

普通高等教育“十五”国家级规划教材配套用书  
与外语教学与研究出版社的英语专业教材配套使用

星火英语  
Spartan  
星火英语

# CONTEMPORARY COLLEGE ENGLISH

## 现代大学英语 课文辅导

(精读) 4

主 编

星火记忆研究所 马德高

胡艳玲

- ◆ 文化背景拓展阅读
- ◆ 核心词汇巧学活用
- ◆ 长难例句框架剖析
- ◆ 课后习题答案详解

新 华 出 版 社

spark® 星火英语  
ENGLISH

# CONTEMPORARY COLLEGE ENGLISH

## 现代大学英语 课文辅导

(精读) 4

主 编 马德高 胡艳玲

副主编 单士坤 赫颖颖

新 华 出 版 社

# 使用说明

## 本书特点

- “精”。精讲，精解，精析。以授人以渔为宗旨，以提高能力为目的。课文分析细致入微，讲解详略得当，重点难点突出。
- “全”。栏目设置系统全面：文化背景阅读、篇章分析、生词双解、核心词汇短语学习、长难例句框架剖析、参考译文及习题答案详解等备查资料一应俱全，全面满足您的学习需要。

### 文化背景阅读

对课文中出现的相关文化背景知识(包括风俗、节日、作家作品等)进行拓展介绍,帮助学生拓宽知识面,提升英美文化素养。

### 篇章分析

对课文的篇章结构和写作风格加以评析,帮助学生提高语篇、行文、结构整体理解能力和写作能力。

### 生词双解

对课文中出现的全部生词进行英汉双解,释义权威,便于您在英文语境中准确把握其精确含义。

### 核心词汇与短语

运用风靡全国的星火式记忆法,图文并茂与语境相结合,巧记速记课文中出现的常考核心词汇及短语。

## Lesson Fifteen

### 文化背景阅读

#### 3. Zimmerman Note (齐默曼密电)

It was a coded communique from the German Foreign Secretary, Arthur Zimmerman, to the German minister in Mexico, which helped push the US into

“齐默曼密电”是德国外交大臣齐默曼发给德国驻墨西哥公使的密电。它促使美国在一战中加入协约国。这封密电的日期是1917年1月19日。内容

### Text A Waiting for the Police

#### 分析

The story *Waiting for the Police* is one of the mystery stories written by J. Jefferson Farjeon, who is one of the first modern authors to mix romance and humor

《等待警察》是杰斐逊·法杰恩的神秘小说之一。杰斐逊·法杰恩是较早把爱情、幽默和犯罪融合在一起的现代作家之一。故事的背景为现实生活

#### 生词双解

- unattainable** [ˌʌnə'teɪnəbl̩] *a.* impossible to achieve 难以获得的, 达不到的
- undaunted** [ˌʌndə'daʊnd] *a.* not afraid of continuing sth.; fearless; not discouraged 无畏的, 勇敢的
- vanish** [ˈvænɪʃ] *v.* to disappear or become invisible quickly or in an unexplained manner 消失, 突然不见

#### 核心词汇与短语

**sway** [sweɪ] *v.* ①(使)摇摆, (使)动摇 ②使改变看法, 影响

*n.* ①摇摆 ②起支配作用的影响



rock  
岩石  
基础



swing  
上端固定  
下端摆动的



sway  
下端固定  
上端摆动的

**block** [blɒk] *v.* 阻塞, 拦阻, 封锁

*n.* 障碍物, 阻塞物

例句 All roads were blocked by the heavy snowfall. 所有道路都被大雪封住了。

◆ When a big stone blocks the way, the brave look on it as a stepping stone; the weak as an obstacle. 大石拦路, 勇者视为前进的阶梯, 弱者视为前进的障碍。

# 全面细致 鱼渔兼授

- “巧”。本书运用星火式记忆法，巧记课文中出现的核心词汇及短语，并配有精美图片及大量经典例句，使单词记忆更加轻松自如。
- “实”。“实用”、“适用”是本书的最高编纂原则。本书按照英语专业四、八级考试新大纲的要求编排，让您在学好课文的同时增进知识，拓展能力，同步完成专四、专八备考。

## Lesson 15

### 课文分析

6. And other mornings, she'd come in like thunder—something obviously had gone wrong the night before with her and that man. (Para. 45, Line 1-2)
- [Paraphrase] And other mornings, she'd enter the bank with a face like thunder, looking very upset and angry and it was clear that something unpleasant must have happened between her and her unofficial fiance the previous night.
- [注释] ①本句说明了 Douglas 对 Nerys 观察之细致，心理揣测之细腻，强烈的暗恋之情溢于言表；同时也暗示了 Nerys 和其未婚夫的爱情已暗藏

### 课文译文

#### 全球化的双重力量

罗伯特·J·塞缪森

世纪之交，全球化已成为一把双刃剑：一方面作为一种有力的工具，它能够促进经济增长，推广新技术，同时提高富国与穷国的生活水平；

### 习题答案

#### More Work on the Text II Vocabulary

##### 1) Translate

##### 1) into Chinese. (P17)

- |                 |            |
|-----------------|------------|
| (9) 大吵一场        | (10) 酸葡萄   |
| (11) 毫无根据的意见    | (12) 社会地位  |
| (13) 重要而有说服力的因素 | (14) 怀疑的余地 |

休息一下，在世界著名的海洋畅游一番，你会在紧张的学习之余体会更多的 English 奥妙！

The sea changed, the fields changed, the rivers, the villages, and the people changed, yet Eglon remained. Those surfaces were neither so steep as to be destructible by weather, nor so flat as to be the victims of floods and deposits. With

沧海桑田，江河改道，世事兴衰，但埃格敦荒原保持不变。它的表面既不太陡峭而受风雨摧毁，也不太平坦而让洪水淤积。除去一簇古老的马路和马上就要被毁的一连更为古老的古墓——它们本身因为持久不变，几乎成为自然尸体——荒原上哪怕是最细小的菌也不罕处。

### 课文解析

对每篇课文中出现的长难句进行框架分析，指点长难句的破解方法，增强学生的阅读理解能力，切实提高翻译水平。

### 参考译文

每篇文章均配有精彩译文，均为高校名师的精心之作，字斟句酌、文笔传神，帮助学生准确理解课文，领悟文章主旨。

### 习题答案

对课后习题给出了权威、详尽的答案，并对习题进行了讲解，处处从学生的知识薄弱点进行点拨，鱼渔兼授。

### 名著赏析

节选自欧美经典名篇，语言优美，取材广泛，让您在紧张的学习之余轻松体会更多的英语奥妙。

## The Handwriting on the Cheese Wall

Change Happens—They keep moving the cheese

Anticipate Change—Get ready for the cheese to move

Monitor Change—Smell the cheese so you know when it is getting old

Adapt To Change Quickly—The quicker you let go of old cheese, the sooner you can enjoy new cheese

Change—Move with the cheese

Enjoy Change—Savor the adventure and enjoy the taste of new cheese

Be ready to change quickly and enjoy it again

They keep moving the cheese

Move With The Cheese And Enjoy It!

## 奶 酪 墙 上 的 话

变化总是在发生——他们总是不断地拿走你的奶酪。

预见变化——随时做好奶酪被拿走的准备。

追踪变化——经常闻一闻你的奶酪，以便知道他们什么时候开始变质。

尽快适应变化——越早放弃旧的奶酪，你就会越早享用到新的奶酪。

改变——随着奶酪的变化而变化。

享受变化！——尝试冒险，去享受新奶酪的美味！

做好迅速变化的准备，不断地享受变化！

记住：他们仍然会不断拿走你的奶酪。

随着奶酪的变化而变化，并享受变化。

——节选自《谁动了我的奶酪》

# Preface

《现代大学英语精读》是由外语教学与研究出版社出版的供大学英语专业学生使用的精读课教材,是一套深受广大师生欢迎的、被全国高校普遍采用的优秀教材。该教材内容丰富、涉及面广,许多课文摘自英美原文,学生在学习使用中充分得到了文化知识的陶冶,同时也遇到了不同程度的困难。

为了帮助广大英语专业学生在平时的教材学习中贯彻新的教学目标、适应新的考试要求,既全面、系统地提高自己综合的语言能力,又能和以后的考试结合起来,同步提高自己的应试能力,真正学好教材、学活教材,全面升华、激活我们的英语专业学习,我们力邀一批对英语专业教学改革、考试改革有着深刻理解并有着丰富教学经验的-线教师,潜心研究、科学设计,创新性地推出了这套以“互动式教学”为核心理念的《现代大学英语精读》课文辅导系列丛书。

本系列课文辅导在编写、设计上充分体现了四大互动特色:

## 1. 教材课文学习与人文知识学习的互动

每单元提供与本单元课文内容相关的多篇文化背景知识,让您在学习课文的同时,开阔视野、丰富知识、提高自身人文素养,从而将课本学习拓展成一个全面的人文知识学习。

## 2. 阅读理解能力与写作赏析能力的互动

我们在讲解课文、提高您阅读能力的同时,从课文写作特点、写作风格等多个角度分析、评价,同步提高您的写作赏析能力。

## 3. 语言应用能力与应考应试能力的互动

我们在课文学习、讲解中全面提高学生综合语言应用能力的同时,注意和以后的四、六级考试结合起来,应用、应试同步提高。

## 4. 课后习题答案讲解与系统知识梳理的互动

课后习题给出权威、详细的答案解析的同时,举一反三,由此及彼,对相关的语言点、知识点系统梳理,互动提高。

本书是《现代大学英语精读》课文辅导第四册。每单元结构及特色如下:

### 双语文化背景阅读

本部分提供中英文两种文化背景拓展,对课文内出现的相关文化背景知识(包括风俗、节日、相关人物、作家作品等)进行拓展介绍,帮助学生更好地理解课

文,同时拓宽知识面,积累信息,提升英美文化素养。

### 篇章风格分析鉴赏

本部分对课文写作风格加以评析,并对语篇结构进行分析,提炼课文内容,对于提高学生的语篇、行文、结构整体理解能力和写作能力很有帮助。

### 长难例句框架剖析

对每篇课文中出现的长难句进行框架分析,指点长难句的破解方法,培养学生对长难句语群的感知、分析能力,同步增强学生的阅读理解能力,提高翻译水平。

### 核心词汇短语学习

继生词双解部分提供详尽的中英文释义之后,本部分又充分运用风靡全国的星火式记忆法,巧记速记课文中出现的核心词汇及短语。我们改变了一些课文辅导书大量堆砌单词和短语的死记硬背单词的方法,强调通过“图文结合记单词,语境结合记单词”的“双结合”教学理念,对于课文中出现的常考核心词汇及短语,通过图片助记、语境助记和一言辨异的方法帮助学生记忆。

### 习题答案权威讲解

本部分对“学生用书”的课后习题全部给出了权威、详尽的答案,与此同时,本书的编者——在大学英语专业教学一线工作多年的名师——对部分习题进行了讲解,处处从学生的知识薄弱点进行点拨。真正指点迷津,鱼渔兼授。

另外,本书附赠时文阅读,为课外阅读增加趣味性,并帮助学生提高阅读能力。

**来信请寄:** (250100)山东省济南市二环东路 3966 号 东环国际广场 D 座 15 层  
星火记忆研究所

**来电请拨:** (0531)83530836

**网 址:** www.sparke.cn

**电子信箱:** sparkduzhe@126.com

## Contents

### Lesson One

|  |    |
|--|----|
| 文化背景阅读 .....                           | 1  |
| TEXT A Thinking as a Hobby .....       | 3  |
| 篇章分析 .....                             | 3  |
| 生词双解 .....                             | 5  |
| 核心词汇与短语 .....                          | 8  |
| 疑难解析 .....                             | 19 |
| 参考译文 .....                             | 22 |
| 习题答案 .....                             | 25 |
| TEXT B The Pleasures of Learning ..... | 33 |
| 参考译文 .....                             | 33 |

### Lesson Two

|                                     |    |
|-------------------------------------|----|
| 文化背景阅读 .....                        | 36 |
| TEXT A Waiting for the Police ..... | 38 |
| 篇章分析 .....                          | 38 |
| 生词双解 .....                          | 40 |
| 核心词汇与短语 .....                       | 42 |
| 疑难解析 .....                          | 48 |
| 参考译文 .....                          | 51 |
| 习题答案 .....                          | 56 |
| TEXT B The Hitch-hiker .....        | 62 |
| 参考译文 .....                          | 62 |

### Lesson Three

|                                      |    |
|--------------------------------------|----|
| 文化背景阅读 .....                         | 65 |
| TEXT A Why Historians Disagree ..... | 67 |
| 篇章分析 .....                           | 67 |



|                      |    |
|----------------------|----|
| 生词双解                 | 69 |
| 核心词汇与短语              | 71 |
| 疑难解析                 | 77 |
| 参考译文                 | 81 |
| 习题答案                 | 84 |
| TEXT B The Third Man | 90 |
| 参考译文                 | 90 |

## Lesson Four

|                               |     |
|-------------------------------|-----|
| 文化背景阅读                        | 94  |
| TEXT A A Drink in the Passage | 96  |
| 篇章分析                          | 96  |
| 生词双解                          | 98  |
| 核心词汇与短语                       | 100 |
| 疑难解析                          | 108 |
| 参考译文                          | 111 |
| 习题答案                          | 115 |
| TEXT B The Bench              | 123 |
| 参考译文                          | 123 |

## Lesson Five

|   |     |
|---|-----|
| 文化背景阅读                                  | 127 |
| TEXT A Man of the Moment                | 128 |
| 篇章分析                                    | 128 |
| 生词双解                                    | 130 |
| 核心词汇与短语                                 | 133 |
| 疑难解析                                    | 140 |
| 参考译文                                    | 143 |
| 习题答案                                    | 152 |
| TEXT B Climbing the Mountain of Success | 159 |
| 参考译文                                    | 159 |

**Lesson Six**

|                                 |     |
|---------------------------------|-----|
| 文化背景阅读 .....                    | 160 |
| TEXT A Groundless Beliefs ..... | 162 |
| 篇章分析 .....                      | 162 |
| 生词双解 .....                      | 163 |
| 核心词汇与短语 .....                   | 166 |
| 疑难解析 .....                      | 175 |
| 参考译文 .....                      | 178 |
| 习题答案 .....                      | 181 |
| TEXT B Cohesive Opinions .....  | 189 |
| 参考译文 .....                      | 189 |

**Lesson Seven**

|                             |     |
|-----------------------------|-----|
| 文化背景阅读 .....                | 193 |
| TEXT A Spring Sowing .....  | 195 |
| 篇章分析 .....                  | 195 |
| 生词双解 .....                  | 196 |
| 核心词汇与短语 .....               | 199 |
| 疑难解析 .....                  | 206 |
| 参考译文 .....                  | 209 |
| 习题答案 .....                  | 212 |
| TEXT B The Earth Poet ..... | 220 |
| 参考译文 .....                  | 220 |

**Lesson Eight**

|   |     |
|---|-----|
| 文化背景阅读 .....                            | 223 |
| TEXT A Globalization's Dual Power ..... | 225 |
| 篇章分析 .....                              | 225 |
| 生词双解 .....                              | 226 |
| 核心词汇与短语 .....                           | 231 |
| 疑难解析 .....                              | 242 |

|   |     |
|---|-----|
| 参考译文 .....  | 245 |
| 习题答案 .....  | 249 |
| TEXT B The International Language of Gestures ..... | 255 |
| 参考译文 .....  | 255 |

## Lesson Nine

|                                      |     |
|--------------------------------------|-----|
| 文化背景阅读 .....                         | 258 |
| TEXT A The Most Dangerous Game ..... | 261 |
| 篇章分析 .....                           | 261 |
| 生词双解 .....                           | 262 |
| 核心词汇与短语 .....                        | 266 |
| 疑难解析 .....                           | 272 |
| 参考译文 .....                           | 275 |
| 习题答案 .....                           | 279 |
| TEXT B The Big Buffalo Bass .....    | 286 |
| 参考译文 .....                           | 286 |

## Lesson Ten

|                                  |     |
|----------------------------------|-----|
| 文化背景阅读 .....                     | 290 |
| TEXT A The Telephone .....       | 292 |
| 篇章分析 .....                       | 292 |
| 生词双解 .....                       | 294 |
| 核心词汇与短语 .....                    | 297 |
| 疑难解析 .....                       | 303 |
| 参考译文 .....                       | 305 |
| 习题答案 .....                       | 308 |
| TEXT B The Hour of Letdown ..... | 314 |
| 参考译文 .....                       | 314 |

## Lesson Eleven

|                                 |     |
|---------------------------------|-----|
| 文化背景阅读 .....                    | 318 |
| TEXT A The Pen of My Aunt ..... | 320 |

|                                   |     |
|-----------------------------------|-----|
| 篇章分析 .....                        | 320 |
| 生词双解 .....                        | 322 |
| 核心词汇与短语 .....                     | 326 |
| 疑难解析 .....                        | 334 |
| 参考译文 .....                        | 338 |
| 习题答案 .....                        | 349 |
| TEXT B Only Three More Days ..... | 356 |
| 参考译文 .....                        | 356 |

## Lesson Twelve

|   |     |
|---|-----|
| 文化背景阅读 .....                            | 360 |
| TEXT A Lions and Tigers and Bears ..... | 363 |
| 篇章分析 .....                              | 363 |
| 生词双解 .....                              | 364 |
| 核心词汇与短语 .....                           | 367 |
| 疑难解析 .....                              | 373 |
| 参考译文 .....                              | 376 |
| 习题答案 .....                              | 380 |
| TEXT B Two Cities .....                 | 388 |
| 参考译文 .....                              | 388 |

## Lesson Thirteen

|                              |     |
|------------------------------|-----|
| 文化背景阅读 .....                 | 391 |
| TEXT A Soldier's Heart ..... | 393 |
| 篇章分析 .....                   | 393 |
| 生词双解 .....                   | 395 |
| 核心词汇与短语 .....                | 398 |
| 疑难解析 .....                   | 403 |
| 参考译文 .....                   | 405 |
| 习题答案 .....                   | 408 |
| TEXT B War .....             | 416 |
| 参考译文 .....                   | 416 |

## Lesson Fourteen

|  |     |
|--|-----|
| 文化背景阅读 .....                                       | 419 |
| TEXT A How Do We Deal with the Drug Problem? ..... | 422 |
| 篇章分析 .....   | 422 |
| 生词双解 .....   | 423 |
| 核心词汇与短语 .....                                      | 426 |
| 疑难解析 .....   | 433 |
| 参考译文 .....   | 436 |
| 习题答案 .....   | 440 |
| TEXT B They Dared Cocaine—and Lost .....           | 447 |
| 参考译文 .....   | 447 |

## Lesson Fifteen

|                                    |     |
|------------------------------------|-----|
| 文化背景阅读 .....                       | 451 |
| TEXT A The Damned Human Race ..... | 455 |
| 篇章分析 .....                         | 455 |
| 生词双解 .....                         | 457 |
| 核心词汇与短语 .....                      | 460 |
| 疑难解析 .....                         | 467 |
| 参考译文 .....                         | 469 |
| 习题答案 .....                         | 472 |
| TEXT B The Case Against Man .....  | 477 |
| 参考译文 .....                         | 477 |

# Lesson One



## 文化背景阅读

[ William Golding | 威廉·戈尔丁 ]

William Golding (1911–1993), a British writer who won the Nobel Prize for Literature in 1983, and who is known especially for his novel *Lord of the Flies*. He was born in Cornwall in 1911 and was educated at Marlborough Grammar School and at Brasenose College, Oxford. Apart from writing, his past and present occupations include being a schoolmaster, a lecturer, an actor, a sailor, and a musician. His father was a schoolmaster and his mother was a suffragette. He was brought up to be a scientist, but revolted. After two years at Oxford he read English literature instead. He spent five years at Oxford. Published a volume of poems in 1935. Taught at Bishop Wordsworth's School, Salisbury. Joined the Royal Navy in 1940 and spent six years afloat, except for seven months in New York and six months helping Lord Cherwell at the Naval Research Establishment. He saw action against battleships (at the sinking of the *Bismarck*), submarines and aircraft. Finished as Lieutenant in command of a rocket ship. He was present off the French coast for the D-Day invasion, and later at the island of Walcheren.

After the war he returned to teaching, and began to write again. *Lord of the Flies*, his first novel, was published in 1954. He was awarded the Nobel Prize for Literature in 1983, and 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". The intrinsic cruelty of man is at the heart of many of Golding's novels. His other books are: *The Inheritors* (novel) 1955, *Pincher Martin* (novel) 1965, *The Pyramid* (novel) 1967, *Rites of Passage* (novel) 1980, for which he won the "Booker Prize".

威廉·戈尔丁(1911–1993),英国作家,1983年获诺贝尔文学奖,因其小说《蝇王》而闻名。他1911年出生于英格兰康沃尔郡,先后在马格罗中学和牛津大

学的布拉斯诺兹学院读书。除了写作,他还做过教师、演讲者、演员、水手和演奏家。他的父亲是位教师,母亲是位女权主义者,父母希望把他培养成科学家,但遭到其奋力反抗。在牛津两年后转而攻读文学。他在牛津度过了五年的时间。1935年他出版过一卷诗集,并在索尔兹伯里市的非沃夫主教学校任教。威廉·戈尔丁1940年参加皇家海军,除去在纽约七个月和在海军科研场所帮助彻希尔勋爵的六个月的时间,他在海上度过了六年的时间。他亲身目睹了战争的重大场面,看到了沉没的卑斯麦号舰艇,还有潜艇、飞机。他被任命为海军上尉,负责指挥装备火箭的舰船并被派往法国沿岸执行诺曼底登陆计划,随后又去了瓦尔赫伦岛。战争结束后,回到学校教学,并重新开始写作。在1954年发表了他的第一部小说《蝇王》。1983年,威廉·戈尔丁被授予诺贝尔文学奖,诺贝尔基金会认为“他的小说用明晰的现实主义的叙述艺术和多样的具有普遍意义的神话,阐明了当今世界人类的状况。”戈尔丁的很多小说都以人自身的残酷性为中心。他的其他小说包括《继承人》(1955),《品彻·马丁》(1965),《金字塔》(1967),《过界的仪式》(1980),其中,《过界的仪式》荣获英国布克奖。

## 2. The League of Nations (国际联盟)

The League of Nations came into being after the end of World War I. The League of Nation's task was simple—to ensure that war never broke out again. After the turmoil caused by the Versailles Treaty, many looked to the League to bring stability to the world.

America entered World War I in 1917. The country as a whole and the president—Woodrow Wilson in particular—was horrified by the slaughter that had taken place in what was meant to be a civilized part of the world. The only way to avoid a repetition of such a disaster, was to create an international body whose sole purpose was to maintain world peace and which would sort out international disputes as and when they occurred. This would be the task of the League of Nations.

The League of Nations was to be based in Geneva, Switzerland. This choice was natural as Switzerland was a neutral country and had not fought in World War I. No one could dispute this choice especially as an international organisation such as the Red Cross was already based in Switzerland.

The League of Nations thus organized however was crippled by the refusal of the US to participate as a result of the opposition movement led by Wilson's bitter political enemy Henry C. Lodge. By that time Wilson's health had broken down and in fact was dying. The organization was discredited when it failed to act against the German, Japanese, and Italian aggressions. It was formally disbanded in April, 1945. However, many historians today believe that as the predecessors of the United Nations, it was not a complete failure.

国际联盟成立于第一次世界大战结束后,它的任务非常简单,为了确保战争不再爆发。在凡尔赛和约引起巨大混乱后,很多人都希望国际联盟能给世界带

来安定。

美国于1917年加入第一次世界大战。整个国家,特别是伍德罗·威尔逊总统个人都被发生在文明世界的这一屠杀行为吓坏了。为了避免这种灾难重复发生,唯一方法就是建立一个国际性的组织,目的是维持国际和平,解决国际纠纷,这将成为国际联盟的任务。

国际联盟成立于瑞士日内瓦。之所以选在瑞士是因为瑞士是个中立的国家,而且没有参加第一次世界大战。没有人会反对这种选择特别是作为一个国际组织,比如红十字协会就在瑞士。

国际联盟成立了,然而由于威尔逊的政敌亨利·罗吉领导的反对运动导致美国拒绝加入,因而使国际联盟处于瘫痪状态。当时威尔逊的健康状况很差,事实上已经处于垂死状态。这个组织因没有反对德国、日本和意大利的侵略行动而失去了民众的信用。国际联盟于1946年4月正式解散。但是今天的很多历史学家认为作为联合国的前身,国际联盟并不是完全的失败。

## Text A Thinking as a Hobby

### 篇章分析

The author deals with a very serious subject in the essay: thinking, and it can be neatly divided into three parts. The first part (Paras. 1—24) tells us how the subject of thinking was first brought up to the author and how he came to realise the nature of what he calls “grade-three thinking”, which, he found out, was by no means thinking, but a combination of ignorance, prejudice and hypocrisy. The second part (Paras. 25—29) deals with “grade-two thinking”. People who belong to this category can discern the contradictions of grade-three thinkers’ beliefs. They can see their ignorance, prejudice, hypocrisy and lack of logic, which gives them great delight and satisfies their ego. The third part (Paras. 30—35) deals with the “grade-one thinkers”. They are the people who set out to find the truth and get the answer to the questions they are thinking about.

Although the nature of the subject in the essay is serious, the essay is written with a great sense of humor. For example, “... where the lady was frozen in her panic and the muscular gentleman contemplated the hindquarters of the leopard in endless gloom (Para. 9).”; “Mr. Houghton was given to high-minded monologues about the good life, sexless and full of duty. Yet in the middle of these monologues, if a girl passed the window, his neck would turn of itself and he would watch her out of sight (Para. 20).” and “It will lecture on disinterested purity while its neck is being remorselessly twisted toward a skirt (Para. 23)”, etc. We know that the author intends to tell people how important it is to possess the ability to think. But he does



not apply the approach of a straight lecture. Instead, he tries to illustrate his point by making the unthinking people appear ignorant, illogical, self-contradictory and, generally, silly and ridiculous. In other words, laughter is the chief weapon of the author. Through these hilarious anecdotes, he laughs at the headmaster and Mr. Houghton, ridicules British and American politicians and teases his girl-friend Ruth.

Apart from the accomplished use of humor, the author also adopts irony and self-mockery to laugh at himself as the disintegrated boy in school; and irony and self-mockery are very important kinds of humor and can have an unusually powerful effect. For instance, "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)", which is a vivid irony. "Nature had endowed the rest of the human race with a sixth sense and left me out (Para. 15)" and "I slid my arm around her waist and murmured that if we were counting heads, the Buddhists were the boys for my money. (Para. 27)", etc. are self-mockery depictions of himself.

作者在本文探讨了一个非常严肃的主题:思考。文章结构清晰,可分为三部分:第一部分(第1至24段)讲述作者是如何被引入思考之门,又如何逐渐认识他称之为“三级思考”的本质的。作者发现,“三级思考”绝不是思考,而是无知、偏见和伪善的结合。第二部分(第25段至29段)阐述“二级思考”,属于这一类的人能够觉察出三级思考者信仰中的相互矛盾之处,看出他们的无知、偏见、伪善及其逻辑的缺乏,这让他们感到快乐和自我满足。第三部分(第30至35段)论述“一级思考”,“一级思考者”开始寻找真理并获得对自己探讨的问题的答案。

尽管本文探讨的主题十分严肃,文章语言生动幽默。如第9段的“... where the lady was frozen in her panic and the muscular gentleman contemplated the hindquarters of the leopard in endless gloom.”,第20段的“Mr. Houghton was given to high-minded monologues about the good life, sexless and full of duty. Yet in the middle of these monologues, if a girl passed the window, his neck would turn of itself and he would watch her out of sight.”以及第23段的“It will lecture on disinterested purity while its neck is being remorselessly twisted toward a skirt”等。作者的目的是告诉人们拥有思考的能力是多么重要,但他没有把本文变成直接的说教。相反,在作者的笔下,没有思想的人显得无知、没有逻辑、自相矛盾,总之,愚蠢而可笑,由此从反面阐述了自己的观点。换句话说,笑声是作者的主要武器。通过这些逗人发笑的趣事,作者嘲笑了校长、霍顿先生,讽刺英国和美国的政客以及他的女支离思。

除了娴熟的幽默手法的运用,作者还使用反讽及自我嘲讽法嘲笑自己是学校不守纪律的孩子,而反讽及自我嘲讽也是非常重要的幽默手段,有着非凡的作用。如第23段的“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.”就是非常形象的反讽,第15段和27段的“Nature had endowed the rest of