with overhead wires.	消除高架线
They agreed that privileges must be done away with.	取消特权
The robbers did away with their victims.	干掉受害者
It is about time all this obsolete machinery was done away with.	处理掉旧机器

stand by

- a. to remain uninvolved; to refrain from acting
- b. to remain loyal to; to aid or support
- c. to keep or maintain
- d. to be ready or available to act

Examples:

You can't stand by and allow such a thing.

He stood by me through all my troubles.

You should always stand by your promises.

The police are standing by to control the crowd if it is necessary.

Paragraph 33:

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

game: his grade-two thinking which he takes as a hobby

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

stand to lose to be likely to lose

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

Paragraph 34-35:

Now you are expecting me to describe how I saw the folly of my ways and came back to the warm nest...

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.

But you would be wrong. I dropped my hobby and turned professional.

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 V Exercise and Grammar

1. Learn to use the present/past continuous tense with adverbs of frequency.

See textbook p. 22

2. Learn the use of *being*.

See textbook p. 23.

Part VI Homework

1. Finish the exercises needed.
2. Write an essay in about 200 words on the topic: What kind of thinker are you?
3. Analyze the thoughts you have had on a recent issue, and explain why those thoughts result from “grade-one”, “grade-two” or “grade-three” thinking.