



In 1975, stoned, giggling, and trying to separate the real pedestrians from the fake ones, my friend and I stumbled into an Upper East Side boutique. We were stunned to find a store that had virtually everything we needed, and we left feeling like we had found the perfect place, full of people who were... We gave them lots of money and they gave us lots of clothes designed... later the day. The graphics were great, the products imaginative, the colors startling. They didn't have one logo; they had hundreds. We loved it. I still have three Fiorucci metal purses I bought just because I liked the way they looked.

高级 英语

上册

吴旭东 主编

华南理工大学出版社

Toscani may emerge as one of the most important figures of the modern design, though he still introduced

himself as a photographer. He nonetheless has influenced fashion retailing trends for two decades and is now

21 世纪英语语言文化系列丛书

Advanced English

高级英语

(上册)

吴旭东 主编

内 容 简 介

本书是为已有一定英语水平,并想进一步提高英语阅读欣赏和写作水平的学习者而编的教材。书中所选课文在体裁上包括了英语所有常见的文体,课文的编写符合语言学习的心理过程,题型多样。本教材既适用于在校学生,又适用于自学者,既可作为精读课本,又可作为写作课的辅助教材。

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总 序

21 世纪正在以惊人的速度演变成这样一个新时代:国际政治多极化、经济全球化、社会信息化、文化多元化。毫无疑问,它将给我国外语教育,尤其是英文教育带来新的机遇和挑战。也就是说,新时代将迫使我们修正英语人才的培养目标和规格。我们认为,未来的英语人才不仅要具备扎实的听、说、读、写、译基本功和较广的知识面,而且还要具备适应知识经济时代的三种能力:强劲的获取并运用知识、处理信息与通信的能力,独立分析问题、提出见解的能力,热爱科学、极具个性、大胆创新的能力。简而言之,21 世纪的英语人才要有一流的综合素质和深厚的文化蕴底。于是,我们诚邀各路同仁,精心策划了这套《21 世纪英语语言文化系列丛书》。

中国教育部于 1999 年 4 月决定进一步演化高考制度改革,其改革方案不仅包括高考科目、高考形式、录取方式的改革,更重要的是“高考内容”的改革。这一改革更加注重对考生能力和素质的考察,因此高考命题把以知识立意转变为以能力立意。这无疑向我国高等院校的人才培养提出了更高的要求。而英语专业人才的培养教育则应在加强宏观战略研究的同时,把关照重心放在课程的优化设置、教材的精心选编、课堂的人文管理和能力的充分提高等方面,从而发展学生的跨文化交际能力和继续学习、不断发展的能力。作为“人类灵魂的工程师”,我们应在社会转型、价值速变的今天带领我们的莘莘学子,抵制利禄,放弃窘迫,在市井的嘈杂与喧嚣中呼唤文化素质,呼唤艺术品味,呼唤高尚人格。于是,我们认真选编出版了这套《21 世纪英语语言文化系列丛书》。

本系列丛书的策划、选编和出版得到了华南理工大学出版社的积极响应和中华传动网的热情支持,在此一并表示衷心的感谢!丛书中一定有许多不足之处,诚望同行专家和广大使用者赐教。

广东外语外贸大学英语语言文化学院 毛思慧博士

前 言

一、教材性质、特点与学习目的

《高级英语》是为已有一定英语水平并想进一步提高英语阅读欣赏和写作水平的学习者而编的。它的对象是已掌握英语基本语法,认知词汇量达 4 000 至 5 000,积极(即能较熟练运用的)词汇量在 2 000 左右的英语学习者。

本教材的特点在于它不同于一般的高级英语教材。国内现有的高级英语教材对课文的体裁和结构基本不作介绍,课文之后除了一些有关文章内容的问答题之外,主要是有关句子结构和词汇的练习,偶尔也有一些修辞练习。每课练习形式大同小异,学生做久之后往往感到厌烦。此外,由于这些教材不考虑文章的体裁,因此学生往往到了大学毕业还不完全了解英语文章结构的分类及其特点。本教材力图在以往的编写模式上有所突破,在以下几个方面做了尝试:①所选课文在体裁上包括了英语所有常见的文体;②课文的编写尽量符合语言学习的心理过程,使学生更容易自学;③练习题型尽量多样化,减少学生对练习的厌烦情绪;④根据各类文章体裁的特点编了相应的写作练习,培养学生用英语写各类体裁文章的能力。由于以上特点,本教材既适用于在校大学生,又适用于自学人员;既可以作为精读课本,又可以作为写作课的辅助教材。

学完本课程后,学生应基本具备以下能力:

- (1) 了解英语常见文章体裁及特点,并能根据文章特点形成阅读目的。
- (2) 能运用各种阅读技巧正确理解文章内容,分析文章结构布局。
- (3) 认知词汇近 14 000 个,能分辨同义词之间细微的语义差别及次常用词/正式用词与日常用词之间的差别。
- (4) 了解英语常用修辞手法,初步具有分析语句和文章修辞特点的能力。
- (5) 初步具备运用所学文章体裁进行英语写作的能力。

二、学习内容

作为帮助具有一定水平的英语学习者进一步提高其语言水平和素养的课程,《高级英语》强调了以下三方面的内容:①文章体裁的特点和结构;②次常用语言成分,其中包括句子结构、同义词和近义词的替代以及次常用词/正式用词与日常用词的区别;③英语常用修辞手法。以下分别详细说明:

1. 文章体裁的特点和结构

《高级英语》的课文体裁共分 10 种。它们是:叙述、描写、定义、类比、过程分析、比较-对比、例示、论说、分类、混合体裁。每种体裁由 2 至 3 篇课文加以说明,以使学生对该体裁的结构特点有更深的印象。体裁的结构先通过课文中的“During the Second Reading”(课文二读)加以分析,分成若干大部分,每个部分之下再出若干理解选择题,目的是除了提高学生对文章内容的理解之外,还促使他们进一步了解体裁结构的发展。

2. 次常用语言成分

由于《高级英语》是为已达到相当英语水平的学习者编写的,因此要求掌握的句子结构和词汇不属于常用之列。具体而言,学生必须掌握的句型有两大类:一是长度长、结构复杂的句型,如含有数个从句的排比句、并列复合句等;另一类是与汉语表达习惯有较大差异的句型,如“... not so much ... as”(与其说…不如说)等。在词汇方面,学习重点有以下几个:第一,区分次常用词/正式用词与日常用词;第二,了解同义词的替代;第三,了解固定表达法、惯用语和成语的含义及用法;第四,通过文章的上下文猜测单词含义。

3. 英语常用修辞手法

了解英语各种较常用的修辞手法及其功能是提高英语水平的一个重要途径。本教材介绍了以下 11 种英语修辞手法:明喻、暗喻、类比、拟人、转喻、提喻、换称、夸张、委婉、反诘、排比。通过学习,学生必须能辨别句子或段落所用的修辞手法,并指出该修辞手法所达到的效果。

三、本课程学习方法

大凡学习英语的人在达到一定的水平(即掌握了基本语法和 4 000~5 000 个单词)之后,总会经历一个“高原”阶段,也就是说在这个阶段内学习者觉得进步很慢,有时甚至在一段较长的时间内感觉不到任何进步,这时许多人往往失去信心,放弃学习,十分令人惋惜。实际上,这段时间是学习者在最终掌握外语之前最关键的时期,因为在“高原”阶段学习者并不是没有进步,而是这种进步经常不表现在量上(如增加若干词汇或若干语法规则),而是表现在质上(如对遣辞造句的准确和适当更为敏感)。由于学习者对自己运用语言能力的要求提高了,因此在使用语言时常常感到力不从心,总觉得词汇量太小,句子结构不美,久而久之,就觉得没有收获,进而放弃不学,殊不知能感觉到自己语言运用中的不足就是个进步,只要坚持下去必会有所突破。

本课程的学生可能有不少人正处于这一“高原”阶段,而本课程正是为帮助这些人尽快度过这一阶段而设计的。但也正是由于它的目的不是为学生打基础而是帮助他们提高水平,因此所选的课文全部来自英语国家的大众读物,而且未加任何删改,同时文章的篇幅也比较长,平均在 2 000 字以上,要求词汇量较大,容易引起畏难情绪。因此,学生首先要树立起战胜困难的勇气和决心,以锲而不舍的精神和脚踏实地的态度来学习本课程。下面就如何学好本教材提几点建议:

(1)认真完成好每篇课文的“一读”(During the First Reading)任务。课文的“一读”是为培养学生在有诸多语言困难情况下抓住文章要点的能力而设计的。在“一读”之前,要求先仔细阅读针对“一读”所提的问题,因为这些问题勾画出课文的主要内容和基本结构,有利于对文章主题的理解。此外,在“一读”时碰到生词或难句可以先通过上下文猜其含义,如果实在猜不出来,在不影响理解的情况下可以先跳过不管,只有在严重影响理解的情况下才使用工具书。判断“一读”成功的标准是能正确回答“一读”后的有关问题。

(2)仔细阅读每篇课文“二读”的说明。“二读”的说明实际上是课文主要内容和基本结构的详细介绍。学生可将这一介绍与在“一读”时形成的对课文的理解进行对比,这样可以同时发现自己在内容和结构理解方面正确和错误的地方。对已发现的理解错误,应在“二读”过程中加以注意,以提高对文章的分析鉴赏能力。

(3)认真完成课后每一道练习。之所以提出这样的建议是因为这些练习都是围绕课文

的主要内容、主要结构和主要语言点来设计的。如果不做,或挑着做练习,必然无法完全掌握课文规定的必学内容,也就不能有效地进一步提高英语素养。做练习时应完全按题目的要求去做(如有的练习要求不查词典,仅利用上下文来确定词义;而有的练习则要求先查词典,并写出定义,然后才回答问题),只有这样才能更好地达到练习效果。

(4)有意识地利用英-英词典来提高英语词汇的鉴赏能力。本课程的练习中有不少要求学生区别正式用词和日常用词,或分辨同义词在词义色彩方面的细微差别。这些练习的特点是:练习本身已指出了哪些词是需要注意的,但具体找出词与词之间的差别却要求学生自己动手去发现,课文后并未专门加以解释。因此,学生必须要有合适的工具书才能完成练习。除了目前英语学习者经常使用的各种英-汉(双解)词典之外,学生最好还要有以下两本词典才能更好地完成上述词汇练习,即:Collins Cobuild English Language Dictionary (1987版)和 Longman Dictionary of Contemporary English (英语版,1995年最新版),因为这两本词典对词的使用场合和词的词义色彩都给予解释。经常使用英-英词典有利于加深对词义的理解,学生应逐渐减少对英-汉(双解)词典的依赖,而转向使用英-英词典。尽管这样做比较费时费力,但对提高英语素养极有好处,学生应培养这种习惯。

(5)本教材有计划地介绍了一些英语常用的修辞手法。学生应确保记住每种修辞手法的名称、定义、功能和使用场合。要达到这一目的,最好的方法就是做好课后有关的练习。此外也可以通过系统地读一、两本英语修辞专著和大量的课外阅读(主要是文学作品)来增加对修辞手法的感性认识。

(6)学生应十分熟悉教材中所介绍的文章体裁的结构与特点,并能在实践中加以运用。要做到这一点,就必须认真地完成每课后的写作练习,因为这些练习都是为培养学生这方面能力而设计的。

本教材的编写从1997年9月开始,至1999年2月结束。参加人员均为广东外语外贸大学英文学院教师,他们是(按姓氏笔划排序):方开瑞、牛瑞英、李海丽、邱文彬、余祥明、吴旭东、黄子东、程岸、董燕萍、谭智。初稿完成后,先由主编进行一审,对文章注释、练习题编排以及练习题内容进行初步修改,然后请外籍教师对一审稿提出修改意见,在其修改意见的基础上主编进行二审。教材完成后曾在广东外语外贸大学英文学院四年级试用过。此次出版前我们根据教学过程中暴露出来的问题对某些课文和练习进行了修改,并再次请外籍教师通读了全稿,希望最大限度地减少错误。教材难编,人所共知,加上我们是这方面的新手,缺点错误在所难免。我们殷切期望教材的使用者给我们提出宝贵的意见和建议(电子邮件:xdwu@gdufs.edu.cn),以便将来能加以改进。

帮助审稿并提意见的外籍教师是:Mr. Rod Andrew Lawrence, Dr. Jonathan Feron-Joans 和 Mr. Bryce Sady,在此特表谢意。

吴旭东

2000年3月28日

白云山下

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Lesson 1

The Geese

A Note About...

In this narrative, Elwyn Brooks White vividly describes the formation and disintegration of a "family" of geese, which took place in a barn over a period of one year. E. B. White (1899 – 1985) was an American writer best known to the public for both his writings in *The New Yorker* and several children's books, among them *Charlotte's Web* (1952) and *Stuart Little* (1945). Although "*The Geese*" is a story about some domesticated birds, the simple and direct style of the narrator turns the trivial events of the story into details of greater significance. They are, so to speak, a reflection of the essential facts of the human condition: birth, growth, aging and death.

During the First Reading

Read the following questions carefully to gain some idea of what the story is about. Then read the entire story. Do not stop to look up unfamiliar words and expressions. Try to find the answers to these questions as you read.

- Which paragraph gives the background of the story?
- Which paragraphs give the details of the narrator's attempt to find goslings for his lone gander?
- Which paragraphs give the details of the gander's acceptance of the three goslings as his foster children?
- Which paragraphs give the details of the gander's changing relationships with the three goslings?
- Which paragraphs describe the events leading to the birth of a new brood of goslings by the young geese?
- Which paragraph gives the details of the fight between the old gander and his foster son?
- Which paragraphs describe the behaviour of the old gander after he loses the fight?

The Geese

Elwyn B. White

1 To give a clear account of what took place in the barnyard early in the morning on that last Sunday in June, I will have to go back more than a year in time, but a year is nothing to me these days. Besides, I intend to be quick about it, and not dawdle.

2 I have had a pair of elderly gray geese — a goose and a gander — living on this place for a number of years, and they have been my friends. "Companions" would be a better word; geese are friends with no one, they badmouth everybody and everything. But they are companionable once you get used to their ingratitude and their false accusations. Early in the spring, a year ago, as soon as the ice went out of the pond, my goose started to lay. She laid three eggs in about a week's time and then died. I found her halfway down the lane that connects the barnyard with the pasture. There were no marks on her — she lay with wings partly outspread, and with her neck forward in the grass, pointing downhill. Geese are rarely sick, and I think this goose's time had come and she had simply died of old age. We buried her in our private graveyard, and I felt sad at losing an acquaintance of such long standing — long standing and loud shouting.

3 Her legacy, of course, was the three eggs. I knew they were good eggs and did not like to pitch them out. It seemed to me that the least I could do for my departed companion was to see that the eggs she had left in my care were hatched. I checked my hen pen to find out whether we had a broody, but there was none. During the next few days, I scoured the neighborhood for a broody hen, with no success.

4 Days went by. My gander, the widower, lived a solitary life — nobody to swap gossip with, nobody to protect. He seemed dazed. The three eggs were not getting any younger, and I myself felt dazed — restless and unfulfilled, I had stored the eggs down cellar in the arch where it is cool, and every time I went down there for something they seemed silently to reproach me. My plight had become known around the town, and one day a friend phoned and said he would lend me an incubator designed for hatching the eggs of waterfowl. I brought the thing home, cleaned it up, plugged it in, and sat down to read the directions. After studying them, I realized that if I were to tend eggs in that incubator, I would have to withdraw from the world for thirty days — give up everything, just as a broody goose does. Obsessed though I was with the notion of bringing life into the three eggs, I wasn't quite prepared to pay the price.

5 Instead, I abandoned the idea of incubation and decided to settle the matter by acquiring three ready-made goslings, as a memorial to the goose and a gift for the lonely gander. I drove up the road about five miles and dropped in on Irving Closson. I knew Irving had geese; he has everything — even a sawmill. I found him shoeing a very old horse in the

doorway of his barn, and I stood and watched for a while. Hens and geese wandered about the yard, and a turkey tom circled me, wings adroop, strutting. I brought up the question of goslings, and he took me into the barn and showed me a sitting goose. He said he thought she was covering more than twenty eggs and should bring off her goslings in a couple of weeks and I could buy a few if I wanted. I said I would like three.

6 I took to calling at Irving's every few days — it is about the pleasantest place to visit anywhere around. At last, I was rewarded: I pulled into the driveway one morning and saw a goose surrounded by green goslings. She had been staked out, like a cow. Irving had simply tied a piece of string to one leg and fastened the other end to a peg in the ground. She was a pretty goose — not as large as my old one had been, and with a more slender neck. The goslings had the cheerful, bright, and innocent look that all baby geese have. We scooped up three and tossed them into a box, and I paid Irving and carried them home.

7 My next concern was how to introduce these small creatures to their foster father, my old gander. I thought about this all the way home. I've had enough experience with domesticated animals and birds to know that they are a bundle of eccentricities and crotchets, and I was not at all sure what sort of reception three strange youngsters would get from a gander who was full of sorrows and suspicions. (I once saw a gander, taken by surprise, seize a newly hatched gosling and hurl it the length of the barn floor.) I had an uneasy feeling that my three little charges might be dead within the hour, victims of a grief-crazed old fool. I decided to go slow. I fixed the make-shift pen for the goslings in the barn, arranged so that they would be separated from the gander but visible to him, and he would be visible to them. The old fellow, when he heard youthful voices, hustled right in to find out what was going on. He studied the scene in silence and with the greatest attention. I could not tell whether the look in his eye was one of malice or affection — a goose's eye is a small round enigma. After observing this introductory scene for a while, I left and went into the house.

8 Half an hour later, I heard a commotion in the barnyard: the gander was in full cry. I hustled out. The goslings, impatient with life indoors, had escaped from their hastily constructed enclosure in the barn and had joined their foster father in the barnyard. The cries I had heard were screams of welcome — the old bird was delighted with the turn that events had taken. His period of mourning was over, he now had interesting and useful work to do, and he threw himself into the role of father with immense satisfaction and zeal, hissing at me with renewed malevolence, shepherding the three children here and there, and running interference against real and imaginary enemies. My fears were laid to rest. Summer was upon us, the pond was alive again.

9 At first, I did not know the sex of my three goslings. But nothing on two legs grows any faster than a young goose, and by early fall it was obvious that I had drawn one male and two females. You tell sex of a goose by its demeanor and its stance — the way it holds itself, its general approach to life. A gander carries his head high and affects a threatening

attitude. Females go about with necks in a graceful arch and are less aggressive. My two young females looked like their mother, parti-colored. The young male was quite different. He feathered out white all over except for his wings, which were a very light, pearly gray. Afloat on the pond, he looked almost like a swan, with his tall, thin white neck and his cooked-up white tail — a real dandy, full of pompous thoughts and surly gestures.

10 Winter is a time of waiting, for man and goose. Last winter was a long wait, the pasture deep in drifts, the lane barricaded, the pond inaccessible and frozen. Life centered in the barn and the barnyard. When the time for mating came, conditions were unfavorable, and this was upsetting to the old gander. Geese like a body of water for their coupling; it doesn't have to be a large body of water — just any wet place in which a goose can become partly submerged. My old gander, studying the calendar, inflamed by passion, unable to get to the pond, showed signs of desperation. On several occasions, he tried to manage with a ten-quart pail of water that stood in the barnyard. He would chivvy one of his young foster daughters over to the quail, seize her by the nape of the neck, and hold her head under water while he made his attempt. I noticed two things: the old fellow confined his attention to one of the two younger geese and let the other alone, and he never allowed his foster son to approach either of the girls — he was very strict about that, and the handsome young male lived all spring in a state of ostracism.

11 Eventually, the pond opened up, the happy band wended its way down across the melting snows, and the breeding season was officially opened. My pond is visible from the house, but it is at quite a distance. I am not a voyeur and do not spend my time watching the sex antics of geese or anything else. But I try to keep reasonably well posted on all the creatures around the place, and it was apparent that the young gander was not allowed by his foster father to enjoy the privileges of the pond and that the old gander's attentions continued to be directed to just one of the young geese. I shall call her Liz to make this tale easier to tell.

12 Both geese were soon laying. Liz made her nest in the barn cellar; her sister, Apathy, made hers in the tie-up on the main floor of the barn. It was the end of April or the beginning of May. Still awfully cold — a reluctant spring.

13 Apathy laid three eggs, then quit. I marked them with a pencil and left them for the time being in the nest she had constructed. I made a mental note that they were infertile. Liz, unlike her sister, went right to laying, and became a laying fool. She dallied each morning at the pond with her foster father, and she laid and laid, like a commercial hen. I dutifully marked the eggs as they arrived — 1, 2, 3, and so on. When she had accumulated a clutch of fifteen, I decided she had all she could cover. From then on, I took to removing the oldest egg from the nest each time a new egg was deposited. I also removed Apathy's three eggs from her nest, discarded them, and began substituting the purloined eggs from the barn cellar — the ones that rightfully belonged to Liz. Thus I gradually contrived to assemble a nest of fertile eggs for each bird, all of them laid by the fanatical Liz.

14 During the last week in May, Apathy, having produced three eggs of her own but having acquired ten through the kind offices of her sister and me, became broody and began to sit. Liz, with a tally of twenty-five eggs, ten of them stolen, showed not the slightest desire to sit. Laying was her thing. She laid and laid, while the other goose sat and sat. The old gander, marvelling at what he had wrought, showed a great deal of interest in both nests. The young gander was impressed but subdued. I continued to remove the early eggs from Liz's nest, holding her to a clutch of fifteen and discarding the extras. In late June, having produced forty-one eggs, ten of what were under Apathy, she at last sat down.

15 I had marked Apathy's hatching date on my desk calendar. On the night before the goslings were due to arrive, when I made my rounds before going to bed, I looked in on her. She hissed, as usual, and ran her neck out. When I shone my light at her, two tiny green heads were visible, thrusting their way through her feathers. The goslings were there — a few hours ahead of schedule. My heart leapt up. Outside, in the barnyard, both Ganders stood vigil. They knew very well what was up; Ganders take an enormous interest in family affairs and are deeply impressed by the miracle of the egg-that-becomes-geese. I shut the door against them and went to bed.

16 Next morning, Sunday, I rose early and went straight to the barn to see what the night had brought. Apathy was sitting quietly while five goslings teetered about on the slopes of the nest. One of them, as I watched, strayed from the others, and, not being able to find his way back, began sending out cries for help. They were the kind of distress signal any anxious father would instantly respond to. Suddenly, I heard sounds of a rumble outside in the barnyard where the Ganders were — loud sounds of scuffling. I ran out. A fierce fight was in progress — it was no mere skirmish, it was the real thing. The young gander had grabbed the old one by the stern, his white head buried in feathers right where it would hurt most, and was running him around the yard, punishing him at every turn — thrusting him on ahead and beating him unmercifully with his wings. It was an awesome sight, these two great male birds locked in combat, slugging it out — not for the favors of a female but for the dubious privilege of assuming the responsibilities of parenthood. The young male had suffered all spring the indignities of a restricted life at the pond; now he had turned, at last, against the old one, as though to get even. Round and round, over rocks and through weeds, they raced, struggling and tripping, the old one in full retreat and in apparent pain. It was a beautiful late-June morning, with fair-weather clouds and a light wind going, the grasses long in the orchard — the kind of morning that always carries for me overtones of summer sadness, I don't know why. For a moment, I thought of climbing the fence and trying to separate the combatants, but instead I just watched. The engagement was soon over. Plunging desperately down the lane, the old gander sank to the ground. The young one let go, turned, and walked back, screaming in triumph, to the door behind which his newly won family were waiting: a strange family indeed — the sister who was not even the mother of the babies, and babies who were not even his own get.

17 When I was sure the fight was over, I climbed the fence and closed the barnyard gate, effectively separating victor from vanquished. The old gander had risen to his feet. He was in almost the same spot in the lane where his first wife had died mysteriously more than a year ago. I watched as he threaded his way slowly down the narrow path between clumps of thistles and daisies. His head was barely visible above the grasses, but his broken spirit was plain to any eye. When he reached the pasture bars, he hesitated, then painfully squatted and eased himself under the bottom bar and into the pasture, where he sat down on the cropped sward in the bright sun. I felt very deeply his sorrow and his defeat. As things go in the animal kingdom, he is about my age, and when he lowered himself to creep under the bar, I could feel in my own bones his pain at bending down so far. Two hours later, he was still sitting there, the sun by this time quite hot. I had seen his likes often enough on the benches of the treeless main street of a Florida city — spent old males, motionless in the glare of the day.

18 Toward the end of the morning, he walked back up the lane as far as the gate, and there he stood all afternoon, his head and orange bill looking like the head of a great snake. The goose and her goslings had emerged into the barnyard. Through the space between the boards of the gate, the old fellow watched the enchanting scene; the goslings taking their frequent drinks of water, climbing in and out of the shallow pan for their first swim, closely guarded by the handsome young gander, shepherded by the pretty young goose.

19 After supper, I went into the tied-ups and pulled the five remaining, unhatched eggs — the unlucky ones, the ones that lacked what it takes to break out of an egg into the light of a fine June morning. I put the eggs in a basket and set the basket with some other miscellany consigned to the dump. I don't know anything sadder than a summer's day.

(*Slightly abridged*)

After the First Reading

What do you think is the main point of "The Geese"? Select one from the list below.

- To describe the life cycle of geese
- To illustrate the narrator's love of animals
- To show that the young will inevitably replace the old

During the Second Reading

Now, read the story a second time. Notice that the author follows a chronological order in telling the story. In other words, the events in the story were narrated in the order in which they occurred. These events can be organized into seven sections: the death of the old goose (Paragraph 2), the narrator's attempt to find goslings for the

old gander (Paragraphs 3 - 6), the old gander's acceptance of the three goslings (Paragraphs 7 - 8), the changing relationships between the old gander and the three young geese (Paragraphs 9 - 11), the birth of a new brood of goslings by a young goose (Paragraphs 12 - 15), the fight between the old gander and his foster son for the control of the new "family" (Paragraph 16), and the behaviour of the old gander after he lost the fight (Paragraphs 17 - 18).

Do the following comprehension exercises during your second reading. Circle the best answer to each of the more specific questions about the details under each section.

The Death of the Old Goose

1. According to the narrator, the goose died probably because _____.
A. she was sick B. she was too old
C. it was too cold D. she had an accident
2. The old goose was probably best remembered by the narrator for _____.
A. her long-standing friendship with the narrator
B. her ingratitude and false accusation
C. the three eggs she produced before her death
D. the lane she often travelled that connected the barnyard with the pasture

Narrator's Attempt to Find Goslings for the Old Gander

3. The meaning of "good" in "I knew they were good eggs..." is _____.
A. unbroken B. big C. fresh D. fertile
4. Why did the narrator want to have the eggs hatched?
A. Because he could find a broody hen to hatch them.
B. Because he thought that was the only thing he could do for his old goose.
C. Because the eggs were the only thing left by the old goose.
D. Because he did not want to throw the eggs away.
5. Why wasn't the narrator willing to hatch the three eggs with the incubator?
A. Because he had to look after the eggs and do nothing else for 30 days.
B. Because he had to pay a high price for that.
C. Because it would take him 30 days to have the eggs hatched.
D. Because he had to shut himself in his room for 30 days.
6. How did the narrator finally obtain the goslings?
A. A farmer gave him 3 ready-made goslings.
B. A farmer had his broody goose hatch the 3 eggs for the narrator.

- C. He bought 3 goslings from a farmer.
- D. He chose 3 goslings out of a total of more than twenty in a farm.

Old Gander's Acceptance of Three Goslings

7. At first, the narrator was concerned that the old gander might not accept the three goslings because he thought _____.
- A. geese often behaved strangely and peculiarly
 - B. ganders did not like goslings
 - C. ganders had the habit of seizing goslings and throwing them far away
 - D. ganders did not like goslings when they were sad
8. The first reaction of the old gander to the voices of three goslings can be described as _____.
- A. attentive
 - B. full of hatred
 - C. full of love
 - D. puzzled
9. How did the narrator know that the old gander was delighted to become the foster father of the three goslings?
- A. The old gander gave out loud cries of welcome.
 - B. The old gander gave out threatening cries at the narrator.
 - C. The old gander did his best to protect the three goslings.
 - D. All of the above.

Changing Relationships between Old Gander and Three Young Geese

10. According to the narrator, gender of a goose can be judged by _____.
- A. its color
 - B. the sound it makes
 - C. the size of its body
 - D. its behaviour
11. Which of the following statements is TRUE about the relationships between the old gander and his three grown-up foster children?
- A. The old gander mated with the two young females, but his foster son was not allowed to do so.
 - B. Both the old gander and his foster son mated with the two young females.
 - C. The old gander mated with only one of the young females, but his foster son was kept away from both young females.
 - D. The old gander mated with one of the young females, while his foster son mated with the other.

Birth of a New Brood of Goslings

12. What did the narrator do to the eggs laid by both Apathy and Liz?
- A. He kept the eggs laid by each in her own nest.
 - B. He threw away the eggs laid by Apathy and replaced them with some of the eggs laid by Liz, so that there were two nests of fertile eggs.
 - C. He threw away the eggs laid by Apathy and replaced them with all the eggs laid by Liz. As a result, only one nest of fertile eggs was left.
 - D. He threw away some of the eggs laid by Liz and replaced them with the ones laid by Apathy.
13. How many eggs laid by Liz were thrown away by the narrator?
- A. ten B. fifteen C. three D. sixteen
14. According to the narrator, how many goslings finally hatched out?
- A. two B. five C. seven D. ten

Fight between Old Gander and His Foster Son

15. What was probably the immediate cause of the fight?
- A. Both ganders knew that new goslings would soon arrive.
 - B. Both ganders saw a stray gosling in the barnyard.
 - C. Both ganders heard the cries of a gosling who had lost its way.
 - D. Both ganders saw Apathy and the newly-hatched goslings.
16. Which of the following statements CORRECTLY describes the way in which the fight was waged?
- A. The young gander launched attacks against the old one from behind.
 - B. The young gander launched face-to-face attacks against the old one.
 - C. The old gander launched face-to-face attacks against the young one, and then retreated.
 - D. The old gander launched attacks against the young one from behind, and then retreated.

Behaviour of Old Gander after the Fight

17. The way in which the old gander sat on the grass under the sun after he lost the fight reminded the narrator of _____.
- A. other old ganders he had seen before
 - B. old women on the street of a city
 - C. other wounded old ganders he had seen before
 - D. tired old men on the street of a city