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英汉对照

通过阅读 掌握英语

English Through
Reading

世界图书出版公司

ENGLISH THROUGH READING

通过阅读掌握英语

(英汉对照本)

W.W.S. 巴斯克尔 N.S. 普拉布 编著

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引 言

本书所收的 20 篇阅读文章均选自现代英语著作，题材多样，包括科学、文学以及大家都感兴趣的话题。文章是依据词汇、句法以及思想内容各方面的难度，按循序渐进的方式安排的。把第一篇与最后一篇作一简捷的比较，即可了解所设定的起始水平和力求达到的最终水平。

这些文章用以达到两个主要目的：提高阅读和写作的综合能力；在某些语言成分，即语法、词汇、语音、拼写和标点符号方面提供辅导。编者试图通过一系列练习来达到这两项任务。编写这些练习时所根据的基本假设是：当学习者的思想自觉地全神贯注于那些要求应用语言的挑战性的作业时，学习语言的潜意识过程是活跃的。

理解练习力求提高两种阅读能力：“理解—I”中的“综合性的”问题是用来使学生理解文章内容——事实、思想、论点或经验——的总体结构，而“理解—II”中的“局部性的”问题则把学生的注意力直接引至细节，包括暗示手法、含蓄方式以及特殊表达方式。

作文练习的范围从高度控制的“改写”作业直到学生相当自由地表达他们自己的观点或论点。这些练习包括：按指定的模式写作，用指定的事实写作，写对话、书信、总结以及评价等。这些练习在组织结构、重新安排指定句子、强调类似和对照方面提供了大量的实践。

词汇、语法、语音、拼写和标点符号方面的练习则是针对一些项目和要点，而这些项目和要点总的来说是这一水平英语学生所普遍遇到的问题。除了提供这些项目的控制性实践外，这些练习还使学生一次又一次回头去观察文章的一些细节，而不做这些练习，他们很可能会忽略这些细节的。这些练习还向教师提供了一种模式，教师可以按此模式来设计他们自己的一些练习，以对付一部分特殊学生的独特的薄弱环节。

除语音练习需要教师以演示有关语音特点的方式进行积极指导外，大多数的练习都是那种学生或多或少能独立做成的练习，教师的参与只是为了检查、解疑以及组织讨论共感兴趣的焦点或可能有不同观点的问题。确实，这种以学生为中心的教学程序对有效使用这些材料是非常必要的，因为采用以教师为中心的程序，诸如由教师解释课文，课堂上就没有时间来做完这些练习。

我们设想的教学程序以及我们推荐的基于技巧的考查在《教师手册》中有概略叙述和例示。

Introduction

The twenty reading passages in this volume have been taken from modern English writings on a variety of topics—of scientific, literary and general interest. They are arranged in a graded series, the grading being based on an assessment of difficulty level in terms of vocabulary, syntax and thought-content. A quick comparison of the first passage with the last gives one an idea of the initial level assumed and the final level aimed at.

These passages are used for two main purposes: to increase the *complex skills* of reading and writing; and to offer remedial help on certain *elements of language*, viz., grammar, vocabulary, pronunciation, spelling and punctuation. Both these tasks have been attempted through a series of exercises. A basic assumption in writing these exercises has been that the subconscious process of learning a language is active when the learner's mind is consciously occupied with challenging tasks which call for the use of language.

The comprehension exercises seek to increase two kinds of reading ability: the 'global' questions of *Comprehension-I* are meant to make the student perceive the overall organization of matter—facts, ideas, arguments or experience—in the passage, while the 'local' questions of *Comprehension-II* direct attention to detail, including suggestions, implications and particular expressions.

The composition exercises range from highly controlled 'rewriting' tasks to a fairly free expression of the student's own views or arguments. They include writing

on a given model, writing with given facts, writing dialogues, letters, summaries and assessments. They provide a good deal of practice in organization, rearranging given sentences, and emphasizing parallelisms and contrasts.

The exercises on vocabulary, grammar, pronunciation, spelling and punctuation deal with items and features which are, by and large, common problems of learners of English at this level. In addition to providing controlled practice on such items, these exercises make the student go back to the passage again and again to observe details which he might otherwise miss. They also provide a model on which teachers can frame their own exercises in order to deal with the specific weaknesses of a particular set of students.

Apart from the pronunciation exercises, which call for the teacher's active guidance in the form of demonstration of the sound features concerned, most exercises are such that students can work more or less independently, the teacher coming in only to check, to clarify and to organize discussion on points of general interest or on matters in which different views are possible. Indeed, such student-centred teaching procedures are very necessary for an effective use of these materials: teacher-centred procedures, such as explication of the text by the teacher, will leave the class with no time to go through these exercises.

The kind of teaching procedures that we envisage and the kind of skill-based examinations which we recommend are outlined and exemplified in the *Teacher's Manual*.

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Pronunciation Key

<i>Symbol</i>	<i>Transcription of key word using IPA symbols</i>	<i>Key word</i>
I Vowels and Diphthongs		
1. i:	/ki:/	key
2. i	/pit/	pit
3. e	/pet/	pet
4. æ	/kæt/	cat
5. ɑ:	/kɑ:d/	card
6. ɔ:	/kɔ:t/	caught
7. ɒ	/kɒt/	cot
8. u	/put/	put
9. u:	/mu:n/	moon
10. ʌ	/sʌn/	sun
11. ɔ:	/bɔ:d/	bird
12. ə	/əbaʊt/	about
13. ei	/plei/	play
14. ou	/roud/	road
15. ai	/taim/	time
16. au	/haus/	house
17. ɔi	/bɔi/	boy
18. iə	/piə*/	peer
19. eə	/heə*/	hair
20. uə	/tuə*/	tour
II Consonants		
b	/bet/	bet
p	/pet/	pet
d	/din/	din
t	/tin/	tin
g	/giv/	give
k	/kʌm/	come
ð	/ðæt/	that
θ	/θin/	thin
v	/vain/	vine
f	/fain/	fine
z	/zu:/	zoo
s	/sin/	sin
ʒ	/meʒə*/	measure
ʃ	/ʃip/	ship
h	/hen/	hen
m	/men/	men
n	/nain/	nine
ŋ	/kiŋ/	king
r	/rʌn/	run
l	/lip/	lip
dʒ	/dʒʌmp/	jump
tʃ	/tʃip/	chip
j	/jes/	yes
w	/went/	went

*An asterisk indicates that the 'r' is pronounced if the following word begins with a vowel sound.

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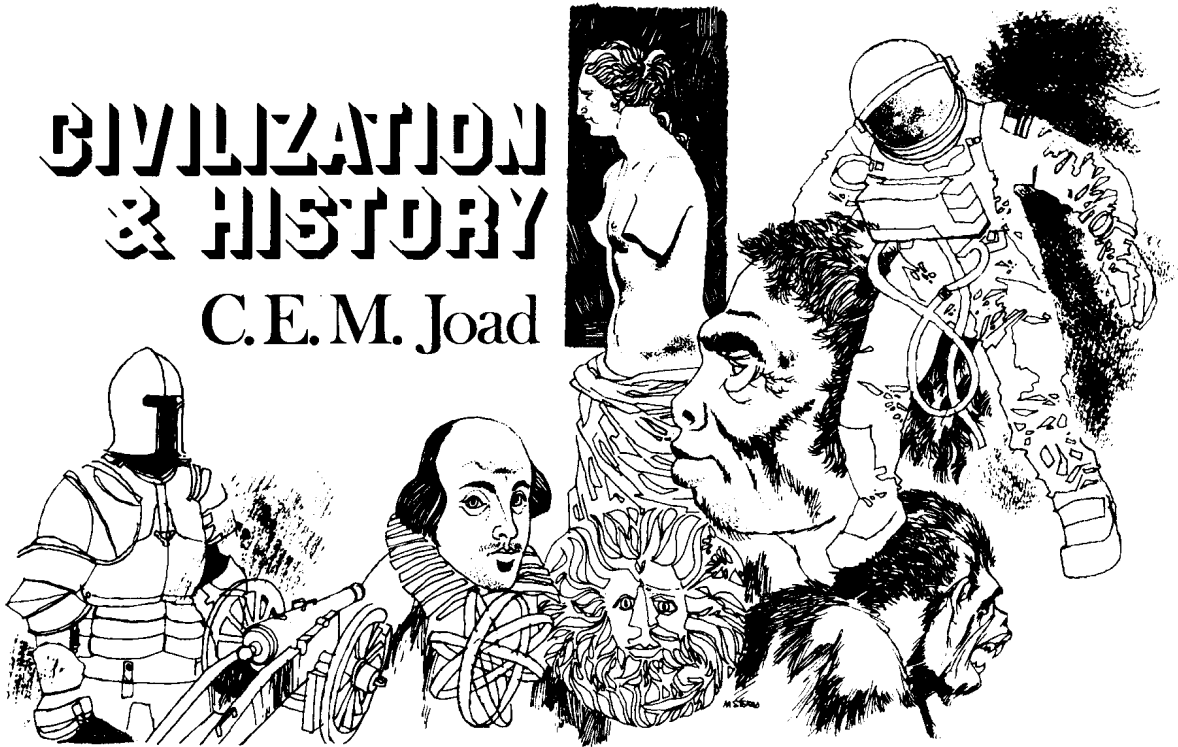
Pronunciation Key 发音表

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CIVILIZATION & HISTORY

C.E.M. Joad



- 1 Most of the people who appear most often and most gloriously, in the history books are great conquerors and generals and soldiers, whereas the people who really helped civilization forward¹ are often never mentioned at all. We do not know who first set a broken leg,² or launched a seaworthy boat, or calculated the length of the year, or manured a field; but we know all about the killers and destroyers. People think a great deal of them, so much so that on all the highest pillars in the great cities of the world you will find the figure of a conqueror or a general or a soldier. And I think most people believe that the greatest countries are those that have beaten in battle the greatest number of other countries and ruled over them as conquerors. It is just possible they are, but they are not the most civilized. Animals fight; so do savages; hence to be good at fighting is to be good in the way in which an animal or a

savage is good, but it is not to be civilized. Even being good at getting other people to fight for you and telling them how to do it most efficiently—this, after all, is what conquerors and generals have done—is not being civilized. People fight to settle quarrels. Fighting means killing, and civilized peoples ought to be able to find some way of settling their disputes other than by seeing which side can kill off the greater number of the other side, and then saying that that side which has killed most has won. And not only has won, but, because it has won, has been in the right. For that is what (going to war) means; it means saying that might is right.

- 2 That is what the story of mankind has on the whole been like. Even our own age has fought the two greatest wars in history, in which millions of people were killed or mutilated. And while today it is true that people do not fight and kill each other in the streets—while, that is to

¹helped civilization forward helped civilization to move forward, or make progress.

²set a broken leg correctly fixed the bone in a broken leg so that the bone healed properly.

say, we have got to the stage of keeping the rules and behaving properly to each other in daily life—nations and countries have not learnt to do this yet, and still behave like savages. //

- 3 But we must not expect too much. After all, the race of men has only just started. From the point of view of evolution, human beings are very young children indeed, babies, in fact, of a few months old. Scientists reckon that there has been life of some sort on the earth in the form of jelly-fish and that kind of creature for about twelve hundred million years; but there have been men for only one million years, and there have been civilized men for about eight thousand years at the outside.³ These figures are difficult to grasp; so let us scale them down.⁴ Suppose that we reckon the whole past of living creatures on the earth as one hundred years; then the whole past of man

works out at about one month, and during that month there have been civilizations for between seven and eight hours. So you see there has been little time to learn in, but there will be oceans of time⁵ in which to learn better. Taking man's civilized past at about seven or eight hours,⁶ we may estimate his future, that is to say, the whole period between now and when the sun grows too cold to maintain life any longer on the earth, at about one hundred thousand years. Thus mankind is only at the beginning of its civilized life, and as I say, we must not expect too much. The past of man has been on the whole a pretty beastly business, a business of fighting and bullying and gorging and grabbing and hurting. We must not expect even civilized peoples not to have done these things. All we can ask is that they will sometimes have done something else.

From *The Story of Civilization*
(A. D. Peters & Co. 1962)

Glossary

bully (v) /'buli/ frighten or hurt those who are weak
efficiently (adv) /e'fɪʃəntli/ in such a way as to get good results
evolution (n) /i:və'l(j)u:ʃən/ the gradual development of living things from earlier forms (as stated in Darwin's famous 'Theory of Evolution')
gloriously (adv) /'glɔ:riəsli/ with great

fame or honour
gorge (v) /gɔ:dʒ/ eat a great deal
grab (v) /græb/ take things by force
launch (v) /lə:ntʃ/ start sailing a (new) ship or boat
mutilate (v) /'mju:tɪleɪt/ injure seriously, e.g. make someone lose a hand or leg
seaworthy (adj) /si:'wɔ:ði/ fit for sailing in the sea

Comprehension—I

1. This essay can be divided into two main parts, although it has three paragraphs. Where do you think the second part begins—at the beginning of the second paragraph or of the third?
2. Which of the following sentences gives the best summary of the first part?
 - (a) Some of the people who helped civilization forward are not mentioned at all in history books.

³at the outside at (the) most.
⁴scale them down put them on a smaller scale (as we do with maps).
⁵oceans of time plenty of time.

⁶taking man's civilized past at about seven or eight hours if we imagine that man's civilized past (which is really about eight thousand years) is only about seven or eight hours. (This is an example of 'scaling down'.)

- (b) Conquerors and generals have been our most famous men, but they did not help civilization forward.
- (c) It is true that people today do not fight or kill each other in the streets.
- 3. Which of the following sentences best summarizes the second part of the essay?
 - (a) In order to understand the long periods of history, we have to scale them down to shorter periods.
 - (b) The past of man has been on the whole a pretty beastly business.
 - (c) Mankind is only at the beginning of civilized life; so we must not expect a great deal of civilization at this stage.
- 4. What examples does the author give of people who really helped civilization forward?
- 5. In what way are great soldiers similar to animals?
- 6. Are people today more civilized in any way than in the past? If so, in what way?
- 7. What were the earliest forms of life on this earth?
- 8. When will there be no life on this earth, according to the author?
- 9. The word 'figure' is used both in the first paragraph and in the third. Does it have the same meaning in both places? If not, what are its two different meanings?
- 10. Is the author hopeful about the future of civilization? How do you know?

Comprehension—II

Answer these questions by choosing the best alternative (a, b, c or d) under each. Think carefully before you make your choice.

- 1. In the first sentence, the author says that
 - (a) most history books were written by conquerors, generals and soldiers.
 - (b) no one who really helped civilization forward is mentioned in any history book.
 - (c) history books tell us far more about conquerors and soldiers than about those who helped civilization forward.
 - (d) conquerors, generals and soldiers should not be mentioned in history books.
- 2. On all the highest pillars in the great cities of the world, we find
 - (a) the figure of the same conqueror or general or soldier.
 - (b) the figure of some conqueror or general or soldier.
 - (c) a figure representing the number of conquerors, generals and soldiers in that country.
 - (d) the figure of a person who helped civilization forward.
- 3. Most people believe that the greatest countries are
 - (a) those that built the highest pillars.
 - (b) those that were beaten in battle by the greatest number of other countries.
 - (c) those that were ruled by the greatest number of conquerors.
 - (d) those that won the greatest number of battles against other countries.
- 4. In the author's opinion, the countries that ruled over a large number of other countries are
 - (a) certainly not the greatest in any way.
 - (b) neither the greatest nor the most civilized.
 - (c) possibly the most civilized but not the greatest.
 - (d) possibly the greatest in some sense but not the most civilized.
- 5. The author says that civilized people
 - (a) should not have any quarrels to settle.
 - (b) should not fight when there are no quarrels to settle.
 - (c) should settle their quarrels without fighting.
 - (d) should settle their quarrels by seeing which side can kill off the greater number of the other side.
- 6. 'That is what going to war means; it means saying that might is right.' The meaning of this sentence is that
 - (a) those who fight believe that the winner is right and the loser wrong.
 - (b) only those who are powerful should go to war.

- (c) those who are right should fight against those who are wrong.
 (d) in a war only those who are powerful will win.
7. 'Even our own age has fought the two greatest wars in history.' The author says this in order to show that our own age is
 (a) different from those of the past.
 (b) not much better than those of the past.
 (c) much better than those of the past.
 (d) not so civilized as those of the past.
8. 'From the point of view of evolution, human beings are very young children indeed.' The author says this in order to show that
 (a) very young children are not civilized.
 (b) evolution does not help civilization forward.
 (c) human beings have learnt very little in a very long time.
 (d) human beings are still at the beginning of their life on this earth.
9. The scale which the author uses for representing time is
 (a) one month=one million years.
 (b) one hundred years=eight thousand years.
 (c) one year=one million years.
 (d) one month=twelve hundred million years.
10. 'We must not expect even civilized peoples not to have done these things.' This suggests that
 (a) those who have done any fighting and bullying cannot be considered civilized.
 (b) there is nothing wrong if civilized people do some fighting and bullying.
 (c) even civilized people have done some fighting and bullying.
 (d) civilized people have never done any fighting and bullying.

Spelling

Copy and complete the following words by filling in the blanks with the correct letter(s).

- | | | |
|-----------------|--------------|---------------|
| 1. evolu...ion | 5. forw...rd | 9. sav...ge |
| 2. ap...ar | 6. pill...r | 10. cr...ture |
| 3. bel...ve | 7. gen...l | 11. d...spite |
| 4. conquer...rs | 8. c...lized | 12. quar...l |

Pronunciation

Practise saying the following words with the correct stress. You must stress the syllable immediately after the stress mark (').

- | | | |
|----------------|---------------|---------------|
| 1. 'calculate | 5. 'possible | 9. e'fficient |
| 2. 'gloriously | 6. 'scientist | 10. man'kind |
| 3. 'mutilate | 7. ma'nure | 11. be'have |
| 4. 'estimate | 8. des'troyer | 12. main'tain |

Vocabulary—I

Find single words in this essay which have roughly the meanings given below.

Example: senior officer in the army=general.

1. uncivilized person
2. fertilized
3. image of a person made from stone, metal etc.
4. quarrel or difference of opinion
5. strength or power

6. all human beings considered together
7. boneless sea-animal which evolved very early on
8. count or estimate
9. as bad as animals in behaviour
10. causing pain

Vocabulary—II

Match the words given under A with the meanings given under B. List B has some extra items.

- | A | B |
|---------------|--|
| 1. grab | (a) gradual development |
| 2. mutilate | (b) honourable, famous |
| 3. seaworthy | (c) a straight, tall support |
| 4. reckon | (d) good at producing results |
| 5. conqueror | (e) fit to sail in the sea |
| 6. glorious | (f) think (on the basis of a calculation) |
| 7. bully | (g) get hold of |
| 8. pillar | (h) one who defeats another country |
| 9. evolution | (i) be cruel to someone weaker |
| 10. efficient | (j) destroy or injure an important part |
| | (k) one who gets other people to fight for him |
| | (l) put things on a smaller scale |
| | (m) an officer of the navy |

Vocabulary—III

Copy out the following paragraph and fill in the blanks with suitable words or phrases from the passage. All the missing words appear in paragraph 3.

Example: *From view of evolution, human beings are very young children.*

From the point of view of evolution, human beings are very young children.

Scientists believe that there has been life of some on the earth about twelve hundred million years. Such a large figure is difficult, so let us scale it and reckon it one hundred years. We then find that man has been the earth for about a month, and civilized man for only seven or eight hours. So you mankind is only at the of its civilized life, and we must not expect much.

Grammar—I

Observe the following two sentences:

- (a) Many people are mentioned in our history books.
 - (b) The people who are mentioned most often in our history books are great soldiers and conquerors.
- The first sentence is about people in general. The second sentence, on the other hand, speaks of a particular group of people—those who are mentioned most often in our history books. When we refer to particular things or persons, we use the definite article, 'the'.

Some sentences like (a) are given below. Rewrite them in the form of (b), using the hints given in brackets.

1. (a) Many people are glorified in history books.
(b) (. . . who are glorified . . . are not the most civilized.)
2. (a) Statues are often found on tall pillars.

- (b) (... which are found ... are usually of conquerors and generals.)
- 3. (a) Nations still fight each other to settle disputes.
(b) (... which still fight ... are behaving like savages.)
- 4. (a) A few important people helped civilization forward.
(b) (The people who helped ... are often not mentioned in history books at all.)
- 5. (a) Some countries defeated others in war and ruled over them.
(b) (The countries which defeated ... were considered great.)
- 6. (a) Many people fight to settle quarrels.
(b) (... who fight ... are not much better than animals and savages.)
- 7. (a) Someone first set a broken leg.
(b) (The man or woman who ... was more civilized than the person who first mutilated an enemy.)
- 8. (a) Someone launched a seaworthy boat for the first time.
(b) (The man who ... made all the world's great navies possible.)
- 9. (a) Some man first calculated the length of the year.
(b) (... really helped civilization forward.)
- 10. (a) Some farmer first manured his field.
(b) (... taught us how to produce better crops.)

Grammar—II

Observe these two sentences:

- (a) Those who fight try to kill.
- (b) Fighting means trying to kill.

These are two different ways of saying roughly the same thing. Any sentence which is in the form of (a) can be rewritten in the form of (b).

Here are some sentences like (a); rewrite them in the form of (b), using the hints given in brackets.

- 1. (a) Those who go to war believe that might is right.
(b) (Going to war means believing ...)
- 2. (a) Those who fight in order to settle quarrels are behaving like animals and savages.
(b) (Fighting in order to settle ... means behaving ...)
- 3. (a) Those who bully and grab hurt other people.
(b) (Bullying and grabbing ... hurting ...)
- 4. (a) Those who are civilized find other ways of settling disputes.
(b) (Being civilized ...)
- 5. (a) Those who are good at getting other people to fight in battles are not civilized.
(b) (Being good ... not mean being ...)

Now observe the following two sentences:

- (a) Those who fight try to kill.
- (c) To fight is to try to kill.

This is a third way of saying roughly the same thing. The five sentences given above which are like (a) can also be rewritten in the form of (c). Rewrite them in that form, using the hints given in brackets.

- 1. (c) (To go to war is to believe ...)
- 2. (c) (To fight in order to settle ... to behave ...)
- 3. (c) (To bully and grab ... to hurt ...)
- 4. (c) (To be civilized is ...)
- 5. (c) (To be good at ... not to be ...)

Composition—I

Here is an example of how the author scales down the long periods of history:

	<i>Actual</i>	<i>Scaled down to</i>
(a) The whole past of living creatures	1,200 million years	100 years
(b) The whole past of man		1 month

We can write a three-sentence paragraph on this, as follows:

Scientists believe that the whole past of living creatures on this earth is about twelve hundred million years. Let a hundred years represent this period. Then the whole past of man on this earth works out to one month.

Now write two more paragraphs of three sentences each, using the following facts.

	<i>Actual</i>	<i>Scaled down to</i>
1. (a) The whole past of man	1 million years	1 month
(b) The history of civilization		7 or 8 hours
2. (a) The history of civilization	8,000 years	7 or 8 hours
(b) The whole future of living creatures		100 thousand years

Composition—II

Good composition requires the ability to build up good paragraphs. You can build a good paragraph only if you have a good plan for it. One kind of paragraph-plan is this: the main point is expressed in a general statement at the beginning, and then supported with one or more facts, as examples or evidence. Here is such a plan:

Main point Most people think that greatness consists of being good at fighting.

Evidence

1. History books (conquerors, not people who helped civilization forward).
2. Figures on pillars.
3. Belief about the greatest countries.

Here is a short paragraph which is based on this plan. Study it to see how the plan has been used:

Most people believe that greatness consists of being good at fighting. Our history books, for example, glorify conquerors, generals and soldiers. They tell us very little about the people who really helped civilization forward. Secondly, on the highest pillars in our great cities, we find the figures of conquerors and generals. Thirdly, certain countries are considered to be great because they built up empires by defeating many other countries and ruling over them.

Now, here is another paragraph which has the same kind of plan. Read it carefully and then write out the plan on which it is based:

A proper history of civilization should tell us more about those who really helped civilization forward. For example, it should tell us about the man who first set a broken leg, the man who first launched a seaworthy boat and the man who manured a field for the first time. Secondly, it should tell us how we have today reached the stage of keeping the rules of civilized life and not fighting with each other in our daily life. Thirdly, it should tell us about those who have tried to find ways of settling disputes between nations other than by fighting.

Now write out the plan of the above paragraph, listing its main point and three examples.

文明与历史

西·埃·米·乔德*

1 历史书中亮相频次最高、风头最健的人物，大多是显赫的征服者、将军和军人，而那些真正促使文明进步的人们却常常湮没无闻。我们不知道，是谁首先为断腿接骨成功的；是谁首先把航海船只送下水的；是谁首先计算出年的长度的；是谁首先给土地施肥的。然而我们对于杀人者以及破坏者却耳熟能详。他们在人们的心目中地位很高，以至于世界各通都大邑所有最高的柱形纪念碑上你都能找到征服者、将军或军人的塑像。我想，大多数人会认为，最强大的国家当是那些打败最多数量其他国家并以征服者统治战败国的国家。可能它们确实是最强大的，但它们却不是最文明的。动物打斗，野蛮人也打斗，因此精通打斗只是动物或野蛮人择优标准中的伟绩，但这绝不是文明行为。即使你精通于驱使他人为你作战并精通于指导他们把这做得最有效——这些，毕竟是征服者和将军们的作为——也不能算是文明行为。人们开战以解决争端。开战即意味着杀戮，而文明民族应设法找到某种解决争端的方式，而不应是看哪一方能杀死对方更多数量的人并据此宣称杀人最多的一方获胜。胜者不仅仅是获胜，还因为获得胜利，也就获得了公理。这就是发动战争的意义所在：告诉人们强权就是公理。

2 人类的历程总体说来就是这样。甚至我们自己所在的时代也发生了有史以来两次最大的战争，千百万人因此丧生或致残。不错，在今天人们不在街头互相斗殴或杀戮

——这是说，我们已经能做到在日常生活中遵守规则并互相正常交往——而民族与国家尚未学会如此行事，仍表现得与野蛮人无异。

3 但我们不应期望过高。毕竟，人类还只是处于起步阶段。从进化的观点来看，人真的只是十分年幼的孩子，实际上，只是几个月大的婴儿。科学家推断，地球上以水母以及此类生物形式存在的某种生命已延续了约12亿年，而人仅仅才100万年而已，而文明人充其量才8000来年。这些数字较难掌握，那就让我们把它们按比例缩小吧。我们姑且把地球上生物的整个过去算作100年，那么人类的整个过去相应为一个月左右，而在这一个月的时期中，文明才占了七八个小时。因此你看到，几乎没有多少时间可用来学习，但以后却还有大量时间，可让我们学得更好些。若把人类的文明史算作七八个小时，我们据此可以估算出人类的未来，这就是说，从现在起到太阳变冷无法维持地球上的生命为止，这段时期总共是10万年左右。这样，人类还只是在它文明生活的初期，因此就像我所说的那样，我们不应期望过高。人类的过去总体说来是一段相当野蛮的历程，是一段残杀欺凌、吞并掠夺和伤害作践的历程。我们不可指望甚至是文明的民族也没有做过的这些事情。我们所能要求的只是它们会在有些时候做成了另外一些不同的事情。