



普通高等教育“十五”国家级规划教材



北京市高等教育精品教材立项项目

# CONTEMPORARY COLLEGE ENGLISH

## 现代大学英语

● 总主编：杨立民

● **精读** **4**

● 主 编：徐克容

外语教学与研究出版社  
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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# 编者说明

本书为《现代大学英语》精读教材，全套六册，供大学英语本科一至三年级学生及水平相当的学习者使用。

精读课的地位和作用，历来为英语教学工作所公认。随着我国进一步改革开放和对外语人才的要求不断提高，它的重要性只会更加突出。但当前的确也存在商品经济所造成的浮躁、虚夸、急功近利，甚至投机取巧的社会心理对这门课的冲击，以及有关教材跟不上形势的情况。编写本书的目的就是希望能对解决这个问题作出我们微薄的贡献。

## 一、编写原则

在编写这套教材的过程中，编者努力遵循以下几条原则：

1. 尽量使这套教材具有内在的联系，做到由浅入深，循序渐进，前后呼应，一气呵成。避免突然的跳跃，重大的遗漏和无谓的颠倒重复。
2. 努力体现新大纲的精神，狠抓基本功的训练。
3. 立足于国内，努力吸取我国英语教学的经验，使教材充分反映中国学生学习英语的特殊规律和要求，同时引进国外的新思想、新方法、新技术。
4. 在涉及教学法的问题上，采取兼收并蓄的方针，承认真理的多元性和相对性。根据不同情况和不同目的，使用一切行之有效的方法。谨慎处理英语教学中的各种关系，吸取历史教训，克服片面性。尽量兼顾语言和文化，听说和读、写、译等各个方面，避免走极端。
5. 教材工作事关国家人才培养，必须有强烈的质量意识。必须从总体设计上以及编写的各个具体环节中，都脚踏实地，一丝不苟，力争出精品。

## 二、具体安排

在以上原则指导下，我们做了以下具体安排：

1. 确定教材的起点为已学过基本语法、词汇量达 2100 左右的普通中学成绩较好的毕业生。虽然根据有的统计目前中学教材出现的词汇量远远超过此数，但我们考虑到词汇统计方法不同，应试教学的影响短期内很难克服，以及专业外语对语言训练应有更高要求等方面，决定留下充分余地，把起点定在比较稳妥的位置上。

2. 确定了精读课三年的总体设想

第一年（即第一、二册）的任务：大力盘活中学所学内容，具体包括：

1) 尽快帮助学生熟悉大学学习环境和自主学习方法；使学生养成良好的学习习惯；培养学生的独立工作能力；引导学生正确理解和分析鉴别学习内容；帮助学生使用英语释义词典及其他基本工具书。

2) 大力盘活中学所学，整顿提高学生的语音、语调和朗读技巧；通过大量练习，消化并提升中学所学的词汇和语法知识，使之成为语言交际的实际技能。针对应试教学的弊病，特



别突出听说读写的全面培养。

3) 扩大基本词汇 2000 词左右(其中 1500 词左右来自精读)。

4) 积极介绍各种新的语言现象,为完成下一年任务打下基础。

词汇方面,要开始介绍构词法,要通过练习介绍搭配、习惯用语、短语动词、动词用法模式、同义词、一词多义等等概念,并进行初步操练。

语法方面也要未雨绸缪,介绍一些新的语法项目,填补中学的空白。

第二年(即第三、四册)的任务:全面完成基础阶段的训练。具体包括:

1) 全面开展各项技能的训练。在继续抓紧听说的前提下,努力加强对写作和翻译能力的训练。指导学生进行广泛阅读。口语应由第一年的问答应对及简单复述过渡到较长的叙述、描写、以及初步的分析和辩论等能力的培养上。

2) 借助构词法,大力扩充词汇。使总词汇量再增加 2000 左右,达到大纲要求的 6000 词左右的指标。加上各类派生词,为大量阅读开辟道路。

通过练习使学生掌握基础阶段重点词、结构词;常用的短语动词;基本的动词用法模式;常用的同义词、反义词;常用的可以含有多种用法的词;以及常用的词组、搭配、习惯用语。

3) 语法要做到三点:一是继续补上重要的缺项,对第一、二册虽已介绍但未曾操练的项目进行操练;二是继续狠抓中国学生的弱项(如从句、分词、动名词、不定式和介词短语的句法作用;人、数、格、性等的一致;句子的连接;各种动词形态的恰当选择等等),更加突出句法方面;三是更加重视语法在交际中的实用功能,要按概念(如怎样表达因果关系、如何进行比较、如何起承转合等等),从另一个角度提升学生对语法的掌握和运用能力。

4) 全面提高学生独立工作能力,养成使用基本工具书(首先是英英词典)以及对教材内容进行分析、批判、评论的能力。

第三年(即第五、六册)的任务:在更高层次上提高阅读理解能力,接近实战要求,具体包括:

1) 通过教学,使学生懂得入门不等于已经成为合格的英语专门人才,要帮助学生看到基础阶段所学之不足,激发他们攀登英语高峰的雄心。

2) 要加强学生的阅读理解能力。首先要理解内容。由于这阶段的教材题材更广,内容有相当的难度,这就要求学生认真领会、深入钻研、积极思维并学习进行有水平的分析评论。其次语言背景方面也会有更大的挑战。

因此需要帮助学生进一步学会解决难字、难句的困难。提高同义词辨析和英语释义的本领。

3) 大力增强学生的分析欣赏能力。分析欣赏能力本质上仍是一种理解能力。学生在这个阶段理解上的困难往往不在字面上的意思,而是在字里行间更深层的地方。因此要帮助他们理解幽默、讽刺、含蓄、夸张、比喻、象征等各种修辞手段;熟悉各种写作技巧及方法。

4) 帮助学生学会使用各种高级工具书以及其他手段(包括上网)收集资料,解决难题。

5) 适当配合写作课和翻译课,指导学生的写作和翻译。



### 3. 精选课文

鉴于精读教材中课文的核心地位,我们在课文的选择上花了较大的工夫。为了筛选出六册书中 90 篇的正课文和 60 篇的副课文,我们仔细阅读了近 120 本美英课本、选集、读物,以及 120 期各类杂志和某些报纸,并对这些课文作了认真删节和改动,以符合我们对课文的严格要求。从语言角度说,我们要求每篇课文文字不仅规范,而且精彩;课文中必须有合用的词汇量(50 左右),以及丰富的语言现象;它应该长度合理,难度适中(第一册 800—1200 词左右,第二册 1000—1400 词左右,第三册 1300—1600 词左右,第四册 1500—1800 词左右,第五、六册 1800—3000 词左右);它要适合朗读、模仿、复述、讨论等等训练的要求;此外还要尽量照顾作者国别的代表性,风格技巧的多样性,以及题材和体裁的一定比例(第一、二册故事和非故事体的比例大致三七开,以前者为主;第三、四册逐步由对半分到倒三七;第五、六册大致保持第四册的比例);总体格调要尽量做到亦庄亦谐,严肃而不呆板,活泼又不轻浮。从内容方面说,我们的教材虽然不是史地、政治或社会文化读本,但我们十分重视它们的文化内涵和人文价值,重视它们思想上的潜移默化作用。我们在选择这些课文时尽量做到总体上比较全面地介绍西方文化,尽量结合新世纪人类面临的各种挑战和当今社会的各种热点,力求通过这些教材不仅使学生学到语言知识和技能,同时激发他们的心智,开阔他们的视野,培养他们独立思考的精神、分析批判的能力、实事求是的态度和理性思维的习惯。

### 4. 精心设计练习

精读教材中围绕课文设计的各种练习是精读教材的另一个极重要的部分,其重要性不亚于课文。练习设计不好,就无法体现各种技能训练的要求,教材的科学性就要落空,一套教材就失去了“半壁江山”。因此:

1) 为了编好练习,我们根据不同阶段的不同任务和要求,确定了各个阶段的题型和数量,从而避免了练习设计的随意性。以第一册为例,练习分预习和复习两个部分。题型包括口头和笔头及词汇和语法两个方面。练习总量大致为 15 个,按每个练习平均 5 分钟计算,供 70 分钟使用。围绕课文内容的问答题由浅入深,先是帮助学生抓大意,进一步帮助学生解决难点,最后要求学生熟练问答、复述、讨论。词汇练习体现了对搭配、重点词、短语动词、动词使用模式、常见句型,以及一词多义、同义词、反义词、同义词辨析等等的系统训练;语法分三部分,有对新项目的初步观察介绍、对重点项目的反复训练以及对诸如冠词、介词、动词形式等老大难问题细水长流式的复习。

2) 练习方式不拘一格,句型法、翻译法、交际法都予以采用。一切根据需要。

3) 练习设计既有比较机械的练习,以熟练掌握英语形式的变化,也有充分发挥学生主动性,有利于提高学生交际能力的比较灵活的练习。

4) 词汇与语法练习有分工又有配合,不截然分开。以第一册为例,介词与动词组成固定搭配的用法,通过词汇练习解决,而介词单独的用法,放在语法练习之中;动名词作宾语用的问题由词汇练习以动词用法模式处理,而动名词其他用法由语法练习解决。

5) 各类练习的例句尽量做到语言规范,内容丰富,不仅有用,而且可诵可背,让学生爱不释手。

### 5. 其他



- 1) 本套教材每册 15 课,大致每周一课,加上考试复习,供一学期使用。
- 2) 所需时间大致为第一、二册每周 7 至 8 课时,加上必须的课外预习、复习和练习的时间;第三、四册每周需 6 至 7 课时,第五、六册每周需 4 至 5 课时。
- 3) 基础阶段增设副课文。语言不作要求。所包括的生词和其他语言现象不计入统计数字。
- 4) 第一、二册每课所附警句,以及第三、四册所附小诗,都供欣赏用,不作特殊处理和要求。

以上说明中有不少还仅仅是编者的愿望和设想,由于时间仓促和编者水平有限,实际成书恐怕距此还有相当距离。编者诚恳希望使用本书的教师不吝赐教。

感谢参与本书编写的八位同志。梅仁毅同志是我系美社教研室负责人,博士生导师,他的加盟完全是“友情出演”,他和文学教研室的教授王立礼同志曾参加过张汉熙教授主编的《高级英语》的编写,本书第五、六册自然非他们莫属(最近他们还增加了一位年轻有为的讲师梁泓同志)。徐克容同志也是文学教研室的教授,刚主编完一套全国高教英语自考教材,现在马不停蹄,参与编写二、三、四册。负责编写第一、二册的四位同志当中,陆培敏教授是《大学英语基础教程》的编者之一;吴一安教授(博导)和周燕副教授是北京外国语大学中国外语教育研究中心的核心成员;晏小萍副教授则是我系语言学教研室成员。以上这些同志当中,有五位和本人一样,都已有 40 年左右的教龄,而且基本上没有脱离过第一线的教学。他们都是在承担极为繁重的教学和科研任务的情况下,克服重重困难,完成这项任务的。在编写第二册过程中,来自中山大学外语学院的我系访问学者陈慈讲师也帮我们做了很多具体工作。本人在此对他们表示衷心的感谢。

在此我还要感谢北京外国语大学和英语系领导以及外语教学与研究出版社的支持。感谢我系同仁的鼓励。感谢美国专家 John Blair 教授、新西兰专家 Helen Whilie,英国专家 Pat Adler 和美国朋友 Julie Drew 为我们担任审校。感谢所有为我们提供素材的作家和出版商。感谢校内外所有为我们积累了丰富教学经验的师长和同仁们。感谢曾经以不同方式直接或间接帮助我们完成这套教材的所有朋友。

北京外国语大学英语系

杨立民

2003 年 1 月



## 本册使用补充说明

- 1) 本册内，将继续对各项基本功进行全面训练，并大致完成基础阶段各项任务。在使用时，希望师生均能自觉根据实际情况，针对仍然存在的薄弱环节，巩固提高，填平补齐。
- 2) 预习部分包括若干机械练习，由学生在课下完成，希教师予以检查督促。练习重点则放在 *More Work on the Text* 中所列的各项口笔语及词汇、语法练习上。它们需在教师指导下在课堂上进行，但学生必须认真准备。
- 3) 其他安排与第三册大致相同。

编者

2003年1月15日





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## Plan of the Book

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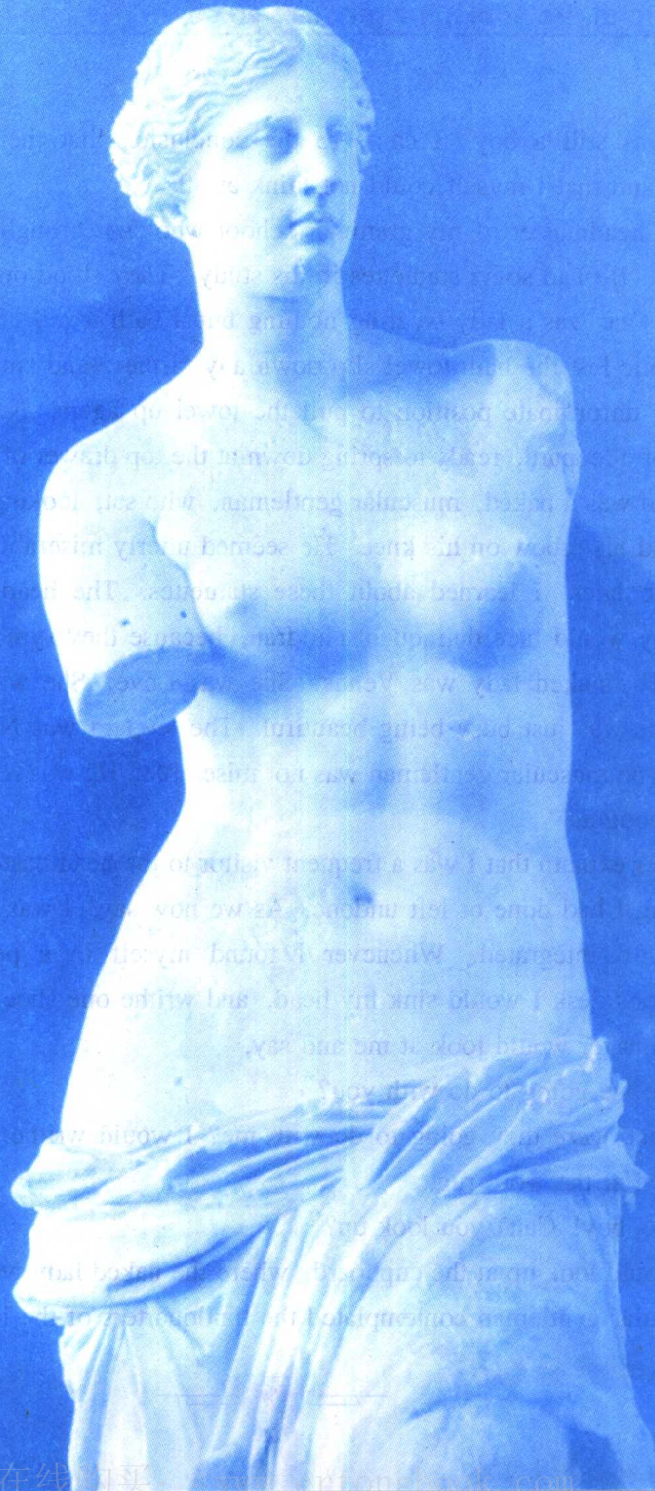
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# Lesson One



# Text A Thinking as a Hobby

William Golding

## Pre-class Work

I

Read the text and listen to the recording. Try to understand as much as possible with the help of the notes, the glossary, dictionaries and reference books.

- ▶ While I was still a boy, I came to the conclusion that there were three grades of thinking; and that I myself could not think at all.
- ▶ It was the headmaster of my grammar school who first brought the subject of thinking before me. He had some statuettes in his study. They stood on a high cupboard behind his desk. One was a lady wearing nothing but a bath towel. She seemed frozen in an eternal panic lest the bath towel slip down any farther; and since she had no arms, she was in an unfortunate position to pull the towel up again. Next to her, crouched the statuette of a leopard, ready to spring down at the top drawer of a filing cabinet. Beyond the leopard was a naked, muscular gentleman, who sat, looking down, with his chin on his fist and his elbow on his knee. He seemed utterly miserable.
- ▶ Some time later, I learned about these statuettes. The headmaster had placed them where they would face delinquent children, because they symbolized to him the whole of life. The naked lady was Venus. She was Love. She was not worried about the towel. She was just busy being beautiful. The leopard was Nature, and he was being natural. The muscular gentleman was not miserable. He was Rodin's Thinker, an image of pure thought.
- ▶ I had better explain that I was a frequent visitor to the headmaster's study, because of the latest thing I had done or left undone. As we now say, I was not integrated. I was, if anything, disintegrated. Whenever I found myself in a penal position before the headmaster's desk I would sink my head, and writhe one shoe over the other.
- ▶ The headmaster would look at me and say,
- ▶ "What are we going to do with you?"
- ▶ Well, what *were* they going to do with me? I would writhe my shoe some more and stare down at the worn rug.
- ▶ "Look up, boy! Can't you look up?"
- ▶ Then I would look up at the cupboard, where the naked lady was frozen in her panic and the muscular gentleman contemplated the hindquarters of the leopard in endless gloom.

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

“Don’t you ever think at all?”

No, I didn’t think, wasn’t thinking, couldn’t think—I was simply waiting in anguish for the interview to stop.

“Then you’d better learn—hadn’t you?”

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

“That’s what a man looks like when he’s really thinking.”

Clearly there was something missing in me. Nature had endowed the rest of the human race with a sixth sense and left me out. But like someone born deaf, but bitterly determined to find out about sound, I began to watch my teachers to find out about thought.

There was Mr. Houghton. He was always telling me to think. With a modest satisfaction, he would tell me that he had thought a bit himself. Then why did he spend so much time drinking? Or was there more sense in drinking than there appeared to be? But if not, and if drinking were in fact ruinous to health—and Mr. Houghton was ruined, there was no doubt about that—why was he always talking about the clean life and the virtues of fresh air?

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

“Now, boys! Deep breaths! Feel it right down inside you—huge draughts of God’s good air!”

He would stand before us, put his hands on his waist and take a tremendous breath. 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.

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. In this instance, he seemed to me ruled not by thought but by an invisible and irresistible spring in his neck.

His neck was an object of great interest to me. Normally it bulged a bit over his collar. But Mr. Houghton had fought in the First World War alongside Americans and French, and had come to a settled detestation of both countries. If either happened to be prominent in current affairs, no argument could make Mr. Houghton think well of it. He would bang the desk, his neck would bulge still further and go red. “You can say what you like,” he would cry, “but I’ve thought about this—and I know what I think!”



- ▶ Mr. Houghton thought with his neck.
- ▶ This was my introduction to the nature of what is commonly called thought. 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. 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. It is what I came to call grade-three thinking, though more properly, it is feeling, rather than thought.
- ▶ True, often there is a kind of innocence in prejudices, but in those days I viewed grade-three thinking with contempt and mockery. I delighted to confront a pious lady who hated the Germans with the proposition that we should love our enemies. She taught me a great truth in dealing with grade-three thinkers; because of her, I no longer dismiss lightly a mental process which for nine tenths of the population is the nearest they will ever get to thought. They have immense solidarity. We had better respect them, for we are outnumbered and surrounded. A crowd of grade-three thinkers, all shouting the same thing, all warming their hands at the fire of their own prejudices, will not thank you for pointing out the contradictions in their beliefs. Man enjoys agreement as cows will graze all the same way on the side of a hill.
- ▶ Grade-two thinking is the detection of contradictions. 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. It set me watching the crowds cheering His Majesty and 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. To hear people justify their habit of hunting foxes by claiming that the foxes liked it. To hear our Prime Minister talk about the great benefit we conferred on India by jailing people like Nehru and Gandhi. To hear American politicians talk about peace and refuse to join the League of Nations. Yes, there were moments of delight.
- ▶ But I was growing toward adolescence and had to admit that Mr. Houghton was not the only one with an irresistible spring in his neck. I, too, felt the compulsive hand of nature and began to find that pointing out contradiction could be costly as well as fun. There was Ruth, for example, a serious and attractive girl. I was an atheist at the time. And she was a Methodist. But, alas, instead of relying on the Holy Spirit to convert me, Ruth was foolish enough to open her pretty mouth in argument. 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.
- ▶ At last she remarked that there were an awful lot of Methodists, and they couldn't be

wrong, could they—not all those millions? That was too easy, said I restively (for the nearer you were to Ruth, the nicer she was to be near to) since there were more Roman Catholics than Methodists anyway; and they couldn't be wrong, could they—not all those hundreds of millions? An awful flicker of doubt appeared in her eyes. 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 my arm and those countless Buddhists was too much for her.

That night her father visited my father and left, red-cheeked and indignant. I was given the third degree to find out what had happened. I lost Ruth and gained an undeserved reputation as a potential libertine.

Grade-two thinking, though it filled life with fun and excitement, did not make for content. 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. A typical grade-two thinker will say, "What is truth?" There is still a higher grade of thought which says, "What is truth?" and sets out to find it.

But these grade-one thinkers were few and far between. They did not visit my grammar school in the flesh though they were there in books. I aspired to them, because I now saw my hobby as an unsatisfactory thing if it went no further. If you set out to climb a mountain, however high you climb, you have failed if you cannot reach the top.

I therefore decided that I would be a grade-one thinker. I was irreverent at the best of times. Political and religious systems, social customs, loyalties and traditions, they all came tumbling down like so many rotten apples off a tree. 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. Of course, as I readily admitted, conversion of the world to my way of thinking might be difficult, since my system did away with a number of trifles, such as big business, centralized government, armies, marriage . . . .

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. Young people seemed oddly contented with the world as it was. A young navy officer got as red-necked as Mr. Houghton when I proposed a world without any battleships in it.

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

Now you are expecting me to describe how I saw the folly of my ways and came back to the warm nest, where prejudices are called loyalties, pointless actions are turned into customs by repetition, and we are content to say we think when all we do is feel.

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



## Notes to the Text

### 1. About the author

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*. Golding was born in Cornwall and educated at Brasenose College, Oxford. Before WWII, he worked as a writer, actor, and producer with small theatre companies and as a teacher. During the war he served in the Royal Navy in command of a rocket ship. He returned to writing and teaching after the war. *Lord of the Flies* did not appear until 1954 when it was an immediate success. The intrinsic cruelty of man is at the heart of many of Golding's novels. He often presents isolated individuals or small groups in extreme situations dealing with man in his basic condition stripped of trappings, creating the quality of a fable. His novels are remarkable for their strikingly varied settings.

### 2. She seemed frozen in an eternal panic lest the bath towel slip down any farther; (para. 2)

“Lest” is a conjunction often used with words expressing fear to introduce the reason for a particular emotion, here, “eternal panic”. More examples:

He was afraid lest they should take him for a spy.

She was afraid lest she should be dismissed.

The word is formal and old-fashioned.

### 3. Rodin's Thinker (para. 3)

Auguste Rodin (1840—1917) was a French sculptor. His most famous works included the *Kiss* and the *Thinker*.

### 4. The leopard was Nature, and he was being natural. (para. 3)

“Was being” is the past continuous tense form of “be”. When the verb “be” is used in the continuous tense (either present or past) it means acting/behaving in a manner specified by the adjective that follows, e. g.

I think Golding is being too critical when he says that nine-tenth of the population are grade-three thinkers.

Don't you think Lao Wang is being helpful today?

**Note:** Certain adjectives such as tall, large, green, etc. cannot be used with the continuous tense forms of “be”.

### 5. He would stand before us, put his hands on his waist and take a tremendous breath. (para. 19)

Here, three parallel verb phrases are employed to describe what Mr. Houghton used to do. This method of expressing ideas of equal importance in the same or similar grammatical form is called PARALLELISM.

The parallel construction can be classified into the following categories: list and series,





contrast, series plus contrast, choice, and comparison. More examples:

I have nothing to offer but *blood, toil, tears, and sweat*. (list) —Winston Churchill

Rather than *love, than money, than fame*, give me *truth*. (series plus contrast)

—Henry David Thoreau

I see one-third of a nation *ill-housed, ill-clad, ill-nourished*. (series)

—Franklin D. Roosevelt

He would rather *die standing* than *live kneeling*. (choice)

His movement was *slow* but *sure*. (contrast)

**4. To hear our Prime Minister talk about the great benefit we conferred on India by jailing people like Nehru and Gandhi. (para. 25)**

Gandhi (1869—1948) and Nehru (1889—1964) were both leaders of the Free-India Movement which aimed at winning national independence for India through non-violent, civil-disobedience means. In the course of this struggle, they were jailed by the British government several times. But their efforts finally brought about the independence of India on August 15, 1947.

**5. To hear American politicians talk about peace and refuse to join the League of Nations. (para. 25)**

The idea of having an association of nations to maintain world peace and promote international cooperation was first put forward by Woodrow Wilson in his 14-point message to Congress in January, 1918, and largely due to his influence, was accepted as part of the Treaty of Versailles at the Paris Conference. The League of Nations thus organized however was crippled by the refusal of the U. S. 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, 1946. However, many historians today believe that as the predecessor of the United Nations, it was not a complete failure. The author here of course is ridiculing the hypocrisy of American politicians.

**6. Saint Jerome's Vulgate (para. 27)**

This is the Latin translation of the Bible made by Saint Jerome at the end of the fourth century A. D. It is now used in a revised form as the Roman Catholic authorized version.

**7. Political and religious systems, social customs, loyalties and traditions, they all came tumbling down like so many rotten apples off a tree. (para. 31)**

The 4 noun phrases are in apposition to the subject of the sentence "they". They are placed at the beginning of the sentence for emphasis.

