

# 新编大学英语

## 教案（一）

## LESSON ONE

You Say Begin, I Say Commence --

To the Victor Belongs the Language

### Activation

1. commence: verb, "begin"
2. 1) blood, alone, dead  
2) rebellion, bloodbath, war (?) [the text will give a more complicated view]  
3) dump, winner, bloodbath  
[1, 3, Anglo-Saxon words]
3. revolution: most students will choose (1), or (1) and (4)  
[this text goes from 4 to 1 to 2]  
corrupt: (3) [the text will introduce 5]
4. 15th c, 16th c--  
17th C: Cromwell--E Civil War, Charles II--Restoration (of the Stuart), W & M--the Glorious Revolution  
18th C: Jacobins--the French Revolution  
19th C: Confederates--Am Civil War
5. (4) Charles the Second
6. Gather students' responses.

### Words and Expressions

Grouped by association in meaning

1. language and meaning: nouns, adjectives, verbs
2. idea, thought
3. politics and power struggle: nouns, adjectives, adverbs
4. change: nouns, verbs

### Notes

("S + No.n": see Note No.n for the students)

1. (S1.) Rita Mae Brown: born 28 Nov. 1944, Pennsylvania  
Mae is a diminutive form of Mary. Her novels include Southern Discomfort (1982), Sudden Death (1983), High Hearts (1986), and Bingo (1988). Her first collection of poetry is The Hand that Cradles the Rock (1971).

The present text is "adapted from Starting from Scratch: A Different Kind of Writers' Manual" by The New York Times Book Review before the book's publication (by Bantam Books in 1988.) The supplementary reading is the latter half of the same NYTBR adaptation.

2. Notice the use of "can" in the following sentences: it expresses possibility in an abstract way, unlike "may/might/could" which mean "perhaps" (that is, talking of possibility in a more realistic way).

It can sweep by your ear and ... suggest hidden meanings, preconscious associations. (ll. 7-9)

This can yield amusing results. (l. 28)

It can be dismissed as a rebellion. (ll. 33, 34)

3. (S2.)

1) that was how it was used--that: the previous sentence, "revolution" means a turning around (notice "means": it is still used in this sense today).

paraphrase: a turning around was the sense in which the word "revolution" was used (in the 14th century); a turning around was what the word "revolution" meant (in the 14th century).

You can recast that to mean... -- that: what has just been said, i.e., revolution was personal.

4. "Revolution" means a turning around (l. 18).

1) "turning" -- more like a noun (as it is preceded by "a") than a gerund but not yet a full noun (as it is still modified by an adverb "around")

Can "a" be omitted here? -- No. A restricts the action: (making) one complete turning--a circular course starting from one point and returning to the same point.

cf. "R" means turning around. (grammatically correct: The -ing phrase is object of the sentence.) The emphasis is on the action, or the concept of turning around (and around and around).

2) "around" adv. esp in AmE, = "round" (in BrE)

Around can be used in several senses: so as to move in a circle; so as to face the opposite direction, etc.

cf. 'turnabout (l. 42) n. an act of turning in a different or opposite direction (about-face: in AmE, a noun meaning a complete change to the opposite position, direction or opinion)

3) Also notice: a renewal of war (ll. 25, 26), a resistance to lawful authority (ll. 27, 28) (an act of making war again / of resisting...).

Without a, the emphasis will be on the concept rather than one such action.

5. (S3.) loaded: a loaded question, a loaded statement

6. (S4.)

1) as (a very formal use), does (a pro-verb, 代动词)

e.g. The word "war" carries cultural as well as political meaning, as does "peace".

"Love" is an Anglo-Saxon word/Old English word, as are "help" and "begin".

2) We will often come across "pool" in later texts. So at present, concentrate on this one use in the text.

In English there are two words spelt "pool", but they are different not only in meaning but also in origin. One "pool" (a pond, a puddle, or a swimming pool) comes down from Old English, and the other "pool" enters English from Latin through French. It means essentially a putting together of things (money, goods, workers, etc.) for some common purpose or for common use, or (as in "word pool") a common supply of things.

\*\* S5 (this)-- see below, 10

7. (S6.) Whichever side won called the losers rebels -- they, the winners, being the repositories of virtue and more gunpowder.

1) paraphrase: No matter which side won the war, the winners called the losers rebels as they now came to represent what was good and right and lawful as well as power and authority.

2) The participle phrase (being) indicates cause, but the dash suggests something added afterwards, a deviation from the original definition of the word (redefining).

3) ironic juxtaposition of virtue and gunpowder  
more gunpowder: stronger, more powerful, actually the cause of their being able to redefine language and to call the other side rebels ("virtue": suspicious?)

"amusing results" (l.28): language of conquerors

4) repository: storehouse (place, concrete) of virtue (quality, abstract)

cf. the road map (image) of a culture (more abstract)

5) "whoever wins the war" -- also a subject clause, whoever = anyone who (anyone, no matter who), or any side that (any side, no matter which)

e.g. Whoever has played with a tarot deck knows the image of the wheel of fortune well.

8. Since the North won that war, it can be dismissed as a... (ll. 33-35)

since conj. indicating cause (used only of known facts)

e.g. They now call themselves lawful since they won the war and have since (adv. indicating time) been in power.

9. (S7.) Jacobins--members of a society of radical democrats in France during the Revolution of 1789; their meetings were held



in the Jacobin friars' convent (Now an extreme political radical is referred to as a Jacobin.)

\* Don't confuse this word with Jacobean /,dʒ k 'bi:n/ (of the period of King James I of England, 1603-1625) and Jacobite /'dʒ k ,bait/ (a supporter of James II of England after his abdication).

Louis XVI (1754-93), King of France (1774-92), guillotined (beheaded) during the French Revolution

Cromwell also /'kr mw( )l, '-wel/: Oliver Cromwell, 1599-1658, English revolutionary leader and head (Lord Protector) of the Commonwealth (1653-58)

William III and his wife, queen Mary (daughter of James II) ruled England, Scotland and Ireland jointly (1689-1694) (William III, king till 1702)

10. (S5.) It could now mean a turnabout in power. This is more complicated than you might think. (ll. 41-43)

1) turnabout (see above, 4 (2))

could--past tense (it was possible at that time to use the word to mean ...)

now--in the 16th century

cf. This meaning lingers today (ll. 31, 32) (really today, the present time). The Confederate fighters are called rebels (ll. 32, 33). (They still are.)

2) this -- how the word "revolution" came to mean a turnabout in power; the process in which "rev" acquired a political meaning/the meaning of "rev" spilled over into politics

Words like this and that really tie sentences up/together.

3) might--present, mild, suppositional, "perhaps"

4) (the previous sentence) not ... until at least the 16th C -- until the 16th C at the earliest

11. (S8.) anyone who has played with a tarot deck

1) a tarot deck, also tarot cards, or tarot pack

deck: a pack of playing cards, a full deck--78 cards: 56 pictorial cards (somewhat like a deck of modern playing cards, with suits of clubs, hearts, spades, diamonds plus court cards of kings, queens, knights, pages) + 22 additional pictorial cards

The pictures symbolize natural forces and human virtues and vices. Fortunes are told by interpreting the combinations formed as the cards are dealt out.

2) anyone who: whoever, see above, 7 (5)

3) play with -- play a game with a pack of cards

## Understanding the Text

1. **road map** of a culture (spatial metaphor, relationships seen at a glance)  
 where its people come from and where they are going (continuing the map image: travelling--origin, point of departure, direction, change, progress)

**pendulum** / contrasted with fixed entity

similarly (not a metaphor or simile): meaning **in flux**

(1.14) ([U] continual change, condition of not being settled), **shift** (1.69),

(of "revolution", ll. 40, 41) meaning **spilled** over into politics (implicitly, liquid, something flowing, not settled or fixed)

Another point: a word can have layers of meanings, literal meaning + various (often hidden or preconscious) associations.

2. Latin through French; the 14th C;

revolution--a turning around, used in astronomy, describing the movement of planets in space

rebellion--a loaded political word, a renewal of war, used to name a resistance to lawful authority; in actual use, always a word for the losers in wars, or what winners call the losers

in the 14th C, no: revolution not a political word

yes: circular movement, war against lawful authority

3. [At present, do not discuss whether we should call Cromwell's action Rebellion or Revolution and other such questions.]

|     |        | revolution |     |        | rebellion |     |        |
|-----|--------|------------|-----|--------|-----------|-----|--------|
| age | events | meaning    | use | change | meaning   | use | change |
|     |        |            |     |        |           |     |        |

14th C: .

rev-: a turning around; applied to astronomy -- **no political meaning**

reb-: a renewal of war; a resistance to lawful authority -- a loaded political word, actually what winners called the losers

16th C: sudden twists and turns of fate, life shown in the image of the wheel of fortune

rev-: (original meaning) a circular movement

a turnabout in power--**political meaning added**

17th C: Cromwell (Rev? Reb?), Restoration, Glorious Revolution

rev-: a turning around

- a turnabout in power: 1689, the Glorious Revolution (William and Mary) -- **benign**, less intense than reb-
- reb-: a resistance to lawful authority: the mid-17th C, the Great Rebellion -- politically more potent, more intense than rev-, still a name for the losers in the war
- 18th C: American Independence War, French Revolution
- rev-: a turning around  
the subversion of tyrants based on belief in a new principle: Am Rev -- King of England driven out of America; Fr Rev -- 1793, the beheading of Louis XVI, Reign of Terror (Jacobins), 1796, the beginning of Napoleonic Wars  
 modern meaning being shaped towards the end of the 18th C: **political action + political idea**, a very potent political word  
**personal?** class struggle?
- reb-: the subversion of the laws -- not personal?
- 19th C: American Civil War
- reb-: a resistance to lawful authority; the Confederates: rebels -- still a name for the losers in the war
- 20th C: Chinese Revolution, revolutions everywhere
- rev-: subversion of tyrants, belief in a new political principle (modern meaning)  
 1960s - 1970s: period of unrest (young people in the U.S., also in France and elsewhere)  
 -- **indiscriminate use**  
 1980s: to sell running shoes -- **corrupted use**
- reb-: still a name for the losers in wars

4. 16th C: religious issues: Protestantism (Henry VIII, divorce) vs the Catholic Church; court conspiracies; the execution of Thomas More, of Mary Stuart; war with Spain on the sea; an increasingly rich middle class; Humanist criticism of traditional doctrines and ideas; mobility between social classes, etc.

an age full of changes, often sudden changes/twists and turns of life; changeability also denoted by the three adjectives "vibrant, cruel, progressive" [cf. pendulum]

Brown does not say that *revolution* acquired its political meaning through tarot cards. The wheel of fortune, though a very popular image in the 1500s, may be unfamiliar to us today but we can still find it in a set of tarot cards.

The extension of "circular movement" from astronomy to human life, to power struggle: a creative application, a fit adaptation (wheel: also circular movement, a figure of changing scenes of social and political life). Thus: dominant idea of the age --> (**absorbed in/captured by**) wheel of fortune

--> (absorbed in/ captured by) revolution. ("Rev-" absorbed the meaning of sudden changes via the image of ....)

points to notice: relationship between the changing meanings of words and changing history and culture [road map]; creativity and versatility of the English language itself as well as of the people who use it

5. From the text, we infer that "revolution" was, for a long time, a gentle, mild political word. But by 1796, it had acquired very strong, very powerful political meanings: 1) a political act to subvert/overthrow tyrants; 2) what is more, a political idea that justifies that action; 3) it had come to acquire a bad meaning, no longer "benign"; or, it can mean an extremely bad thing or an extremely good thing ("holy", having a new principle), depending on the party concerned

What happened in the American Colonies and France in the late 1700s? They came to be called the American Revolution and the French Revolution.

the Glorious Rev: without bloodshed, mild, not dangerous (cf. Cromwell's "rebellion": civil wars, a lot of bloodshed, fierce)

the French Rev: "bloodbath", violent, cruel, progressive

6. In our history book, the English Civil War: the bourgeois revolution.

Do we usually think of a rebellion as a good thing or bad thing? What about a revolution? Compare Brown's story of "rebellion" (ll. 26-36) and that of "revolution" (ll. 78-87) (also see above, 5(3))

A similar Chinese saying: 成者为王, 败者为寇.

See Teaching Note 7 for the irony implied.

7. personal (l. 72): concerning certain persons, directly involving "tyrants" (often royal figures and formerly powerful personages: kings, queens, etc)

By contrast, "rebellion" is non-personal.

OED: revolution

7. A complete overthrow of the established government in any country or state by those who were previously subject to it; a forcible substitution of a new ruler or form of government

The source of "revolution" as "the subversion of tyrants":

OED: revolution: 7. b. Without article.

1796 tr. St. Pierre's *Stud. Nat.* (1799) III, 668: Rebellion is the subversion of the laws, and Revolution is that of tyrants.

personal (l. 12): The adjective could mean different things

For example, compared with "cultural" (that is, involving larger groups of people: races, classes,

countries, etc, habits, ideas, values, principles),  
"personal" is private, individual, specific, concerning  
one's own experiences, reactions and feelings.

Free discussion. Possibly: personal (l. 72), murder  
(l.75), a nation devouring itself (ll. 76, 77), bloodbath (l.  
79), etc. The dispute over the naming of a historical event is  
very often not just a matter of personal feelings or opinions.

8. indiscriminately: not (used) strictly in its original sense,  
(used) carelessly -- what was called a "rev-" did not end in  
the overthrow of tyrants or a change in power structure

corrupted: (past participle of "corrupt" vt.) changed in a  
bad way, different from the original -- to sell running shoes,  
"revolution" marking the change of fashion and style, anything  
fancy, new -- no political meaning attached  
          commercial

9. Free discussion. One sentence is omitted from the first  
paragraph: ( ... versatility.) It is the language of survivors,  
of conquerors, of laughter. (survivors, conquerors -- to be  
dealt with in the supplementary material)

a historical, cultural and humanist view of language: 1)  
meaning constantly changing, developing, a never ending  
process; 2) new meanings derived from human activities,  
political, cultural, etc, 3) multi-meanings of words, rich  
associations (historical, political, cultural, personal,  
emotional ... ) all contained, hidden, buried in words, 4)  
words are like living beings, one can hear, see, smell, taste,  
feel, touch, embrace them; words are ourselves, not just  
"tools" ("pendulum": a bit too mechanic?) ...

10. 1) come from , enter (via), (origin n.),  
2) indicate, reveal, suggest, describe, illustrate,  
(explanation n.),  
3) mean, carry, tie to (l.40), linger (l.31)  
4) acquire, absorb, capture, yield (?)  
    come to mean, develop (into), spill (over into),  
    redefine, recast,  
    corrupt(ed)  
5) use, apply (to), dismiss (as) (?), call/tag (n. +  
n/adj.), (Two Rivers:) draw from (a pool)

## Exercises

### I. Pronunciation and Spelling.

1. dr :m , dr `m tik; di`m kr si, ,dem `kr tik;  
`reb( )l (if a verb, ri`bel), ri`belj n;  
:\_ , :`\_ riti, or ` -r -;

ri`v lv, ,rev `lu: ( )n (there must be a secondary stress on the first syllable)

`rid in, `rid in( )l (This word does not appear in the text but is very useful.)

`pr ugres, or: `pr gres, pr `gresiv

`pw d(z), t `w :d(z)/tord(z)

2. fixed, winners, based, dismissed, destroyed, seizure, yield, spectacle, specifically

3. `concept (n.), `overthrow (n.), be`nign, `bloodbath, com`mence, cor`rupt, `tranquil, `turnabout, un`rest, `colony, `entity, `gun, powder, which`ever /wi`t ev /, `indicate, `illustrate, in`ferior, sub`version, spe`cifically, ,in-dis`criminate

4. 1) s, z, s, s, z, s

2) iη, η, η

3) , /o; , u; u; ; ,

4) (r); :: ; ; ; (t) (r)

5) ri:`k-, ri`v-, ri`v-, ,ri:di`fain, `rest---

Longman: When a word formed with **re-** has the same meaning as before with the addition of "again", "back", etc., then **re-** is pronounced /ri:/. Other words already began with **re-** when they were borrowed from another language; it is then no longer possible to guess their meaning from their parts, and **re-** is pronounced /ri/.

6) ei, ei, i/ , ei, i, i/

5. spilt/spilled

6. survivors, subversion, popular, illustrate, renewal, circular, bottom, glorious, murder

7. dominant, giant, potent, vibrant, movement, tyrant, attendant, persistent, resistance, significance

## II. Word formation.

1. n + -al --> adj. (-al: of, concerning, having the character of)

but renewal: v + -al --> n. (action of renewing)

2. adj. + -ity --> n. (-ity: the quality of [being])  
authority?

3. nouns formed by combining two existing words together, stress on the first syllable  
outlook? overthrow?

## III. Select two words from the list and arrange them in a relationship similar to that expressed in the given pair:

1. n.--a symbol of, n.

Bible: Christianity

2. adj., adj., opposite of

unrest: calm (n., n. unrest: lack of calmness; calm: n.)

\* tranquil adj.

3. n. (Latin), n. (Anglo-Saxon), synonymous

- flux: shift (n --Latinate; n--Old Eng; change)
4. both are events but called different names (different things in the same area)
- monarchy : democracy (different political systems)
- capture (v.), seizure (n.)
- tag, call (could be used as synonyms)

IV. Prep., adv.

1. upward(s), on/to, on, with, from
2. Instead of, via, over/across
3. on, in, into, in
4. in, in, from, over, in
5. over, into
6. in, on, into

V. verbs.

1. usually tagged an uncivilized group
2. reveals
3. his rudeness lingered in my mind / my impression of his rudeness lingered (?)
4. had yielded, acquired, devoured
5. he would dismiss all criticisms as gossips; will come to realize/know his own faults
6. illustrates the word "versatility", captured
7. are corrupting
8. keeps spilling over the boundaries of

VI.

1. can be applied to
2. to be opposed to
3. will be developing into
4. took over, to dump... out of the government
5. was tied to her
6. spilled over, hurtled into/toward

VII.

1. a, zero, zero, the, the, a, a
2. a, the, an, a, the, an, A, a, the, the

X. Translation

1. The green belts along the road/by the roadside can absorb part of the noise created by passing vehicles.
2. Only he was strongly opposed to the plan, and said that it would have/yield much worse results than people could imagine.
3. This former imperial garden, with its beautiful scenery/scenes and historic buildings, attracts large numbers of visitors.
4. The child has a strong character, as do many children who lost their parents in childhood/early in their lives.

5. People used to regard clothes of this kind/style as strange, but by the end of this spring they had come to like it.
6. He had been absorbed in reading the novel the whole afternoon before it occurred to him that he had not finished the book report yet.
7. This invention has been applied to (in?) various fields of manufacturing industry and has yielded great economic benefits.
8. You would do well to remember that you are never to force others to accept your opinions.
9. Your dad is absorbed in his work now, and you would do well not to disturb him and make him angry.
10. By the middle of the 1980s, the population problem was becoming more and more serious and was yielding many other social problems.
11. I was disappointed by the pop singer's performance, as were many others among the audience who had adored him. For it was more mimicry/imitation than art.
12. The bride came to realize that almost everyone around her was opposed to her marriage. She felt so lonely.
13. Things are more complicated than you might think -- differences among ourselves occur from time to time.
14. By the time the new party took over the government, famine had become a rather serious problem all over the country.

XI. Cloze test. Adapted from S. I. Hayakawa's "How Dictionaries are Made." See *The College Writer's Reader*, 1989 Edition, William Vesterman ed., pp. 72-74.

\* the more difficult ones

- |                                |                             |
|--------------------------------|-----------------------------|
| 1. (It) is (believed)          | 2. authority (in matters)   |
| 3. (say) what (they say)       | 4. how (dictionaries)       |
| 5. to (those)                  | 6. (goes) on                |
| 7. (begins) with               | 8. As (the editors)         |
| 9. every (interesting)         | 10. (a large) number        |
| 11. (in) which                 | 12. there (will be)         |
| 13. * (several) hundred        | 14. To (define)             |
| 15. * illustrating (that word) | [for?]                      |
| 16. an (actual use)            | 17. reads (and rereads)     |
| 18. (divides) them (up)        | 19. (his) definitions [pl.] |
| 20. based (on)                 | 21. (reveal) about          |
| 22. * (must) not (be)          | 23. (ought to) mean         |
| 24. * or (not at all)          | 25. * not (a lawgiver)      |
| 26. could (have said)          | 27. (could) have (ordered)  |
| 28. from (1921)                | 29. by (means of)           |
| 30. new (uses)                 |                             |

### Supplementary Reading



(ll. 5, 6) When Harold fell at Hastings -- About 1064, the powerful English noble, Harold, earl of Wessex, was shipwrecked on the Norman coast and taken prisoner by William, duke of Normandy. He secured his release by swearing to support William's claim to the English throne. When King Edward died, however, the witenagemot (royal council) elected Harold king. Determined to make good his claim, William secured the sanction of Pope Alexander II for a Norman invasion of England. The duke and his army landed at Pevensey on Sept. 28, 1066. On October 14, the Normans defeated the English forces at the celebrated Battle of Hastings, in which Harold was slain. William then proceeded to London, crushing the resistance he encountered on the way. On Christmas Day he was crowned king of England in Westminster Abbey. ... By 1070 the Norman conquest of England was complete.

Learn and explain: aquarium (l. 18), game (l. 24), resilient (l. 36), volatile speech rhythms (l. 43), a reservoir of synonyms (ll. 53, 54), abound in (l. 55), textured (l. 56), potential for nuance (l. 62).

Points for discussions;

1. English is the language of survivors, of conquerors.
2. big words (drawn from a more Latinate pool) and small words (from an Anglo-Saxon pool): can we always tell? shades of difference, nuances, advantages and disadvantages?

**Dictation.** (words: 94, punctuation marks: 12)

It helps to love words, and a love of words is something that we can develop. The growing writer finds pleasure in becoming a word collector, picking up and keeping new words like seashells. English is thick with short, strong words. You can collect words from books, but you can also find them in speech. A sense of lively speech adds energy to the best writing. Children love words as things in themselves and collect them as ornaments. To become a better writer, you should rediscover some of the pleasure from words-as-things.

(Adapted from Donald Hall's Writing Well, p.68)

Oral Composition: The word "revolution" as I know it.

The dramatic history of a Chinese word/Use a Chinese word to illustrate the idea of meaning in flux.

## LESSON TWO

### THE ABSTRACTIONS OF BEASTS

#### Teaching Notes

#### Activation

Cf. The discrimination of synonyms follows the key to tion".

1. 1) intellect, 2) intelligence, 3) intelligence; the extent to which he is able to use his intellect as a natural human gift, esp. in dealing with a difficult situation

2. speaking, remembering, writing, thinking, dreaming  
finding food (x), expressing sadness (x) -- can be of mere instinct

3. counting, laughing, reading, singing, cooking  
singing: only metaphorically applied to birds  
deception, cruelty, planning, cooperation, etc. used to be thought uniquely human and now found to exist in animals, too

4. ants by touching, bees by dancing, dogs by smelling and barking

If language is the means by which to communicate with other members of the same species, then ants, bees, dogs, birds, etc. can be said to have a language of their own. But only human beings have a verbal language, which is a distinct feature of the power of abstraction.

5. nouns: displeasure, anatomy, abstraction, reasoning, advertisement, dexterity  
verbs: deny, extrapolate, interpose, equate, outstrip, communicate

6. much larger brains, oral speech / language (and only humans can speak one or more foreign languages), use of tools, acquiring and expanding knowledge ...  
hairless body, helpless childhood ...

#### Webster's Dictionary of Synonyms, 1951

8-9. **abstract** implies the formulation of the idea by abstraction, a logical process in which the mind selects the characters common to every known member of a species or every

known instance of a quality and builds up a conception (technically, a concept) which describes no one actually existing thing or instance, but covers all things of the same kind or marked by the given quality.

546-47. **Mind, intellect, soul, psyche, brain, brains, intelligence, wit, wits** are here compared as meaning that sum total of powers (often thought of as a distinct entity) which man regards as the distinctive possession of human beings and by means of which each individual knows and understands both his inner life and the external world and establishes effective relations between them.

**mind:** a complex of powers which includes the perceiving, the remembering, the thinking, and less often, the feeling and willing powers or functions. (oppo. *body*)

the capacity for understanding and reasoning (contr. *heart, soul*: emotions, desires)

the exercise of powers that operate through physical organs (the eye, ear, brain, nerves) (contr. *soul*: spirit)

an individual's mental qualities

**intellect** and *mind* are often used interchangeably; however, in psychology and in philosophy *intellect* rather than *mind* has been the usual technical term for the knowing and thinking powers and functions (or the entity they suggest). In spite of numerous variations in definitions and a fundamental difference of opinion between schools of thought as to whether the power of intuition or the power to reason is the distinguishing property of intellect, the term has in all but loose nontechnical use denoted that entity (or, in many psychologies, that "faculty," of the mind or soul) by which a person attains knowledge, whether through comprehension of that which is taught or through processes of thought whereby the mind moves from that which was previously known to conclusions that represent new knowledge.

the faculty of the mind as distinguished from two other faculties--those of feeling and of will

**Intelligence** is distinguished from *intellect*, with which it is often confused, by being in general applied to a concrete or individual exhibition of the powers ascribed to the intellect rather than to an abstraction designated as *intellect* or *mind*; as, men are animals endowed with *intellect* (not *intelligence*); the *intelligence* (i.e., the extent to which a man is able to use his intellect) of individuals is now measured by psychologists; he has grown rapidly in *intelligence* (not *intellect*); "it had turned capable men into mere machines doing their work without *intelligence* (Shaw). In current use, *intelligence* often applies specifically to an ability to deal with a new or trying situation competently, to achieve one's ends in spite of

difficulties, or the like; as, the situation demands the exercise of great intelligence; "He thinks the war could have been prevented with a little intelligence" (R. Macaulay).

### Notes

1. (S1) More about the author, the text and the adaptation:

1) Carl Sagan's works include: *The Dragons of Eden*, *The Cosmic Connection*, *Intelligent Life in the Universe* (with I. S. Shklovsky), *Planetary Exploration*. His most recent book is *The Pale Blue: Vision of the Human Future in Space* (1995).

Sagan is responsible for the suggestion that algae be used to change the atmosphere of Venus so as to make it inhabitable. See *College English*, I, Lesson Nine.

2) Our text is taken from "The Abstractions of Beasts" in *The Norton Reader*, 5th edition, pp. 146-154, which is itself an abridged essay from *The Dragon of Eden*, Random House, 1977.

3) About the adaptation:

a. Leaving out the major orientation of the original essay so as to make the relations between linguistic (or quasi-linguistic) abilities and intelligence the focus of the present text.

In the Norton text, Carl Sagan argues strongly for "animal rights" and extended "ethical perspectives":

Norton, p. 153 How smart does a chimpanzee have to be before killing him constitutes murder? What further properties must he show before religious missionaries must consider him worthy of attempts at conversion?

p. 154 [reacting to the echoed shriekings of caged chimps at a large primate /`praimeit/ (灵长目) research laboratory] But chimpanzees can abstract. Like other mammals, they are capable of strong emotions. They have certainly committed no crimes. I do not claim to have the answer, but I think it is certainly worthwhile to raise the question: Why, exactly, all over the civilized world, in virtually every major city, are apes in prison?

... The cognitive abilities of the chimpanzees force us ... to raise searching questions about the boundaries of the community of beings to which special ethical considerations are due, and can, I hope, help to extend our ethical perspectives downward through the taxa [分类, pl. of "taxon", various classes of animals] on Earth and upwards to extraterrestrial organisms, if they exist.

b. The text is a greatly shortened version: information less crucial to bring out the present focus is left out, examples of the same type of abstracting power are omitted, technical terms are replaced by more frequently used words and phrases (thus, "anatomy" is used instead of "pharynx and

larynx"), the sentence order is rearranged in a few cases, and when it is extremely necessary, words are added for a smoother transition.

2. (S2) Beasts abstract not.

Sagan suggests a more flexible view of "abstraction", that is, it may exist in different degrees in both man and animals.

Norton, p. 147 Abstract thought ... is not an invariable accompaniment of everyday life for the average man. Could abstract thought be a matter not of kind but of degree? Could other animals be capable of abstract thought but more rarely or less deeply than humans?

3. (S3) went something like this

In *Longman Dictionary of Contemporary English*, there is an entry for **something like**: 1) rather like: The building looked something like a church. 2) *infml, esp. BrE* about, approximately

*e.g.* The fruit looks something like an orange-coloured apple to Washoe.

In the text, it is more reasonable to read the phrase "went [something] like this" than "went [something like] this".

4. recent evolution (ll. ) (also Questions, No. 1) -- The unabridged text goes like this:

p. 148. In insects such as crickets, which call to one another by rubbing their legs, these three functions are performed by completely separate organ systems. Human spoken language seems to be adventitious [not planned, coming by chance, accidental]. The exploitation of organ systems with other functions for communication in humans is also indicative of the comparatively recent evolution of our linguistic abilities.

Notice three levels of meaning, the second of which is not included in the abridged text: 1) The multifunction of the mouth seems to be uniquely human (In English, the root form of words like "language", "lingual", "linguistic", etc. [which come from Latin via French] means, originally, "tongue"); 2) That humans started to use oral speech to communicate is rather an accident in the history of evolution (reasons undiscussed; not divinely planned, at least? recent theory--the drift of genes); 3) Human language was a very recent thing in evolutionary history. It appeared very late in time, as late as (or later than) the emergence of human beings as a new species. And then, spoken language must have existed long before any elaborate written form was developed.

5. (S4-2) Compare this use of "which" with the use of "this" and "that" in "You Say Begin, I Say Commense" (Teaching Notes, Notes 3, 10).

Usually, the relative pronoun "which" refers to a noun or a noun phrase just mentioned, and when it is used after a comma, it means *something like* "and this/that":

11. Washoe gestured "waterbird," which (= and "waterbird", and this phrase) is the same phrase used in English and other languages, but which (= but this phrase) Washoe invented for the occasion.

Notice that "but" is used to show the relation between the two which-clauses, and it is not considered grammatically correct to say "Washoe gestured 'waterbird', which is the same phrase ..., but Washoe invented it ...", for in this sentence "but" doesn't make any sense when used to show the relation between "Washoe gestured..." and "Washoe invented ..."

11. When Washoe soiled, ... she was taught the sign "dirty," which she then extrapolated (= and then she extrapolated the sign) as a general term of abuse.

11. chimpanzees are being taught a variety of other gestural languages, among which (= and among the other gestural languages they are learning) is a specific computer language called "Yerkish."

The "prep. + which" clause will be dwelt on later.

6. (S5) Ameslan is sometimes known as "American deaf and dumb language". Sagan stresses the notion that "the 'dumb' refers... to the inability to speak and not to any failure of intelligence" (p. 148).

The Gardners were two psychologists at the University of Nevada. Recently they are mentioned in "Our Unfortunate Cousins" (Douglas H. Chadwick's review essay on three books, carried in New York Times Book Review, Dec. 11, 1994, p. 18):

At that time [i.e., the late 1960's and early 70's], two real people, R. Allen Gardner and Beatrice Gardner, were raising a real chimp named Washoe in their home in Washoe County, Nevada, and teaching her American Sign Language. Washoe astounded the world with her abilities, as Koko the gorilla would do later at the Gorilla Foundation in Woodside, California, under the tutelage of Francine Patterson. "Jennie" [the title of the novel under discussion] evokes those heady years in which we first conversed directly with our kin and were awakened to the possibility that humans may not be such special creations after all.

7. 1) (S6-2) (Also see below, 9) Sagan may not have written every sentence strictly according to English grammar, but when we come to writings of English and American authors, we often find things that are not explained or even opposite to what is said in a book of grammar (and then, grammarians may differ from each other in quite a few things). While as teachers, we have to give the students the "correct" uses of English, we must also

make them aware of the range of possibilities in the living language, which is why we adopt the more difficult (and often awkward) course -- to keep the original sentences as much intact as possible, and furnish some explanations. When it comes to the written exercises, however, it is advisable to keep the students on the safe side.

2) (S6-3) More examples for "working":

a working knowledge: practical knowledge adequate for dealing with something. The job requires a working knowledge of computer science (that is to say, the person who does the job is not necessarily a computer specialist who goes thoroughly into the theories of the workings of the computer).

a working theory: ideas useful as a base for planning how to do something

in working order: a condition in which a machine etc. works satisfactorily, with no trouble

a working majority: a parliamentary majority of sufficient size to allow the government to get its legislative programme safely through

8. (S7)

1) Used in the two patterns are verbs concerning the senses of seeing, hearing, smell, taste and touch.

see, look at, watch, notice, observe, spy, view, etc.

hear, listen to ...

2) For the present, familiarize the students with the following forms:

A sees B do sth.

A sees B doing sth. / B is seen doing sth.

3) Explain briefly the difference between the two patterns:

The "v-ing" in see sb. doing indicates an action in progress--one that may have begun before the action of seeing/observing/ hearing and is continuing (for a while yet) during the time that one sees/observes /hears.

In see sb. do sth., the action indicated by the bare infinitive is complete.

"To land in a pond" is an action that is finished quickly, and as Washoe saw the whole action, the bare inf. is used.

"Eating" and "reading", on the other hand, are actions of longer duration, and when a viewer sees part of the action described, the v-ing is used.

9. (S8-2)

1) Also see 11. : Having learned (a) the sign "open" with a door, Washoe extended (b) the concept to a briefcase. Action (a) took place before action (b).

2) More examples:

Not having slept for two hours, he woke up and began writing again.

Never having received any letter from abroad, he was surprised to see on his bed a letter from the U.S with his name on it.

not/never + simple/non-perfect v-ing phrase:

Not knowing that the baby was sleeping inside, she shouted in a loud voice.

Not having a telephone, I'll have to write to her.

\*\* Notice the position of the negative word in the following:

She has never seen an orange.

I have not heard from him for a long time.

3) In the sentence, "It also may have all the crucial design features ..." (ll. ), the adverb "also" is more often placed between "may" and "have". (?)

e.g. We may teach a chimp to use a sign language. We may also teach it to use a specially designed computer language.

The students converse in English with each other. They can also use the lab facilities to improve their listening comprehension and conversational abilities.

10. Some other grammatical patterns to notice in the text:

1) ll. when riding on her trainer's shoulders and wetting him, she signed: "Funny, funny."

ll. ... [Washoe made] an appropriate sign such as "cat" when viewing a photograph of a tiger, and "drink" when examining an advertisement.

In the when-cl., two items are omitted: the subject of the clause (she/Washoe) + the verb "be" (was). The omission occurs only when the subject of the when-clause is the same as that of the main clause, and when a form of "be" is used in the predicate of the when-clause.

2) ll. she was taught the sign "dirty," which she....

ll. chimpanzees are being taught a variety of other gestural languages, among which ...

Notice the sentence pattern SVoO and its passive form:

| <u>active</u>               | <u>passive</u>            |
|-----------------------------|---------------------------|
| [A] teaches [B] <i>sth.</i> | [B] is taught <i>sth.</i> |
| taught                      | was taught                |
| is teaching                 | is being taught           |

3) ll. Just as Washoe and Lucy can be said to speak, Lana can be said to write.

The active form would be something like this:

Just as we can say that Washoe and Lana speak, we can say that Lana writes. Or: Just as it can be said that Washoe and Lana speak, it can be said that Lana writes.

more examples:

It can be said that the weather will be good. --> The weather can be said to remain good.



We can say that the weather this year is unusual. (our judgement) --> The weather this year can be said to be unusual. (The weather being unusual is more or less a fact.)

cf. We say that the weather can be unusual. (Whether it is unusual or not is yet unknown, only a possibility.)

We can say that the prices are rising all the time. --> Prices can be said to be rising all the time.

It can be said that conditions have changed a great deal. -> Conditions can be said to have changed a great deal.

4) 11. More elaborate requests..., each requiring a creative use of a set grammatical form, have been....

each requiring -- the nominative absolute, very formal

This part can be turned to a clause: ...requests and commentaries, which require....

## Understanding the Text

1. paras. 1, 3

1) Notice how an established opinion is put forward and subtly challenged: the impression that ... (it may not be a strictly scientific conclusion) --> But + questions connected by or (questioning the reasonableness of the above "impression" and speculating its causes).

The first question implies that we may still be quite ignorant of animals. The second question offers another possible explanation, which is more specific and related more closely to what follows than the first.

2) Paraphrase "our style of expression of intelligence": the way/manner in which we express our intelligence, the way our intelligence gets expression or gets expressed, the manner in which we exhibit, make clear, the fact that humans have intelligence.

**style:** a way, a manner, of doing something that is characteristic and representative of a person or a group of people, etc.

3) What Sagan means by "our style of expression of intelligence" is language, which is first of all an oral ability.

Words that denote having and using a language: linguistic abilities, speech (human speech, ordinary speech), speak, babble, communicate, communication, converse, say, write. (Also see 3, "verbal languages".)

In this text, "language" is mainly used in the sense of speech, for it will be a long time, if ever, before chimps learn to write.

Sagan implies that there may exist styles/ways other than ours // other styles/ways than ours of expressing intelligence, and that "language" may not be entirely the same thing as speech.

4) "recent evolution": See above, Note No. 4. Ask the students: Has it ever occurred to you that human language may have been accidental in the evolutionary history?

2. para. 2

1) One of the purposes of such experiments was to see if a baby chimp was able to acquire human language (English, in this case) when it was raised with a human baby as twins in an entirely human environment.

2) The chimp exhibited excellent motor skills, which were much less developed in the human baby. Yet it was almost beyond the chimp ever to acquire the ability to speak through the mouth while oral speech came so naturally to the human baby.

motor adj. giving or producing motion

motor nerves: nerves that carry impulses from the brain, etc. to the muscles

motor skills: abilities of/related to nerves that cause muscles to move

3) Perhaps experiments of this kind proved to most people that a chimp was a chimp and a human was a human. It is a deep-rooted belief that having language or not distinguishes humans from animals (See above, Note No. 4, about "language" and "tongue"), for only in language can we think abstractly. For centuries, people have (all too easily) taken linguistic abilities as evidence/a sign of the presence of intelligence, and thus dismissed animals as lacking reason.

\*\* Questions Nos. 7 and 8 will further deal with language, abstraction and "other higher mental functions".

3. 1) Ameslan is a North American sign language for the deaf and dumb, that is, for those unable to "speak" (English).

2) a. The Gardners certainly believed that the chimps were intelligent animals; b. They reasoned that chimps had substantial language abilities which could not be expressed by the mouth because of the limitations of their anatomy (Norton, p. 148); c. Compared with human beings, chimps are immensely capable in manual skills; d. As Ameslan also demands a skillful use of the hands, it may be much easier for chimps to learn.

3) verbal languages (l. ): Here, "spoken" languages, as contrasted with sign languages.

The adjective verbal also means "connected with words and their use": verbal skill, verbal competence (or verbally competent). In this sense, Ameslan is also a verbal language whose basic units of meaning are "words". (?)

4) design features: defining qualities, characteristics, that indicate the structure (of verbal languages)

This point will be taken up later in Nos. 7 and 8. For the present, use the 4th paragraph for understanding the crucial features of any language: a vocabulary (words), grammatical patterns and syntaxes (a set of rules used to arrange elements in acceptable ways), and for any natural language, the sound patterns. Ameslan has all these features except the last.

syntax /`sInt<sup>編</sup>s/: the grammatical rules used for ordering and connecting words in a sentence

4. Analyse the instances with a view to reflecting on the design features of our language and the acquisition of language. (cf. No. 7)

For discussions: What is already known? What is unknown? What exactly is her invention? What degree of abstraction is involved?

1) water (object) + bird (object):

Washoe must be able to see the likeness between a bird and a duck. She must also be able to see the difference between a bird (in the sky) and a duck (in the water). She is able now to invent a sign by appropriately combining the known signs for water and bird to point to an object as well as an event, the sign for which is not yet known to her.

2) orange (colour) + apple (object):

Colours are not things/objects, but rather visual features of things/objects. To be able to tell different colours already involves a greater degree of abstraction.

Lana must have noticed the difference in colour for an until now unknown object which nevertheless looks like an apple (in its shape, size, etc.) to her. She exhibits creativity in her choosing the appropriate colour and the right shape to describe a new object.

spherical /`sfer--/ adj. having a round shape in space, ball-shaped mass (three-dimensional)

3) baby (object) + in my drink (position in space)

This construction involves a larger unit of meaning, more abstract in nature. Not only are there two or even three objects (baby, drink, cup) indicated in it, but they are also placed in a spatial relation with each other.

4) dirty; funny:

a. These are signs/words that indicate not a thing/event in itself but rather an aspect, a feature, a quality of a thing/event.

b. Washoe uses the signs in situations other than the ones in which she was taught to use them. She is able to capture the essential likeness of different situations and to adapt, extrapolate (/`æ, e I /), extend, what she has learned to the description of a new situation.

c. Washoe also seems to capture the mood in which these descriptive signs/words can be used. She is thus learning to express verbally her feelings and opinions about an event.

5. Examples in para. 5 illustrate how, at the level of words and phrases, the chimps appropriately choose and combine signs from their word pool to "talk about" a concrete object or event. Para. 6 gives examples concerning syntax and more abstract concepts about things and events.

1) Lucy tickle Roger/Roger tickle Lucy: A difference in syntactic structure results in different meanings.

a. Subject-object relation in English and Chinese is indicated by syntactical differences such as word order and voice. In Latin, Russian, German (?), and in Old English, it is indicated by "inflection", i.e., the change of form by which some words indicate certain grammatical relationships, as number, case, gender, tense, etc.

b. We do not know whether, in Ameslan, it is the relative positions of subject/agent and object/target, or the change of form in "words"/gestures, or both, that feature the difference in meaning. However, recognition of the difference between "L tickle R" and "R tickle L" certainly indicates that chimpanzees can have a sense of syntax and pattern.

c. Learn to distinguish the meanings of was/were able to (= succeeded in doing sth, real action involved) and could (pure past ability, no concrete action indicated).

e.g. With repeated training, Lucy was eventually able to distinguish the different meanings in .... (She made great efforts and finally succeeded in distinguishing....) Later, she could easily distinguish between different word orders.

2) Chimps exhibit a higher degree of mental functions in their ability to recognize and express essential likenesses in different situations.

a. Washoe was able to recognize not only a real object/thing, but also the image of an object/thing.

Do animals with lower mental abilities exhibit curiosity before their own images in the mirror? (chickens, snakes, etc.)

b. Washoe was able to select the appropriate verb for the new situation. That is to say, she was able to form the concept of a certain action ("to open" in this case) from real events (open the door) and to reproduce it in a new situation (open a briefcase).

3) Chimps were taught Ameslan so that they would be able to communicate with the humans. Now Washoe also exhibited desires to communicate with a lab cat, an animal of another species. It is probable that once chimpanzees have become verbally competent, they will keep it, use it to communicate with each other/within their own circles, and even pass it down to later generations.

6. Paras. 7, 8, 9.

monitor n. a device used for observing or testing the operation of something  
vt. to keep watch over, to record or test or control the working of

1) Examples given in the last three paragraphs show how chimpanzees are taught to deal with larger and more complicated units of meaning, mostly at the level of sentences. They have developed communicative skills based on some functional patterns (i.e., set grammatical forms) such as

- a. making requests (i.e., imperative sentences),
- b. making assertions (i.e., statements or declarative sentences),
- c. denying assertions (i.e., negative sentences or statements), and
- d. asking questions (i.e., interrogative sentences).

Lana is said to be able to make appropriate and creative use of these patterns. And then, her ability to detect errors in the sentence strongly indicates her command of the "set" forms--not a very low degree of abstraction.

Syntaxes and other grammatical patterns are structural. The text shows how chimpanzees, once they have acquired a basic vocabulary and certain syntactic patterns, are able to produce them in virtually infinite situations, not only "naming" things and events creatively, but "talking" about their opinions, likes and dislikes, etc. That is to say, they have gone beyond the stage of imitation and conditioned responses.

2) Chimpanzees express their feelings and opinions in "Yerkish". "The computer records all of its subjects' conversations, even during the night when no humans are in attendance;" reports Sagan in his original essay: "and from its ministrations we have learned that chimpanzees prefer jazz to rock and movies about chimpanzees to movies about human beings. Lana had, by January 1976, viewed *The Developmental Anatomy of the Chimpanzee* 245 times" (p. 150).

3) In a sense, the ability to negate indicates more clearly the abstract nature of language. Sagan refutes another scientist like this: "At an early stage in the development of Washoe's verbal abilities, Jacob Bronowski\* and a colleague wrote a scientific paper denying the significance of Washoe's use of gestural language because, in the limited data available to Bronowski, Washoe neither inquired nor negated. But later observations showed ...[the last paragraph of the text]." Sagan takes this as "human chauvinism ... , an echo of Locke's 'Beasts abstract not.'" (p. 150)

\*J. Bronowski (1808-1974), English critic, statesman, senior fellow and trustee of Salk Institute for Biological Studies.

7. **Design features** (结构特征): defining qualities, characteristics, of human language that distinguishes it from any animal system of communication.

One purpose of learning this text is to reflect on our language and its nature--what all human languages have in common.

1) Why is language suited to any degree of abstractness? Why does it enable us to talk about virtually anything, including ourselves, our hopes and desires?

For teachers' reference only: "1.3, Design Features" in *Linguistics: a Course Book* (Hu Zhuanglin et al, Peking Univ. Press, 1988, pp. 4-10. 参见胡壮麟等编的《语言学教程》). Six major features are mentioned (they must be co-present in any human language):

1.3.1. Arbitrariness (no logical connection between meanings and sounds--a sign of sophistication making possible unlimited sources of expression)

1.3.2. Duality (sounds and meaning--two distinct yet related sets of structures within one overall system making possible for limited numbers of words to form unlimited numbers of sentences)

1.3.3. Productivity (making possible for users to understand and produce sentences they have never heard before)

1.3.4. Displacement (making possible for users to refer to situations at whatever temporal and spatial removes)

1.3.5. Cultural transmission (not passing on to later generations by instinct but by learning and teaching)

1.3.6. Interchangeability (user as both producer and receiver of messages)

We can find hints for almost all these (except perhaps "displacement") in the ways chimps learn to use Ameslan, as Ameslan has "all the crucial design features of verbal languages."

2) Although human language is primarily a sound system, it can also be said to be a sign system (符号系统). The way that a certain combination of sounds/written symbols (i.e., a voiced/written sign) is associated with a certain object, event or idea produces meaning in a given language. The important point is that there is no natural (/inevitable/ logical) relations between sounds and objects/events/ ideas/relationships they refer to, which is also why language is said to be an abstract system. [ˈteɪbl] and 桌子] are very different sound units, yet they call up the same concept/idea of the object respectively in the minds of an English speaker and a Chinese speaker.

cf. For words that capture the very sounds of something happening: bang, crack, etc. -- there exists a certain natural relation between the voiced sign and the event. (In English and Chinese, such are few.)

Ameslan can be said to be a language as it is also an elaborate system, in which meaning is produced by the association of a certain gesture or combination of gestures with an object, event or idea (or rather, with an English expression for this). For most of the "words" in Ameslan, there are no natural, direct relations between gestures and objects/events/ideas/relationships they refer to, either. It is, though lesser in degree, also abstract in nature.

8. Notice two aspects: (1) Language is structural, hence abstract in itself (No. 7); (2) Language as the only means to express abstract thought of various degrees.

1) Review the first three paragraphs.

general opinion:

a. Language is human specific. Other animals do not have language.

b. Language itself indicates higher intelligence and higher mental functions. Not having language indicates lower intelligence.

c. Abstraction such as reasoning and other higher mental functions are found only in language. Beasts abstract not.

2) Sagan challenges (a)--as only speech is human specific, we should not equate intelligence entirely with spoken abilities (our style of expression). But he doesn't seem to question the concept that having language indicates a high degree of intelligence and a capacity for abstract thought.

3) See above, Note No. 2, for different degrees of abstraction. ("Could other animals be capable of abstract thought but more rarely or less deeply than humans?")

Perhaps we should not equate intelligence entirely with abstraction, either. Many higher species exhibit different degrees of intelligence; a mentally-retarded adult can still have the IQ of a small child. However, thinking abstractly requires a *much* higher degree of intelligence, and it is inseparable from linguistic/ language abilities. Sagan's argument is not that chimps may have highly developed abilities to carry on complicated, abstract thinking; rather, the emphasis is on the existence (even though at the level of small children) or absence (no such ability at all) of "abstraction" in other species.

4) There are very different views concerning the so-called Washoe Project. There are also very different views about the relation between language and intelligence. See the supplementary reading.

## Exercises

I. 1. Notice where the stress falls:

abstract adj., n. /` bstr kt/, or / b`str kt/  
v. / b`str kt/ or / b`str kt/ (to think of [a quality]  
apart from any particular instance or material object that has  
it; to form a general idea from particular instances)

\*\* v. / b`str kt/ (to summarize, make an abstract of)

2. motor, error, exhibit, elicit, syntax, anatomy, breathe,  
crucial, spherical

3. ,chimpan`zee /-p n-, or -p n-/ , il`literate, `commentary,  
vo`cabulary /v -, v -, v -/, la`boratory /l `b ---/ or  
`laboratory /`l br---/, fa`cility, dex`terity, at`tribute (v.),  
ex`trapolate /ek`str --/, ,inter`pose, maga`zine

4. 1) -ate v. /-e t/

-ate adj. /- t/ or /- t/

2) /s/: sign, abuse, assertion

/z/: design, erase, interpose

/ /: impression

3) cre`ative /kri`e t v/

/- -/: ideally, realize

4) `briefcase /-i:-/, va`riety /-a -/

5. wet-wets, wet/wetted, wet/wetted, wetting

6. /-t/: conversed, evoked, outstripped

/-d/: composed, erased, monitored, required

/- d/: attributed, elicited, equated, exhibited, extended,  
invented, requested, suited

7. 1) assertion, construction, expression, occasion,  
subversion (in "We Say Begin"), technician

2) fruit, human, humor/humour, newborn, suit, view

3) absence/absent, competent/competence, difference/ent,  
intelligence/ent, recent, resistance/ant ("We Say Begin"),  
significant, significance ("We Say Begin"), subsequent(ly)

Also notice: im`mense.

## II.

1. 1) displeasure

illiterate, indiscriminately ("We Say Begin")

nonsense (nonhuman adj.; nonfiction n.)

unexpectedly, also unhesitatingly

2) agree--disagree, like--dislike (v.; n.);

appropriate--inappropriate, competent--incompetent, legal--  
illegal;

verbal--nonverbal;

like--unlike (prep.), educated--uneducated (There is no  
such verb as \*to uneducate), inventive--uninventive

2. Only as verbs: deny, erase, indicate, invent, observe

3. breath, breathe; assertion, assert, assertive; invention,  
invent, inventive; composition, compose; communication,  
communicate, com`municative (a very useful word);  
(similarly: conclusion, conclude, conclusive); possibility,  
possible; examination, examine; exhibition /,eks `--/,



exhibit; experiment (n.), experiment (v.), ex,peri`mental;  
advertisement; `advertise/-ize

### III.

1. speech : writing, or writing : speech (general words for different referents that don't overlap but on the same plane)
2. language : Ameslan (the former including the latter)
3. dexterity : ability  
spy : see -- approximately the same except that the latter has a more general reference while the former is more specific; thus "to spy" or "dexterity" (esp, manual ability) can be replaced by "to see" or "ability" but not vice versa
4. presence : absence (opposite)

### IV.

1. 1) You wrote inventively (as far as the idea is concerned) but I am afraid your sentences are grammatically wrong (erroneous/faulty).  
2) The trainer believed that these chimps were competent learners and that they could even understand elaborate requirements and make intelligent responses.  
3) The beginning of the story is remarkably told but the pity is we don't see the subsequent development of the events (clearly).
2. 1) The chimp made the sign "Hello" to the cat but the cat only gave her a blank gaze.  
2) He made (a) careful observation of the weather and recorded the changes accurately.  
3) A year is the length of time it takes the earth to make one revolution round the sun.
3. 1) Upon/On returning to the hive, a bee tells other bees where a source of food is by performing a dance on a wall of the hive.  
2) On/Upon being informed of the murder of his brother, he gave an immediate response that shocked everyone.  
3) On/Upon hearing that I was still a computer illiterate she offered to teach me to use "Microsoft Word".
4. 1) Prices can be said to have come down a little these months.  
2) Personal computers can be expected to enter many more Chinese families in the coming year.  
3) Chimps can in no way be said to equate humans in linguistic abilities.

### V.

1. Little John has outgrown the baby carriage.
2. Amy outshines Betty at balls but Betty outshines/ outdoes Amy in exams.
3. He outlived his son and daughter.
4. In education, demand can be said to outstrip supply.

5. They smoked away at the meeting.
6. The girls would giggle away at nothing.
7. Don't work away at your books. Go outdoors to take some exercise.
8. I had a cold and coughed away the whole night.

VI. (Also based on Carl Sagan's "The Abstraction of Beasts".)

1. were trained, to press, heard, heard, was heard, would appear, pressed, was rewarded, hearing, seeing, was increased, to be rewarded, had to, remember, had heard

2. observed, emulating, learning, finding, using, to push, to acquire

VII.

a verbally accomplished...,  
 communicate language to,  
 the existing nonverbal communications,  
 there is little pressure,  
 But if...,  
 if gestural language were necessary,  
 little doubt that,  
 through the generations.  
 a significant development,  
 if all the chimps,  
unable to communicate,  
 Chimpanzees are already accomplished,  
Although a few years ago,  
after a few generations,  
 a chimpanzee published in....

VIII. (\*\* the more difficult ones)

|   |                                       |
|---|---------------------------------------|
| reporter <u>for</u> ...,                              | <u>whose</u> parents could neither... |
| in <u>both</u> respects..., had <u>been</u> abroad... |                                       |
| <u>On</u> his return to...                            | <u>one</u> of his first...            |
| ** (to look) <u>into</u> the...                       | with <u>the</u> chimpanzee,           |
| of <u>another</u> species ...                         | of the <u>word</u> tongue...          |
| <u>it</u> is built deeply ...                         | ** a word <u>that</u> also means...   |
| <u>in</u> his native "hand."                          | from tongue to <u>hand</u> ...        |
| (humans) <u>to</u> regain...                          | communicate <u>with</u> the animals.  |

## Supplementary Reading

### Perfect Pidgin

The common structure of all human languages

Stephen R. L. Clark

\*\*This is the longer version for the teachers. The first part, Clark's review of Christopher Wills's *The Runaway Brain*, a palaeoanthropological study, will appear as supplementary reading for "How Did Man Get His Brain?"

Palaeological evidence, mostly from Africa, supports the genetic evidence, that our species began somewhere in East Africa, and has evolved under pressures created by the chance emergence of grammatical language, and our lengthy infancy.

Most DNA, it now turns out, is not made up of genes (hereditary units having definite phenotypic effects) at all. Genes, where they exist, are certainly not "selfish", and would not programme their hosts to be "selfish" themselves even if they were. Most evolutionary change ... is not driven by natural selection at all; genetic drift accounts for most of it. Neutral variations automatically accumulate, to stand revealed (perhaps) when some sudden environmental change, or some other minor mutation, enables their expression.

\*\* Most of our development occurs outside the womb, stimulated by the challenge of human society; even the brains of chimpanzees, probably our closest relatives, develop primarily within the womb, and never quite catch up. The additional stimuli of extra-uterine existence force our brains to make more complex neural connections. But all modern vertebrates have larger, "better" brains; 65 million years ago, ... the brightest dinosaur, *Stenonychosaurus*, had a smaller brain than an ostrich, not the brightest bird around. The "encephalization quotient" rises all the time; by and large, it's better to be brighter. But it has only recently been safe to concentrate, in thought, on single abstract issues; our capacity for this must have developed recently, as must our capacity for grammatical speech. It may be that such speech began no more than 35,000 years ago, but (if it did) it drew on genetic alterations established long before, just as (still more recently) did the capacity to write and read.

The Language Instinct is Steven Pinker's name for that capacity--to speak and understand--which people have for centuries identified as our essential nature. Like Wills, he wishes to disabuse us all of sundry superstitions: that language ineluctably conditions thought, that the Inuit have amazingly many different words for snow (they have two), that popular speech is clumsy or ill-formed (it's as grammatically complex as any), that English spelling is absurd, that children learn to talk from role-models and care-givers (they talk as readily, and as easily, as they stand up and walk). It is this last claim that will be most distrusted. Isn't it obvious that children need to be taught their mother-tongue? Isn't it obvious that languages are cultural artefacts that could take any shape at all? Isn't it obvious (far too many philosophers certainly think

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so) that thought requires speech, and speech requires a public language-using community to give it meaning?

Pinker provides evidence that three-year-olds have already worked out complex rules of grammar, well before they can cope with traffic-lights or with logical argument. They can do this so easily because all human languages have a common structure grounded in our brains, which the child needs only to fill in with local vocabulary, and choices about phrase order. Pidgins may begin as fragmentary, inconsistent codes; children who are brought up to speak them turn them into creoles, "bona fide languages, with standardised word orders and grammatical markers". There are no primitive languages, in Papua New Guinea, among "the lower orders", or in the mouths of three-year-olds. However odd other people sound, they speak "grammatically", in sentences well formed according to consistent rules in their own particular dialect, and those rules are every bit as neat as those of Standard English. "Broken-off sentence fragments, slips of the tongue and other forms of word salad" do occur--more often in the proceedings of academic conferences than in casual speech. There are no "bad languages", any more than there are "bad genes".

That children often invent their own languages, or reinvent their mother tongues need come as no surprise. Pinker himself perhaps provides some evidence against his claim that we need not "teach" our children (any more than we need to teach them to sit up and crawl). "Motherese", the dialect that most of us will use to infants, may only convey the melody of the language that the children are to learn (which melody is apparently also audible in the womb), but that melody will help the child to speak. Those profoundly deaf, or feral, children who did not learn the local language in infancy, did not invent a tongue from scratch, and usually fail to learn one later in life. But this concession need not alter the basic point: language is instinctual in the human species, even if its regular reinvention often needs to be cued or sparked by an existing speech-community. It is instinctual, and seems to have no special connection to intelligence; some very stupid or very disturbed people speak fluently, even imaginatively; some very intelligent people can hardly speak at all. There are apparently families many of whose members are "language-impaired", who none the less cope with social life. Harlan Miller's "Wahockies" (imagined in *The Great Ape Project* [1993] as a community of human beings without the power to speak, and therefore as a guide to how we should treat other anthropoids who cannot speak) are apparently real possibilities.. For much the same reason (that the language instinct is a capacity distinct from intelligence or sentience), it is foolish to expect that even our closest anthropoid relatives will ever learn to speak. Foolish, and unnecessary; if people can think, intelligently, without language, so may other animals.

Orwell feared that Newspeak could prevent our thinking any subversive thoughts, and it is now a fashionable creed that "the limits of our language are the limits of our world". By Pinker's highly plausible account, we need have no such fears. Pidgin Newspeak would be creatively transformed into a normal creole, a new human language, in a generation. Words would change to accommodate new thoughts, and old forbidden thoughts, because we do not actually need words to think. The bulk of Pinker's book is a lucid and engaging study of the basic structures of all human languages, and the process whereby we learn our mother tongues. A visiting Martian might reasonably conclude that we all speak dialects of the same language (Earthspeak), despite popular and ignorant claims about the radical diversity of tongues. Maybe there could, after all, be creatures who think and speak quite differently from us--so differently that we could not easily learn their language. Almost certainly, all human languages are derived from some original language, "Proto-world" (not necessarily spoken by mitochondrial Eve). But our shared, fundamental grammar is inherited genetically, while the particular words and affixes which are inherited by word of mouth have had so long to change that we could never realistically discover what the vocabulary and phrase-order of Proto-world was like. We can suspect that our ancestors were well equipped to label different "natural kinds" of plant and animal, and to distinguish between what things are, and what they are doing, when and where. One of the most interesting sections of *The Language Instinct* deals with the different logical rules that all of us apply to natural and artificial kinds. They could also manage recursion: the reapplication of a grammatical procedure to produce more and more complex phrases ("this is the rat that ate the malt that lay in the barn..."). Steven Pinker prefers "natural selection" to "special creation" or genetic drift as an explanation of these capacities: things didn't happen *so as to produce something of value*. But what they did produce, the marvel of human language as an example of human unity, excites his admiration. Both he and Christopher Wills neglect the real epistemological and ethical difficulties faced by naturalistic theory, but they are laudably cautious in their exposition of current explanations of human unity. Both manage to convey how marvellous that is, and how exciting even the driest patches of linguistic and palaeological science can be.

## Lesson Three

### The Excursion

#### Teaching Notes

#### Activation

1 and 2: on the title and content of the text

1. excursion--an outing, a short pleasure trip

to the Summer Palace, to ... Hills, to the suburbs, a country/boat/fishing/hunting excursion, etc.

When students come to the text, they will notice esp. that in addition to going out of town physically, "I" also took an "excursion of the mind" to reach out for things and relationships invisible to the human eye. This excursion is a deviation and departure from the normal route but finally, as indicated by the definition of "excursion", returns to the starting point (going out for a thought, finding the thought)

2. Probably, God, death, kill

\* Actually, cave, shelter, cheese, boat, blossoms

Students may take words like "thunder", "scent" as nouns and so find them quite appropriate in "Excursion". They may even find ways to accommodate "wound", "horror", "bleed", in which case they might imagine an accident on the excursion, hence more excitement (for the same reason, "death" and "kill" seem too much for a pleasure trip).

The striking thing about the text is that there appear so many words denoting wounding, maiming, killing and suffering.

Both thunder and scent are used as verbs. (I thundered out.... I might scent a scandal....)

scent v.: to smell, but used esp of animals with an acute sense of smell, and in the text, "to get a feeling or belief of the presence or fact (of)"

3-5, on the vocabulary

Most of the words in 3 and 4 are not new. Through rearrangement, students may get a feeling of the main action--destroying, making suffer, and of the complicated sentiments--fear, pity, anger, pain, etc.

3. (action) destruction, crush, slaughter, scatter, wound, battle

(feelings) pity, frightened, bitter, despairing, miserable, nervous

4. (fear) terror, horror, panicky, frightened

(excitement) aroused, thrilled

(anger) irritate, bitter, cruel(?)

(pain) agony, suffer, writhe, ache,

(sympathy, sorrow) poor, compassion, pity, miserable, bleed for

5. Most of these are new words.

verbs: writhe [similar ending: bathe, breathe]

stupefy [-fy, a verb ending: satisfy, notify]

nouns: agony, prayer

adjectives: massive [active, passive], faithful [careful]

### Words and Expressions

1. having to do with the Christian religion

2. nouns (concrete)

3. can be used as a noun or a verb, \* (limber: not required)

4. relating to mental activity, judgment, etc.

5. having to do with feelings, moods

6. collocations

come on (l. 72) (= come over? come down on?)

come upon (ll. 11, 13) (= come across, to meet or discover by chance)

### Notes

#### Additional notes about the author, the text and perspectivism.

**Kenneth Burke** (Do not confuse this American writer with Edmund Burke, an 18th Century British statesman, thinker and writer.)

K. Burke has been hailed as "the foremost critic of our time and perhaps the greatest critic since Coleridge," as "one of the major minds of the 20th Century." His range covers not only a vast expanse of literature, but politics and painting, psychology and music, philosophy and business efficiency. Burke is famous for his concept of "perspective by incongruity" (see below).

**"The Excursion":** The present text is taken (whole and intact) from a "sampling" of Burke's books and articles entitled *Perspectives by Incongruity*, edited by Stanley Edgar Hyman (Bloomington: Indiana Univ. Press, 1964), pp.17-19. Hyman has taken "The Excursion" from *The White Oxen and Other Stories* (New York: Albert & Charles Boni, 1924), pp. 65-68. Although "The Excursion" is but a thinly disguised discussion of the concept of "perspective by incongruity", as it is a "story", i.e. a fictional work, it is advisable not to confuse "I" with the author. The "I" in the text will be referred to as the narrator.

#### Perspective by Incongruity

(In painting) the artists were attempting to introduce a variety of perspectives, seeing the same objects from many sides at once. And after they had made such purely disintegrative attempts at analysis for a time, they began to search for a master perspective that would establish a new unity atop the shifts. (This concern was) akin to Einstein's



method, whereby he gets shifting frames of reference, but coordinates their relativity with reference to the speed of light as a constant.

Perspective in painting arose with the rise of individualism. It depicts nature by stressing the point of view of the observer. ... some artists would return to two-dimensional painting (abolishing perspective) and others ... would stress a multiplicity of perspectives.

--Perspectives by Incongruity, p.96

[ \* Notice the preposition by.]

...the concern with "perspective by incongruity" could be likened to the procedure of certain modern painters who picture how an object might seem if inspected simultaneously from two quite different positions.

--Prologue, *Permanence and Change*, p.1v

The following excerpts are from Hugh Dalziel Duncan's "Introduction" to K. Burke's *Permanence and Change* (3rd ed. with a new afterword, Univ. of California Press, 1984).

p. xv. Burke demands that we become masters of many perspectives in order that we may understand one perspective.

pp. xxxvii-viii. [Burke's view on religion] Burke ... is not "explaining away" religion as a mere matter of words. ...he is concerned not directly with religion, but rather "with the terminology of religion;" not directly with man's relationship to God, but rather with his relationship to the word "God". ...for Burke, religious communication ... is the paradigm for all communication.

...the categorical guilt [i.e., all men begin in a fallen state] and emphasis on pollution-purification-redemption indicate more clearly than anything else the fundamentally moral and ethical center of Burke. (What he has ...done...) is to systematize a naturalistic, linguistically oriented, secular variant of Christianity.

pp. vli-vlii. [Burke's view on violence] Each of us has his own private burden of woe, but if there is one affliction we all share it is our depressing need for sharing in the violence and hatred we visit upon ourselves and each other. We stand in terror before our greatly increased capacity to wound, torture, and kill. Why is man a "social beast of prey?" What need, individual and social, does our lust for violence satisfy? ... Our fate hinges on our capacity to answer [such questions].

If Christ's agony was not merely a historical event, but a paradigm of how the human psyche functions, is there any way out of human misery other than the religious way? And even if we accept the Christian way, what assurance is there that the future, like the past, will not see Christians torturing and killing each other in the name of God? ... What Burke offers...

is a methodology, a way of thinking, and of testing our thinking, about how we act as human beings.

perspectivism [philosophy] the doctrine that there can be no knowledge of reality that is not dependent on one of various competing conceptual systems, and so that there can be no absolute knowledge or truth.

--The Collins English Dictionary

## Understanding the Text

### Suggestions

Divide the text and ask the students to work in groups to find out and classify things, each going through a certain division.

Do not be afraid of repetition: classifications take care of different layers of meaning and may overlap each other.

Do not introduce the term "perspective by incongruity". Use words students can understand, such as "standpoint", "point of view", entirely different, opposing attitude, opposite, things (not) usually grouped together, etc.

\* Additional questions are marked by "T" plus a number.

T1. Give your general impression of "The Excursion" in a few words.

Collect the students' first responses. Do not discuss anything at this stage. The following are expected: funny, boyish, comic, playful, serious, needlessly causing suffering, hypocritical, contradictory all through, strange, etc.

1. para.1. going out of a city or town or village  
the change of scene: (piano: home), barber shop, grocery, girl, coop--things connected with human residence, roadhouse, quarry, crops, ant hill--gradually outside town, in the country, in the fields; also "trudging on for hours" (1.11)

nervous wheat: "nervous"--for human state and behaviour, "wheat", a crop, acquiring human moods

more specifically: narrator putting his own uneasiness (worried, troubled, for a thought) onto a plant, but making it sound so natural as if it was only one of the common things he sees on the way

2. [The text builds up "perspective by incongruity" from the very beginning. Soon it becomes an established pattern.]

Two "having... + inf." structures, paralleled, juxtaposed, suggest very different moods: one indicating "idleness", the other, "seriousness". Then, "trusting that I might ... or ..." --the choice carries the difference in mood/motivation further: scent a scandal--associated with "idleness", having nothing to

do; God's toe--(toe, not mind, spirit, Word) idleness, but anyway also connected with religious thought.

But of course, the two sides are made inseparable and interpenetrative in his narrative. This can be seen in another juxtaposition [putting together] of things which do not usually go together: "I came upon a thought... I came upon an ant hill." From "I had walked... and still without a thought" to "miles upon miles I had walked for a thought, and at last I came upon an ant hill", it seems as if the ant hill is the location and embodiment of the thought he has found. [explain "come upon"]

3. "idly curious" --carrying on the pattern established: he is idle and curious (i.e. eager to know or learn some scandal, or something serious), serious thought attendant on or resulting from idleness and curiosity

ants' curious (i.e. strange) behaviour: busy moving about (purpose? not clear), maybe busy working, carrying burden; panicky and frightened without reason [why? also a human situation, e.g. purposelessness? burden: perhaps spiritual as well as material]

making identities: ants = human beings, their behaviour = human behaviour, thus ants "have"/acquire/are given human feelings, which we are sympathetic to (agony, fear, suffering, etc.)

dominant feelings: fear, panic

4. 1) his actions only:

tired (bored) of watching the mass, picking out one to watch; his toe marking out a rut in the ant's path (for it to climb over),

dropping little bits of sand on it,

turning it over with a blade of grass (too limber);

picking up a stone (to push it with),

drawing a circle, swearing not to let it get out;

beaten by the ant under his own terms,

[renewal of battle] bringing the stone down on its body

\* acts/behaves like a mischievous boy, idle, playing, cruel

2) ant's actions only:

running about (l. 27)

climbing over the rut (l. 32)

rushing about [in terror] (when sand drops on it, when turned over by a blade of grass)

making for the edge of the circle and crossing it in a burst (l. 48)

[\* runs/rushes about and overcomes obstacles]

3) It seems so. His seriousness can be gathered from the words he uses: picked out one ant to watch "after much deliberation"; a great god was ...; "I'm his destiny", the conception thrilled me; took (an) oath; (calling it a) battle,

victory (uncertain); his passions, dreams; destiny had spoken ...

[\*\* incongruity: a very serious attitude revealed in an irresponsible, boyish action; or, does he just pretend that torturing an ant is as grave a matter as a battle with a deadly foe, thus making the whole thing all the more ridiculous?]

5. His intellectual and emotional responses--not fixed but shifting like a pendulum.

1) excitement (yielded by torturing the ant): unaware of ..., not knowing a great god was ... (27, 28); thrilled (35-6); destiny had spoken (51)

sympathy/pity/compassion (on seeing how frightened and desperate it is): poor little fellow (37), realized how massive... , how all-consuming ..., my pity went out to him (38-40)

anger: aroused, "I'll kill...", shouted (49)

(action--deliberate torture: rut, sand, blade, stone, kill)

shame: ashamed, unfair (52)

2) a great god looking down (28-30)/destiny (of ants) (35, 51): does he deliberately use the image of "toe" twice? God's toe (peeping through the sky), marking out a rut with the toe of my shoe

3) the ant's human identity: dominant feelings--fear, pain, confusion, longing, suffering:

**frightened** (26), **unaware of...** (27), **not knowing** a great god was..., **just as I did not know...** (28-30)

**rushed about in terror, how massive.../all consuming** (38-40) a **despairing** burst, made for... (47, 48); **passions, dreams**

\* The narrator is interested in ants because they "seemed so human that my heart went out to them." (20-1) In fact he has double identity: with ants (persecuted, victimized, defeated), and with their destiny/God (persecutor, victimizer, victor, irresistible). He can enter the inner world of both. He plays two roles at the same time.

6. 1) watching ants touch each other (56-61)

slowly, carefully, took stone and drew it over of two of the ant's legs (63-4)

ran stone across his other legs (68), killed (this second) ant (71)

stepped on other ants, dug up ant hill, scattering destruction broadcast

stood gazing at death and slaughter

prayed to God

2) two came up and touched [talk?]

tugging, pulling at a dead bug (62, 63)

wounded, began writhing (65)

only a few in the ant-hill remained alive (78)

3) anger: **irritated** (by ants' being earnest and faithful) (55); **bitter with** the thought of cruelty of universe, needless suffering (83, 84)

sympathy/compassion/pity: (one ant grievously wounded by me) my face **distorted with compassion**, my heart **bleeding for** him; **sick with pity** for the poor little ant, (killed it) to end his suffering (71), poor, miserable, little ants (81, 82)

agony/pain: (running stone across ant's legs) like a **thrust into my own flesh**

explanation of his motivation: (kill) to end suffering

shame/regret/sorrow: **wide regret** that I might have killed a poet/genius (71-4); **sorrow grown to weigh on** me, crushed vitality out of me (79-80); **stupefied at** my work (86)

**calm horror** (86)?

4) **so earnest, so faithful** (56)

(wounded severely by my stone), writhed **in agony**

T2. In the first two paragraphs, do you see some of the ways in which the narrator tells his story?

Notice two things:

1) The imposition of human feelings and values onto other species and objects is persistent throughout the text (in the first 2 paragraphs: nervous wheat, ants panicky, frightened, looking so human). So, an observed fact is never purely "objective" but is always put in a certain relationship with the observer/viewer and narrated from a certain "point of view".

2) This viewer/narrator has the habit of putting things together in an unusual way. He seems to see things and speak from opposed "points of view", yet quite unaware of this opposition.

7. So far the narrator has given us a very unusual description of his unusual behaviour: words opposed to deeds/actions, feelings opposed to words--whatever he says, he does sth contradictory immediately:

conflicting impulses, contradictory behaviour:

(38-42) how massive his belief, how all consuming his tragedy--**But** my blade ... too limber, I picked up a stone to...

(43-54) set terms, beaten by ant, aroused to kill him, thrilled for playing destiny, ashamed for being unfair

(63-67) wounded ant's legs, my face distorted with compassion, how my heart bled for him

(68-74) further wounded his legs--thrust into my own flesh, sick with pity, wide regret--but killed him to end his suffering

(75-81) destroying all ants--sorrow for them had grown until it weighed on me, crushed the vitality out of me

(81-87) calling them poor ants, looking with calm horror at death (of his own doing), thinking of the cruelty of universe

ants' society: why emphasize fear, panic, massive belief, unawareness, capacity for suffering, endurance, incapability of resisting destiny effectively (sth much above them), why not emphasize, say, their well-organized society, order, labour, diligence, etc.?

8. difference in the degree of **intensity**, in his **increasing desire and increasing power** to inflict pain and suffering, to kill (more cruel, more violent, leading to indiscriminate killing)

also difference in the **intensity** of his rhetoric--words he uses to control our response: more violent, more universal, more abstract, more widely applicable to human conditions, more ...

narrator: benign? cruel? boy? naive? confused? intellectual?

9. a thrust into my own flesh (69)

final gesture in praying: looking toward heaven, Christ like, praying--while actually watching ants, not addressing God--but he finds God/destiny among (dead) ants  
thunder out--silent?

Providing a master perspective, overriding differences and oppositions: an image in union--Jesus Christ: both divine and human, suffering, guilt, victimized, sacrificial, redemptive

T3. many of the verbs are Anglo-Saxon in origin, capable of collocations

. why we suffer, ache?? why pity God??

uncontrollable, incomprehensible forces at work?

mischievous out of idleness, curiosity, not deliberate destruction, purposeless

God--too idle, having nothing to do, resorting to killing to amuse himself, chaotic, not because of clear intention

human--inherent guilt, fear, terror, instinct to kill

. calm horror, trained incapacity, decadent athleticism, planned obsolescence,

. notice the verbs used in the text: short, apt in collocations

### Exercises

I. 1. prei, `pre , sei, sed, sez, k n`sju:mi\_, wei, raiō

2. climb, frighten, push, pull, start, swarm, stretch, cross, peep, thunder, stupefy, distort, despair, mark, pray

/-t/: pushed, stretched, crossed, peeped, marked

/id/: started, distorted

/-d/: climbed, frightened, pulled, swarmed, thundered, stupefied, despaired, prayed

3. addressed, tugged, dropping, writhed, quarries, blades, bled, slaughter

7. gr(ie)vous, g(e)n(i)us, d(i)stort, d(e)struction, r(e)c(ei)ve, d(e)spair, b(e)l(lie)f, r(e)gret, (i)rr(i)tate, stup(i)d, stup(e)fied, thr(i)ll,

II. noun phr. = determiner + N (as pre-positioned modifier) + N (the central word of the phrase)

\* Notice the definition of "ant hill"--it's not really a hill. Also the difference between "shop" and "store" --they are not always interchangeable. A barber shop offers/sells service, not goods. [see *College English*, Book I, Lesson 4: there are only 3 shops, the butcher's, the baker's, and the General Stores.]

### III.

1. crossed v. passed; cross n. = crucifix,

2. both nouns, musical sounds; bill, pieces of paper money

3. v. direct speech to; v. to speak to, using a particular title of rank, address /form of address n. the correct title or expression of politeness to be used to someone in speech or writing

4. v. (to discover by sense of smell), to get a feeling of the presence or existence of; n. a pleasant smell

5. both v. to begin slowly to appear, to come partly into view [i.e. to be seen]; to look through an opening [i.e. to see]

6. roadhouse (a compound noun), an inn or restaurant on a country road [cf. the pub: public house]; houses--buildings for people to live in

7. both verbs: defeat [but of course one really beats one's opponent in boxing]; hit many times, hit physically

8. both verbs: bleed for--feel wounded by sorrow [i.e. a figurative use of "losing blood"]; physically, literally losing blood

### IV.

1. agony: writhe -- sorrow: cry

[n:v, a type of feeling: one way of showing this feeling]

2. panicky: fear -- bitter: anger

[adj:n, having, showing a certain feeling: cause of this feeling]

3. edge: circle -- side: square

[narrow line: sphere surrounded by this]

### V.

1. The discovery thrilled them/they were thrilled by the discovery.

2. The train thundered past.

3. ... how Tom can scent trouble...

4. ... they saw mangled (bodies of) passengers

5. The teacher was irritated by the students murmuring in class.

Or: ...heard students murmuring, which irritated him.

6. Wang beat all the other competitors in....
7. ... we trudged all the way back. ... we were stupefied with tiredness.
8. The old man's words weighed on him.

#### VI.

1. go out to, are suffering from
2. did not crush/has not crushed ... out of
3. stepped on, Turning it over, was looking down on
4. came upon/on, marked out for
5. thundered out, to end
6. peeped through
7. made for
8. Tugging at, brought ... down on

#### VII.

an abandoned, a distorted, a writhing, a crushed, a consuming,  
a stretched, a thinking, a despairing

#### VIII.

1. 1) on, 2) into, with 3) with, with, at 4) with, at, with, for, 5) into, on, in 6) on, for, with
2. 1) in, across, to 2) up, at, about, for 3) Of, on, out, for, 4) For, on, about 5) under, in 6) in, upon 7) At, over, under 8) at, on, down, on, with

#### IX.

1. On his way home, Adam came upon an old friend and a good idea, too.
2. Bad luck came on the cabmen before they were aware of it.
3. That hunting trip brought tragedy down on him.
4. The child tugged at the corner of his coat and wouldn't let him go.
5. On the Moon Festival, our thoughts would go out to our relations living abroad.
6. My heart bled for him when I thought how he lay on the ground bleeding grievously.
7. Two dogs were making for the same bone. The athletes were making for the arena. ??
8. The little girl peeped at the stranger from behind the curtain.
9. Our compassion went out to the experienced athlete who had been beaten by a fresh hand. ??
10. From piles of water-melons he picked out ten big ones and marked them out to send to the exhibition.
11. The government marked out a large area as information industry base.

#### X.

1. 1) While he trudged ..., the wind kept blowing and pushing him back.



2) In spite of their efforts, the fire kept burning and spreading in the forest.

3) The mother kept cooking in the kitchen/talking to the guests in the living-room. Left alone, the baby kept crying in the room/on the floor.

2. 1) While the students were taking the examination, the teacher sat behind his desk watching them/correcting papers.

2) I don't... to lie reading in bed.

3) Her son came rushing in to tell.... She was so glad that she went running about to tell everybody the good news.

3. 1) On Sunday we might notice/see disappointed visitors peep in through the front doors of the ....

2) ...she suddenly heard someone shout, "Help!"/heard a car stop behind her.

3) ...he wanted to watch Santa Claus climb down the chimney and put the present for him by the side of his bed.

4. 1) ... if I didn't promise to work very hard, he wouldn't let me pass the examinations./...if I promised never to do it again, he wouldn't let my parents know it./if he saw me do it again, he wouldn't let me go unpunished.

2) How did you make him agree to accept such unfavourable/difficult terms?/make him work for you for almost nothing?

3) ...please let me know as soon as possible.

5. 1) You should stop to take a rest/have a cup of coffee.

2) ... he often stops to tell people the way.

3) ... stop studying a while to listen to me read this to you/to read this?

6. 1) ...too soft to turn the bug over with

2) ... the terms he beat/put me under.

3) ... room to spend a night in.

7. 1) I wonder why he keeps running the stone across/over the legs of ants. I wonder if it is right/if he has the right to make ants suffer.

2) ... whether they would ever have their lunch/whether the teacher would ever stop.

3) ... when her son will get his degree and come back/when they will be able to move to the new house.

8. 1) to see if all the office doors are safely locked.

2) to see if every student was present/if there was anyone absent.

3) to see if there were any grammatical mistakes or misspelt words.

## XI.

1. 1) I (had) thought hard about/worked at the problem for several days, and still without an answer.

2) These three months he has sent dozens of application letters to all kinds of companies, and still without any hope of a job.

3) She waited patiently for thirty years, and still without any news of her husband.

2. 1) Boys would fight noisily any time in any place, and for no clear purpose that I could see/understand.

2) He would oppose every suggestion put forward by others, and for no cause that could convince me.

3) She would be late for the first class, and with no excuse that I could accept.

3. 1) When I entered his house I saw at once how hard /miserable his life must be, how great/heroic his efforts.

2) Reading her letter, he began to realize how deep her love for him had been, how crushing her despair.

3) I can't understand this man. How serious his thoughts seem to be, how stupid and unreasonable his actions!

4. 1) The debate was fierce and heated, with the audience now applauding for Team A/one side, and now for B/the other.

2) The chess championship progressed slowly and steadily, with scores now in her favour, and now in her opponent's.

3) He found he was only wandering in circles, with that tall building now on his left/in front of him, and now on his right/at his back.

### XIII. Cloze.

|                         |                       |
|-------------------------|-----------------------|
| (the) tiger (woke),     | (king) of (beasts),   |
| she (said),             | (We) need,            |
| (for) a (change),       | (hear) no (crying),   |
| that (of her),          | the (moon),           |
| (moon) with (black),    | (to) look (after),    |
| (like) his (father),    | (thorn) in (his),     |
| (till) he (came),       | the (king),           |
| (long) live,            | (woke) her (mate),    |
| (see) you,              | (Leo,) and,           |
| (out) to (defend),      | (lasted) until (the), |
| some (taking),          | (the) lion,           |
| (the lion) or,          | (some) did (not),     |
| (fighting) for,         | (some) fought,        |
| What (are we),          | said (the aardvark),  |
| someone (asked),        | (new) order,          |
| (in) which,             | (stirred) except (a), |
| (days) were (numbered), | but (it),             |
| seem (to),              | if (there)            |

\*\* noun (3), verb (7), aux.v (1), art. (3), personal pron (5), relative pron (1), other pron (4), negative word (1), prep (6), conj (4), to before inf (1)

## Lesson Four

### SALT

#### Teaching Notes

##### Guidelines:

the speaker preaching to college students on three levels: intellectual, moral, and religious, arranged in a hierarchical way

Western intellectual tradition: independent thinking, critical thinking, very much against "mob" ("mass", "popular" sth., newspapers, printed matter)

#### Activation

1-2. That is, ask the students to write out a "word constellation" by means of free association. Give them about 2 or 3 minutes for writing and another 2 or 3 for discussion.

3-5. There may be several new words. Ask students to make the best guesses at their meanings.

3. Predicting the content. Those that do not appear in the text are: crystal, production, NaCl, table, mines. Students who notice the words "ye" and "Matthew" should be able to predict "faith", and "Christ". Note especially how they deal with "sweeten".

4. positive: discipline, knowledge, plain, reason, privilege, decent

negative: evil, pest, morbid, news, decay, curiosity

In different contexts, "plain", esp. "privilege" can be used in a bad sense, while "news", and "curiosity" are in a good sense (or at least neutral). Van Dyke is very much against "news" and "shameless" curiosity.

5. 1) folly, idiocy, 2) genuine, true, 3) purify, cleanse, 4) thoughtlessness, ignorance

#### Words and expressions

(\* not required except in spelling and recognition exercises)

1. taste, salt ("saltiness" not listed)

2. making clean

3. religion and faith

4. nouns and a few adjectives of good meaning (professions and subjects of study: not used in a bad sense) (known words such as "thoughtful" and "conception" not listed)

5. nouns that are neutral, or many of which could mean something good but are used in a bad sense in the text

6. verbs (value-free)

7. more concrete nouns, adjectives; -ly adverbs

8. nouns, adjectives, verbs with bad meaning (known words like "disease", "fever" not listed, "evil"--see 3)

### Additional Notes

1. More about the author and the text: Henry van Dyke was pastor, Brick Presbyterian Church, New York (1883-99), professor of English literature, Princeton (1899-13; 1919-23). His writings are mostly concerned with nature, friendship, and faith. "Salt" was first published in 1898 at Harvard University. The present text is taken from *100 Famous Speeches* (in English and Chinese), ed. and trans. Shi Youshan (Beijing: Foreign Translation Publishing Corp., 1987), pp. 322, 24, 26, 28.

From the already abbreviated selection in *100 Famous Speeches* (between pars. 3 and 4, and between the last two pars, are ellipses indicating large omissions), two sentences are omitted: (following "things that are very necessary.") From the very beginning of human history men have set a high value upon salt and sought for it in caves and by the seashore. The nation that had a good supply was counted rich.

2. The spelling system: We keep the American spelling system in the text and will ask students to notice the difference in spelling between AmE and BrE. (Ex. I, 3)

3. figure of speech, image, symbol

A figure of speech is a word or phrase used for vivid effect and not in the ordinary meaning. It is often a word picture or comparison. An image is a mental picture, which may or may not have a special meaning. A symbol is a thing that suggests something beyond itself. Thus, "to see God's toe peep through the sky" is a figure of speech, for it arouses an image--a vivid picture in one's mind, of a divine figure appearing idly "in person" and making its power felt. To mark out a rut "with the toe of my shoe," on the other hand, is not a figure of speech, for although it creates a vivid picture in one's mind, "the toe of my shoe" is still used in its ordinary, or literal sense. The cross, or the crucifix (a cross with a figure of Christ on it) is not only an image, but it is the symbol of Christian faith, of Christ's suffering and sacrifice in order to save the Christian believers. Of course, the killing of ants, indeed the whole "excursion", is also a symbolic action,

image and also figure: a road map, pendulum, etc.

4. the great French wit (ll. 5, 6): unable to identify, probably Montaigne (1533-92)

### Understanding The Text

Additional questions for teachers' use are marked by \*\*.

1. The beginning lines. Sound effect. "Ye", "you", analogy. First ask the students: What is van Dyke doing? Notice the use of second person in the text. Discuss how "Ye" is a fit beginning word for what he is doing.

1) speaking to/addressing a group of people/students, making a speech: "you" (pars. 5-7) denoting the people he is directly addressing

2) He is preaching/giving a sermon. He is teaching Jesus Christ's teaching in Christ's style. A sermon is usu. based on a sentence from the Bible. As Christ wants his disciples to be the salt of the earth, so van Dyke wants his audience to take action to save the world. The juxtaposition of "you" and "ye" implicitly places the audience in the position of apostles.

Question No.1.

1) sound repetition: plain, pungent, purifying, preservative; salty, savory (later: permeate, sweeten, saving, seasoning)

What part of a word is being repeated? -- the first consonant sound [alliteration, a poetic device]

2) extended use in parallel structures: men of..., men of... (ll. 26, 27, 28); You have had... you ought to (repeated three times) (ll. 49-57).

3) As van Dyke is making a speech, sound repetition easily catches the ear of the listeners and adds forcefulness to his persuasion.

2-4. Three aspects of privileges and obligations. Climactic argument.

2. 1) (par. 5) College students [probably students of Ivy League.] He assumes/persuades them into believing that they are men of privilege, of enlightenment, of intellectual and moral and religious culture (par. 4, ll.26-29, par. 6).

**culture:** development and improvement of the mind or body by education or training

2) Positive: special advantages limited to very few people of a special kind

[paraphrase par. 6] It costs a great deal more, in terms of not only money but also **labor** (work, effort) and **care** (serious attention, effort) to educate a college student than the average man (an ordinary person, a man who has had some education, but not too much). The cost for raising an uneducated boy is insignificant/almost nothing compared with that for a college student.

\*\* Before the cultural revolution, we used to hear that it took nine peasants to make a college student. Does it cost more, or less, today?

\*\* why "men", "boy"? -- College education was not yet extensively open to girls at that time. Radcliffe College, a college of higher learning for women, was founded in 1897 and affiliated with Harvard. But not until 1963 did students at Radcliffe begin to receive Harvard degrees.

Notice: average + singular n.

e.g. The unit of "foot" is based on the average size of the human foot.

*to bring you out where you are today:* to make you what you are now, to bring you up/train you/educate you to the degree of culture that you have now

**To bring out** may mean to cause/help (an ability or skill) to grow or develop. e.g. The panic of the ants brought out his cruelty as well as pity.

3. (ll. 49-57) sentence structures repeated 3 times: you have had... and ... (numbers of words: 14, 19, 13); you ought to... (numbers of words: 7, 7, 7); also, it is your duty to, Don't be, Be...

\*\* How do the lengths of sentences correspond to the grammatical patterns and meanings?

1) three aspects (above lines, also see ll. 28-29, 26-36): they have duties as men of a. intellectual culture, b. of moral culture, c. of religious culture

2) \*\* Are those just different points/aspects of equal importance, listed one after another? (parallel) Or, are they arranged in a certain way so that the second is weightier and more important than the first, and the third even more so? (climactic) If we rearrange the paragraph in this order: a. faith, b. reason, c. morality, will it have the same effect? Do you see the logic of his argument/reasoning?

3) Call attention to the last three pars. Par 8: "Think, first, of ... men of intelligence may...." Par 9: "Now men of thought/cultivation/reason ..." (continue the "first"); Par 10: "Think, in the second place, of the duty which men of moral principle owe ...." According to van Dyke's way of reasoning, there should be a third, also the most important aspect, the highest obligation and duty: lead "a noble, powerful, truly religious life." (ll.39, 40)

4. relationships of words: interchangeable? parallels of different aspects? climactic? antithetical? or other?

general terms: privilege, enlightenment, culture

1) intellectual: culture, cultivation, enlightenment, education; thought, mind, reason, mental training, instruction, intelligence; thoughtful, to think, knowledge; instruction in various branches of learning, instructed in the lessons of history, science, philosophy; law, medicine, teaching, divinity

2) moral: principle, moral discipline, influences of good example; genuine virtue, good, better, purifying; clean, decent, upright, orderly life, respectability, worthy

3) religious: faith, noble, powerful, truly religious,

The above words are used positively in the text.

\*\* Ask students to find a more general term for "history, science, philosophy" [branches of learning] and another for "law, medicine, teaching, divinity" [professions, paid jobs].

\*\* Also see below, for words with negative meanings, and "black or white".

5-6. Active/passive. Be/don't be. Action, function.

5. first 7 pars

1) several related functions:

making tasty: adj. savoury, pungent, salty

n. flavour, saltiness, -ing: seasoning

v. sweeten, permeate (to spread or pass through or into every part of), season (to give special taste to [a food] by adding salt, pepper, spice)

making clean: adj. purifying, (wholesome)

n. cleanliness /-en-/, -ing: cleansing

v. purify, cleanse /-enz/,

enabling to last long, preventing from going bad:

adj. preservative, wholesome

-ing. saving

v. keep, save

2) par 2: "Salt is savory ... sacrifices." Functions of salt in a literal sense (food: to season, purify, keep).

Jews, warm climate, etc.: intermediate between literal and figurative (Jews --> Christianity)

par 3, ff. in a gradually more abstract, figurative way: "figure of speech", "image" --> "conception of their mission, their influence" -- "to cleanse ... the world ... human existence" -- "power", "influence", etc.

The emphasis is on the active function of salt/disciples/intellectuals:

\* Their function was not to be passive, but active. (ll. 19, 20)

\* Men of intellectual and moral and religious culture, who are not active forces for good in society, are not worth what it costs to produce and keep them. (ll. 28-32)

\* It is your duty to make active use of them for the seasoning, the cleansing, the saving of the world. Don't be sponges /sp\_nd /. Be the salt of the earth. (ll. 59-62)

6. \*\* par 4: also based on Matthew 5: 13 (the whole verse)

"You are the salt of the earth; but if salt has lost its taste, how shall its saltiness be restored? It is no longer good for anything except to be thrown out and trodden under foot by men.

(verses 14-16) "You are the light of the world. A city set on a hill cannot be hid. Nor do men light a lamp and put it under a bushel, but on a stand, and it gives light to all in the house. Let your light so shine before men, that they may see your good works and give glory to your Father who is in heaven.

(The Oxford Annotated Bible: Revised Standard Edition)

You are like salt for all mankind. But if salt loses its saltiness, there is no way to make it salty again. It has become worthless, so it is thrown out and people trample on it. (Good News Bible: Today's English Version)

1) Cost, training, cultivation -- making one potentially powerful, or making it possible for one to be powerful (saltiness in there) -- far from enough.

Put the potentials to the right use, really bring them out, and make the world a better place. Be active, not passive, in this present life on earth (be salty, be worth one's salt).

An average person -- not powerful or very useful, for not having sufficient intellectual, moral and religious training (not salt, having no saltiness).

Potential power not exercised: salt -- not put to use, not used to cleanse, permeate, purify, season, i.e. not being salty --> waste material, rubbish, good for nothing, saltiness lost - no longer salty.

2) "Sweet" is characteristic of "sugar", and is thus usu. considered as opposite to "salty". But in the text, salt is used figuratively to mean sth that makes the world/life/ human existence cleaner, pleasanter, better, more wholesome. In that deeper sense, salt is not contradictory to sweeten.

\*\* In "Longman Dictionary of Contemporary English", the phrase "the salt of the earth" is marked pomp(ous), that is, a phrase which sounds foolishly overimportant.

7-8. Contrasts: black or white, good or bad, knowledge or ignorance, etc.

7. 1) par 8: disease, in the central analogy between "physical diseases" and "political and social plagues"

2) a. disease as figure:

noun (phrases): disease, plagues, yellow fever [deadly disease esp in tropical areas], pest, morbid thirst [morbid: having an unhealthy interest in sth unpleasant, diseased, cf. wholesome], (fit soil for) bacteria (sing. bacterium)

verbs (commonly associated with diseases): spread, fall, develop

b. dangerous influences:

noun phrases: ignorance (triumphantly ignorant); shallow self-confidence, vulgar thoughtlessness; shameless curiosity, incorrect information, complacent idiocy; folly, fanaticism

[who] societies (supporting ignorance), the atmosphere of, all classes of the population, fit soil for, (community);

support, dissemination

[media] newspapers, literature, news, printed matter

verb phrases: systematically organized [as against "individual" thinking man], willfully ignoring, propagate, fall (under the influence of), cannot distinguish,

c. other negative expressions in the text:

decay, waste material, rubbish, sponges, evils, corrupt, degrade, false pretenses

\*\* cf. 5. words of positive meanings



8. 1) See above (2), [who] and [media]. The educated (salt) are contrasted with the ignorant public/mob (the average man + the uneducated). The masses are, in his view, fit soil for social diseases.

2) Western intellectual tradition, biblical tradition.

\*\* Why does he associate "ignorance" with "news", "newspapers", "printed matter" (spreading ignorance, diseases, folly)? Why does he think that "ignorance" is the most dangerous thing? Why is "self-confidence" bad? Why are "curiosity", "information", "literature", etc. not praise-worthy? [Notice how the epithets restrict the meaning of the nouns: *shallow* self-confidence, *shameless* curiosity, *incorrect* information, etc.]

\*\* Why "ignorance... consists less in not knowing ..., than in willfully ignoring the things that are already known"? Why "the more they read, the less they learn"?

In the late 70s, in his talk to the English Department of Peking University, I.A. Richards said sth to the effect that "Don't teach your students newspaper nonsense. Teach them (according to?) common sense."

3) knowledge/news: This point will further be taken up in "A letter from hell."

9. 1) (11. 100-01) Being thoughtful and helping other men to think.

[thinking: sth inward, often contrasted with outward action; "thinker", contrasted with "man of action"]

"be thoughtful" in the sense of being firm in morality and faith--able to tell right from wrong, truth from falsehood, and acting accordingly, keeping up independent thinking and critical spirit

"Antidote" continues the figure of "disease".

2) Of course those are, only they are not enough. In the same way, an orderly life is not the highest level of religious life. Being orderly, decent, clean, upright, respectable, reputable -- a low level of "good".

10. stylistic devices for the purpose of persuasion--sermon:

1) like Jesus, teach by parables/figures of speech

2) sound effect: alliteration, a series of synonyms

3) verbs, adjectives, with active meaning: abundant -ing forms

4) straightforward demands: imperatives (Don't be, Be, not to be passive but active, be thoughtful, etc.) no room for doubt or hesitation

5) repetition: words and phrases of similar meanings, parallel structures, analogies--coercive force

6) contrast (words, ideas): black or white, right or wrong, true or false -- clearcut value judgment --no middle road, no ambiguity

7) concrete --> abstract (salt: influences for good, mission)

concrete + abstract: (image, figure)

give a wholesome flavour to human existence

political and social plagues, pest  
a yellow fever of literature  
fit soil for the bacteria of folly and fanaticism  
wrap our virtue up, in little bags of respectability  
in the storehouse of a safe reputation  
\* cf. repository of virtue and more gunpowder (Brown)  
8) paradox: seemingly incompatible, contradictory, but just  
right on a deeper level or from another perspective  
salt ... sweetens...  
superfluities ... very necessary  
the more they read, the less they learn  
triumphantly ignorant  
willfully ignore  
\* cf. calm horror (Burke)

#### 11. Free discussion.

\*\* There is no looking into "education" itself. Van Dyke  
assumes (takes for granted, goes on without questioning) the  
superiority of college people to ordinary people, as if the  
cost as well as all the training has certainly produced "salt"  
(intelligence, high moral standards, faith). The question for  
him (at least in the text we read) is only whether or not one  
makes active use of it (worth one's salt). But might  
"education" (not properly functioning) not be also responsible  
for the spread of shallow self-confidence, complacent idiocy,  
etc.? Might there not be ignorance, corruption, decay, among  
the educated?  
The tradition behind his assumption.

12. Chairman Mao: The masses are the real heroes while we are  
often ridiculously ignorant (e.g. unable to tell wheat from  
rice).

the masses of people--skin, the educated--hair: With the  
skin gone, what can the hair adhere to?

re-education by the masses: because the souls of the  
educated are ugly, indecent, degraded, corrupt, and need to be  
purified by...

Tradition in feudal China: literati as dependants, loyal to and  
in service of feudal lords

cf. western tradition of independent thinking

### Exercises

#### I.

1. -ea, -on, -th, etc  
/-i:/, /-i /, /`kli:nis/,  
cleanly /`kli:li/ adv., /`klenli/ adj.,  
\*/`klenlinis/, \*/klenz/, \*/`klenzi /, /di`zi:z/,  
/mi:n/, /ment/, /`stedili/, /`p :mieit/, \*/sp\_nd /,  
/d unt/, /` unli/, /k n`sist/, /`k nfid ns/,  
\*/`b :b( )r s/

/w : \_/, \* /`w : /

2. -sc, -ui, -iu, -i, -u, etc

false, medicine (AmE, /`medisin/), discipline, disciple, guilty, virtue, plagues, genuine, Jews, owes

3.

AmE

BrE

savory

savoury

flavor

flavour

labor

labor

\*

pretenses

pretences

/`pri:tensiz/

/pri'tensiz/

willfully

wilfully

Also, colo(u)r, hono(u)r-able; practise/ce; fulfill/fulfil, skillful/skilful, etc.

4. "emphasis", "bacteria" in the text as model to produce similar endings

emphasis-emphases /`emf sis, -si:z/, crises, analyses

bacterium-bacteria, medium-media, \* [not required] sym'posium-sia (meeting between scientists to discuss a specific topic)

\*\* The other plural form for "medium" is mediums, and "symposium", symposiums.

follies, geniuses /-siz/ [meaning great talent, used in "Excursion"; \*\* when it means a spirit, its plural: geni]

5. \* bear, bore, borne; passed /-st/

7. /i/, / / privilege, divinity, principle, intelligence, enlightenment, existence, ignorance, confidence, idiocy, average;

/ /, /ei/, / / abundant, pungent, complacent, triumphant, sponge

II.

1. **suffixing:** .

power-ful, thought-less-ness, induce-ment, concept-(t)ion, exist-ence, \* whole-some, salt-y, fanatic-ism, ignor(e)-ance, danger-ous, divin(e)-ity, sweet-en, pur(e)-ify

2. **prefixing:** in-correct, un-paid

\*\* super-fluity? (There is no such word as "fluity". Probably from super-fluctuate.)

\*\* antidote? (as one word, "dote" y. having a very different meaning)

3. **compounding:** mankind, \* self-confidence [Webster's New World: self-: a prefix used in hyphenated compounds], storehouse, newspaper, anthill

\*\* upright? [Longman: up- prefix]

4. n-->v. (noun that can directly be used as verbs) prize, cost, season, decay, respect, thirst, sacrifice

v-->n. pay, support

### III.

1. education: ability ("pay" as recognition, token, reward of "job"; "ability" gained when going through education, more appropriate than "privilege")
2. eloquent: silence (adj + n, different, even opposite in meaning, forming a paradoxical expression)  
bitter tears (not the same as "calm horror"), "sweet tears/agony" (OK)
3. bacteria: disease ("paper" as a vehicle, a medium for carrying news)
4. sphere (here, = ball): circle -- pyramid: triangle  
They form the best pair in the list (three dimensional: two-dimensional, or flat). But of course if you slice a pyramid horizontally instead of vertically, you get squares, not triangles.
5. cultivation: intelligent ("pungent" as a result of "seasoning")
6. different branches of learning (parallel relation)--poetry: drama /drama: poetry, different literary genres
7. spread: propagate (same part of speech, meanings can overlap)

### IV.

Even in graduate students' theses we detect redundant, indiscriminate use of adjectives and adverbs.

Suggestion: giving alternative adj./adv., talking about the difference, finding more similar uses in the text

Also see notes for questions 7, 8, 10.

1. complacent/foolish idiocy: adj + n (abstract), both negative, but "foolish" is simply a repetition of meaning already expressed by "idiocy"; "complacent" is often used of people who are sort of clever, successful, and the problem is they think too well/highly of themselves/their achievements.

Van Dyke tags the poorly educated idiotic, and what is more, they do not know they are idiotic but feel rather contented, thus making their situation more contemptible and pitiable to van Dyke. (not only reinforcement but also different perspectives)

vulgar thoughtlessness, genuine virtue (both good, but there may be different standards of "virtue", so van Dyke is anxious to distinguish between true virtue and that which passes for virtue under false pretenses--not redundant in the context)

2. a morbid/great thirst: adj (negative) + n. (sense word, neutral)

"great": showing degree, "a great thirst for true knowledge" (good meaning)

"morbid": unwholesome, unhealthy, associated with diseases, death; it restricts the meaning of "thirst", dragging it down to the negative area

shallow self-confidence, shameless curiosity, incorrect information, dangerous influences ...

3. noun + of (as modifier of the second N?) + noun  
respectability: sth good, but little bags of suggests narrowness of sphere, complacency, contrasted with exercising active influences for good in the world
4. willfully (consciously) / stupidly ignoring: adv + gerund/-ing
5. triumphantly / foolishly ignorant: adv + adj  
 Notice the difference between "to ignore" and "ignorant".  
 ignore sth: pretend not to know/see sth; "willfully": not contradicting the meaning of the verb

#### V.

1. can be understood by the average man/citizen (--men of privilege)
2. It is very thoughtful of you (--thoughtlessness, but different from "thoughtful" used in the text, 1.101)
3. went out of existence (--be propagated)
4. has also been very active (--passive)
5. show/have/develop a morbid thirst for/a morbid interest in (--wholesome)
6. No effective antidote to aids has been found yet/... antidotes... have been.... (--dangerous influences)
7. does not stop him from seeking/finding ... in this present life (--in heaven)
8. obtained/gained/enjoyed respect for the purifying of (--corrupt and degrade)

#### VI.

1. (have) to be instructed (in), how to put ... to the right use
2. develops, to distinguish (between)
3. reminded him of the importance of saving money for ...
4. pleads ... for, contributes ... to it
5. consists of, consists in
6. brings ... face to face with difficulties...
7. Wrapping up the sausages with ... putting them into... keeps them from....
8. has been adapted for, lays emphasis on the ...
9. pass for, give ... to his speech
10. brought out
11. Falling under, came to, render good for evil, rendered thanks to God ...
12. don't bring ... to bear upon him

#### VII.

1. Notice that "if-cl" is not an ordinary conditional here. It means "accepting that, although, in spite of the fact that". Grammatically speaking, the subject of the if-clause is often also the subject of the main clause.(?) cf. If it rains, we shall.... The speaker has a strong point to make, and the main clause pushes the argument further, deeper or in an opposite direction.

Ask students to find another example in the text: (11. 113, 114) If it is genuine virtue, it is worthy of a better purpose than that.

e.g. If she is poor, at least she is honest.

If the job is dangerous, it is also exciting.

2. The purpose of my trip was not sightseeing but gathering information.

#### VIII. Translation

be adapted for, bring face to face with, bring out, bring to bear upon, consist in, contribute to, cost ... (in), it + cost/take + ... as much + *inf.* as it + cost/take + *inf.*, if-cl., make use of, be meant + *inf.*, owe to, pass for, plead for, remind of, be + worth/worthy of + *n./v-ing/what-cl.*

1. It takes ten times as long to make the gift with one's own hands as it does to go and get it from the store. Besides, it costs at least as much. However, a hand-made gift is worth its labour and cost, for it is a better way of expressing friendliness.

2. This plan is not worth considering. In fact I think it is quite worthy of (being dumped into) the dustbin/garbage can.

3. Sometimes hardships and difficulties may bring out one's best qualities.

4. This article points out that we owe our great achievements to the policy of opening to the outside world.

5. Adapted for the enlightenment of very young children. these historical stories are meant to be heard, rather than read.

6. The true wealth does not consist in what we have, but in what we are.

7. You are such a big boy now that I don't think you need to be reminded every day of the school rules.

8. The developmental experiences of the coastal areas should be made full use of and brought to bear upon the inland underdeveloped areas.

9. They have been feeling uneasy ever since they came back from the hills, as if the excursion had brought some evil influence to bear upon them.

10. How can he have passed for an upright man? I will never again plead for a person who wins trust under false pretences.

11. If the Three-Gorges Dam Project costs a great deal in labour and capital, it is worth whatever it costs, for the project will have far-reaching influences in China's economic life in the 21st century / for the project will be brought to bear greatly upon China's economy in the 21st century.

12. I didn't come to your help for pay. I did it because I owe you a debt of gratitude.

13. We should try to understand the historical realities in these texts and bring our historical reading to bear on the realities of our own time.

14. My neighbour, an old gentleman who has been retired for many years, has contributed his lifetime savings to the public causes.

15. Students of the band brought all their energies to bear upon the rehearse/rehearsing.

#### IX. Oral translation:

*The excerpt, with slight adaptation, is also taken from "Salt". In the original essay it precedes the paragraph "Men of privilege without power are waste material...."*

[When Christ said to His disciples, "Ye are the salt of the earth," He was not paying compliments. He was giving a clear and powerful call to duty. His thought was not that His disciples should congratulate themselves on being better than other men. He wished them to ask themselves whether they actually had in them the purpose and the power to make other men better. Did they intend to exercise a purifying, seasoning, saving influence in the world? [x Were they going to make their presence felt on earth and felt for good? x] If not, they would be failures and frauds. The savor would be out of them. They would be like lumps of rock salt which has lain too long in a damp storehouse; good for nothing but to be thrown away and trodden underfoot; worth less than common rock or common clay, because it will not even make good roads.

#### X. Cloze

|                            |                            |
|----------------------------|----------------------------|
| (town) where (the KKK)     | (to) open (his shop)       |
| (to drive) him (out of)    | to (annoy him)             |
| (stood) at (the entrance)  | (serious) for (the tailor) |
| so (much to...)            | out (of desperation)       |
| when (the little hoodlums) | (From today on) any        |
| will (get a dime)          | gave (each boy)            |
| (Delighted) with           | (The) tailor/Jew           |
| (gave... a) nickel         | (is) too (much)            |
| After (all)                | the (next day)             |
| * (gave them...penny) each | (get) a (penny)            |
| (I) can (afford)           | yesterday (we got)         |
| (it's) not (fair)          | (That's) all (you're...)   |
| (call you) 'Jew' (for)     | (So) don't.                |
| (And they) didn't.         |                            |

### Supplementary Reading

#### 1. about the selection:

1) The present selection is an excerpt from Lawrence Lipton's "Down With the Rat Race: The New Poverty." *Readings from Left to Right*. Ed. Victor E Amend and Leo T. Hendrick. New York: The Free Press, 1970. 102-104. Lipton's essay in this book (101-

111) is reprinted from his *The Holy Barbarians*, Julian Messner, 1959.

2) As can be seen clearly from its title, selections under each of the 12 headings in *Readings from Left to Right* are arranged for the reader to see the left, the right, and the middle positions to an issue, or, to use the editors' words, to see "three minds in collision." While Victor E. Amend and Leo T. Hendrick are fully aware of the limitations of such divisions, they think that "the concepts of *Left* and *Right* are invaluable tools of thought.... Academic experience inevitably supplies these contrarities; and classroom discussion, almost by definition, thrives on them. ...[T]he Left, the Middle, and the Right ... help to illumine one another, to set one another in relief" (Preface xi).

3) Lipton's is the first essay in the 4th group, "The Revolt of Youth" and so should be taken as representing, in a relative sense, the view of the left.

The revolt discussed refers specifically to "the active and often turbulent sixties" after "the passive fifties" in the United States, of which the beatniks are representative.

## 2. about the author:

Lawrence Lipton, poet and novelist, spokesman for the disaffiliate, sympathizes with the young rebel who is disillusioned by various American middle-class values. The disaffiliate knows what he is rebelling against--and his rebellion often commands sympathy--but he lacks a positive cause or solution. (*Readings* 100)

There are two other essays representing roughly the middle and the right: Kenneth Rexroth, "The Students Take Over", and Joseph Wood Krutch, "Honor and Morality."

Kenneth Rexroth, writer and critic, emphasizes the moral basis of the revolt among college students as well as the desire to correct flagrant wrongs and injustices in contemporary society. Joseph Wood Krutch, a man of many distinctions in the areas of literature, philosophy, and social commentary--and hardly to be considered a conservative in views--sympathizes with the spirit but not with certain actions of the alienated. He calls for retention of the traditions of private morality, integrity, and honor. The three writers present a cross-sectional view of alienated youth and suggest the complexity of the problem.

(*Readings* 100)

An excerpt from J.W. Krutch's essay will be used as supplementary reading for Lesson Six.



3. Henry Robinson Luce (1898-1967), American editor and publisher, who introduced the concept of the weekly news-magazine. He was born of American missionary parents in Penglai, China, and educated at Yale University and the University of Oxford. In 1923, with Briton Hadden (1898-1929), he founded the newsmagazine Time, which he edited until 1964. Featuring pictures and dynamic, terse, and vivid text, *Time* was also innovative in its emphasis on personalities in the news. In 1930 Luce founded Fortune, a monthly that focused on critical analysis of American business and industry. Two years later he purchased *Architectural Forum*, which remained in the forefront of architectural publishing until its demise in 1964.

Luce began publication of the weekly news and photo magazine Life in 1936. Like other Luce periodicals it was an instantaneous success; it ceased weekly publication in 1972 because of soaring costs, but was revived as a monthly in the late '70s. ...

*Funk and Wagnalls New Encyclopedia*. 1980 ed.

## Lesson Five

### A Letter from Hell

#### Teaching Notes

guidelines: irony, humour, twisted view/perspective, serious intention, cf. "Salt"

#### Activation

1. from known words to some unknown words, semantic associations

1) spread, \* propaganda, propagate

2) belief, conviction

3) change, move, alter

4) problems, issues

5) principles, doctrines, philosophies

6) reasoning, argument, logic, grounds

7) newspapers, the press

8) \*\* reality, actuality

\* propaganda: may be put after "newspapers", but involves any/other systematic efforts to spread thoughts, faith, etc.

\*\* sometimes interchangeable but in the text "actuality" is used almost as the opposite of "realities"

2.

1) spirit, \* human; 2) strange, familiar; 3) believer, \*\* atheist; 4) universal, particular; 5) clutch, let go free; 6) fresh, outworn

\* spirit--soul, mind, immortal, deathless; human--of flesh and blood, body, mortal

\*\* atheist--disbeliever, unbeliever, nonbeliever, godless person; a-, a prefix: without, not

3. argument, ignorance, attention (attendance), attempt, reasoning, pressure/press, courage, slave, strength

4.

1) a bit irritated/ignorant

2) a trifle ignorant/irritated [1,2: no "of", + adj]

3) a train of events/thought/reasoning

4) a chain of events/thought/reasoning [3,4: similar, with "of", also--a train/chain of argument; cf. "line" (l. )--policy, stance, position, ideology, doctrine, idea, intention; course of action, belief, method; purpose, direction]

5) a hundred causes/events

6) a dozen causes/events [5,6: no "of", dozen, hundred--singular, + pl.]

## Words and Expressions

1. nouns: abstract, more concrete
2. verbs (mostly mono- or two-syllabic)
3. adjectives
4. adverbs

## Notes

\* The numbers of the following notes are the same as those used with notes for the students.

1. about the author: Clive Staples Lewis (1898-1963) -- born in Belfast, educated at Oxford, wounded in World War I, appointed to the newly-created Chair of Medieval and Renaissance English literature at Cambridge in 1954.

He was a prolific and versatile author who enjoyed considerable success as a writer of science-fiction stories (e.g. Out of the Silent Planet, 1938), and works of popular theology (e.g. The Screwtape Letters, 1942), and children's books. His literary criticism shows a remarkable range of interest and expertise, but he was best known and admired for his work on medieval literature, especially on the literature of Courtly Love (The Allegory of Love, 1939).

2. The present text is the first of "Three Screwtape Letters" printed in The Norton Reader, 5th edition, pp. 1143-45.

4. The adjectives that can be used in the present continuous are dynamic ones: brave, busy, calm, careless, cruel, foolish, funny, irritable, jealous, kind, lazy, noisy, patient, rude, shy, stupid, etc.

He is being sympathetic/compassionate/calm.

These can also be used in commands: Don't be stupid. Be brave! Be salty! Be active. Don't be passive.

5. Now either a past tense verb or a present tense verb can be used in the clause introduced by "as if/as though". But for the present have students know the more formal use as it appears in the text. (We'll have abundant *as if's/as though's* in the later texts.)

6. "What with" is used esp. to introduce something bad, but not so in this text (the press--the devil's weapon). After "what with" are usu. listed two or more things, not just one.

I couldn't visit you, what with the snowstorm and the cold I had. / What with dishes to wash and children to put to bed, mother was late to the meeting.

7. un- + v. : "...," Mr Slope said with a deanish sort of smirk on his face. ... Mr. Thorne gave him a look which undeanned him completely for the moment. --A. Trollope, Barchester Towers

\*\* Your man has been accustomed to have a dozen philosophies ... (14).

Dictionaries usu. give only this use: be accustomed to (prep.) something/doing something.

From *OED*. accustom: 3. a. to habituate, familiarize (a person or thing to something, or to do something). e.g. I have not accustomed my tongue to be an instrument of untruth. (Letter to Earl of Leycester) / The ear is not accustomed to exercise constantly its functions of hearing; it is accustomed to stillness. (Ruskin)

3. d. pass. to be habituated, to be in the habit, to be wont or used. e.g. Then may ye also doe good, that are accustomed to do euill. (1611, Bible) / Were we not well accustomed to see the sun and moon move. (Mill, *Logic*)

8. cf.

It is time that he had some lunch.

It was time that he had some lunch.

I said that it was time that he had some lunch.

I suggested that he have/should have some lunch.

\* the inferior (n.) of Our Father Below: the one lower in rank than

We can certainly say: He is greatly inferior (adj) to Our Father Below.

## Understanding the Text

Additional questions and notes for use are preceded by \*\*.

You will find in Questions 8, 9 and 10 comparisons between Screwtape and van Dyke, between S/van D and Burke.

1. 1) human beings--who have weaknesses, are diseased, need medical treatment

\*\*Does he use other words related with "patients" in his letter? --case (1.98) ([of diseases] a single example, a person suffering from an illness), dose (1.79) (an amount of medicine given or to be taken at a time)

2) Jesus Christ (who represents God, Christianity, the Church)

It is a battle between the devils and their Enemy to win over the patients--human beings.

3) Not exactly. These things are necessary in themselves (for instance, telling him what to read [newspapers] and what not, keeping him interested in materialism).

4) Notice: (1.2) I note what you say about guiding..../(11. 5-

7) It sounds as if you supposed that argument....

So, it is rather the way in which W does these things -- using / relying on argument -- that makes S want to teach him a bit.

2. \*\* What does *point* mean? (The word appears in l. 88)--the idea contained in sth said or done, which gives meaning to the whole; what is important to or connected with the main thing being talked about

Here, purpose, use.

\*\* What does *argument* mean? Find in par. 1 things that are connected with "argument".

argument: a chain of reasoning. (l.14)

l.10, (knew) when a thing was proved and when not--to prove a thing

l.11, to believe a thing proved

l.12, to connect thinking with doing

l.13, 14, to alter one's way of life (when persuaded)

l.19, 20, to think of doctrines as true or false

1) The point of argument is to prove that something is true/false, or right/wrong so as to (have people) act accordingly.

2) S's objection made clear in par 1: **its uselessness/a waste of time and labour** now because things have changed.

(l.7,8) [It would have been useful] a few centuries earlier.

(l.19,20) [Now] he ("your man/patient") doesn't think of doctrines as "true" or "false"....

(l.24-26) Don't waste time trying to make him think that materialism is true.

S's logic: "People used to believe that they could arrive at truth by way of argument. But as time has changed, we have to alter our way of doing things." Thus, Screwtape can be said to be a modern devil/fiend--well prepared and adapted for working in a changed/an altered age.

\*\* jargon [U;C] often derog language that is hard to understand, esp. because it is full of special words known only to the members of a certain group (*Longman*)

3) argument: leading to what is true

jargon: not at all concerned with truth/falsity, but interested in almost infinite branching out of things, using many more practical and more complicated terms (i.e., empty buzz words) to turn the humans away from the more obvious as well as more fundamental "truth". (e.g. "obeying God's order" is, or should be, simple "truth".)

(20-24) doctrines as academic/practical, outworn (= outdated, no longer useful)/contemporary (modern, thus useful), conventional (following accepted customs and standards, traditional, proper--as opposed to innovative), or ruthless (without pity--as opposed to compassionate, merciful; here in the text, "ruthless" is perhaps opposed to "conventional" in the sense of being "firm in taking

unpleasant decisions, esp. when sth is to be reduced or taken out", hence "unconventional")

(25-28) Materialism is no longer talked of as true, but only as strong, stark (stark: hard, bare, severe in appearance; not made soft or pleasant, as by ornament; sharply evident, thorough, straightforward), courageous, as a doctrine/philosophy leading to the future

\*\* What helps spread jargon?

4) Screwtape seems to be saying that the above situation has been brought about by the extensive circulation of newspapers. From the way he mentions the press--"what with... we have altered that," it almost sounds as if they devils had invented and run newspapers. (This point will be taken up in No.8.)

3. 1) Argument is not only useless but also dangerous. It is the weapon for our Enemy and is used to His advantage:

a. Argument depends on Reason and cultivates a person's reasoning power.

b. Reason will lead away from the practical/immediate to weightier issues (such as those that concern van Dyke), thus "moving the whole struggle onto the enemy's own ground."

c. Reasoning is a "fatal habit", for once a person develops this habit, it will be very difficult to pull him back, then nine times out of ten they will lose this patient and the struggle to their Enemy.

2) cf. van Dyke: Be active. Be thoughtful. Help others to think.

Screwtape's line: never let your patient start thinking. (Their propaganda cannot stand up to questioning. So never let him ask what is "real".)

Paradoxically, his very fear of argument/reasoning/habit of thinking shows that he believes in the existence of "truth" and knows that he is false. Centuries ago their business was to make what was false pass for the true. Now their business is to withdraw their patients' attention from universal, general issues and fix it on the immediate, the stream of "real life", etc. It is easier to do this with the help of newspapers which are in line with their "practical propaganda."

4. 1) expressions related to "practical propaganda": fixing attention on the stream of immediate sense experiences, "real life", the pressure of the ordinary, it's time to have lunch (hunger), (making him go out and see) street scenes, newsboy shouting, the midday paper, No.73 bus, a healthy dose of real life, actuality (cf. 6 (1), actuality)

Our Father Below--Satan (in Paradise Lost, Milton's Satan repeatedly uses words like appetite, thirst, hunger, savory fruit in his temptation of Eve.)

2) Screwtape the modern devil is a good psychologist. Knowing all the weaknesses of men he is able to strike at their weakest place, to arouse men's baser desires. This is much more effective and less dangerous than argument.

3) devils--pure spirits, bodiless, immortal

humans--having bodies of flesh and blood as well as souls

"Enemy"--Christ is both divine (God, spirit, immortal) and human (incarnated)

It is difficult for a bodiless spirit to really feel the urge of the body/how strong human desires are.

5. 1) The issue the present-day devil is brought face to face with is how to propagate materialism without introducing the dangerous question of truth/falsity (Wormwood has been trying, very foolishly, to prove that materialism is true).

2) [use expressions from the text to retell what S does]

Even a patient safely in S's clutches for 20 years can have aberrations of logic (aberration: a sudden change from health to illness of the mind or feelings). However, the experienced Screwtape knows his patient and his enemy too well to oppose them directly.

This is how S does "practical propaganda":

a. When the man is attending to some big issue, S withdraws him from it by striking (strike: to make a sound by hitting an object) at the part--stomach--well under the devil's control, i.e. by making him feel hungry.

b. When the man is in a mental struggle as to whether it is right to stop tackling the issue so as to have lunch, S uses the man and the Enemy's own logic to make the counter-suggestion, skilfully twisting the train of his thought/the chain of his reasoning so as to move the battle onto the devil's ground before the man knows where he is (i.e., before he knows what's happening to him, before he is able to define his own position). If the man believes he ought to eat so as to think better, the battle is half won.

[ for the teacher \*\* sophistry: the use of false deceptive arguments]

c. When the man is moving towards the door, S does not let him go (free) but will press home on him the sense of the stream of "real life", by fixing his attention on busy streets, buses and people coming and going, newsboys, etc.

d. When the man begins to see the things immediately before his eyes as "real" and those that weighed on him a moment ago as "not true", S wastes no time strengthening in his patient this healthy habit of attending to materialism until it becomes his conviction. In this way S ends the battle in his favour: his patient achieves a narrow escape from the Enemy's clutches and becomes triumphantly enslaved to "Our Father Below."

"that sort of thing" (1.81): universal issues, or such as van Dyke would have us believe and act on: mission, to exercise reason, to be influences for good, to be the salt of the earth

this (1.64): thinking of some universal issues

that (1.66): thinking of the problem is more important than lunch

line (l.66): a course of conduct, action, explanation, etc. (the line of an argument)

inarticulate (l. 84): (of speech) not well formed, i.e., not well reasoned (sense), not clearly argued

3) newsboy, bus--[\*\* synecdoche] part standing for the whole (stream of real life), esp. in association with "the masses", "the public" (newsboy shouting the midday paper: large circulation)

Notice the implicit contrasts: reading vs going out to the streets; shut up alone with one's books in the library vs reading newspapers of large circulation.

6. 1,2) other words used for "actuality": immediate sense experiences (42), the stream (44) of "real life" (44), (the pressure of the ordinary (49-50), the ordinariness of things (93), the familiar (91), practical

Though actuality and reality may sometimes be used interchangeably, Screwtape sees them as two levels of "the real", which are opposed to each other:

the familiar--the unfamiliar,

the ordinary--the "odd ideas",

what is immediately before men's eyes (91-2)--what men can't touch and see (97)

what appeals to the five senses [men's lower faculties] and satisfies desires--the highest level of "truth" that will be reached by argument, reasoning, thought, logic, faith [reasoning power: men's higher faculty]

Paul Tillich on mystical realism: In terms of the ideas or essences of things which have reality and power of being. ...For medieval man the universals, the essences, the nature of things, the nature of truth, the nature of man, etc., are powers which determine what every individual thing... will always become when he or it develops. ...Universalia realia — the universals are realities; this is medieval realism.

3) No. In fact he warns against using science to oppose Christianity. [e.g. the theory of evolution, geological discoveries, to explain away "genesis"] That is to say, he does not see science as very useful in their cause. Not only so, but science may become a dangerous ally of his Enemy's, for it awakes and depends on "reason" and encourages the fatal habit of reasoning/argument. As a result, scientists (such as some physicists) sadly get away from "actuality". (see 3, the danger of argument)

4) Not exactly. He doesn't like any branch of science, only he realizes that it is impossible to ignore science completely today. In that case, sociology and economics are better than physics, as they are closer to material life.

dabble at/in (99): study (art, politics, etc.) as a hobby, not professionally, without serious intentions



7. 1) \*\* Is Screwtape criticizing or praising some young fiends? our job--whose? (the devils? or the older devils like S?) Does the sentence stress fall on "our" or on "teach"?

His words possibly mean:

You haven't learned the proper way to work on men yet. Don't let them think of us as teachers. Your business is to fuddle them, not to teach. (cf. ll. 1-2, "guiding your patient's reading"...)

fuddle: make stupid, esp with alcoholic drink; here, to confuse, to take away the ability to think

\*\* What possible "hidden meanings" and "(preconscious) associations" does the name Screwtape suggest? screw-tap, screw-top -- a bottle with a stopper that is twisted tightly in or on, esp. a beer-bottle of the kind with its contents; screw -- to twist, to cheat, to swindle; screwed (chiefly Brit slang)--drunk, intoxicated

2) very patient, really uncle-like, affectionate; knows his own job well, sophisticated, resourceful, not panicky; able talker, very persuasive (eloquent, able to talk your head off), very good at reasoning, \*\* like Milton's Satan--a 20th Century fiend well adapted to the working conditions in contemporary society; knows human nature/psychology well (4. (2)) ...

3) students' free response

funny, humorous, interesting, strange? unfamiliar? odd? human? familiar? serious?

8. \*\* a few things about newspapers: [a few centuries old] Periodicals began in a small way in the reign of James I. From 1695 newspapers and weekly periodicals began to flourish. The first English daily began in 1702. (In the 18th C the weekly reviews were conducted by leading writers of the day.) In 1802 the first attempt to reach a mass circulation was made (Cobbett's *Weekly Political Register*).

Several bad consequences of the development:

1) \*Much journalism has degenerated into mere commerce, so that news is regarded as what is most saleable, i.e. what appeals most readily to the baser and more easily roused human appetites.

2) (advertising)

3) (division of serious vs popular newspapers) the popular ones often achieve their large circulations by irresponsible appeals to the baser public tastes. (tending to be right wing politically, etc.)

from *Longman Companion to English Literature*

Screwtape: Now people are brought up and living under the influences of newspapers. What with so many terms and philosophies / doctrines, all incompatible with each other, one is confused / befuddled and forgets about the question of truth. Also see ll. 102-106, "a grand general idea...."

van Dyke: ignorance ... with newspapers for its dissemination, ignorance ... less in not knowing things, than in willfully ignoring the things that are already known (\*\* for instance, in Milton's *Paradise Lost*, Eve knows she is not to eat the apple but nevertheless chooses to believe Satan's practical propaganda and false reasoning and so deliberately disobeys God); triumphantly ignorant, cannot distinguish between news and knowledge; a yellow fever of literature, the spread of shameless curiosity, incorrect information, and complacent idiocy (cf. the letter, ll. 102-106, "a grand general idea..."); a morbid thirst for printed matter

Van Dyke says: "the more they read the less they learn." Does Screwtape help you to understand this better?

We can infer from both that 1) truth/true knowledge is simple, direct, always already known; 2) news, various information, passing for knowledge under false pretences, appeals to and satisfies "baser appetites."

Thus, what abhors van Dyke is most desirable to Screwtape. Yet curiously, although the two have radically opposing aims and speak from opposite standpoints, they see the functions of newspapers much in the same way.

\*\* They both spoke in a pre-TV age. What would they think of the mass media today?

\*\* the figure of "disease" in this letter and van Dyke's sermon:

doctor-patient, cure-disease, appropriate in both although right opposite/antithetical in positions: van Dyke's "diseases" and "plagues" are Screwtape's "healthy dose", van D's "antidote", S's undoing (that is to say, they are more or less concerned with the same problems)

9. 1) some of the basic assumptions they both share:

a. S would believe the existence of "truth" or "true knowledge". (see above, 3/2, 8)

b. S would also regard "reason, morality, faith" as the better part of a man (that's why he hates these things), and Reason as man's higher faculty, senses, appetites as man's lower faculties. (above, 3/1, 4/2, 6/1,2)

c. S also relies on reasoning, argument, logic. He argues logically against "argument", and argues clearly for his method to carry out practical propaganda [briefly sum up the letter].

[see 5/2b for "sophistry"]

[ \*\* For this very reason, reasoning, argument, logic, science -- these things are neutral, to be used as means/instruments in the service of a certain faith. -- a difficult point, will come up again in later texts]

d. Both see society as increasingly materialised--diseased, as full of temptations. Both recognize the huge influences of newspapers (see 8). Both see thinking men as resistance force/antidote in a plague-ridden, ignorance-permeated society.

e. Both see the faults of man clearly.

2) Because C.S. Lewis, like van Dyke, is a confirmed Christian and writes in the Western intellectual tradition. Lewis might have written a sermon very like van Dyke's. Actually he is preaching the same thing the other/opposite way round.

3) the advantage of using a "twisted"/ironic view: sometimes more effective, more acceptable (than a high-sounding sermon, for instance)

other writings they have read that also use an unfamiliar point of view to throw a new light on the familiar material?

10. similar--humourous, ironic, unfamiliar point of view about familiar things; scenes in modern everyday life; distance between author and speaker ("I"), serious intention and purpose ...

different--

Screwtape: more like van Dyke, firm in (Christian) faith, single-purposed, with clearly stated values, no ambiguity as to what's right and what's wrong--looking the right way round one will easily get Lewis's message, relying on Reason, reasoning, logic rather than on feelings

Burke: embracing conflicting points of view, more often "aberrations of logic", extremely ambiguous--very hard to define what's the right/wrong way of looking at things, touching deeper questions of human conditions, "faith" (is there a firm ground to stand up on?) in the present-day world, more disturbing

## Exercises

I. 1. 1) Christian /`kristj n, -ti n, -t ( )n/; Christianity /,kristi` ti, kri`stj ti, -niti/

2) primarily /`praɪm rili/ or /,praɪ`mer li/,  
ordinariness /` :dnrɪnɪs, -dɪn( )rɪnɪs, -d( )n rɪ-/,  
,over`hear, ,out`worn (as in the text, not attributive) but  
'outworn (when attributive: 'outworn doctrines)

2. /`dʌzn/, /d us/, /`mɪdɪ/ (as in "midday paper") but  
,mɪd`deɪ/ when not attributive, /` ai/ or / `laɪ/, /`eɪθɪst/,  
'd l/, /`feɪtl/, /nɔ: `i:v/ or /naɪ `i:v/, /fɪ:nd/, /`ru:θl s/

3. 1) process /s/, pressure / / (-sure: ), issue /`ɪ u: ,  
'ɪʃu:/, casual /`k u l/, news /z/, `newsboy /z/, `news,paper  
/s/ or /z/, dose /s/, cases /sɪz/, positively /z/, museum /z/,  
presumably /z/

2) patient /`-\_\_nt/, sociology /,s usɪ` l d ɪ, or, -\_\_i`-  
--/ preconscious / /, science /saɪ/

3) affectionate / ,ɪ/, unalterable / : , /, ultimate  
/ɪ/, academic /, k `demɪk/

5. contemporary, propaganda, abominable, jargon, accustomed, inarticulate, incompatible, invaluable, enslave, philosophies, physicist, doctrine, business, bottom, totter
6. inferior, museum, genius, immediate, mere, familiar
7. belief, fiend, seizure (Lesson 1), yield (L 1), atheist, receive, grievously (L 2), brief (L 1, reading)

## II.

### 1. 1) compounding

- overhear (l.64): compounded verb, adv (over) + v--> v.
- outworn (l. 21) (past part. of outwear)
- turnabout (L 1) (v + adv --> n.)
- safeguard (l.85): adj + n --> n.
- bloodbath, gunpowder, anthill

### 2) suffixing

- reasoning (l.14): reason (v.) + -ing (suffix) --> n.
- seasoning, beginning, understanding
- "undo" (v.) + -ing --> undoing n.
- brighten (l.68): bright (adj) + -en --> v.
- strengthen (l.39) (n + -en --> v.)
- conviction (l.76): convince (?) (v.) + -tion --> n.
- investigation (106), aberration (85), attention
- Other noun-endings: argument, pressure (seizure), ordinariness, etc.

### 3) prefixing

- encourage (l.96): en- + n. --> vt.
- enslave (l. 49)
- counter-suggestion (l.63): counter- + n.--> n.
- counter-revolution, counter-balance
- atheist (l.51): a- + n. --> n. (a-: /ei, æ, / a Greek prefix added before a noun or an adjective, meaning "without", "not")
- amoral (not concerning the question of right or wrong)

2. incompatible: in-, a negative prefix, not compatible
- invaluable: better regarded as one word, meaning "too valuable for the worth to be measured"
3. incompatible, inarticulate
- undone (from "undo"), unalterable, unfamiliar
- counter-suggestion
- atheist

## III.

1. naive: ignorant, or ignorant: naive -- of similar meaning
- chain of thought: train of thought, similar; but mere "chain" and "train", vague
- cleansing (making clean), seasoning (making tasty): different
2. soul: man --part (and representative quality): whole
- chicken coop: not necessarily by the roadside, not part of the road

- actuality, flux: loose, not really forming any relation
3. problem: issue (one sense of "conviction": a firm, sincere, or strong belief)
- patient--cases (not agreeing in number)
- ally--could be synonymous with "confederate" but "Confederate" implies a specific political union
4. (media made up of the press (the newspapers), radio and TV)
- printed matter (part of): mail (letters, printed matter, etc. sent/received through postal service)
5. fanaticism : religion (fanaticism--religion gone extreme, same part of speech)
- [jargons (= special language, usu. derogative) : terms (special, technical words, neutral)]
- morbid: sorrow (n) (morbid and sad could form a similar relationship)
6. not exactly the opposite: Christian -- one who believes in the existence of God; atheist -- one who disbelieves in the existence of God, or who believes there is no God
- human being : pure spirit (nearest to the given pair in relationship, as "pure spirit" is non-human)
- Compassion and ruthlessness could form the same relationship but "ruthless" is an adjective.
- An antidote is given to counteract a poison.

#### IV.

1. That (= argument) might have been so (= the way to keep him out of the Enemy's clutches)....
2. 3. that (= what has been said in the previous sentence)
4. counter-suggestion that (introducing an appositive clause)
- See "understanding the text", note 5/2d
5. conviction that (introducing an app.-cl)
- show him that (introducing an object-clause)
- that sort of thing (that: determiner, more emphatic and specific than "the"; also see 5/2d)

V. \*\* Tell the difference in meaning and/or function of the italicized words first. Look them up in the dictionary for accurate meanings if necessary.

4. suggest: propose, put forward (an idea, a possibility) for consideration; cause to come to the mind
- suggest + n./that-cl.
- Make a sentence using "suggest that ... (should) do ...."
5. attend to (as used in the text): to direct one's efforts and interest towards
- related noun forms of "attend": attention, attendance (attendant: *adj.* connected with)

#### VI.

1. He had a narrow escape from .... /He was all but killed by ....
2. ... that I all but .... I wonder where she picked it up.

3. ... certain they were out of the clutches of the pond, he / his face brightened up.
4. worth going into
5. he likes to dabble in this and that/things  
a trifle hard  
 wish I could press home on him the need ...
6. What with preparing for the Shakespeare season and training for the sports meet, some of....
7. Thanks to newspapers, radio and television, we get to know/learn ....
8. We have altered our way ... wanted to get away from the conventional ways of attending to language points only

## VII.

1. appositive clause: words often used before "that": proposal / suggestion / belief / conviction / idea / news / hope / message / thought / saying, etc.
2. predicative clause (as subject complement)  
noun phrases often used as subjects in this pattern:  
 A fine/bad thing (about), the fact/truth, the problem, the explanation, one (dis)advantage of..., my opinion / view / feeling / understanding / guess, etc.
3. omission of prepositions (waste time in doing ...)
4. sound/seem/look as if + subjunctive predicate

VIII. The passage is excerpted and slightly adapted from "The Selling of Royals", carried in Newsweek, June 22, 1992, 40-41

have had, off, on, for, At, out, at, of, to exploit,  
 controlled, between, to, into, To be seen, to be believed (To  
 see, to believe, Seeing, believing), in, along, began to go,  
 Seeing, for, into, out, like,  
 out, Forbidden, by, to marry, in, of, insisted, (should) be  
 televised, Seizing, with, on, inside, out, from, behind, in,  
 was playing, to, declining to comment, on, refusing

## IX. Cloze:

- |                              |                             |
|------------------------------|-----------------------------|
| 1. (subjected) to            | 2. to (disobey)             |
| 3. cannot (disobey)          | 4. (he) has (no)            |
| 5. than (a stone)            | 6. (than) an (animal)       |
| 7. (shares) with             | 8. (but) the (law)          |
| 9. (animals) or (vegetables) | 10. if (he chooses)         |
| 11. (there have) been        | 12. but (these)             |
| 13. (total) difference       | 14. (people) you (ought,    |
| 15. (ought) not (to)         | 16. have (differed)         |
| 17. one (wife)               | 18. (always) agreed (that)  |
| 19. so (much)                | 20. * when (we have failed) |
| 21. (expect) from            | 22. * (behaved) decently    |
| 23. (human) beings           | 24. (curious) idea          |
| 25. Secondly, (they)         | 26. behave (in that way)    |
| 27. (break) it               | 28. (we live) in            |

X.

1. Thanks to the adoption of new technology, the factory doubled its production last year.
2. Things/The situation quickly got under control, thanks to the timely arrival of the patrolling policemen.
3. Thanks to the Hope Project, these girls were able to return to school.
4. Thanks to the forest fire, temperatures in nearby cities have been a trifle chilly lately.
5. What with overwork and anxiety, he fell ill and had to lie in bed / was bed-ridden for a whole week.
6. What with being illiterate and lacking money / lacking education and being poor / illiteracy and poverty, she used to think she was able to do nothing / could achieve nothing.
7. What with good economic policies and the employees' / all the workers' efforts, the corporate / company / factory has hit an all-time high.
8. What with his mother's illness and the difficulty / trouble of getting a train ticket, he did not register in time / was late for registration.
9. Seeing how earnest / worried /anxious he was, I all but told him the truth.
10. There was an accident during the excursion. He all but lost his life / He was all but dead.
11. A number of singers who were very active years ago have all but disappeared from the screen.
12. Because of / Thanks to the difference in their anatomy, it is all but impossible to teach chimpanzees to speak like human beings.
13. By using sound repetitions, familiar images and contrasts, the speaker pressed his point/argument home on the audience.
14. Sometimes young/small children make a lot of noises to press their existence upon the adults.
15. The necessity of immediate action has been pressed home on the leaders/authorities.
16. Wherever the Red Army men went, people pressed eggs, dates and peanuts upon them.
17. You speak very good French. Where did you pick it up?
18. Falling into the clutches of money, some cadres move towards their own destruction.
19. As a policeman, he has been accustomed to (a life of) emergencies and never loses his head in moments of danger. No criminal can hope to get away from him/get away right before/under his eyes.
20. Seeing that the die hard in the movie had a narrow escape once again, the audience all brightened up.

### Supplementary Reading

Joseph Wood Krutch (1893-1970), American critic, educator, and naturalist, born in Knoxville, Tenn. From 1924 to 1951 he was the drama critic of the liberal weekly *The Nation* and taught drama at Columbia University and other schools. He also published biographies and essays on drama, science, and nature. In the early 1950s Krutch moved to the Arizona desert, seeking better health, and an escape from urban life.

Krutch's work thereafter, including *The Measure of Man* (1954), for which he won the 1955 National Book Award, reflects his increasing concern with ecology and his expertise as a naturalist. Among his important works are *Edgar Allen Poe* (1926), *The Modern Temper* (1929), *The American Drama Since 1918* (1939; rev. 1957), and *The Best Nature Writings of Joseph Wood Kurtch* (1970).

*Funk and Wagnalls New Encyclopedia*. 1980 ed.



## LESSON SIX

### "WHAT WOULD YOU DO?"

#### THE CASE METHOD OF BUSINESS EDUCATION

##### Activation

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. A | 2. D | 3. B | 4. D | 5. C  |
| 6. A | 7. C | 8. B | 9. D | 10. E |

Go over the correct answers again to grasp the general meaning of the text.

##### Notes

1. (S1) The text is the first two diary entries of Peter Cohen's "What Would You Do? The Case Method of Business Education" from *The Norton Reader* (5th edition), pp. 277-79 (with about 200 words in the first entry further cut off). The Norton text (pp.277-81) is excerpted from a chapter under the same title from Cohen's *The Gospel According to the Harvard Business School*, Doubleday & Company, Inc., 1973.

2. (S2) Business education in the U.S. is conducted on two distinct levels: business education for clerical workers in business and industry (at a non-collegiate level) and collegiate education for business administration.

At a collegiate level, business education provides instruction for persons who function at the administrative and management levels. The first business school at the collegiate level was the Wharton School of Finance and Commerce, founded in 1881 at the University of Pennsylvania. Today about 600 colleges offer programs leading to a bachelor's degree in business administration. More than 100 colleges and universities offer graduate programs leading to the master's, and a smaller number offer doctoral programs in the field.

The typical collegiate school of business administration offers concentrations in accounting, economics, finance, management, and marketing. Currently, business schools are placing increasing emphasis on education for administrative responsibilities in activities not usually classed as business. Among these are governmental or public administration and institutional

management. Enrollment in undergraduate schools of business administration is now more than 1 million students, and graduate enrollment is about 150,000.

— based on the entry "Business Education" in *Funk & Wagnall's New Encyclopedia*, 1981, vol.5, p.74.

\* Also refer to Exercise XIII, the Chinese text for Oral Translation: Student Life at HBS.

3. (S3) crooked tower: see Question No. 1.

4.

1) (S4) swear by: (not formal) to have trust in, and tell others of, the value of (a product); be sure of; (Use simple tenses)

Talking about shampoo, Anne swears by Lux but Mary swears by Rejoice.

There are still older people that swear by hand washing and refuse to have a machine.

John will come on time. I swear by him.

swear by [BrE, infml] have great confidence in sth as a remedy: swear by + medicine, pill, lotion, ointment

Take these tablets if you feel run down: I swear by them.

He swore by some cheap tonic a quack had recommended to him.

\*\* swear by: to call (sb or sth holy) as witness to the truth of what one says

swear by the Bible / God / one's honour

2) (S4) put up with: (not fml) to suffer (sb or sth bad) without complaining

We can't put up with such heavy reading loads.

The workers refused to put up with the terrible working conditions any longer.

3) report on/upon (l. ): give news, information about sb or sth.

report on/upon + event, development; crisis, disaster; meeting, gathering

The media reported heavily on Simpson's case.

5.

1) (S5) no, not any -- total negation

not many, not all -- partial negation

few, little -- near negation

2) In principle, "no/not any + singular" is correct; still, "no/not any + plural" sounds more natural.

3) Notice the tension built up in this sentence. In its outward appearance the sentence is not a carefully thought out one but just because of its quick tempo and

successive terse negative expressions, it lets us hear a Cohen under great pressure gasping for breath. The use of commas instead of conjunctions suggests ideas crowding into the speaker's mind at the moment.

4) As to the mechanism of the famous case method, see Questions and Exercises.

5. (S6) Also Notes No. 5, Question No.7. There are many such instances in the text that indicate an informal, casual style. In this sentence, the use of comma instead of "that" catches/ captures the anxiety and tension in the classroom. The students are busily thinking.

7. (S7)

1) The logical relation between prefix and present participle is "subject + action". Green Stripe automatically does the polishing / polishes by itself.

e.g. a self-loading gun: a gun that loads again automatically, by its own action (?)

a self-locking door: a door that locks by its own action when closed (?)

cf. "self-" in the sense "of oneself or itself", the object of the action: self-reliance, self-sacrificing

2) other examples of "v. + er → a thing":

computer: an electronic machine for making calculations, storing and analysing information, etc.

reader: a kind of textbook (an English reader: selections for reading in the English language)

server: 服务器

8.

1) (S8) Green Stripe keeps its own regular sales volume; it sells neither more nor less than usual.

hold one's own (with)

a. Oxford Dictionary of Current Idiomatic English, vol. I (1975): be able to compete successfully or on equal terms (with). S (used as subject): industry, factory; worker, designer; athlete, footballer; solder. o (used as prepositional object): anyone, everybody; opposition, competition.

b. A Dictionary of American Idioms (1975): hold one's own v. phr. To keep your position; avoid losing ground; keep your advantage, wealth, or condition without loss.

e.g. Mr. Greene could not build up his business, but he held his own. (He kept his business from getting smaller, although he could not expand it.)

The team held its own after the first quarter.  
(The team did as well as the opponents after the first quarter, even if they couldn't win.)

Mary had a hard time after the operation, but soon she was holding her own. (After the first difficult days, Mary did not get worse, although she didn't begin to get better.)

c. against: in opposition to, having as a background

2) The places ... don't have enough customers to build up the sales volume of which Green Stripe is capable.

(11. ) — Although Green Stripe can sell in much greater quantities / has a huge potential market, the places where it is actually sold have many fewer customers (than, say, supermarkets) / just don't have a large enough customer volume to increase its business.

a. (S8) build up:

I have built up a bank account by saving 10 yuan every month.

The noise built up until he could not put up with it any longer.

\*\* build up *infml* to advertise quickly and publicize so as to make famous

The record company built up the young singer overnight.

The movie company spent much money building up its new picture.

b. volume: the size or amount of some activity, a quantity

The volume of business is increasing.

The volume of passenger travel on the railways / on the air/by air is increasing / decreasing.

c. *prep.* + *which*

be capable of (used with a non-personal subject):

None of the other planets as we know them now are capable of supporting life.

Brown algae, one of the simplest one-celled organisms, are capable of surviving in the extreme cold.

9. S9, S10, also T13: that, this, which, their functioning as **anaphora**: the device of syntactical cross reference through pronouns, auxiliary verbs, etc.

1) (S9) That + be + what/why/where/when -clause, or other subject complement.

"That" may refer back to a unit of meaning of different length and complexity. In the following sentences, "that" refers to increasingly longer sense groups, and in the last sentence, it refers almost to the whole classroom discussion.

a. That's what's selling..., That's why the dealers are pushing it. (ll. ) that--their giving the advertising money to the retailers in the form of a high margin; or, their giving the retailers a high margin

b. That's where the catch was. (ll. ) that--if you cut the retailer's high margin, you cut yourself off from all your present dealers and thus lose your channels of distribution

c. That's first-year marketing for you. (ll. ) that--not just the two strategies but also what one has learned from laying out the case, or in a more general sense, how marketing is studied by first-year students through laying out cases.

2) crowded as they are: in the way they are  
go for: try to get  
be aware of, but be aware + that-clause  
all the way: from start to finish, from beginning to end, the whole distance  
apply to: put on, spread on; apply paint/ointment, etc. to a surface/wound, etc.

10.

1) (S10) In (2) this points to something forthcoming (cataphoric).

2) cf. ... you want to address this point (ll. ): this is a **determiner**.

3) cut: to reduce by removing part, make less  
...cut the retailer's (/ˈri:- -/) high margin = cut back (on) / cut down (on) the retailer's high margin  
retailer: one who sells goods individually or in small quantities directly to the customer

"retailer", as opposed to "wholesaler"  
margin: in business, "margin" refers to the difference between cost price and selling price: a high/low/narrow margin of profit

retailer's margin: the amount of money the retailer makes from the profit margin

4) ...you cut yourself off from your present dealers (ll.)

cut ... off from ...-- to separate (sb or sth) from (sth)

e.g. The army was cut off from the supply convoy.

5) dealer: a buyer and seller, a person engaged in trading

a car dealer, a dealer in cosmetics

Retailers are dealers, but dealers are not necessarily retailers. In this text, however, "dealers" are used interchangeably with "retailers".

6) do no advertising: do the/some/a little/any iv-ing

11. (S11) catch colloq. a hidden qualification; tricky condition

The exclamation "That's where the catch was!" may apply to /concern /include both the difficulty in the case (they cannot change outlets except selling out, which is Butcher's problem) and the tricky situation that students find themselves in — without knowing much about the determining force of strategic decisions, they had been easily induced to think that Butcher's problem was going for larger outlets; now they know that that wouldn't work, which is exactly what the course designer wants to achieve: have the students make mistakes and learn the lesson from their own mistakes.

more examples:

The students had thought the answer to Butcher's case too obvious: they hadn't realised the catch in it.

There is a catch in his offer.

12.

1) (S12) paraphrase: When you saw the case discussed in full, you had to admit that Butcher really has their own marketing plan and it is also a reasonable plan in which one step leads naturally to another.

The phrasal verb lay out has several senses: to spread out, to plan (the building or arrangement of), to design, etc.

e.g. She laid out her new dress on the bed, feeling satisfied.

When the climbers reached the top of the mountain, beautiful scenery was laid out around them.

The city has well laid-out streets and avenues.

Her garden is neatly laid out.

To lay out (a case) is probably an American usage, meaning "to mark or show where work is to be done (i.e. 'What would you do?')." The basic sense is still "to spread out so as to show parts in relation to each other and to the whole, or so as to view the structural arrangement."

Another example from *The Norton Reader*, 5th edition, p. 329: The things I like best in T. S. Eliot's poetry, especially in the *Four Quartets*, are the semicolons. You cannot hear them, but they are there, laying out the connections between the images and the ideas.

2) coherent: being naturally or reasonably connected

adj. + **one(s)**: One/ones, a noun substitute, is used to replace a countable noun (phrase).

e.g. Usually the reading load is three cases a day, but today students have got an additional one to work on. (one more case, a different case, a fourth case)

Compare: Green Stripe isn't sold in enough places and the places where it (= Green Stripe) is sold don't have enough customers to build up the sales volume of which (=the sales volume) it (= G. S) is capable.

The pronouns *he, him, she, her, it, they, which, who, etc.* are used to replace a noun just mentioned, referring to exactly the same entity that the noun refers to.

What one/ones refers to must be **the same in kind** as what the noun refers to, but may not be the same object(s).

e.g. I had planned to take the 9 o'clock train but I missed it. I hope I can catch the next one. (it = the 9 o'clock train; one = a train, not the 9 o'clock train but another train, after 9:00).

3) ... there may be no way of changing it short of selling out to a conglomerate (ll. ) — Butcher Polish may find no way out except by allowing itself to be swallowed up by / combined into a conglomerate. In this way, Butcher Polish would lose its identity as a family-owned, self-controlling, independent company.

a. (nothing) short of: except for, without (going the length of/ actually resorting to)

He would do anything for her short of lending her the money she needed.

I don't know how we can improve our plan short of doing the planning all over again.

b. sell out: to sell all the stock and close the store; to go out of business

c. conglomerate /-`gl- - rit/ n. (Americanism) a large corporation formed by the merger of a number of companies in unrelated, widely diversified industries

13. Which gives you the money to .... (ll. )

Which you then have to use for advertising ... (ll. )

Where, consequently, you can save yourself the high grocer's margin. (ll. )

As opposed to what Butcher's competitors are doing ... (ll. )

1) In their outward appearances, these look like separate sentences but they are actually relative clauses or a prepositional phrase (as is the last case).

Which is still a relative pronoun and Where a relative adverb, introducing a non-restrictive relative clause now written as a separate sentence.

Which = And that = And the thing or fact that  
(the fact that you don't need a lot of advertising  
by letting the corner grocer sell / the money you  
save by not paying the grocer's high margin)

Where = And where = And in the big-volume  
supermarkets

2) It is grammatically correct to replace the above Which and Where with "That" and "There", but the sentences as they are seem to be somewhat more closely connected to the preceding sentences in meaning. Written in a form at once loose and connected, the passage captures the process in which the students come to understand the rules underneath that govern marketing activities.

3) The following two are not complete sentences but are rather non-restrictive relative clauses written in the form of separate sentences. The only difference from the above quoted is that the antecedent, the noun, is repeated in a certain way:

"Marketing" which really means no more than what it actually says ....

... a job (a word that sums up what has been said) which has come a long way since the days when you packed your widgets into ....

4) At this stage, students are not to be encouraged to use this structure. There are several more ordinary relative clauses in the text:

...that Green Stripe isn't sold in enough places and that the places, where it is sold--hardware, grocery, and variety stores--don't have enough customers to build up the sales volume of which Green Stripe is capable.

Poole, who had waited patiently for Leroy to ....

...going to the big-volume supermarkets where you don't have anybody pushing the goods.

5) as opposed to: as completely different from; in contrast or opposition to

6) no more than: only

There are no fewer than 25 students in the class.  
(as many as 25)

There are no more than 8 students in the class. (as few as 8)

7) widget (Americanism): any small, unspecified device

### Understanding the Text



1. 1) The pattern: A is to B what C is to D.  
or: A to B is what C is to D.
  - a. A, B, C, D--usu. four nouns or noun groups representing four objects/things/places, etc.
  - b. A and B are related in a certain way; C and D are also related in a certain way.
  - c. A to B and C to D form two sets of similar relationship. What is being compared and considered comparable is the logical relationship implied in both sets.
  - d. Sometimes, if not always, C and D are better-known to the reader or listener (In terms of metaphor, AB is the tenor, and CD, the vehicle). Thus, to a Chinese kid, we would say: The Leaning Tower is to Pisa what Tien An Men is to Beijing.
  - e. The wh-clause is the predicative clause or subject complement.
  - f. Action verbs or other types of verbs can be used in the pattern. e.g. Plays could do to the men in the audience what acting did to the boys on the stage.

## Exercises

### I. Pronunciation and spelling.

1. bunker, campaign, creaked, creates, haunted, strategy  
/ˈbʌŋkə/, /kæmˈpeɪn/, /kriːkt/, /kriːˈerts/ or /kriː-/ , /h :ntɪd/, /ˈstrætɪd i/
  2. retailer /ˈriː-/ , outlet /-let/ or /-lɪt/, overload (n.), convoy (n.), somewhat, advertising, competitor, circumstance /--stæns/ or /-st ns/, /-st æ:ns/, ,distriˈbution, ,interˈrupt
  3. /blɜːd/, /kæmˈpeɪn/, /lɪm/, /ˈlɪkwɪd/, /ˈt æn l / , /,rek ˈmend/, /ˈmeɪd / , /dɪsˈgɑːz/, /ˈmɪmɪ græːft/, / elvz/
- blurred, campaign, limb, liquid, channel, recommend, major, disguise, mimeographed, shelves
6. corporal, conglomerate, margin, market, competitor, patiently, customer, average, strategy, encourage  
corporal /ˈk :p r l/, the lowest-ranking non-commissioned officer, just below a sergeant
  7. coˈherent, ˈhardware, inˈvariably, square, ˈobvious, swear

### II. Word formation.

1. a combining form/prefix + a word/combining form/suffix:

hardware: hard (adj) + ware, or -ware

earthenware, glassware (things of the same kind, for sale collectively)

Also computer terms: hardware, software, etc.

outward (of the outside): out- (going away) + -ward/wards (in the stated direction)

eastward(s), westward(s)

cf. outlet -- out- + let (a verb that can be followed by "out": let out)

also cf. outstrip, outgrown; outworn

overload: over- (too much) + load

overwork, oversleep, overpopulation

cf. overthrow; overhear

self-polishing: self- (by means of oneself/itself) + polishing

self-locking door

a printer/camera with a self-loading device (that loads sheets/the film by its own action) (?)

supermarket (a big self-service store): super- (greater than usual) + market

2. phrases formed in ways similar to the following:

big-volume outlets, a family-owned company, a self-polishing wax, sales volume, (best) seller, mimeographed pages

1) a chain grocery

grocer--a storekeeper who sells food (usu. dry foods, like flour, coffee, sugar, rice) and various household supplies (matches, soap, etc.)

greengrocer--(BrE) a shopkeeper who sells / a retail dealer in fresh vegetables and fruit (the greengrocer's)

grocery = a grocer's store (= the grocer's)

groceries (pl.) -- the goods sold by a grocer

variety store (AmE) -- a retail store selling many kinds of small items

2) two company-owned cars

3) a self-sealing envelope

4) a teachers college

more examples: futures trading (期货交易), securities market (证券市场), commodities exchange (商品交易)

5) a dish-washer

file manager(文件管理器), program manager(程序管理器),  
-- terms for programs used with Microsoft Windows;  
server(服务器) --for email service

6) xeroxed copies

Xerox /`zi( )rɒks/-- a trademark, a device for  
copying graphic, written, printed material by  
xerography (n. → v.)

mimeograph--formerly also a trademark, to imitate  
(mime) + -graph (related with reproducing images or  
written, printed material)

photocopy -- a copy made by photographing the  
original /by pho'tography

3. noun modifiers: 商学院, 职业教育, 案例方法, 供给队/供给保证  
线, 三角债/ 债务链, 劳务市场, 建筑材料, 空调, 护肤品, 邮购业  
(务), 名牌货/名牌商品, 闯红灯者

III.

1. general : corporal            either end in a hierarchy  
pound : penny
2. groceries : hardware        different goods, parallel  
bunker : trench (or vice versa) -- different types  
of protection for soldiers
3. dealer: retailer            the first more inclusive  
advertising : commercial
4. advertising : sales volume    action in order to  
achieve a purpose  
election campaign : (in order to win more) votes
5. creaking : overload        result/phenomenon : cause  
trade war : disagreement

IV. -ing/-ed + n.

1. money-losing companies
2. family planning policies
3. programme-controlled telephone exchanges
4. the World Bank-funded expressway
5. the flag-raising ceremony
6. newly-discovered historical documents
7. a coin-operated washing machine
8. the best-selling language programme

V. Expressions from the text:

1. The sales volume /business volume of this corner  
stationery increases by 20% on (the) average each year.

one more example: This corner stationery achieves a net profit of some 500,000 yuan on (the) average each year.

2. ... about 40.7% of the newly-weds in cities preferred to have a baby boy as opposed to 19.6% who wanted girls.

3. Barbara Bush did a lot of travelling and campaigning for literacy.

4. From Taj Mahal, the sun appeared 99.8% eclipsed--just short of a total eclipse.

Here, "short of" means "little less than".

5. ... his view of life as a thing to be put up with, a view which is a long way from that zest for ....

Or: a view which has come a long way since (the days in) early civilizations when that zest for existence was so intense.

6. ... are well known to be always going for first .... And what's worse (for Shanghai), they don't seem ready to work/go all the way up to the top/first.

#### VI. Prepositions and adverbs:

1. With, in, on, on
2. from, to, for
3. down, from, by, with, in
4. For/In, under/with (?), for, beyond, to
5. from, onto, into, at/during, in, back, to, in, into, since
6. from, through/to, to, from, through/to, to (through: esp in *AmE*), Without, from/of, of, with, on, to

#### VII. Verbs and verbals:

1. has made, have gone, unplugged, stripping
2. followed, saw, knocked, to directly market (直销)
3. Reporting, (had) won, to launch, are/were expected, to be put
4. have come, boasting, combined
5. have been used, advancing, declining, came, entitled, published, had been, were attributed, held, have caught

#### VIII. Combine sentences:

1. do sth by doing

Sentences with **by doing in the text**:

By changing (outlets), you weren't just changing..., you were....

You let... sell by paying him a high margin.

By letting him sell, you don't need....  
to sell by pulling the goods out the door  
advertise by shouting louder than...

- 1) At the age of 17, Kamprad began his entrepreneurial career by selling fish.
- 2) By distributing half a million catalogues and back-  
ing them with (加上) humorous, off-beat (非常规的, 不落俗套) advertising, the new store attracted 650,000 visitors in its first year.
- 3) By daring to be different, we find new ways of doing things.

2. no, no, not (any)/little/few even

1) So far spacecraft have found no animals, no plants, not even any simple organisms, on Mars. (have found, on Mars, no, no, not even...)

2) In this office no explanations were given, no questions were answered or even listened to.

3) When you send messages by email, you need no pen, no paper, not even stamps.

3. in, of, etc. + which

1) The store enjoys a low-price reputation, of which the manager is very proud.

2) 以下这题去掉

There have been a number of cases of dishonesty and fraud among scientists.

A number of scientific researchers, pressured to achieve results, have falsified data and even made up entire experiments that never occurred.

key: There have been a number of cases in which scientific researchers, pressured to achieve results, have falsified data and even made up entire experiments that never occurred.

换为下面的两句

We are faced with grave financial conditions.

We have not only to pass a judgement, but to take action before they become worse off.

key: We are faced with grave financial conditions on which we have not only to pass a judgement, but to take action before they become worse off. (based on R. L. Stevenson, "Virginibus Puerisque")

3) Before going into the cases, Professor Perini said he wanted to lay out the ground rules on which the Contracts class would run.

IX. Recast sentences:

1. what-clause as predicative

1) Those plays could do to the men in the audience what acting did to the boys on the stage.

2) Personal computers are to (the households in) the 1990s what colour TV sets were to the 1980s.

3) Watching TV programmes is to us what listening to radio broadcasting or reading newspapers was to our parents' generation. (or: Listening to... or reading ... was to ... what watching... is to us.)

2. what-clause used as subject, (prepositional) object or predicative

1) What makes this case unique is that everyone on campus soon learned the details of what happened that night.

2) His report captured a great deal of what was wrong with this divided nation.

3) [这句去掉: When Melissa went to school, she wanted to avoid some awkward situation, which goes something like this. key: When Melissa went to school, what she wanted to avoid goes something like this.]

换为: He was surprised to see this former quiet border village changed into a bustling trade centre.

key: ... to see what was once a quiet border village changed into....

X. The two short paragraphs are selected from Case No. 9-794-024 (pp.1, 14), prepared by HBS (Harvard Business School) Research Associate Sharon Foley and revised (May 11, 1995) by Research Associate Takia Mahmood under the supervision of Professors Stephen P. Bradley and Pankaj Ghemawat, and based in part on the case "Wal-Mart Stores' Discount Operations" (HBS No. 378-018) written by Professor Ghemawat.

Wal-Mart already opened a store in Shenzhen in 1996.

Carrefour: 佳乐福 (法国大型超市), Makro: 麦客隆 (德国大型超市, 已进入上海)

#### XI. Translation:

1. Two major difficulties remain in pollution control/There are still two major difficulties in pollution control. One is short of/(a) lack of money/capital and the other is short of efficient control techniques for industries like paper making.

2. 这题有些修改: Chicago Bulls beat Los Angeles Lakers in the 1994 finals of NBA championship, and by a large

margin at that. However, in the 1998 finals, Bulls could hardly hold their own against/with the Utah Jazz.

3. Although foreign fast food is very popular in Beijing, those who like the traditional Beijing food are still holding their own.

(Those who like the traditional Beijing food are able to hold their own with those who prefer foreign fast food.)

4. When he was working on/writing this novel, he was actually using the writing as a way of "laying out"/to "lay out" his own situation and problems.

5. In 1995, a few very strong foreign football teams weren't able to hold their own with the best teams in China.

6. In his 40-page report, the mayor lays out / laid out Shanghai's social and economic development projects for the next year.

7. The old bike creaked all over except for a dumb bell/except for a bell that was dumb/except for a bell that wouldn't ring, but he bought it as it was. (Although the bike..., he....)

cf. in the text: "The shelves are crowded as they are."

Also notice that we don't say "a bell creaks," and that's why we don't say "the bike creaks all over except the bell." And a "dumbbell" means 哑铃.

8. Michael Jackson was to young people of the 1980s what the Beatles were/had been to those of the 1960s.

9. Let's divide the job between us: you do the laying out, and I'll do all the typing.

10. It's hard to put up with the great/full volume upstairs (The great/full volume upstairs can hardly be put up with). What's worse, you sometimes have a crowd of people jumping and stamping over your head. I see no way of changing the situation short of telling them directly "No noise."

11. --I've just got a sports coat. Fine to look at, and (at) a 20% discount at that.

--Show me, please. Ah, a Li Ning. I swear by Li Ning/ this brand.

\* Learn to use "swear by" (always in the present tense), but of course you can simply say, "It's my brand."

12. Wal\*Mart succeeded greatly/phenomenally with discount retailing, but what has been haunting its executives in the 1990s is how to hold its own against pressures from increasingly greater/fiercer (or, increased) competitions. Besides, it is not easy to gain

some market share in the supermarket industry as opposed to discount retailing.

### XII. Cloze.

1.

|                                 |                               |
|---------------------------------|-------------------------------|
| These <u>aren't</u> ...         | and here is <u>what</u> ...   |
| have <u>no</u> ending           | dump ... into <u>your</u> lap |
| you <u>can't</u> run...         | <u>because</u> tomorrow...    |
| You <u>may</u> not be...        | <u>but</u> then again...      |
| <u>which</u> makes for...       | Three <u>cases</u> a day      |
| read yourself <u>to</u> (death) | what the <u>problem</u> is.   |
| need <u>a</u> solution.         | Here <u>you</u> are,          |
| <u>or</u> marketing executive   | <u>with</u> no lecture notes, |
| or formulas <u>to</u> go by;    | <u>an</u> equally confused... |
| if you <u>haven't</u> done...   | growing up <u>in</u> a hurry  |
| (And) <u>no</u> time.           | finding a <u>solution</u> .   |

2.

|                                 |                                |
|---------------------------------|--------------------------------|
| a little ground,                | might as well have <u>been</u> |
| *Please, <u>no</u> , I thought, | <u>That</u> , I was sure,      |
| when he <u>heard</u> his name   | called (cf. after you saw the  |
| case laid out as we did)        |                                |
| sorry for <u>him</u> .          | guilty at <u>my</u> own relief |
| why <u>don't</u> you tell us    |                                |

### XIII. Oral translation.

(以下为《在哈佛读书》的文摘全文，教员也可从中选择口译段落。)

哈佛商学院是个神秘的地方，就象美国纽约对于中国人来说是个神秘的一样。电视剧《北京人在纽约》开篇的一段话，似乎可以移植于人们对哈佛商学院的观感——如果你爱他，就把他送到HBS，因为那里是天堂；如果你恨他，就把他送到HBS，因为那里是地狱。从绝大多数毕业生的亲身感受来说，那里的第一年为“地狱”，第二年是“天堂”。

HBS的学制为两年，与众多国家包括中国的研究生院一样，第一学年学习统一的必修课程，第二学年则进入专业课程，近90年来一概如此。HBS的课程设置已经成为几乎所有大学的管理学院（或商学院等）硕士课程的参考模式，其校规校纪也为其他学校所模仿。

但是，哈佛商学院的教学计划存在着一个令人奇怪的不平衡。第一年的课程压得人喘不过气来的紧张，第二年却有些无所事事的轻松。

一年级课程的典型安排是，每周上午三节80分钟的课。每节课基本安排一个案例，一般一个学生准备一个案例要3-4个小时，加上课外学习小组和上课时间，每天大概要学习13-18个小时。很多学生差不多每天要学习到凌晨一两点钟，然后睡上几个小时，再爬起来去上8点半的课。



学生们估算，至少有75%的学习任务被压缩在第一年的两个学期内；20%则留到第二年的第一个学期，到第二个学期只剩下了5%的学习任务。因此可以说，第一年要没命的学，第二年可以拼命地玩儿。

第一年的第一个学期，对每一个进过哈佛商学院的人来讲，都是难以忘怀的。可以说，这是一个“学而生畏”的学期。这一学期的课程都是必修课。任何人都不能弃权和例外，哪怕你是注册会计师，你也必须上会计课。刚进学院的学生对独特的案例教学法尚不熟悉，准备起来困难重重，几十页一个的案例，对于非英语圈的留学生来讲，更是蜀道青天。因为所有的必修课几乎都必须在第一、二学期修完，所以你不能为了使学习轻松些而推迟学习任何难度大的课程。因此，就是那些颇具天才，毕业后也做出了显赫成就的学生，在开始的几个星期，也不免要怀疑自己的能力。即使那些最优秀的学生，在第一次期中考试前的紧张也会达到极点。

92级的约瑟夫回忆说，第一次期中考试的前一天，他和吉姆去打网球，想休息休息已高速运转几天的脑袋。他知道保持冷静的重要性，但是他对第一次考试太紧张了。吉姆是个很好的网球选手，但仍几乎抓不稳球拍。打球时他们还在谈论考试，两人都在担心他们班里可能有10个人将考试不及格，因为近乎冷酷的考试制度预先就决定了必定有人会考试不及格。每次考试都是一场真正的大混战。两人只希望这个厄运别落在他们头上。由于过于紧张，两人无法继续打下去，就草草收拾回去继续学习。后来才知道，吉姆的考分在班里属前五名。

HBS的第二年完全不同于第一年。除了一门必修课外，所有的课由学生自己选修，所以课堂参与的兴趣提高了，班级也更小了。每个班通常只有40-70人了，不像第一年那样你要和89个同学呆在一起。这样，学生们的参与程度也提高了，同时，在被教授点名时也不那么紧张了。准备案例的时间基本缩短为两个小时以内，但每天合计仍有6个小时的学习。这并不意味着第二年的案例容易些了。实际上，案例通常是更长、更难了。但是在第一年接触过400多个案例后，学生们更善于抓住案例的核心，更善于分析案例中的关键因素了。

另外，学生们在第二年所遇到的最重要挑战是就业问题，这可能是HBS唯一使每个学生都感到兴奋的问题。每年有2,000多个公司同学校联系，大约安排5000多次面试。学生们在与公司一次又一次的实际接触中，既了解了各行业公司的具体而全面的情况，又学会了如何推销自己。校方对学生们选择工作给予时间上的支持。二年级学生在二月份星期五的课暂停，以使他们能有充分的时间去寻找尽可能多的机会。

在哈佛还可以看到另一种风景。那就是每天都可以看到不少人，或在查尔斯河上(the Charles River)划着印有美元符号的桨，或三五成群地走向健康中心，可谓活得潇洒。不过，这些人几乎全是二年级学生。不管怎么说，半天打网球的是二年级学生，郊游野餐的是二年级学生，泡咖啡馆的到处去吃招聘企业宴会的还是二年级学生。说他们生活在“天堂”，实在不过分。

（摘自《哈佛学得到》，企业管理出版社96年版，杨杜、闻洁、申明编著。）

### **Supplementary Reading**

The following is excerpted with slight adaptation from the Case "Ingvar Kamprad and IKEA" (9-390-132: 5, 6) of the Harvard Business School, prepared by Professor Christopher A. Bartlett and Research Associate Ashish Nanda, rev. March, 30, 1995.

## LESSON SEVEN

### COLLEGE PRESSURES

#### Teaching Notes

##### Activation

1. Collect students' response.
2. words that do not appear in the text: TOEFL, dormitory, record, boat, dining-hall (Except for "toefl", all of these, however, may look quite natural in this text.)

Students are not likely to feel at ease with words like frontier, islands, fever, buried, axe, pool, be trapped, etc. under the title "College Pressures". If they predict the appearance of these, they may be seeing them in quite different contexts (and not without reason). The purpose is to call attention to their actual use (sometimes in unusual combinations) in the text that clarifies Zinsser's attitude toward "college pressures".

3. (\*\*处表明删去, 但仍可讲解) Students may attach positive meaning to secure, safe, sacred, pre-planned, hard work, (relaxation) and see "risk, detour, etc." in a negative way.

When they actually read the text, they will begin to notice unexpected associations which reinforce the idea of "pressures". They will also begin to see that the ways particular words are grouped together are in a sense determined by the writer's values.

Thus, "direct route" (not good), but \*\* "circuitous route", \*\* "detour" (normal, all right); "risk" (preferred to) "passport to security"; "gentleman's C" (not bad, not necessarily worse than straight As); "safe", "sacred document" (ironic), etc.

Also: grade fever (ironic), brutal economy, lab--dentist (going to the lab is like going to the dentist: unwillingness, reluctance), emotional baggage (burdened, psychological problems, personal), publish or perish (repetition of "p" and "-ish", cruel competition).

4. inquiring minds, play of ideas, emotional baggage, shrinking profession, to shuffle transcripts, \*\* codified slots
5. \*\* codify .

##### Words and Expressions

1. As the text was too long, some further excision has been made. The present text does not include the following

words (课文又经删节, 词汇、注释、练习中都可能遗留了原先较长的课文中出现的语言现象, 如发现有过难的, 请指出):

deficit, budget, pauper, bond, debt, ad agency, economist, editor, executive, magnate, photographer, slot, codify v. (codified), frontier, destination, circuitous route, detour, tension, assign v., assignment, due (sth. be due), damage, conceive, assume, nudge, startle, raise the ante (to); clacking, typewriter, mixed bag (/,mɪkstˈbæg/), tonic, start from (a point), bound for (a destination, cf. Salt: be bound to), get ahead (= succeed), be half over, get into (a field), nudge (sb.) down (some unforeseen trail)

circuitous /sɜːˈkjuːrt s/ = roundabout, -- indirect, devious, cf. circular

detour /ˈdiːtu /

2. -ly adverbs: 1. 41 positively (also in "Hell"), 1. 49 liberally, 1. 52 narrowly, 1. 65 equally, 1. 67 ordinarily, 1. 77 inevitably, deeply, 1. 143 deliberately, 1. 148 psychologically, 1. 153 highly, easily, 1. 178 ultimately ("Hell", ultimate), 11. 186-87 primarily, largely (also in "Hell"), 1. 203 informally, 1. 215 luckily

### Additional Notes

1. About the text: "College Pressures" was first published in *Blair & Ketchum's Country Journal*, April 1979. The present text is about less than half the size of the original essay, with omissions but without adaptation.

Interested teachers and students may refer to *The Norton Reader*, 8th ed. (New York: W.W.Norton & Company Inc., 1992), pp.310-317, for the whole essay.

2. (S1) About the author:

William Zinsser (b. 1922)

American journalist, writer, and teacher. After graduating from Princeton in 1944 and serving in the army for two years, Zinsser joined the staff of the *New York Herald Tribune* (1946-59), first as a features editor, then as a drama editor and film critic, and finally as an editorial writer. In 1959, he became a free lance writer, joining the English faculty at Yale University from 1971-1979. Zinsser is the author of more than a dozen books, among them the well-known *On Writing Well: An Informal Guide to Writing Non-Fiction* (1976; revised edition, 1980), and *Writing with a Word-Processor* (1983).

--The Norton Reader, 8th ed., pp. 1273-74

There is a passage before our selection: "...I am master of Bradford College. I live in its Gothic quadrangle and know the students well. ...I am privy to their hopes and fears--and also to their stereo music and their piercing cries in the dead of night. ...If they went to Carlos [dean of Bradford] to ask how to get through tomorrow, they come to me to ask how to get through the rest of their lives."

--The Norton Reader, 8th ed., p.311

3. (S2, 3) About Yale's undergraduate and graduate programs:

1) Undergraduate activities (Notice the idea of college-sense of "community" rather than "specialty (AmE)/speciality (BrE)"):

All first-year students live in dormitories on the Old Campus; later they become affiliated with the residential colleges, where they subsequently live. Established in 1933 by the American industrialist Edward Stephen Harkness, the college-residence system was designed to give students, from the sophomore year on, the educational and social benefits of living in relatively small groups within a larger university environment. Each of the 12 colleges accommodates approximately 250 students and has its own library, common rooms (where teachers and/or students hold extracurricular activities), and living and dining facilities. It is headed by a master and dean, both university faculty members, who live within the college enclave. A group of fellows, also associated with the university's staff, assists the master in administering the college's social, athletic, and intellectual activities.

2) Graduate and Professional Divisions

The first professional school established at Yale was the School of Medicine (1813); other graduate divisions are the schools of architecture, art, divinity, drama, engineering, forestry and environmental studies, law, music, and organization and management. Other professional divisions are the Institute of Occupational Medicine and Hygiene, the Labor and Management Center, and the Institute of Far Eastern Languages.

3) master, profession

master: (in Yale, Harvard, etc.) male teacher and student advisor, residential, organizes various students and faculty activities (eg. presiding over the commencement ceremony)

profession: a form of employment, esp. one that is respected in society as honorable and is possible only for an educated person and after training in some special branch of knowledge such as law, medicine, and the Church

professional schools: see above, 3(2)

professional degrees: J.D. - doctor of jurisprudence, M.D. - doctor of medicine, Th.D - doctor of theology

cf. research degrees, e.g. Ph.D - doctor of philosophy

#### 4. Concerning the humanities and liberal education

1) the humanities (ll.98, 99): languages and literature, esp. the classical Greek and Latin; the branches of learning concerned with human thought and relations, as distinguished from the sciences, esp. literature, philosophy, history, etc.

cf. (l.33) the qualities of humanity that will make them good lawyers...

Brewer's definition (p.p.553-4): Grammar, rhetoric, and poetry, with Greek and Latin; in contradistinction to divinity. Also of more general application to polite scholarship in general. (The use of "humanities"...to designate those studies which are esteemed the fittest for training the true humanity in man. --Trench: *Study of Words*, Lect. iii)

2) the classics (ll. 47, 96): the languages and literature of ancient Greece and Rome

3) the Arts: those subjects or fields of study that are not considered to be part of science, esp. as taught at a university

liberal arts: any university subject except science and mathematics

from Webster's New World: arts becoming a gentleman--the subjects of an academic college course, including literature, philosophy, languages, history, and, usu. survey courses of the sciences, as distinguished from professional or technical subjects

liberal education (see l. 49): an education mainly in the liberal arts, providing the student with a broad cultural background rather than any specific professional training

4) perspective (ll. 103-04): (uncountable) (a term in drawing) the art of drawing solid objects on a flat surface so as to give the right impression of their relative height, width, depth, distance, etc.

It also means the way in which a matter is judged, so that (proper) consideration and importance is given to each part, or simply, the apparent relation between

different aspects of a problem (used esp. in the following phrases).

see/look at (sth.) in perspective

in the/its right/wrong perspective (in the right/wrong relationship; without/with exaggeration or neglect of any aspects)

You must get the poem in (its right) perspective.

He sees things in their right perspective.

\*\* In "The Excursion", Kenneth Burke dramatizes his theory of perspective by incongruity.

5) dimension (l. 37): one-dimensional (a straight line--goal-obsessed, direct route, narrowly pursue..., steer toward a specific goal); two-dimensional (flat, dry, dumb, no depth); three-dimensional (having depth as well as breadth and height, humane, curious, intellectually developed, all-rounded, liberally-educated, committed, responsible)

e.g. In this character there is another dimension to her personality which we should not forget.

It would do good to experience hardships and suffering and consequently add to the dimension of the head that of the heart--to become, in short, full human beings.

6) range and curiosity (l. 51), intellectual faculties (ll. 100, 104)

curiosity (sth associated with inquiring minds and intellectual keenness) cf. Salt: shameless curiosity

faculty: any natural power of a living organism, sense (the faculty of hearing, speech, etc.); any of the powers formerly thought of as composing the mind, such as will, reason

Screwtape would object very much to men's using their higher / intellectual faculties (thought, reason, logic, etc). He teaches Wormwood to appeal to men's lower faculties (five senses).

cf. the faculty (members): all the teachers and other workers of a university or college or one of its departments

7) values: the social principles, goals, or standards held or accepted by an individual, class, society, etc.

cf. practical value

5. (S4) have/get the/an edge over/on:

e.g. 1) From the very beginning, our team got the edge on (= got a higher score than) the other team and kept it.

2) Mary has the edge on Janet in the beauty contest (Mary is more likely to win the contest).

3) The director said that the German firm had the edge on British manufacturers.

6. (S6) an applicant pool (ll. 28, 29): [different from "a small area of still water" in etymology--see "Begin/Commence"] pool (count.n., needs a descriptive word/phrase)

a car pool: a group of people who own cars and take turns driving each other to work or on some other regular trip. e.g. It was John's father's week to drive his own car in the car pool. (It's his turn to drive his friends to work in his car.)

a 'typing/typists' pool: a group of typists in a large office who type letters for any members of the office

a labor pool (There's a big pool of man power here.)

a large pool of applicants

a pool of ideas

7. (S7) it's all very well/nice/easy/true/all right for ... to say -- an expression of dissatisfaction when comparing what is practical to what is suggested

It's all very well/nice if Jane comes to the party, but how will she get back home?

8. If in the late 70s, "tuition, room, and board at most private colleges comes to at least \$7,000," (ll. 61, 62), the cost has at least tripled, if not already quadrupled (20,000-30,000 dollars for tuition, room and board).

9. (S8) More examples for "verb + adverb (+ preposition)":  
pay off

Ben's friendship with the old man paid off in pleasant hours and broadened interests. (The friendship gave him pleasure and widened his outlook.)

sign up (for;

We will not have the party unless more people sign up.

cut back

After the big hotel was finished, the builder cut back the number of men working for him. (he fired many of his workers)

thin out (seedlings): to pull up the weaker of (a mass of young plants) so that the stronger ones have room to grow freely

In the text, the phrase is stretched further to mean that shortage of money has forced many departments to cut back the number of teachers (= fire some, let some teachers go)



此处删去get ahead (*infml*)

Those with a good education find it easier to get ahead.

这条删去10. (S9) raise/up the ante (to)-- the idiom refers to increasing the money one is betting in a game of cards; the other players must at least match this increased amount in order to stay in the game

They raised the ante so that only the richest company could compete with them for the contract.

11. publish in order not to perish (l. 172)

publish or perish (either/or, contrasted)-- Notice the sound effect. Why not "publish or die"? cf. Salt: pungent, preservative, purifying; salt, salty, savory, seasoning, saving...

e.g. Commenting on the present study of popular culture, one critic says that it is an academic aberration, fostered by a "publish-or-perish" imperative and fuelled by the need to teach courses attractive to students, even if that means catering to their (unformed) tastes.

Compare: nature or nurture (either/or, contrasted view) (nurture: education, training, culture)

bag and baggage -- with all one's belongings (same, greater intensity): e.g. She left the house bag and baggage.

Similar examples in Chinese?

12. the crunch (l.189): *slang* a tight situation (specif. an economic squeeze) (危境, 摊牌)

删去 (a) mixed bag (of achievers) (ll. 209, 210): *infml* a collection or group of things or people of many different kinds, and usu. of different qualities

13. patterns in the text:

it's very well/nice/easy/true for... to say (an expression of dissatisfaction when comparing what is practical to what is suggested)

it'd be hard not to

it saddens (agonizes, frightens, surprises) me

gone are the days of/when...

along with... goes...

if I were..., I would...

if I describe..., it's because that's where...

it's why... (8)

\*all the slots are not codified

prof's concern with his course (he is concerned with...)  
that's what... are for.

\*by then the term will be half over and the damage done  
\*all the slots are not codified nor frontiers closed  
come to..., not counting

go to... as if they were going...

it's almost funny, except that it's not (tone)  
this might seem to suggest... but

get... done

keep being swallowed by

like them as people, know them in... as, deal with as a  
whole person, describe...as (-ing), be perceived as not  
doing well

do more than they are expected to do (overexert)

### Understanding the text

Teachers should perhaps be aware that American undergraduate programs operate in ways quite different from ours. When students first enter a college/university, they are "freshmen". They do not "declare major" until the second semester of the second year (or perhaps the third year). In China, on the other hand, all students have to decide which departments to go to--choose to fit into certain slots--before they take the entrance examination.

\*\* additional notes or questions for discussion

1. 1) Don't say "3 pressures", "4 pressures". (We don't say "three influences", "three foods", either.)

4 kinds: economic, parental, peer, self-induced pressures. The financial/economic pressure is the dominant one which controls and determines the other three. And *all these* are interrelated/intertwined.

2) Also ask "Does Zinsser present their relationship adequately by his transitional sentences?"

Zinsser's transitions are loose: 1 & 2 intertwined, 3 & 4 intertwined (as if in 2 groups, parallel with each

other). Still, the context makes it clear that "success (in terms of money)" is the dominant principle, esp. when we refer back to what he says before defining college pressures:

...One of the few rights that America does not proclaim is the right to fail. Achievement is the national god, venerated in our media--the million-dollar athlete, the wealthy executive--and glorified in our praise of possessions. In the presence of such a potent state religion, the young are growing up old. (Norton, 311)

Of course, students may name other kinds of pressure in college life. The four are by no means exhaustive. And then, these four kinds are mainly discussed in relation with students. The pressures on universities and on teachers (which the present text touches on, see No.5) can also be taken up in greater detail in essays under the same title.

2. 1) do a double major, overexert (e.g. write longer papers) to impress teachers, strive to get straight As, etc.

\*\* What is implied by their alternative interpretation of Yale's official grading system? -- change the official meaning--to put more pressure on themselves (peer pressure, self-induced pressure--goal-obsessed)

2) \*\* Why do so many students want to "look better"? -- Grades determine what sort of school one goes to next.

Many students are under the pressure of fierce competition (pars 2-3): better appearance on paper (= higher grades) --> more impressive to admission officers --> greater chance of entering better schools (in terms of practical value) --> better professions (explain this word) --> more money, greater "success".

Not all students want to go to professional schools (ll. 42, 43). Still, they want to appear better so that they can find "satisfying jobs" (l.58).

[The following passage in the original, omitted in our text, may make clearer the pressure on non-professional-school-oriented students.]

[between 1.75 and 1.76] Today it is not unusual for a student, even if he works part time at college and full time during the summer, to accrue \$5,000 in loans after four years--loans that he must start to repay within one year after graduation. Exhorted at commencement (see Question No.6) to go forth into the world, he is already behind as he goes forth. How could he not feel under pressure throughout college to prepare for this day of reckoning? I have used "he," incidentally, only for brevity. Women at Yale

are under no less pressure to justify their expensive education to themselves, their parents, and society. In fact, they are probably under more pressure. For although they leave college superbly equipped to bring fresh leadership to traditionally male jobs, society hasn't yet caught up with this fact.

3) \*\* Also ask the students to find out words and expressions that are associated with the idea of "being goal-obsessed". (the underlined words are not now included in the text)

slot, codified, closed frontier, specific (profession), goal-obsessed, tension (cf. pressure, relaxation), contagious fever, tenacity, driven creature, (over)exert, publish or perish (cf. die), narrowly pursue, steer toward, bound for, get ahead, etc.

4) Refer to the success myth quoted in (1).

3. 1) \*\* Notice the three words that begin with "p"--paper, person, people.

(the qualities of) humanity (33), extra dimension of commitment or concern (36-7), (contribution to the world/a cause) (1-4); how to appear in person (cf. "on paper") (15-17), (like them) as people (57), (deal with the student) as a whole person, with all the emotional baggage he brought along from home (159)

the blithe spirit inside (187), having wide range and curiosity (51), as liberally educated men and women (49), inquiring minds (54), exhilarated to hear the play of their ideas (55), (know them) in other corners of their life as cheerful people (82-3)

["look", "on paper"--superficial, not essential]

2) \*\* What does "the gentleman's C" mean?

(We haven't found the origin of this term.) a certain attitude toward studies: free of mind, easy of manner, relaxed, having a wide range of interests, sociable, not burdened, not to be tied down on anything specific, amateurism, anti-professionalism, not at all ashamed of one's low grades or even proud of Cs, for "gentlemen" as a social class were men of means, men of leisure, not necessary to earn a living

\* to be a gentlemen (jocularly) = to have no work to do

Compare: van Dyke's idea of a cultured man

3) a wide range of interests, an inquiring mind, curious to learn, open-minded, more interested in developing intellectual faculties, humane, sympathetic, a free spirit, able to enjoy life

\*\* Zinsser mentions a lot of subjects and courses. Put them into different groups and state your reason. Why do parents and students prefer some to others?

two groups: 1) with no practical value, 2) having practical value

1) the humanities / liberal arts: traditional subjects such as history, philosophy, classics, anthropology, poetry, religion, music, art (47-48, 95-7)

2) professional--medicine, law, business, etc.

Some parents think that studying subjects like philosophy, history and classics is not likely to bring in a lot of money for their sons and daughters. \*\* Explain the word "guilt" (guilty of what). "caught ... in the web"--not free

4. 1) No, not actually. Rather he thinks that students should choose the subjects they are interested in--they should not be driven to study what they do not like simply because parents and media say some subjects will bring in more money and greater success. (Naturally, the problem is especially serious with those who *like* humanity subjects but are persuaded into giving them up.)

2) "useful" ≠ practical value

Zinsser regards the study of philosophy, etc. as good as, if not better than, that of "pre-rich" subjects for a successful future career. The training functions at a deeper level and pays off in better developed intellectual faculties. It helps build up one's "ability to synthesize and relate, to weigh cause and effect, to see events in perspective," thus ensuring his success in whatever general field he may find himself in. (Explain the words "faculties," "creative". ll. 104, 105)

3) (最后两段已经删去) the last two paragraphs with emphasis on success outside the academic world (Zinsser's view of university education is in line with van Dyke and Lewis's ideas.)

any general field: probably as opposed to natural sciences

ll. 204-210: no direct relation between courses/subjects and success, what is really important is one's aptitude, freedom of mind, creativity, reasoning power instead of mere skills, memorization, etc. The humanities subjects help shape the right mind and attitude. Thus, students of literature may become very good businessmen not because literary study teaches them how to run a firm but because one's mind is sufficiently trained and exercised to be able to analyze and synthesize...

Students may discuss the payoff on linguistic studies.

"circuitous route," "detour" -- \* life ahead is unforeseeable, not plannable in a way, is open to many possibilities and opportunities, has many surprises in store for us, \* also suggesting a life-long process of learning (the difference is one now knows how to learn, to approach a new problem, subject, to set about doing things, etc.)

5. 1) \*\* What figure does Zinsser use to describe some professors that do not show enough concern for students? (islands) Is it a fit figure?

Although Zinsser does not have a high opinion for the self-containment of professors, he is not too harsh towards them.

2) ll. 149-177 analyzing the teachers' problems in connection with "college pressures".

a. \* self-containment almost as time-honoured practice: too absorbed in scholarship to contact; too shy to contact

\* as a modern way: narrow division of labour--responsible only for the courses, none of their business to care about students' psychological and emotional problems, not taking a holistic approach to their "profession" (for instance, not seeing their professional work as mutually enriching experiences)

\* at their worst, ego-centric, lack of concern for others

b. college pressures [economic, peer, self-induced ones] on teachers--no time to contact students even if they want to

\* younger teachers (also "goal-obsessed"): publish or perish (Note 11), overexert to get one's tenure (AmE the status of holding one's [teaching] position on a permanent basis, on the fulfilment of specified requirements, i.e. a secure job)

\* older and tenured teachers: pressures of administrative work, of dealing with limited budget and extensive educational needs (also true here)

3) ll. 63-75, ll. 173, 176-77 the problems colleges and departments are faced with

Again, the economic pressure is regarded as the dominating pressure for teachers/ departments/ colleges (brotherhood of paupers). They are seen more as victims under various pressures than as villains imposing pressures on students.

6. The students themselves. Although it is hard to name a villain that can take all the blame, Zinsser nevertheless suggests a way out of the vicious circles in which the students are trapped -- self-liberation.

11. 178-184, 194-200. The assumption is that everyone is born free, with a free will. He should not be enslaved to some given goal. (No.10 also deals with this.)

commencement n. (Lesson one: commence = begin) Beginning life (not finishing sth). Being launched into society. An opening up (not a closure, see 199-200).

Free discussion.

7-10. Further questions. Learning to challenge. Free discussion.

7. Examples of "achievers" like those mentioned in the last para but one. (这段已删去)

\*\* Are the subjects and courses everything? Does the study of philosophy, literature, etc. inevitably bring out well-developed minds? Does the study of "pre-rich" subjects necessarily create dull successors? In your opinion, what other factors may contribute to the cultivation of unique, well-rounded men and women?

Zinsser emphasizes the value of the humanities subjects and courses as well as the values embodied in these because he is addressing the students and parents' concern of how to get into those pre-rich schools and professions. But of course many other things may affect our cultivation. For instance, what kind of material is used, how the the humanities subjects and courses are taught (are the teachers concerned with imparting information only, for instance; literature can be taught in a purely technical way, without massive human concerns at all).

Refer to van Dyke, Lewis, Newman and Arnold, to their view of knowledge/reason/logic/science as one thing and virtue, morality as another.

8. individuality, self-assertion and success in a very narrow sense, commercialized environment, everything that students in the sixties were taught against

Also refer to van Dyke, Lewis, etc.

9. Perhaps we should ask whether one will live a fuller life with this awareness or without, whether it is worthwhile learning from and wrestling with the best minds in human history or not.

\*\* What are some of the socio-institutional constraints in breaking the circles in which students are trapped? What are your suggestions?

"Can I have a narrow escape?"

social and institutional pressures: division of labour, more and more codified slots, the importance of naming (if you say you graduate from the department of





- blithe /blaɪð / (cf. writhe), faculty /ˈfæk lti/  
 删去 circuitous /sɜːˈkju(:)t s/, detour /ˈdi:tu /
4. enrol/enroll, , enrolls/enrolls, enrolled, enrolled, enrolling  
 hang (in the text), hangs, hung, hung, hanging  
 inquire--also enquire
  5. Fill in the missing letters:  
 1) steer, dean, fee, peer deal  
 2) perceive, believe, conceive, chiefly, seize, achieve  
 3) tuition, business, endowment, guilt, intangible, inquire/enquire, synthesize  
 budget, major, nudge

## II. Word formation.

A prefix changes or restricts meaning, a suffix changes part of speech.

1. visualize (v.)--visual (adj.) + -ize.  
 Verbs ending in "-ize" can also be formed from nouns.  
 Form verbs ending in "ize": final, real, modern, popular, stable (stabilize), standard, victim  
 Also: synthesize--synthesis + -ize
2. pre-law, pre-rich: pre- + n./adj. (Zinsser uses a lot of nonce words with "pre-" as prefix.)  
 pre-medical, pre-business, pre-planned (pre- + p.p)  
 pre-war period, pre-school education, pre-paid grave (to prepay)
3. unforeseeable (un- + [fore-]see + -able)  
 unforgettable, unmistakable, unreadable
4. fearful (adj.) fear (n.) + -ful  
 cheerful, shameful, wonderful, painful (Notice: an event is delightful/painful; a person is delighted/pained to do ...)
5. parental (adj.) n. + -al  
 brutal, departmental, educational
6. overexert (v.) over- + v./n.  
 overwork, overload, overweight, oversupply, overheat (cf. overhear, overthrow)
7. intertwine (v.) inter- + v.
8. tenured n. + -(e)d --> adj.  
 kind-hearted, cultured
9. sample (n. --> v.)  
 shape, nurture, journey, clack(ing), grad(ing)
10. self-induced (by self)  
 self-determined (by self)  
 self-contained (containing self--object)  
 goal-obsessed (n. + pp.) (obsessed with the goal)  
 (cf. self-polishing, self-locking)

Also notice: widen, sadden.

### III.

1. dean : master / master : dean

Anthropology and classics are both subjects for study: difference in the same category.

2. pressure : relaxation

The given pair is near opposite to each other: admirable--very good, borderline adj. --almost below accepted standards of quality or behaviour.

"brutal" and "harsh": not too obviously different in degree.

3. professional school : law school

"freshmen": a specific group of undergraduate students, first year undergraduates.

To perceive is to know through one of the senses--seeing, hearing, etc. are ways of perceiving, while to visualize is to form a mental picture, to imagine, and so different from perceiving in its proper sense.

4. exertion : success

### IV. Distinguishing easily confused words:

1. 1) enroll/matriculate  
2) enroll in  
3) enrolled/matriculated as  
4) would accept  
5) admit into  
6) enrolled/matriculated, did (not) enter into, entered
2. 1) has (now) been confirmed  
2) to contribute (essays, ...) to  
3) (no) conviction, are (not) convinced of,  
4) to confirm, confirms/has confirmed, conviction
3. 1) ashamed of, shameful  
2) shameful, (one) of (which) ... ashamed  
3) shameful
4. 1) for nurturing                      2) to feed  
3) was brought up
5. 1) brought out                      2) sent out  
3) will bring out/has brought out  
4) are sending out  
5) would send out, was brought out

### V. prep., adv. (\*表示现已删去的段落中的用法)

1. in, with                      2. of
3. to, towards, \*for              4. through (in the text, "journeyed through college"); with, like, at
5. to, \*outside, under              6. \*up, to, for, at
7. in, in/for, out, of, up/down, into, on
8. on, to, to                      9. into, away
10. with, as

VI. verbs, verbals

1. imagine, being admitted, taking
2. is being done, says/said
3. Not taking, will (only) lead, lacking
4. were approaching, found/was finding, reading, were left, slipped, asking
5. are, come
6. wish, could be liberated, were given, to trip and fall

VII. adverbs

- |              |               |               |
|--------------|---------------|---------------|
| 1. equally   | 2. largely    | 3. liberally  |
| 4. primarily | 5. positively | 6. presumably |
| 7. narrowly  | 8. intently   |               |

VIII. recast sentences

1. At first glance, Pepsi would seem to have the edge in Eastern Europe. ... Coke has a dramatic edge on Pepsi in West Europe and ....
  2. Her black velvet dress studded with jewels looks very much like the night sky studded with bright stars.
  3. Bow legs are symptomatic of rickets.
  4. You must cut back (on) your book report.
  5. Tom is caught between his own desires and his parents' expectations.
  6. The costly machinery will pay off in the long run.
  7. Many people signed up for bidding for the 2000 Olympics.
  8. ...., and the odds are little better for would-be lawyers
- 删去原先的 1. *We have to hand in our term papers on July 7.*  
--The term papers are due on July 7.

IX. 未编 Translate the following into English, using the expressions and patterns given below:

be caught in/between,      not counting  
cut back,      gain/get/have an edge (on),  
the odds are,      pay off  
sign up (for),      symptomatic of  
it's (all) very well/nice/easy to...  
it is sb.'s business to...  
it saddens/pains/frightens sb. to...  
if I were...

X. Cloze: The passage is taken from "College is a waste of time and money" by Caroline Bird, Norton, 8th edition, pp. 281-289. Her view of such things is sharply contrasted

with Zinsser's, and all the humanists' for that matter. See especially pp. 288-89.

- |                             |                         |
|-----------------------------|-------------------------|
| 1. students don't go        | 2. when jobs were       |
| 3. when jobs were           | 4. jumped to            |
| 5. * the young are          | 6. to ... job than to   |
| 7. to make a contribution   | 8. college will         |
| 9. to enter a state univ.   | 10. to prepare for      |
| 11. service to others       | 12. not unusual         |
| 13. has been coined         | 14. the early 1970s     |
| 15. or authors              | 16. is so high          |
| 17. without offering        | 18. gap between         |
| 19. small now,              | 20. jobs of these kinds |
| 21. even for qualified      | 22. a career that will  |
| 23. A/One placement officer | 24. never said          |
| 25. but this has been       | 26. what should be      |
| 27. of education            |                         |

#### XI. Oral translation.

Henry Rosovsky, an economist specializing in Japan, was once the dean of the faculty of arts and sciences at Harvard University. The original essay is 4 pages long (pp:43-46).

of the same class: 同一等级, 同一档次

if your univ. loses too many encounters with the market: 可能指下面所说的办学的市场、效益导向, 一些与市场不那么接轨的基础学科会因为竞争而遭损失。

#### XII. Oral translation.

Xu Jilin is reviewing *An English Culture Reader and An American Culture Reader*, ed. Yang Ziwu (Shanghai: Southeast Normal University Press, 1997).

In the Chinese-English dictionary, "通才" is "an all-round (or versatile) person, a universal genius". However, from "College Pressures" and "Two Cultures" by C.P.Snow, it can be seen that "通" is opposed to "专", and so it might be closer to what we mean to render "通才教育" as "general education", or as Newman says, as "liberal education". One sense of "general" is "not confined by specialization or careful limitation" (Merriam Webster's Collegiate Dictionary, 10<sup>th</sup> ed.); or "not connected with or limited to one branch or department of learning, business, etc.; not specialized."

The following excerpts (also from *The College Writer's Reader*) may also be of some help to clarify this, though in the American context, some of such views may be considered very conservative, hence politically not-so-correct:

- Jonathan Z Smith, "Questioning the Great, Unexplained Aspect of Undergraduate Education: The College Major" (p.33):  
 ...The major, we are told, was introduced to bring focus and depth to what was perceived as an unfocused (elective) and over-generalizing curriculum. ...The present 4-year liberal arts curriculum is an uneasy compromise growing out of this history. It consists of *general requirements* (core or distribution) to introduce breadth, as determined by the faculty; *major requirements* to introduce depth as determined by a sub-set of the faculty; and *electives*, which may be used to further either breadth or depth of study as determined by the student. (Smith goes on to analyse how, in practice, there has been no compromise at all.)
- James Hart, "Renaissance Time: The Comeback of the Core Curriculum" (pp. 40-41)  
 (Hart quotes the Carnegie Foundation Report, 卡内基基金会):

Bolster (支持) general-education requirements and require students to study an integrated core of several broad areas: language, art, cultural heritage, the social web of institutions, nature, work, and self-identification.

(Hart quotes remarks at Harvard of American Secretary of Education William Bennet):

Our students deserve...a good general education—at a minimum, a systematic familiarization with our own, Western tradition of learning: with the classical and Jewish-Christian heritage, the facts of American and European history, the political organization of Western societies, the great works of Western art and literature, the major achievements of the scientific disciplines—in short, the basic body of knowledge which universities once took it upon themselves as their obligation to transmit...from ages past to ages present and future.

理学院: school of sciences, 文学院: school of arts

人文学科: liberal arts subjects

工具理性: instrumental reason

## QUIZ

### 1. Dictation:

All my life I had known that I would, some day, go off to college. By the end of my senior year in High School I knew where and when I'd be leaving and spent the summer getting used to the idea. But getting used to the

idea was all I did -- I did not begin to think or worry about what college was really going to be like. I did not spend hours thinking of the importance of "going off into the big wide world." I did not even imagine what things would be like, what if I hated my roommate, what if the work was too hard, what if I was unhappy. I did not think about specifics. I had told myself that I would have time to get psyched /saikt/ the week before I left.

(psych out: find out; You may change the last sentence to "...I would have time to find out the week before...")

### Supplementary Reading

Templeman's essay begins by introducing and accepting as a challenge the idea of "the multiversity" proposed by Clark Kerr, then president of the University of California. The present selection concentrates on Templeman's exposition of Newman's famous discourses (excerpted from pp. 275-78). In the original essay, he also refers at some length to the views of Sir Arthur Quiller-Couch, Samuel Coleridge, Herbert Spencer, Matthew Arnold, Thomas H. Huxley, and Alfred, Lord Tennyson, some of which are very different or even directly opposed to Newman's.

For teachers' reference:

from Templeman's essay: *multiversity vs university*

pp. 272-3 In April, 1963, President Clark Kerr of the University of California indicated that America has developed a new kind of institution--the multiversity. But as he talked of "the multiversity" he referred repeatedly to "the university." Also he referred again and again to John Henry Newman's *The Idea of a University*. The university of today, Kerr declared, derives from two "ideal types": one is "the academic cloister of Cardinal Newman"; the other is "the research organism of Abraham Flexner." Newman's idea, he asserted, reflected "the beautiful ivory tower of Oxford as it once was." Elsewhere he stated that Newman's idea was of "a village with its priests"; that Flexner's idea of a modern university was of "a town--a one-industry town--with its intellectual oligarchy"; and that the idea of a multiversity is of "a city of infinite variety."

The students in the "city," Kerr contended, are

Lesson Eight  
When We Dead Awaken

--Teaching Notes

Activation

1. 1) feminism, radical, movement; 2) feminism: the suffix *-ism* meaning the ideas, principles, or teaching of.

2. You may also ask the students to see if they know anything about their 1) sex (male or female), 2) nationality (English or American), 3) dates (of birth and death, or in which century they lived), and 4) the title of a literary work of each.

Adrienne Rich (1929- ), see Notes.

Virginia Woolf (1882-1941), English; *Mrs. Dalloway*, *To the Lighthouse*, *A Room of One's Own*, etc.

William Shakespeare (1564-1616), English poet and dramatist; *Romeo and Juliet*, *Hamlet*, etc.

Jane Austen (1775-1817), English novelist; *Sense and Sensibility*, *Pride and Prejudice*, *Emma*, etc.

E(dward). M(organ). Forster (1879-1970) ["Morgan" in the text], English novelist; *Howards End*, *A Passage to India*, etc.

3. Anger (1.6). Calm, detached, cool, Olympian.

The noun "passion" refers to any kind of strong, intense, commanding, overpowering feeling, or more likely here, an outburst of anger or bad temper (in a passion), or impassioned anger, angry feeling (when used without "a") (*OED* passion 7. a, b). Another sense of "passion" the students are perhaps more familiar with is "amorous feeling, strong sexual affection, love" (*OED*, passion, 8).

4. Women who are washing other people's dishes and caring for other people's children, not to mention women who went on the streets last night in order to feed their children. (11.40-43) (Maids / servants, prostitutes.)

streets: [metonymy, euphemism] streetwalkers--prostitutes, whores

5. the particular man: Rich's father; the Man: Wordsworth, Poe, Yeats, Keats, Shakespeare, Hardy, Wilde, etc. (see Notes 4, 5)

6. The girl or woman who tries to write / the woman writer.

Words and Expressions

being: *U* the qualities or nature of a thing, esp. a living thing:  
The news shook me to the very roots of my being

integrity: uncountable strength and firmness of character or principle, honesty that can be trusted; state of wholeness, completeness

sensibility: [U, C--usu. pl.] [a] tender or delicate feeling about what is correct, as in art or behaviour; [U of, to] the condition of recognizing, awareness: sensibility to your trouble

convention: (an example of) generally accepted practice, esp. with regard to social behaviour

propriety: rightness of social or moral behaviour (esp between men and women or between people of different positions, age, etc.); fitness, rightness, suitability

theme: the subject of a talk or piece of writing  
the`matic adj

thread: a line of reasoning connecting the parts of an argument

illustration: (Begin/commence: `illustrate) U the act of illustrating, i.e. adding pictures to [sth written], or showing the meaning of... by giving related examples; \* C an example which explains the meaning of sth

a given

e.g. ... the formation or discovery of new historical objects such as the body, sex, the subject, now seen as having histories whereas previously, they were thought to be natural givens ... (Linda Hutcheon)

tentative: hesitant, not definite, done as a trial

token: n. a sign or symbol or evidence of sth

adj. serving as a token or pledge but often on a small scale, token resistance, by the same token (= similarly, moreover), a token increase in wages (象征性的加工资), token protest (象征性的抗议)

for one thing (used for introducing a reason: For one thing I think you are stupid, for another I do not like you.)

lesser: fml (not used with "than") not so great or so much as the other (of 2) in worth, degree, size, etc.

opposite: greater

myth: an ancient story, usu. containing religious or magical ideas, which may explain natural or historical events; U such stories generally; [in the text] a false story or idea; sth or sb invented, not real

detached /dɪˈtæt t/: separate, not connected; \* [of a person or an opinion] not influenced by other people's opinions; not showing much personal feeling --> detachedly /-ˈtætli/, or -ˈtætɪdli/

Olympian: (like or connected with) any of the more important ancient Greek gods; \* (a person) like a god, esp. in being calm and untroubled by ordinary affairs



dogged /ˈɡɪd/: having or showing a character which refuses to yield or give up in the face of difficulty or opposition: by dogged effort

' radical: (of changes) thorough and complete;

\* (of a person or his opinions) in favour of thorough and complete political change

' divisive: tending to divide people, make them argue amongst themselves, etc. causing disunity

destructive: (causing destruction)

charming: very pleasing, delightful

peculiar, also: special, particular

susceptible: easily influenced, impressionable, likely to feel a strong effect from

awaken--also awake (awake, awaked, awaked; awake, awoke, awoken): to (cause to) become conscious or active

internalize: to make [a principle/pattern of behaviour] a conscious or unconscious part of the self as the result of learning or repeated experience in society

romanticize derog. to tell improbable and romantic stories (about); make (an event) sound more romantic by adding interesting or exciting details

romantic: fanciful, not practical, showing too much liking for dreams of love, adventure

haunt usu. pass.: be always in the thoughts of (sb)

will: [+ n./that cl./sb. to do] to make or intend (to happen), esp. by the power of the mind: We willed him to stop, but he went past.

hesitate: to pause in/before an action, be slow in deciding; (as a polite form) to be unwilling, find it unpleasant: I hesitate to tell you...

tolerate: to allow (sth one doesn't agree with) to be practised or done freely without opposition, permit; \* to suffer (sb or sth) without complaining

suppose: to believe: he was commonly supposed [to be] foolish; \* pass. be supposed to: to expect, because of duty, responsibility, law, or other conditions

mention: to tell about in a few words; to say the name of

not to mention (sth./the fact that): and in addition there is...

exacerbate /ɪɡˈzæs beɪt/: fml to make worse (pain, disease, etc.) [fig.] exacerbated relations between A and B

acknowledge (to) (+ n./-ing/that cl.) to agree to the truth of, recognize the fact or existence (of): acknowledge the truth/to us that they were defeated/having been defeated; \* (+ n. + as, + n. + [to be] sth else) to recognize, accept, or

admit (as): He was acknowledged as their leader/ himself (to be) defeated.

reject: vt refuse to accept; throw away as useless or imperfect

reproach (sb) for/with (sth): to blame sb not angrily but sadly:

reproach sb with laziness/for being lazy

negate: to cause to have no effect or force, neutralize; \* to disprove the truth or fact of, deny

abort: to give birth too early to...; \* to end (a job/plan) before the expected time because of some trouble; \* (of a job, plan) to end in this way

thwart: to oppose successfully: be thwarted in my plan by...

drudge v. to do hard, humble, or uninteresting work

cf. (Burke) trudge

inhabit vt.: to live in, used esp. of tribes and races: They inhabit the tropical forests.

\* die + complement: die young

acutely --acute: (of the mind or the senses) able to notice small differences, as of meaning or sound; sharp

altogether: completely, thoroughly

ultimately (destructive): in the end, after all else or all others

come up against sth (to meet, usu. a difficulty or opposition)

The workers came up against their employer's unwillingness to pay higher wages.

### Notes

\*\* All quoted passages below are for the teacher's reference only.

#### 1. (S1) More about the author:

Adrienne Rich was born in a Jewish family in Baltimore on May 16, 1929. Not long after she graduated from Radcliffe, she married Alfred Conrad, a Harvard economist, and began the life of a "faculty wife" and mother (they had three sons). When she and her husband moved to New York City in 1966, both became civil rights and anti-war activists. In 1970 Rich left Conrad, who committed suicide in the same year.

In the 70s Rich was professor of English, first at City College, then at Douglass College. After several years of teaching, she left the academy and moved to Massachusetts, where she edited a lesbian-feminist journal with another woman.

Rich has had a long writing career. Her first volume of poetry, *A Change of World*, was chosen to be published in the prestigious Yale Younger Poets series and was highly praised by the poet Auden. Her poems in the 1960s demonstrated a gradual moving

away from her early style (from tight verse forms, neat metrics to more "jagged utterance") as well as a change in subject matter. *A Will to Change* (1971), her sixth volume published 20 years after her first, marks the important turn in her work from accepting changes as occurring outside of herself to exploring the interior self.

Up to 1985, Rich published 9 books of poetry and 2 books of prose, one of which is *Of Woman Born: Motherhood as Experience and Institution* (1976).

2. (S1) The present text is from a much longer selection from *On Lies, Secrets, and Silence, Selected Prose 1966-1978*, reprinted in the Norton Reader, 5th edition, pp. 512-524.

In the way *A Room* was based on two talks on women writers and their writing, so Rich's essay was also written for the forum on "The Woman Writer in the 20th Century" held in 1971.

"When we dead awaken" is an autobiographical essay. In her essay "On Female Identity", Judith Kegan Gardiner remarks:

The formulation that female identity is a process stresses the fluid and flexible aspects of women's primary identities. One reflection of this fluidity is that women's writing often does not conform to the generic prescriptions of the male canon. [e.g. Their autobiographies are like novels, and their novels are like autobiographies.] ...Another manifestation of this tendency is the autobiographical critical essay as practiced by Virginia Woolf, Adrienne Rich, Louise Bernikow, and Carolyn Heilbrun. Many women critics tell women readers how to read women writers; and they tell women writers how to write for women readers. The implied relationship between the self and what one reads and writes is personal and intense.

See Elizabeth Abel ed., *Writing and Sexual Difference*, the University of Chicago Press, 1982, p. 185

3. (S2, S3) Virginia Woolf and *A Room of One's Own*

1) "A room of one's own" is both literal and symbolic [of a woman's economic freedom or independence--conditions for her intellectual freedom]. Jane Austen is known to have written her novels in the common sitting-room. "...the middle-class family in the early 19th century was possessed only of a single sitting-room between them... If a woman wrote, she would have to write in the common sitting-room. ...women never have an half hour...that they can call their own' --she was always interrupted. ...Jane Austen was glad that a hinge creaked, so that she might hide her manuscript before any one came in." (V. Woolf, *A Room of One's Own*, London: Harcourt Brace Jovanovich, 1957, pp. 69-70)

2) The following is from Quentin Bell's *Virginia Woolf: A Biography* (New York: Harcourt Brace Jovanovich, 1972), Vol.II, p.144. [Q. Bell is Virginia's nephew.]

[Of the books she was thinking of writing] the one that interested her most was the one concerned with women and fiction; it was based upon the two lectures which she had given in Cambridge in October 1928. ... It was finished by the middle of May and in October the book was published under the title A Room of One's Own. It is, I think, the easiest of Virginia's books, by which I mean that it puts no great burden on the sensibilities. The whole work is held together, not as in her other works by a thread of feeling, but by a thread of argument--a simple well-stated argument: the disabilities of women are social and economic; the woman writer can only survive despite [= in defiance of] great difficulties, and despite the prejudice and the economic selfishness of men; and the key to emancipation is to be found in the door of a room which a woman may call her own and which she can inhabit with the same freedom and independence as her brothers. The lack of this economic freedom breeds resentment, the noisy assertive resentment of the male, who insists on claiming his superiority, and the shrill nagging resentment of the female who clamours for her rights. Both produce bad literature, for literature--fiction, that is--demands a comprehensive sympathy which transcends and comprehends the feelings of both sexes. The great artist is Androgynous.

3) Bell goes on to say: "This argument is developed easily and conversationally, striking home in some memorable passages but always lightly and amusingly expressed. It is that rare thing--a lively but good-tempered polemic...." After quoting a passage from A Room, Bell says, "It is a serene voice, the voice of a happy woman who loves life, loves even the rattle of coal down the pavement coalhole, and loves, how much more, that 'subtle and subterranean glow which is the rich yellow flame of rational intercourse. No need to hurry, no need to sparkle,' when you can light a cigar, blow that dense satisfying cloud of vapour into the air and talk nonsense about the underlying music of conversation, the absurdities of dogs, the peculiarities of Manx cats...."

\*\* It is interesting to note how different Adrienne Rich's feeling about A Room is, considering especially the fact that "When We Dead Awaken" also appeared in 1972 (in College English, vol.34, no.1), the year that brought out Bell's biography. (Also see the next note.)

Rich's interpretation of Woolf's voice is all too clearly different from Bell's. Is it because Bell is a man and Rich is a woman and an angry woman for that matter??

4) American feminist theorist Elaine Showalter mentions Rich as along the visionary and anti-theory line of Woolf:

Recalling in A Room of One's Own how she had been prohibited from entering the university library, the symbolic sanctuary of the male logos, Virginia Woolf wisely observed that while it is "unpleasant to be locked out ... it is worse, perhaps, to be locked in." Advocates of the antitheoretical position

traced their descent from Woolf and from other feminist visionaries, such as Mary Daly, Adrienne Rich, and Marguerite Duras ( "情人" 的作者), who had satirized the sterile narcissism of male scholarship and celebrated women's fortunate exclusion from its patriarchal methodolatry. ... feminist criticism has been characterized by "a resistance to codification and a refusal to have its parameters prematurely set." ... While scientific criticism struggled to purge itself of the subjective, feminist criticism reasserted the authority of experience. ("Feminist Criticism in the Wilderness", in *Writing and Sexual Difference*, p.11)

4. conscious ... of being overheard by men (11. )

Gilbert and Gubar quote A. Rich's own note in their reprint of this essay (Gilbert and Gubar ed., *The Norton Anthology of Literature by Women*, Norton & Company, 1985, p. 2047, note 5):

A. R., 1978: This intuition of mine was corroborated when, early in 1978, I read the correspondence between Woolf and Dame Ethel Smyth [English composer, writer, militant suffragist]...; in a letter dated June 8, 1933, Woolf speaks of having kept her own personality out of *A Room of One's Own* lest she not be taken seriously: " ... how personal, so will they say, rubbing their hands with glee, women always are; I even hear them as I write."

5. "... she was trying to sound as cool as Jane Austen, as Olympian as Shakespeare, because that is the way the men of the culture thought a writer should sound." (11. ) --an allusion to A Room: Woolf praises Austen and Shakespeare highly for writing without anger, and quoting Jane Eyre's famous feminist manifesto on the Thornfield battlements (a low wall on the top of a castle, 雉堞), she criticizes Charlotte Bronte for letting her own anger disrupt the even flow of her text. Wuthering Heights

...would Pride and Prejudice have been a better novel if Jane Austen had not thought it necessary to hide her manuscript from visitors? ...but I could not find any signs that her circumstances had harmed her work in the slightest. That, perhaps, was the chief miracle about it. Here was a woman about the year 1800 writing without hate, without bitterness, without fear, without protest, without preaching. That was how Shakespeare wrote, I thought...; and when people compare Shakespeare and Jane Austen, they may mean that the minds of both had consumed all impediments; and for that reason we do not know Jane Austen and we do not know Shakespeare, and for that reason Jane Austen pervades every word that she wrote, and so does Shakespeare. ...perhaps it was the nature of Jane Austen not to want what she had not. Her gift and her circumstances matched each other completely.

...

...One might say, ...laying [*Jane Eyre*] down beside *Pride and Prejudice*, that the woman who wrote those pages had more genius in her than Jane Austen; but if one reads them over and marks that jerk in them, that indignation, one sees that she will never get her genius expressed whole and entire. Her books will be deformed and twisted. She will write in a rage where she should write calmly. She will write foolishly where she should write wisely. She will write of herself where she should write of her characters. She is at war with her lot.

A Room, pp. 71-73

6. "Like Virginia Woolf, I am aware of the women who are not with us here..." (ll. ) --another allusion to *A Room*. Towards the end of the book, mentioning again the imaginary Shakespeare's sister who might have been as great a poet but never wrote a word, Woolf says,

She lives in you and in me, and in many other women who are not here tonight, for they are washing up the dishes and putting the children to bed. (*A Room*, p. 117)

Notice that Rich extends her own vision to include "all women", even those of very low classes (see "Activation", 4).

7. (S4) "convention and propriety" (ll. ); "the Man, who was not a terror of a dream" (ll. ) -- the complete quotation:

Jane Harrison, the great classical anthropologist, wrote in 1914 in a letter to her friend Gilbert Murray: "...why do women never want to write poetry about Man as a sex--why is Woman a dream and a terror to man and not the other way around? ...Is it mere convention and propriety, or something deeper?" I think Jane's question cuts deep into the myth-making tradition, the romantic tradition; deep into what women and men have been to each other; and deep into the psyche of the woman writer. ...It strikes me that in the work of [Sylvia Plath and Diane Wakoski] Man appears as, if not a dream, a fascination, and a terror; and that the source of the fascination and the terror is, simply, Man's power--to dominate, tyrannize, choose or reject the woman. The charisma of Man seems to come purely from his power over her, and his control of the world by force; not from anything fertile or life-giving in him. (See *The Norton Reader*, 5th edition, p.513)

In the present selection, Rich constantly refers to "Man's power", for instance, "their privilege of tolerating or rejecting us" (ll. ).

8. Every one of us here in this room has had great luck... (ll. )

In a revised version (reprinted in *American Poets* in 1976, ed. William Heyen, New York: Bobbs-Merrill, 1976), the passage goes like this:

...has had great luck--we are teachers, writers, academicians; our own gifts could not...aborted. Our struggles can have meaning and our privileges--however precarious under patriarchy--can be justified only if they can help to change the lives of women whose gifts--and whose very being--continue to be thwarted and silenced.

9. (S5) Lucy and Lenore, Maud Gonne: -- How different can a feminist reading of such poems like Rich's be from traditional interpretations?

1) The following are the two shorter Lucy poems:

A. She Dwelt among the Untrodden Ways

She dwelt among the untrodden ways/ Beside the springs of Dove,/ A Maid whom there were none to praise/ And very few to love:

A violet by a mossy stone/ Half hidden from the eye!/ --Fair as a star, when only one/ Is shining in the sky.

She lived unknown, and few could know/ When Lucy ceased to be;/ But she is in her grave, and, oh,/ The difference to me!

B. A Slumber Did My Spirit Seal

A slumber did my spirit seal;/ I had no human fears:/ She seemed a thing that could not feel/ The touch of earthly years.

No motion has she now, no force;/ She neither hears nor sees;/ Rolled round in earth's diurnal course,/ With rocks, and stones, and trees.

2) Lines from Poe's Lenore, a poem probably on the male speaker's split psyche:

...  
See! on yon drear and rigid bier low lies thy love, Lenore!  
Come! let the burial rite be read--the funeral song be sung!--  
An anthem for the queenliest dead that ever died so young--  
A dirge for her the doubly dead in that she died so young.

3) From Yeats' "Adam's Curse" that records his passionate but hopeless love for Maud Gonne:

.../ The beautiful mild woman .../Replied: "To be born woman is to know--/ Although they do not talk of it at school--/ That we must labour to be beautiful."

I said: "It's certain there is no fine thing/ Since Adam's fall but needs [=that does not need] much labouring./ There have been lovers who thought love should be/ So much compounded of high courtesy/ That they would sigh and quote with learned looks/ Precedents out of beautiful old books;/ Yet now it seems an idle trade enough."

We sat grown quiet at the name of love;/ We saw the last embers of daylight die,/ And in the trembling blue-green of the sky/ A moon, worn as if it had been a shell/ Washed by time's waters as they rose and fell/ About the stars and broke in days and years.

I had a thought for no one's but your ears:/ That you were beautiful, and that I strove/ To love you in the old high way of love;/ That it had all seemed happy, and yet we'd grown/ As weary-hearted as that hollow moon.

From Yeats' "No Second Troy":

Why should I blame her [M.G.] that she filled my days/ With  
misery, or that she would of late/ Have taught to ignorant men most  
violent ways,/ Or hurled the little streets upon the great,/ Had  
they but courage equal to desire? /.../ Why, what could she have  
done, being what she is?/ Was there another Troy for her to burn?

(Maud was fiercely revolutionary; Helen of Troy -- in  
literature often represented as the cause of the fall of Troy  
[the first Troy])

10. (S6) female figures

1) pronunciations:

La Bell Dame Sans Merci: 李赋宁、王式仁先生都用法语发音读这首诗的标题 /la  
bel `dam sā: mer`sɪ/ (/dam/ 中的/a/发音靠前, 也不如英语的/ɑ/那么长)。  
但因字典上均给英语发音, Daniel Jones也注Anglicized pronunciations, 故  
在课文中给英语注音: "merci" 在法语中有mercy, pity等意思, 只在作感叹词时意为  
"谢谢", 在此似乎仍应按法语读为/mer`sɪ/。

Anglicized: dame /dɛm/, sans /sænz/;

French: dame /dam/, sans /sā:/, merci /mer`sɪ/  
d'Urbervilles /`dɜ:b vɪlz/

2) La Belle Dame sans Merci: an archetypal "femme fatale" in  
Keats' literary ballad (femme fatale: deadly woman, a woman  
who leads men to their downfall or ruin).

"La Belle Dame entertains the void [i.e., an absence at the  
center of the world]; Keats feels no stir of any compensatory  
energies, since he has been, in the person of the knight-at-  
arms, helplessly enthralled and disenthralled, and his own  
will, in his self-doubling as narrator, is powerless in the  
outcome." (Helen Vendler, *The Odes of John Keats*, Harvard Univ  
Press, 1983, p. 260.)

3) Salome: according to Matthew 14:3-11, Mark 6:17-28, Herod  
Antipas married Salome's mother He`rodias who was formerly  
Herod's brother Philip's wife. Because John the Baptist said  
to him that it was not lawful to have his brother's wife,  
Herod had him imprisoned, though knowing John to be a holy  
man, he could not have him killed. Later, at his birthday  
banquet, Herod, greatly pleased by his stepdaughter Salome and  
her dancing, promised to give her anything she wished to have.  
Prompted by her mother, Salome asked for the head of John the  
Baptist on a platter. The sorrowful king had to give orders  
and John was beheaded in the prison.

In the *Bible* Herodias was the granddaughter of Herod the  
Great, the despotic king of Judea that ordered the slaughter  
of all the male children in Bethlehem of two years old and  
under so that the infant Jesus should also be destroyed.

O. Wilde's drama *Salome* was written in French (1893) and  
was prohibited public performance until 1931.

11. abstract ideas made tangible



- . the tone of..., heard it often enough in..., a tone almost in touch with anger
- . men wrote poems and women frequently inhabited them
- . products of culture
- . go to poetry looking for her way of being in the world, ... looking for guides, maps, possibilities
- . she too has been putting words together

#### "way"

- . that's the way the men...thought ...
- . a lit master and a master in other ways less easy to acknowledge
- . looking for her way of being in the world

#### perfect tenses

- . I had heard it often enough.
- . ...where things have been said which are...
- . No male writer has written ...for...
- . Every woman writer has written for....
- . If we have come to the point when...
- . I have hesitated to do....
- . we have liked to think of... as
- . we have known that men would tolerate...
- . an ... insight has been how....
- . every one of us has had....
- . Our gifts could not have been enough, for....
- . it (influence) has been a peculiar confusion to the girl or woman who...
- . she, too, has been putting words and images together

#### progressive/continuous tenses

- . who is willing herself to be calm, detached,...
- . Virginia Woolf is addressing an audience of women, but she is acutely conscious--as she always was--of being overheard by men:
  - . she was trying to sound as cool as Jane Austen, ...
  - . ... because they are washing the dishes and looking after the children.
- . And I am thinking also of women whom she left out of the picture altogether
  - . women who are washing other people's dishes and...
  - . A lot is being said today about the influence that the myths and images of women have on all of us ...
  - . since she too has been putting words and images together; she is looking eagerly for guides, maps, possibilities;
- \*\* My own luck was being born white and middle-class into a house full of ... (being born: a gerund phrase used as subject supplement)

### Understanding the Text

Guidelines:

1. radically different perception and perspectives of men and women
2. what women are, what's good or bad for them, what women are good (women that men choose, tolerate) or bad/evil (that men reject, refuse)—such things are decided by men, and have nothing to do with women's self-image, that is, what they feel they are; self-identity is produced /is a product, not a given
3. culture is male force, hierarchical power structure: male -superior, female--inferior
4. women are confined to/imprisoned in set roles--to a certain extent, all women have the same destiny: ruled by men, cannot be and say themselves, their integrity violated
5. special woman--privileged woman, itself also part of the myth, created by man and satisfying man's needs; destroying women's true being; separatism among women, the split in self and within the sex
6. male culture/power is congealed in literature, in texts, in words—in language, so language crystallizes cultural and political (power) structure as well as secret conflict and desire or repression; texts have gendered meaning (文学、文字、文本、语言中蕴涵或显现社会性别身份含义的意义)
7. women, esp early awakened, sensitive, perceptive women (writers), susceptible to language, are at odds with the mirror image of language: words' persuasive power in defining women and in serving men
8. Rich and other feminists are path-breaking; whether women should continue imitating and repeating man's attacks on their own integrity or speak up, first of all confronting their own anger, daring to be and to say one's own self; only then can they create their own self-image and have freedom
9. ultimately, where do they get their own position?

Re-vision: see No.4.

1. more questions: how the gender of speaker/audience fits in, why it is of such importance what tone one adopts, and the secret communication between speaker and audience (also refer to questions 2 and 3)

How Rich describes Woolf's tone--What is Woolf trying hard to appear or not to show? How does it cover up or fail to cover up what Woolf is striving to do? What is her strategy? Why can't Woolf speak up?

Rich's conscious heritage from foremother Woolf, her sense of sharing the same fate of being talented woman who cannot speak her own mind.

Rich's discovering Woolf's "tone" on second reading implies that she might have missed that dogged tentativeness on her first reading, which might have been the same reading as Bell's (cf. Notes, 3, (2), (3)) (secret communion between women, Rich being a "secret sharer")

Rich's feeling with Woolf the fear of being overheard by men shows the power of men, their control of and dominance over the female mind, even when they were physically absent--but the male view of woman is not what she feels she really is; things said of woman by men (in the room, before a group of women) are what a woman feels she is NOT: her very being, her integrity, different and misunderstood, has been violated by men.

Woolf's fears, anger, hatred even, at being so violated; the need to hide her true feelings; hence the ~~exacerbation~~ and the intriguing style that can be misunderstood as light-hearted.

Rich's feeling or interpretation of Woolf stresses the discrepancy between what is said (light-heartedness, leisurely) and what is truly felt (angry)--revealed through her control of tone and gesture.

the significance of Rich feeling it and Bell missing it totally

2. See Notes, 3 (1), 5. Woolf seems to be admiring the calm, cool, detached tone of Austen's works. As to Rich, she is directing the reader to see the effort, the pains, for Woolf to sound as cool as Austen. Her own attitude toward Austen and Shakespeare is hard to say. Judging from the tone of the text, she might not be feeling, for one thing, that coolness and detached attitude in a female author is all that admirable, as the apparent coolness might be negating her very being. For another, Rich is remarking on Woolf's effort to conform to male standard ("because that is the way the men of the culture thought a writer should sound"), which disguises itself as a standard transcending gender differences. (refer to question 3)

Ask the students to define Rich's position: is she "calm" or "angry"? is she trying to cover up her anger?

3. What difference between male and female writers does Rich stress in the second paragraph? Discuss in cultural terms. Gender is culturally coded difference--culture is gendered.

Find a sentence in the second paragraph that further develops the idea implied in the following: "Virginia Woolf ... is acutely conscious--as she always was--of being overheard by men." (ll.10-12) -- But to a lesser or greater extent, every woman writer has written for men even when, like Virginia Woolf, she was supposed to be addressing women. (ll.24-26)

Rich's assumptions:

- 1) There are gender differences as far as the concept of "gender" is concerned.

men: generally, not gender conscious; women: always gender conscious (of being women, of being overheard by men), can only use/internalize standards set up by men to see and judge themselves by, hence inferior to men socially and culturally

gender的一种译法: 社会性别身份, 意即非生物性意义上的性别差异

2) There are differences between "role" (one's social position, expected behaviour in social life, social being) and "essence" (one's true self, inner being).

being and saying themselves (ll.       ), attacks on her very integrity (ll.       )--cf. "College Pressures": "the blithe spirit within", sth that is really me, not the role; also "In Harness", male roles. (but women hesitate to define themselves, avoid looking directly into their desires)

Differences between men and women concerning self-definition: Can women freely define themselves (at least at the time Rich was writing)?

It can be gathered from the text that men (men of the culture, to be more exact) are relatively independent, have ideas about themselves, are not afraid/have the freedom of expressing their own view of self, not have to define themselves against women, etc.

Women, on the other hand, cannot but define themselves against men, have to adopt men's eyes to perceive themselves, to conform to men's and not their own desires and needs, etc. This is inevitably at odds with their true view of themselves.

Also refer to No.1, control and dominance of internalized male view over the female mind. Women are always haunted by the fears of looking into their own desires and expressing their true feelings.

#### 4. Who is Rich addressing? teachers, writers, academicians

Compared with Woolf, does Rich have a widened vision? Yes, her vision has been widened because of the radical women's movement since the end of the 60s.

Notice the subtitle--Writing as Re-vision:

Rich: "Re-vision--the act of looking back, of seeing with fresh eyes, of entering an old text from a new critical direction--is for women more than a chapter in cultural history: it is an act of survival. Until we can understand the assumptions in which we are drenched we cannot know ourselves. And this drive to self-knowledge, for women, is more than a search for identity; it is part of our refusal of the self-destructiveness of male-dominated society. A radical critique of literature, feminist in its impulse, would take the work first of all as a clue to how we live, how we have been living, how we have been led to imagine ourselves, how our language has trapped as well as liberated us, how the very act of naming has been till now a male prerogative, and how we can begin to see an dname--and therefore live--afresh. A change in the concept of sexual identity is essential if we are not going to see the old political order reassert itself in every new revolution...." Their task is to break the western

cultural tradition that has its hold over them. (The Norton Reader, pp. 512-13)

(1) Rich's inclusiveness. Like Woolf, she is also addressing women writers--"special" women. Like Woolf, she is also aware of those excluded from her audience. Unlike Woolf, she would include more: not only toiling ones--mere housewives (middle- and lower-middle class), confined at home--things have not changed much these 50 years, but also low class women, labouring women, and "ruined" ones. Among the latter are those whose gifts are aborted, buried, thwarted.

What the radical movement teaches Rich: the divisive, destructive function of the myth of "special women".

(2) How words echo each other:

integrity--being and saying themselves

the men of the culture thought a writer should sound ..., their ideas of what ... special woman ought to be

men: privilege, tolerate or reject (at their own will, by their own standard)

(3) The identity of "a special woman" is a myth. It is dangerous as it is men-made, serving men's needs and judging by men's criterion. It keeps women within male order/culture, making them passive, manipulated, waiting to be accepted or rejected, trying to satisfy men's, not women's own, inner needs, thus destroying women as autonomous human beings. It is dangerous also because it is divisive, defining a few as privileged above all others, ignoring women lacking opportunities but not talents.

the obverse side of "special women"--the buried, thwarted, silenced, aborted gifts of other women

Our gifts could not have been enough (ll. )--there are other factors than mere gifts, for instance, luck, financial condition, etc.

(4) the danger of using herself as an illustration

\* It takes unusual courage to "say oneself"---to publicly confess to one's essential view of self, secret hidden desires, etc. at the risk of being called a madwoman, of displeasing and being rejected by men of the culture, and probably by women who have internalized men's perception of women.

\* There is the danger of being trapped in the myth of female writer as "special", thus further divided from all other women.

the token woman: (象征性的、装点门面的女人) When men of the culture romanticize and tolerate some women writers as special, they pretend that they are acknowledging women of all types (of all classes, groups, races, etc); they try to make a small group pass for representatives of the entire gender.

5. Discuss Rich's description of a "particular man" and the capitalized "Man".

1) a particular man---Rich's father. A white man, of middle-class. Kept a great many books at home. Encouraged his daughter to read and write. Strict with her. Pleased of her achievements.

\* the obverse side of this---事情的反面或另一面, 反过来说就是

The noun "obverse" means the front side of a coin or medal bearing the main design (铸币等的正面, 有头像的一面, as opposed to "reverse"), or the front or main surface of anything (事情的较显著面). And then, it can also mean "a counterpart" (对应物, 对应面). As adjective it means "turned towards the observer" or "forming a counterpart". In "We must see the reverse as well as the obverse side of things," "obverse" means 正面; in "Defeat is the obverse of victory," "obverse" means 对应面, 或反面.

In the text, the front side is what the father does (praises or criticizes, accepts or rejects), and the other, corresponding side is what the daughter does. The front side conditions the obverse side.

\* please/not to displease---"Not to displease" implies a greater degree of consciousness of the power and authority of the father, of the terror (she feels) of contradicting him, and on the other hand, a greater awareness of her own secret anger and frustration, of the necessity to protect her own sensibility from being detected.

2) Man: mentors (良师, 师长): Wordsworth, Poe, Yeats, etc.

The chief models for young women who wanted to write poetry were the admired male poets of the time: Robert Frost, Dylan Thomas, W.H. Auden, Wallace Stevens, W. B. Yeats. ... Even in looking at the poetry of older women writers she found herself "looking ... for the same things I found in the poetry of men, because I wanted women poets to be the equals of men, and to be equal was still confused with sounding the same."

She felt sharply "the split ... between the girl ... who defined herself in writing poems, and the girl who was to define herself by her relationships with men." (The Norton Reader, p. 516)

\* a terror or a dream---see Notes, No.7.

\* ...a master in other ways less easy to acknowledge? --- a master not only in literary writing but also in other matters, implying that the Man functions as a general shaping power of a girl's perception of the world and self, and that in a deeper, less definable sense the Man conditions a girl's "way of being in the world."

Rich here traces her own upbringing---her literary, cultural, psychological growth, and sees that the male standard is always there, by which to judge what's good and what's bad, what to read and how to read, etc. The note is still on the "special" woman, one who is caught between trying to define herself (to say herself) through writing and judging her feelings, vision, behaviour, by her relationships with men.

6. Poets were almost all men and they very often wrote about women. Women always appeared in poems written by men.

1) a given: taken as a fact without questioning, taken for granted, regarded as naturally so

What does "a given" mean culturally? Discuss nature vs culture---In the western thought, woman is traditionally identified with nature and man, with culture. "Culture" (in the humanities often synonymous with "knowledge", "science", "intellect", "reason", etc), thought to be higher in the hierarchy, is often represented as a conquering force, while "nature", described as irrational, unpredictable, is a mere object that passively waits to be conquered by cultural forces. However, placing nature in opposition to culture is itself a product of "culture". Here Rich is calling into question the seemingly universal practice.

2) inhabit: to live in the male-authored poems/texts, to be written (the objects of male writing)--not to be writing (the writing agent)

3) See Notes, No.9. The poems exhibit essentially the male, not the female, perspective, position, vision, and feelings. Women in the poems are young and beautiful (they are men's "dream", pleasing men, making them happy), or they meet with literal or metaphorical death.

Why loss of youth and beauty is "worse than death"?---What is valuable in woman is decided by man, by male-dominated culture.

4) luxury-sth to be consumed and enjoyed, an object not a subject

In works of art, myths, and fairy tales (e.g. "My Last Duchess", Snow White), women are "killed into art". That is to say, if men cannot possess, or fear that they cannot possess, beautiful women, they "kill" them and make dead women into art works so that the latter keep their youth and beauty and are in men's permanent and safe possession. Thus, what is perceived as "nature" is actually "culture"---patriarchal culture that conditions women's subjection and represents women according to male psychic needs.

7. They want to find who they really are and what they should do. Literature should articulate for them their essential/inner being, teach them how to behave, and guide them through the world. Literature should be "the road map" of the ways of the world.

What are not to be found in literature by men---a writing woman, a girl that becomes a writer that writes differently from what men predict she should write.

"words' masculine persuasive force" of literature---(1) Literature is words; (2) literature has gender characteristics and gendered meanings: until now it is of masculine gender, authored mainly by men, articulating their perceptions and desires; (3) words have the power to turn one's mind and shape one's desires, feelings, views, etc.; (4) words' coercive power comes from men's political power, their dominance of women. See No. 8.

8. To what extent/degree are or are not the myths and images of women in literature their self image and self-definition?

1) The process of reading is like looking into a mirror--texts are metaphorical mirrors: what a writing woman sees is presumably herself but her actual feeling is that the mirror images distort, violate, what she really is. Represented figures are projections of male desires, not a woman's self-image. Behind the words are male power, the power congealed in "words". It offers sth "that negates everything she is about" (this part echoes "things ...which are attacks on her very integrity," and "internalized fears of being and saying themselves").

2) Rich's self-image that reveals her inner/essential being: someone who is puzzled (not believing in what she is told of), drudging (doing a hard, humble, uninteresting job, burdened, threatened), absorbed (intense, sensitive, thinking hard, looking hard), and inspired (endowed with the insight to the essence of things).

Using herself as an illustration, Rich is talking especially of women writers. Compared with the average woman, they are more observant, more perceptive, more sensitive, more susceptible to language, and feels more acutely the threat to their integrity, and the discrepancy between role and essence. Rich is not only defining her own writing career, but she is shaping, entirely from a woman's perspective, the image of an until now unrepresented woman---the writer, who will henceforth tell very different stories about women.

3) Awakening to the real situation of woman is also a process in which she touches deep down and feels her hidden, secret, smothered fire and anger. Anger, or rather the consciousness that a woman has to suppress her anger and pretend to be calm and sound detached indicates that she is in touch with her true and non-represented self.

4) Define Rich's relationship with Woolf: inclusiveness, perception of self, deepest needs, essential being, etc.

Only after Rich has explored self deeply through poetry writing can she come to face up her anger. Thus, she sees or rather hears Woolf's fears, anger, hatred at being violated; the need to hide, hence the exacerbation, and the intriguing style that can be misunderstood as light-hearted.

9. Some gender issues.

1) If more sophisticatedly put, it can be said that (1) Gender is a culturally coded concept--woman is a product of culture, or (2) Culture is heavily gendered/has a heavily gendered meaning.

A way of raising women's "gender" consciousness is to see the difference between "a given" (it goes without saying, naturally so, not to be argued) and "a product" (involving a process, various forces and conflicts, a result)---to see how, for instance, reading male created female image in literature has actually influenced or



helped shape women's self-image is to see the hidden cultural forces at work.

2) The concept of a true self, a hidden inner being in conflict with one's social roles (cf. Zinsser's view of students' under pressure and their "blithe spirit inside who keeps trying to come out and play"). In other words, is there sth all women share? (biological base? social status? hatred however covered up?)

What do we see in our culture that illustrate girls defining themselves by their relationships with men?

3) We often find literary versions of women's experiences at odds with day-to-day truths of their lives. Is this true only of male authors or of authors of both sexes?

### Exercises

I. 1. -ate v. /-ert/, cf. ultimately /-ɪ/ or /- /

also: remain, praise, Shakespeare, Jane  
dis'please, pro'priety,

2. masculine, divisive, decisive (not in this text), dogged, drudge, detached, 'obverse, balance, conscious, acknowledge

4. absorb /-s/ or /-z/, exacerbate /ig'zæs bert/ or /ek'sæ-/

5. persuasive, susceptible, image, sensibility, integrity, Olympian, privilege, disastrous, terror

### II.

1. adj + -ness--> noun: forgetfulness, happiness

n/adj + -ize/-ise--> verb: romanticize, criticize (?), modernize, realize, dramatize

-ive--> adjective/(noun)--tending to: destructive, creative, persuasive

n + -ful--> noun: 2 spoonfuls of sugar, shelfful (of books),

a. the amount of a substance, liquid, etc. needed to fill the stated container (2 cupfuls of milk, a whole packetful of cigarettes)

b. all of a number of people, objects, etc. in a space that is well filled or contains plenty of sth. (A shelfful of books is waiting to be repaired)

2. strengthen, uneducated, discontinue, brighten/sadden, disbelieve, unseen

3. attack, attack; burial, bury; death, die; food, feed, illustration, 'illustrate, loss, lose

**\*\* Also notice:**

past participle as adjective: absorbed, inspired, puzzled, detached (cf. dogged, itself an adjective, not a p.p form)

prefix re- (n->n, v->v) again in a different way: reread /,ri:'ri:d/, re-vision

-ion (v->n.): consider(ation), determine, protect, illustrate, protect, negate, tolerate, persuasive-persuasion, exacerbate

. over in "overhear": not the same as that in "overload" or "overthrow"

III. 1. codes according to *Longman Dictionary of Contemporary English*

a. [Wa1] takes -er, -est: angrier/angriest, calmer/caldest, cooler/coolest, easier/easiest, rarer/rarest,

b. [Wa2] sometimes takes -er, -est (but also more/most + adj/adv): eagerer/eagerest (secure/securer/securest, etc.)

c. more/most + --: acute, charming, dangerous, destructive, detached, divisive, dogged, (eager), eagerly, feminine (of qualities), masculine (of qualities), peculiar, puzzled, radical

d. good/better/best (also many or much/more/most, bad/worse/worst, etc.)

e. [Wa5] no comparative or superlative: female, Olympian, particular, (feminine, masculine as a grammatical term denoting word endings), special, ultimately

Still, we come across such sentences as "The rhythm of the train, exquisite surroundings, scenery that will capture your heart--there couldn't be a more perfect way to travel."

2. Ask the students to consult a dictionary and tell the difference between "less" and "lesser".

less: as determiner, adverb, comparative of "little"

Also see the text, less easy to acknowledge (l. ), less dangerous to talk about... (l. )

1) less expensive, a lot more relaxed (\* not "relaxing")

2) less privileged

3) lesser, better

4) less, more crucial (crucial in "Beasts")

5) [from *Our Times/2: Readings from Recent Periodicals*, ed. Robert Atwan, Boston: St Martin's Press, 1991, p.124] stronger, better, higher, less attractive, more attractive, lower

IV. 1. opposite and of the same part of speech--culture : nature / nature : culture

hesitate, determined--different parts of speech

2. similar (image: a mental picture)--illustration : example  
tone--the quality of "voice"

3. more inclusive (anger: one type of passion)--literature : poetry  
woman--half of mankind

essay--usu. also considered a literary form, although non-fictional in nature, while "poetry" is indisputably literature; besides, as subgenre "essays" or "the essay" should be used.

4. producer-product: hen : egg

V. Choose the word that best completes the sentence: each word is to be used only once.

1. 1) admitted (acknowledged);  
 2) acknowledge (recognize);  
 3) recognized/ has recognized/ recognizes (acknowledged/has -d/-s);  
 4) do/will not accept  
     In the text, acknowledge: to recognize, accept, or admit (as)  
         acknowledge + object + as  
         acknowledge + object + (to be) + adj/prep.phr, etc.  
     Another sense of acknowledge: to agree to the truth of,  
     recognize the fact or existence (of)  
         acknowledge + sth./doing sth./that-clause
2. 1) inspiring,  
 2) were greatly astonished, have been haunted,  
 3) am more puzzled,  
 4) to have internalized
3. 1) deny,  
 2) were rejected,  
 3) to negate, to refuse  
 reject = refuse to accept; fail to give due attention to  
 deny = refuse to accept (as true, as a fact): deny + n./-ing/that clause  
 negate = disprove

## VI.

1. present perfect:  
     has been associated, have been influenced, has changed
2. modal verbs, simple present and present continuous, continuous tense and v-ing adverbials:  
     must be/may be, are using up, may be (not "maybe"), is, lie (better than "are lying"), staring, are also using up, keeping (= using up energy which keeps...), ticking  
     tick over: to continue working at the slowest possible speed, to continue at a usual or slow rate, be rather quiet or inactive
3. "be supposed/said to do":  
     are, are, are expected, to be, (to) make, privileged, are encouraged, to do, do not hesitate, to comment, goes, presenting

## VII.

1. People are susceptible to commercials. They are more likely to buy..., or rather, they buy the image.
2. ...female graduates often come up against great difficulty getting employed. For one thing, women are considered ..., (1) for another, most young women will spend... (2) not to mention the fact/probability that ... (3) and most young women, for that matter, will probably spend....  
     We may say, female graduates come up against sexist treatment/ the cold shoulder/rejection of their job application, etc.
3. over and over, the way I looked, not to mention on the whole campus/and for that matter on the whole campus (the looks

department--humorous). ... I was no longer so susceptible to what other people said/had to say about my looks.

VIII. Excerpted from "Guidelines for Equal Treatment of the Sexes in McGraw-Hill Book Company Publications" (Anonymous author) in *The Norton Reader*, 5th edition, p. 346, p.347, pp.349-50.

The essay provides a long list of politically correct way of representing girls/women.

If possible, ask the students to comment on the selection and on the Chinese selection given as Ex. XII.

IX. The patterns are based on the following sentences from the text:

1. ll. : An important insight of the radical women's movement... has been how divisive and how ultimately destructive is this myth of the special woman....

ll. : The obverse side of this was that I tried for a long time to please him...

Also, ll. : My own luck was being born white and middle-class into a house... (being: gerund)

The clause or gerund phrase is used as subject complement. These words are often used as the subject in this pattern: A fine/bad thing (about...), The fact/truth, The problem, The explanation, One advantage of, My opinion/view/ understanding/feeling/guess...

2. ll. : Only at rare moments in that essay do you hear the passion in her voice; ("Only" + adverbial denoting time, place, etc.)

3. ll. : We seem to be special women here...

ll. : It seemed to be a given that men wrote poems...

4. ll. : she comes up against something that negates everything she is about...

X. Cloze:

1. Notice the use of present perfect tense, the word "way/ways" (...in other ways less easy to acknowledge; the way the men of the culture thought a writer should sound; her way of being in the world); what-cl. (hesitate to do what I am going to do; the idea of what a special woman ought to be; precisely what she does not find is that...)

misleading concept, that because women...,

hearing/having the same, they are receiving...,

They are not, men have been...,

the world, is white and male,

racist and sexist, both hidden and obvious ways...,

has named/called..., all by himself,

He stands among..., the brains of little...,

a (the) message, we are the marginal,

what feminists have...

2.

enrolled in,                      has been increasing,  
Among students,              for the first time,  
made stronger by,              pressure on females  
3.

\*less able to,                      who support,  
okay to want,                      it's not okay,  
for women as...,                      \*Some retreat,  
shared exp. with,                      Others retreat,  
Still others,                      issues that/which are...

For the first line, "not able to" is less good than "less able to."

#### XI. Translation:

Brought up by a severe yet loving father, she never says or does anything without (the sense of) his criticism or praise as a consideration. Even now when she is already in her thirties, away from home, (when she) has published a great number of poems, and a few of these, for that matter (or: ...poems, a few of which, for that matter), have won national prizes/ awards, she still does not hesitate to acknowledge her father as her first and most important master. At no moment is she not aware of his presence, she says. She frequently hears/senses his great hopes for her future in the tone of his voice, in the tone of his letters, even when he sounds calm and detached. She has, in fact, been haunted by her father's expectations of her.

#### Supplementary Reading

This is an excerpt, in abridged and slightly adapted form, from the selection under the same title in *The Norton Reader*, the 8th edition, pp.

#### New Words

transient, potential, penalty, identity, recession, vice versa, legally, submit (to), addicted (to), junkie, counterpart

11.     , "the middle-management ceiling against which even those eagerly hired new business-school graduates seem to bump their heads after five or ten years;"--Women students graduated from business schools, even if they found no difficulty getting employed at the time of graduation, will find it almost impossible, after working for 5 to 10 years, to rise above the middle management levels to get to be directors, presidents, etc. Businesswomen at the top of the business world are very few.

enrolled in,                      has been increasing,  
Among students,              for the first time,  
made stronger by,              pressure on females  
3.

\*less able to,                      who support,  
okay to want,                      it's not okay,  
for women as...,                      \*Some retreat,  
shared exp. with,                      Others retreat,  
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about "America coming apart at the seams, see *The Norton Reader*, p. 552)

2) The before-clause and the until-clause: these are in a way changeable.

He had to get sick... [main cl.] before he could allow himself to be a person... [adverbial cl.]. -- He could not allow himself to be...[main cl.] until he had got sick [adverbial cl.].

He had no awareness of... until his life and his body had fallen apart. -- He had to be on the verge of falling apart before he could be aware of/was made aware of his male harness.

Other examples:

You cannot get well until you've taken all the medicine. -- You must/have to take the medicine before you can get well.

Fats have to be broken down in the liver and made into sugar before they can be burnt by the body. -- Fats cannot be burnt by the body until they have been broken down....

3) Had it not been for...= If it had not been ...

3. (S3) Men fail to see their true situation as their view is partly blocked or even distorted by gender expectations. Men's real life is veiled by their preoccupation/obsession with fulfilling gender expectations.

approaching a problem/difficulty: beginning to consider, taking preliminary steps (Thus, "approaching postmodernism"--not "走向后现代主义" but "后现代主义研究")

approach n. Is Goldberg's approach to human personality similar to Rich's, and to Zinsser's for that matter? (for instance, people experience the tension between external and internal needs.)

cf. approaching senior citizenship (ll. )-- coming near

senior citizen: an old person who is retired and is living on a pension (government allowance paid to a former employer)

4. 1) Men evaluate ... by the degree to which... (ll. )

Notice the two prepositions used:

approximate (/ -meIt/) (come close to, be similar to, in quality) the masculine model to some/a certain/a great/a slight/a greater or lesser degree

evaluate ... by the degree--here, "by" means according to (the extent of / the quantity measurable in terms of how close they come near the ideal model)

We should not judge people by their appearances.

Men tolerate or reject us by their ideas of what a special woman ought to be.

2) (S4)

a. mold: in BrE, "mould", a hollow container into which a soft or liquid substance is poured to set or cool into a desired shape

to place ... into a mold--to control the growth of, to guide the development of, in rigid, fixed ways. Here the phrase is used figuratively to refer to women's lack of freedom to shape their own lives.

cf. Awaken: looking for their way of being in the world (Women have extremely limited choices of being in the world; they have been taught to fit into certain fixed roles and free choices are denied them, etc.)

b. The word "lash" calls forth the image of a whip.

c. relate to: In this sentence the phrase means both "have a relation/connect" and "talk about/refer to".

cf. the... way he sees and relates to her (ll. )-  
-Here, "relate to" means "be connected/related with".

relate to sb. (colloquial)--to get on well with sb.

e.g She doesn't very well relate to her roommates.

As a father, you should learn to relate to your children.

d. sex object: a person or a thing upon which sexual attention or interest is fixed

Here, women's being related to as a sex object refers not only literally to men's sexual use of women but also to women's image in pervasive thoughts and discourses.

The word "object" implies a thing as opposed to the mind (the *subject*).

5. 1) (S5) unfulfilling: fulfil(l) v. --> fulfilling (like an adjective) --> unfulfilling  
to fulfil a

desire/wish/expectation/requirement/promise, etc.

2) For psychologically defensive reasons the male has not ... both in and out of the marriage relationship. (ll. )

a. a prostitute--a person, especially a woman, who earns money by having sex with anyone willing to pay for it; that is to say, she or he is not having sex for its own sake but is using sex for other purposes.

prostitution--the act or practice of being a prostitute; (by an extension of meaning) the act or practice of using sth. dishonourably, wrongly, or shamefully, esp. for gain.

b. Goldberg seems to think that men are no better than prostitutes, but they are prostitutes in a broad sense. Their prostitution applies not only to their sexual behavior (whether with a wife or a lover), but also to a wide range of activities in their daily life (day in day out/continuously, both related and unrelated to marriage).

Men are prostitutes in the sense that they do a thing (have sex, get married, do business, go to sports, accumulate wealth, seek fame, be a hero, etc.) not because they want to do it or enjoy themselves doing it, but because they have other purposes in mind, such as to prove that they are manly enough, to win admiration and respect from women



and other men, to fulfil the hollow image of masculinity, to live up to the gender definitions, etc.

c. Goldberg seems to be saying that women see the essence of marriage and their own problems much more clearly than men do, although men are also reduced to prostitution. What's more, women have the courage to lash out, to give vent to their rage while men are still very defensive, not ready to face up to their true condition. They are still entrapped by many things: dignity, success, ambition, etc.

6. para. 6. Unlike some of the problems of women ... functioning well in harness.

1) Problems of women are political and legal as well as cultural in nature. A large part of their problems can be clearly defined in political, financial, legal, terms. Women's right to vote, equal pay for equal work, the right to receive education, more open job market, property problem, sexual abuse, divorce, custody of children, etc.-- such problems can be solved, at least partly, through political and legal acts. Thus, Goldberg seems to be saying that comparatively speaking, it is less difficult to improve women's situation than men's.

2) Men are under intangible, if also material, pressures. The things after the series of "by's" point to the possible causes of men's mental, emotional and physiological strains.

3) by the mythology of the woman and the distorted and self-destructive way he sees and relates to her (11. )

a. mythology--While "myth" means a traditional story of unknown authorship, or such stories collectively (i.e., mythology), the word "mythology" does not mean an individual, isolated mythical story ("myth"), but refers to the science or study of myths, or myths collectively. In the text, it implies a systematic discourse or narrative about women, culturally shaped and handed down through ages.

-ology (a combining form meaning) the science or study of

e.g. ideology, psychology, archaeology, anthropology

b. What Goldberg means exactly by "the mythology of the women" (the mythology about/concerning women) is not very clear from the Norton selection. In the context of feminist criticism, it could mean "the angel in the house" -- the Victorian ideal of womanhood that creates and sanctifies feminine passivity, gentility, purity, asexuality. This angelic image, taken as women's "natural identity", has been far from the actual situations of women in Victorian age and since, but as an ideology it has had strong shaping powers and still has its impact today.

c. One way of seeing how this mythology came about is that men projected their own desires for such qualities onto women. Men felt aggravating anxiety in an increasingly crass market economy and industrialization. This mythology casts men in the world of action with all its needed qualities of aggressiveness and obsession. In contrast to the ideal

woman, men see themselves as sensual, even dirty, coarse, daily losing religious virtues under the pressures of action and achievement.

This way of idealizing women and approaching women distorts men's image of themselves and does great harm to men's mental, emotional health.

7. ... the tenor and mood of the male liberation efforts ... have been one of self-accusation..., I believe it is doomed to failure in its present form. (ll. )

the tenor and mood--the main content and the tone of voice of (what men have been doing and saying for their own liberation)

one--a tenor and mood

it--the male liberation (movement)

8. own up to her resistances and resentment toward her time-honored role ... (ll. )

1) time-honored--honored because of long tradition or custom

time-honored relationships/practice

own up (to sth./to doing sth.)--informal to confess, to admit that one is guilty (of sth.)

When the teacher asked who broke the window, Tom owned up.

She owned up to cheating at the examination.

2) In this context, "own up to" ~~does not suggest guilt~~; on the contrary, it is good for women to admit their true feelings about playing the roles of wife and mother although such roles have been regarded as holy, sacred, through long ages.

### Understanding the Text

1. Goldberg is comparing men to controlled horses.

harness--the leather bands and fittings--by which a horse is controlled and fastened to a cart, carriage, etc.

in harness--a set phrase meaning "in the routine of daily work"; but in this context, it means figuratively that men live like driven horses, without free will.

...the male harness was choking him--as if Richard was choked (made unable to breathe) by the noseband, cheek strap, throatlash, curb bit (马嚼铁; curb: 勒马的链条或皮带, 控制), etc. that are part of the harness

Richard has a bleeding ulcer, and not only is he suffering from this physical disease, but he is near breaking point. He cannot live and work normally.

Notice the sentence patterns and hear the tone of G's voice:

He had to get sick... before he could allow....

Had it not been for..., he might have postponed....

It seems as if the bleeding ulcer is almost a good thing for Richard. It enables him to stop role-playing and examine the harm it has done to his true feelings.

Also see Notes, No. 2.

2 and 3.

1) role--a function, a part played in life or in any event  
male/masculine roles or masculine appropriate behavior  
mentioned in the text:

(zombies) successful businessman, playing golf, driving  
sports cars, playboys;  
heroes, studs, providers, warriors, empire builders,  
fearless ones;

be a business executive, dress in typically male  
styles, having "masculine" interests (intellectual,  
sports, politics, business, actions, etc.), sexually  
assertive (aggressive), urgency to "act like a man";  
good husband, good daddy, good provider, good lover--  
inner pressure to affirm his dominance and masculinity

2) role-playing--the acting-out of a certain part in real  
life situations

other words and expressions of similar meaning, efforts  
at role-playing:

role-playing masculinity

(being) a hollow male image (probably a response to the  
famous feminist work *The Feminine Mystique*, published  
in 1963 by Betty Friedan. "The feminine mystique" 指社会  
舆论、妇女杂志等制造的以家为天地、以家为全部满足的妇女形象, 这种  
形象是空洞的, 未将妇女当成 "full people")

zombie, daytime sleep-walker

(wearing) social masks

fulfilling the traditional definitions of masculine-  
appropriate behavior

approaching reality through the veils of gender  
expectations

evaluate (themselves) by the degree to which they  
approximate the ideal masculine model

would rather die in the battle than risk being called a  
coward or not a man

would rather die than be buried in retirement

the more powerful drive to maintain his masculine image  
be rigidly caught in his masculine pose

essence, essential self vs image, mask, pose

a person with his own feelings

losing touch with/running away from their feelings and  
awareness of themselves as people

essence (vs social masks), reality

inherent survival instincts (stunted)

feelings (denied by cultural pressures...)

(physiological, emotional) inner promptings

\*\* Compare Goldberg with Rich and Zinsser in their view of a core/essential self as opposed to social image/role/pressures. Comment on it.

4, 5, 6 and 7. women and men: a comparative study

1) Goldberg seems to think that men's conditions are worse than women's. Women have a more advantageous position in that

a. they are allowed more flexible/less rigid sexual roles and behaviour definitions:

fluidity -- can readily move between the traditional definitions of male/female behaviour and roles

roles--business executive /wife, mother

style of dress--feminine fashion/male styles

interests--feminine (cooking, needlework) /

"masculine" (intellectual, scientific, political, etc.)

sexual behaviour--passive/aggressive

b. they have ways of giving vent to their rage; in other words, they have stopped "being haunted ... by the internalized fears of being and saying themselves"

(A. Rich):

rightfully lash out against being placed into a mold and being related to as a sex object

regard marriage as a form of socially approved prostitution

assert they are selling themselves out for an unfulfilling portion of supposed security

willingness to own up to her resistances and resentment toward her sanctified roles of wife and even mother

c. they can solve, at least partly, their problems through legislation: women's liberation movement

2) Compared with women, men are disadvantaged:

a. more rigidly caught in their masculine pose, lacking the female fluidity

moving along the well-worn path

would rather die than ...

severely punished in subtle (i.e., indirect) and direct ways if stepping out of the rigid pose/role

b. psychologically defensive, won't own up to their resistances until near destruction

c. less tangible targets, less easily changed through legislation (see Notes, No. 6)

d. confused vision of their own condition:

cling to/buy the myth of the culturally favoured male

inner pressure to constantly affirm his dominance and masculinity; as if he can stand up under, fulfill,

enjoy all the expectations

3) the price paid and the harm done

at a growth impasse, can't move

like a cardboard Goliath, precariously balanced, on the verge of toppling over if pushed out of the well-worn path (that is to say, looking very strong and

- powerful but actually without will or mind and  
extremely vulnerable)
- lose touch with/run away from their feelings and  
awareness of themselves as people
- distorted and self-destructive
- survival instincts stunted
- destroying themselves, destroyed
- choked (by the harness)
- professional/personal life falling apart
- physically getting sick (bleeding ulcer, etc.)
- 4) seeing through the male harness--the real condition:
  - a. no cherished central place in the sun
  - devitalizing and contradictory gender expectations
  - disguises of privilege
  - b. what statistics show
  - disproportionately higher male rate in all the bad  
things--shorter life expectancy, disease, suicide,  
crime, accidents, childhood emotional disorders,  
alcoholism, drug addiction
- 5) the impact of women's liberation movement (para. 7):  
Although Goldberg cannot be said to object to women's  
liberation, he does see its negative impact on men, at  
least on a number of his patients. They seem to have  
internalized women's attacks of the male-dominated  
culture, repeating feminist assertions (e.g., the male  
is the culturally favoured, privileged sex), accusing  
and hating themselves (as the male chauvinist pigs, for  
instance). Such are not "liberation" efforts; they only  
make things worse.
- 6) what to do:
  - a. Men also need consciousness raising:
    - fully realize, acknowledge, rebel against the  
distress (n.) and stifling aspects of many of the  
male roles
    - remove the disguises of privilege, see the male  
condition for what it really is
  - b. Men should learn from the feminist movement to be  
able to give vent to their anger;
  - c. Men need true self-knowledge but not self-hate:
    - the courage to look at themselves, admit their  
inner promptings (be and say oneself)
    - allow oneself to be a person with his own feelings.

Many similar writings on the male condition seem to  
urge men not to be afraid of acting like a woman: talking  
about their own feelings, complaining, even shedding tears,  
etc. In fact, one important activity in psychotherapy is  
having the patients talk to each other about themselves.

8. Let students fully express their own views and feelings.  
This can wait till they have done the cloze test, the oral  
translations and the supplementary reading.

## Exercises

- I. 1. accuse /-`k-z/, accusation /,ækj `z--/  
alcohol /`ælk h l/, alcoholism /`ælk h lIz m/,  
alcoholic /,ælk-`h--/  
2. -our (Br), -or (Am): behaviour/behavior, also --  
colour(ful)/ color(ful), flavour/flavor, favour(able)/  
favor(able), honour/honor  
mould (Br), mold (Am)  
the same in AmE and BrE: con`trol, controls, con`trolled,  
con`trolling  
-ll (Br), -l (Am): `travelled/traveled, travelling/ travel-  
ing, traveller/traveler; tranquillity/tranquility,  
tranquillize(r)/tranquilize(r); also--`model (v.),  
`modelled/modelled, `modellīng/modeling  
-l (Br), -ll (Am): fulfil(ment) (Br), fulfill(ment) (Am);  
but fulfilled/unfulfilled, fulfilling/unfulfilling (Br and  
Am)  
skill (both Br and Am), but skilful (Br)/skillful (Am)  
3. 1) model, modal, mode, mold/mould, mood  
modal adj. of the mood of a verb  
2) dominance, essence, apparent, inherent (also /In`her  
nt/), resistance  
3) failure, coward, subtle, saturate, tenor  
5. 1) contradictory, extraordinary, persistent, constantly,  
resistance, urgency  
2) provider, warrior, builder, actor, senior,  
traveller/traveler

### \*\* 6. Also notice the pronunciation of -ate endings:

- 1) verbs: /-ert/  
approximate, behave, date, evaluate, hate, indicate,  
liberate, manipulate, relate, saturate  
2) adjectives, adverbs, /-It/ or /- t/  
appropriate, approximate (adj.), disproportionate,  
passionate, separate (adj.)

- II. 1. used as both noun and verb: approach, hate (hatred),  
mold/ mould, risk  
verb + -al: approval, burial, survival  
verb + -ion: assertion, (conclude--conclusion)  
verb + -ment: resentment, retirement (movement),  
acknowledgement  
behave--behaviour/ior  
hate--hatè/hatred  
grow--growth (more often seen in nouns formed from  
adjectives: long--length, strong--strength, broad--  
breadth, wide--width)  
marry--marriage (carry--carriage)  
respond--response  
sell--sale (tell--tale)

2.

citizen (n.) + -ship

-ship: n/adj --> n. the state or quality of, the position or profession of, etc.  
 friendship, her ladyship, leadership, hardships  
 defense (v.). + -ive  
 -ive: (v.) --> adj./n. having a tendency to do destructive, decisive, active  
 de- + vital + iz(e) + ing: vital-->vitalize, vitalizing--devitalize, devitalizing  
 de-: v. --> v. do the opposite of  
 decentralize/decentralizing/decentralization  
 decolonize/decolonizing/decolonization  
 fear + -less  
 -less: n. --> adj. lacking, free from, without homeless, childless, painless  
 un- + fulfil(l) + ing/ed: fulfil(l)--> fulfilling/fulfilled--> unfulfilling/unfulfilled  
 un-: adj-->adj, adv-->adv. not  
 \*\* There is no such word as "unfulfil".  
 unhesitating, unexciting, unending, unconvincing  
 more often found in "un- + -ed": uneducated, unheard of, unknown, undefined  
 Also a compound word: needle + work; pl. n. + n.: sports car.

### III.

1. hesitate : decisive  
 A coward is not fearless (not having a certain quality).  
 To hesitate is not to be decisive.  
 The traditional standards of femininity certainly does not include, and even objects to, female assertiveness, but we can't say a female is not assertive.  
 lifeless--derived from "life"
2. thwart : stunt  
 mask/pose: in the text, different ways of saying similar things  
 stifling/choking: Okay, but not stifling/choked  
 mood/tone: Okay, but not mood/tenor  
 The following words and their related forms are useful in expressing frustration, opposition and resistance: abort/ aborted,  
 block/blocking/blocked, bury/burial/buried,  
 choke/-ing/-ed, stifle/-ing/ed, stunt/-ed,  
 thwart/-ed  
 Also: battered, trapped, caught
3. retirement : senior citizen  
 harness : male (a corresponding state/status men are in, according to Goldberg)  
 retirement--the state/status a senior citizen (an old person over the age of 60 or 65) is usu. in
4. disguised : apparent (apparent: clear, open, unmistakable)  
 subtle/direct: opposite meaning  
 defensive/attacking--Okay

5. construction : building  
legislation--the act of making laws  
bakery--also refers to the place where bread is made  
(and sold)
6. data : statistics

#### IV.

1. There is a commonly expressed notion that....
2. not a guy-dominated show.
3. It has been (a) generally accepted (concept)...., even in feminist-influenced America.
4. Heavily armed military police on both sides ....
5. a continuously popular novel, a truth universally acknowledged

#### V. verbs + prep./adv.

1. are saturated with (violence)
2. can (she) be expected, to stand up under/to  
in the text: stand up under all expectations, but usu  
stand up to: to stay healthy in a difficult environment or  
in good condition after a lot of hard use
3. has responded to, owning up to, accusing (himself) of,  
shares with, should be lashed out against, being
4. are / have been suffering from, have (publicly) vented  
(their rage) against male violence, lashing out against,  
being related to, (being) denied, To rebel against, the  
devitalizing, have asked for, have run away from, are  
(still) living in/still live in, (there) have appeared, can  
cling to, are/have been urged
5. to see, step out of, talk to, (he) was (greatly)  
admired, for cultivating, was blamed, for confusing  
(fiction) for (reality), of approaching /to approach, to  
place (the writer) into (his own...)

#### VI. Articles: \*zero article. (0) before nouns mentioned in pairs (e.g. She can be wife and mother or a business executive.)

1. 0, 0, a, the, an, 0, a
2. 0, a, 0, the, a, the, 0, 0, the, the, the
3. the, 0/the (because the nouns have an of-phrase  
modifier; cf. the last two blanks), the, a, 0, 0

#### VII. Prepositions and adverbs:

1. from, from
2. through, of, from, from, about, in
3. In, up, to, about
4. into, to, with, by, Out, of, with
5. at, \*unlike, in, out, of, about, like, on, on  
punch-drunk:, very confused, esp because of continuous  
bad luck or bad treatment

#### VIII. Cloze:

|                     |                              |
|---------------------|------------------------------|
| with resistance for | at the instruction           |
| was losing weight   | it/drinking/alcoholism could |



|                       |  |
|-----------------------|--|
| His personal life     | because/as he'd been                   |
| car against a tree    | on the front page                      |
| his wife moved out    | eight-year-old                         |
| *while [he was] drunk | it became clear                        |
| into his male harness | stronger than most                     |
| which he did          | and he got... (and he did, so he... ?) |
| resonant voice        | that he should go                      |
| he studied            | beautiful/attractive girls             |
| which made Richard    | he married her                         |
| took a job            | the male role                          |
| fought his way up     | had fallen apart                       |
| any feelings of       | had been necessary                     |
| They were...          | over what others thought               |
| drive to be good      | in/at college                          |

x. 也可选做以下部分段落 Render the following into English orally:

### 告别“男子汉”——谈女性的心理解放

王力雄

男女存在于三重意义之上：生理男女、行为男女和心理男女。生理男女是两性关系的基础。行为男女主要指男女在社会分工中扮演的不同角色。生理男女虽然一定程度上由生理区别造成，但我认为更主要地产生于行为男女。

\*\*现代社会的发展使女人和男人在行为上的差别越来越小，“主外”、“主内”的分工也不再需要。在一个被严格秩序统治的世界，男人不仅不必承担保护女人的职责，连他们自身也同样成为法律和秩序保护的对象。技术进步使女性可以和男性一样参加各种劳动，获得了独立的经济地位。一方面，女人做到了男人能做的一切。开飞机、上太空、登珠峰、当老板、编杂志、做政治家、追捕罪犯或抢劫银行，研究科学，搞大批判，从事恐怖主义，还有举重、踢球乃至摔跤拳击……另一方面，男人肌肉萎缩、皮肤白皙、肚皮松软、下班提篮买菜，斤斤计较，回家抱孩子做饭，过日子精打细算……也具备了过去本属于女人的那些行为和特征。男女在行为层面上的分工和界限日益模糊。这是当今世界的共同趋向。\*\*

人类社会关系的本质是交易关系，在社会进化中形成的男女关系也不例外。社会行为的分工造成男女双方互补的需求，男人给女人安全和供养，女人给男人舒服和服从，形成交换。就具体事情来说，可能存在大量不公平，总体

却不能说不平衡。社会进步使原本属于男性的社会职能逐步丧失，在职业女性的社会范围中，与之相对应的男人基本接受了这种交易的改变，对女性要求的独立和平等给予尊重。但同时，男人也会乐于放弃原来在心理上必须承担的责任感。过去承担责任是因为男人强，不能不承担责任，现在女人和男人一样强甚至更强，为女人承担责任的道义已经不存在。女性内心对满足审美有更强的渴望，女性相比男性更不甘心放弃对男子汉之美的渴望以及受保护的舒服。不过她们不会接受交易观点，那是不可容忍的庸俗。她们用价值判断衡量男女在这方面的差距，得出的结论是男人堕落。

确实，这个世界男人的质量越来越低。男人相对于女人才能产生和存在，社会角色的混淆使传统男人失去了立足基础。男子汉不能是一个没有行为支持的心理概念，他们的勇气、责任和信心得以建立的原始基础就在于女人弱于他们，因此多数男人对出类拔萃的女性敬而远之是不难理解的。这是一个只能拥有假男子汉的时代。尽管“男子汉”的词汇使用频率很高，但那大部分都属故做矫情、刻意模仿或仅仅是小男人的自诩。\*\*女人对男子汉的呼唤构成压迫，流行文化又广泛地制造这虚伪楷模，甚至不惜拍胸脯发宣言做出男子汉的承诺。然而交易规则（不一定被明确意识）确肯定会让他们拒绝把赔本买卖当成义务。女性在这种交易结构中大占便宜：她们对男人既可以平等，又可以依赖，想平等的时候平等，想依赖的时候依赖，随她们的意愿自由选择。平等时用现代的女权理论，依赖时用传统的人格标准。无论在实际利益上，还是在道义观念上，女性都是赢方。面对这样的交易结构，男人不会无止境地认可吃亏，所以一旦感觉太不上算，结局往往就是溜之大吉。\*\*

女人在交易结构中虽处于优势，在实际结果中却常常吃亏，原因就在于她们太希望世上存在男子汉，太认为男子汉的存在应该是天经地义。她们不承认交易，为此更不可能正视交易结构的失衡。她们愿意相信眼前经过“化妆”的男人就是她们期待的男子汉，并且理所应当地把自己全部身心都挂到“男子汉”脖子上，双脚离地，作“藤缠树”状，等那“男子汉”终于不堪重负一撤身，就重重摔倒在地上。

### Supplementary Reading

If possible, have the students debate about violence, manliness and heroism in '98 France, or in other games. Here are a few topics:

English football hooligans

The referee was right/wrong to send off England's David Beckham.

Pele (球王贝利) said on Wednesday that Danish referee Kim Nielsen was wrong to send off England's David Beckham (贝克汉姆) in their World Cup defeat to Argentina on Tuesday. "I think he made a mistake. I don't think he saw the incident properly and Simeone is a very good actor." Beckham was shown the red card in the 47<sup>th</sup> minute for retaliating against (报复) Diego Simeone, kicking him in the back of the leg while he was lying on the pitch after being flattened by the Argentine skipper. "A lot of the players are feigning injuries, faking being hurt and, because of the referees' weakness, they are making a lot of mistakes," Pele said. ... [Pele] was greatly impressed by France and the Netherlands. "They play the open, attacking football I like," he said. "They play to win." (from China Daily, July 3, 1998, p.10)

我甚至怀疑是FIFA (Federation Internationale des Football Associations) 与裁判联手做套谋杀英格兰。不是吗, 下半场开场不到两分钟, 阿根廷的西蒙尼从身后推倒贝克汉姆, 并粗暴地挤压他的背部, 贝克汉姆毕竟只是23岁的年轻人, 气愤难耐中只是有一个毫无危险的报复动作, 后者却就势倒地, ……裁判杀死了英格兰! 英格兰本想拥抱朝阳的年轻生命陨落在'98法兰西赛场如血的残阳中。那一刻, 全世界的球迷都为之心碎。……(徐小斌: “裁判杀死了英格兰”, 《文艺报》, 1998年7月7日, 第1版)

Verbal violence and physical violence: investigating the media coverage of '98 France.

Lesson Ten  
The Small Horse

Teaching Notes

Activation

I. [starting level]

1. B, 2. D, 3. C, 4. A

1. Make students aware of the distinction between essays (descriptive: "A Question of Exercise"--actual experience, expository: "College Pressures") and stories (invented, made up), make them aware of a modern short story as distinct from a traditional tale (esp. a fairy tale) on the one hand, and a sci-fi story on the other (usu. about extraterrestrial voyages, set in the immediate or distant future, involving high-tech, and all that.).

\* Do not go too deep into defining the genre and sub-genre.

2. Make students aware of the distinction between the author/writer and the narrator of a story. The narrator is the teller of the story and in this sense, only one device used by the author for certain purposes or effects. When the narrator uses first person ("I", "my", etc.) to tell the story, he is a *first person narrator*, who may also be the main character of the story, or a minor character, or a mere looker-on.

cf. "I" in "The Excursion" ≠ Kenneth Burke

\* For the sake of convenience, "I" in the story will be referred to as "the narrator" hereafter.

3. The narrator is very probably a petty clerk in the sales department of a company called "Hollis's". The words "song-writer", "painter" are important in the text.

4. It is of great significance that the story is set in a present-day commercial environment. The narrator/writer is British, not an American.

II. [Questions at individual word level--at this stage, students don't have to know the exact meanings of the words but they should be alerted to the possible associations of words and meaning]

Divide the class into 3 or 4 groups and have each do one item. Within a group, the students may divide the text between them and each will be searching one section for the words.

1. programme, colour

\* If students are unable to pick out the following words, the teacher may tell this group and ask them to look these up in a dictionary:

1.9, `skirting-board (BrE [a] board fixed along the base of a wall where it meets the floor of a room; AmE baseboard)

1. 44, flat (BrE, in AmE, apartment)

1. 18, lino /ˈlɪnoʊ/ (infml, esp. BrE: short for "linoleum" /lɪˈnɒliəm/ = BrE, oilcloth, 油毡)

1. 36, bloke (BrE infml a man; fellow)

1. 88, fortnight (BrE two weeks)

1. 102, fridge (esp BrE, infml refrigerator, esp. in the home)

2. whinnied (3), clip-clopped (8), popping (20), jeer (32), gabble (76), scratch (75, 125), crack (108), trot (90), gallop (99), batter (130), slide (138), smash (142), huddle (152), kick (120), flit (141), crusty(?119)

3. Many words here overlap with those in 2 (so onomatopoeic words are almost always concrete and specific).

whinny (3, 7 v/n), hoof (18, n/v), rear (98, n/v), trot (90), gallop (99), butter (16, 22, v/n), scoop (22, n/v), jeer (32, v/n), gabble (76), prod (79, v/n), pour (83, v/n), crouch (86, v/n), scratch (75, 125, v/n), crack (108), battered (130), smashed (142), push (133, v/n), kick (120), bar (132), coax (133, v/n), budge (133), shine (141), flit (141)

\*Compare: nudge, jolt, clacking (of typewriters), battered (departments/economy), shuffle, swallow, shrink (以上有些词可能因课文有所删节而未出现过); spill, bloodbath, sweep, hurtle, dangle, devour, dump; thrill, thrust, thunder, crush, mangle, trudge, tug, scatter, swarm, stupefy, murmur, peep; fuddle, totter, twist, etc.

4. (wasn't) bothered (2), miserable (13, 16), at breaking point (28), (confronted with) crisis (43), highly embarrassed (73), (grew) sarcastic (78), (got) bored of (85) [\* usu. "be bored with], contentedly (90), (was) thrilled (91), mystery (94), extraordinariness (95), scared (103), (was) petrified (of) (106), (had) suspicions (about) (110), coaxing (133), (jump) in fright (138), spectacular (147)

Nothing had gone right for me. (29)

What a perfect little thing it was! (93-4)

I couldn't tolerate its mystery, its extraordinariness. (94-5)

\*\* 5. When the students have reported their findings, they may discuss briefly how they feel about the story. (Of course

the discussion may be reserved for a later period, esp. the parts in the parentheses).

informal words (bloke, popping, lino)--close to life, intimate, colloquial (probably also mirroring the psychological instability, casual ways, and a not-very-high-level of education befitting a young man not long past 20 [cf. the pomposity and dead seriousness of the speaker of "Salt"])

imitation of sounds, nouns/verbs of particular actions: concrete and particular, accurate and precise, appealing to the senses; (the actions depicted often short and forceful, even sudden and violent, hence the intensity, energy, vitality contained in the story contrasted with the sordidness, the ordinariness, the banality the misery, the dissatisfaction the narrator finds in life)

attitudes and feelings -- uncertainty, misery, frightened and thrilled

#### Notes

(S6) leg-pull: BrE a countable noun, usu. singular; leg-pulling: uncountable

(S7) stock: here, uncountable

(S9) 'oil-colours

#### Words and Expressions

词汇顺序已重新排列

##### 1. parts of a house/architecture

skirtingboard--cf. baseboard; lino (see Activation, II,1)

grille/grill (n. a framework of parallel bars used to close an open space, e.g. grilled window, cf. grill炙烤)

##### 2. furniture [Uncountable], articles of daily use

cabinet (1.122): here, filing cabinet, a piece of office furniture with drawers, for storing papers in

bedsheets (used in a pair on a bed, one above and one below a person lying in it) e.g. put clean sheets on the bed

##### 3. associated with work, profession

oils: paints containing oil, cf. watercolour; in oils: using these paints

##### 4. animals, their behaviour

infest-- cf. swarm; huddle -- also n. a crowd of people, or esp BrE a number of things close together and not in any ordered arrangement

##### 5. verbs and nouns associated with horses

##### 6. concrete action verbs, imitation of sounds

prod: push/press with a finger

- aim *n.* the act of directing a weapon, etc.  
 coax *into/out of/to*: persuade sb. by gentle kindness or  
 patience; obtain sth. by gently persuading  
 budge: [cause] to move a little  
 flit: fly or move lightly or quickly
7. other verbs  
 be confronted with (43): be brought face to face with;  
 be/come face to face with  
 proceed (to do): begin and continue
8. adjectives (bad living conditions)
9. associated with attitude, feelings (\* Compare: The Excur-  
 sion)  
 thrilled *at/to do*: experiencing a sudden very strong  
 feeling of joy, fear, excitement, pleasure, etc, that seems  
 to flow round the body like a wave (cf. The conception  
 thrilled me.)  
 spectacular: grandly out of the ordinary; attracting  
 excited notice  
 petrified: so greatly shocked as not to be able to  
 think or act  
 fright *n.* the feeling or experience of fear
10. *v.* + *adv*

### Understanding the text

Here are some additional notes and questions for use  
 when interpreting the text. Questions in I are prepara-  
 tory. Questions in II are the same for students  
 (additional questions, notes or further interpretations  
 are preceded by \*\*). The original note on the story is  
 in III.

I. Preliminary work--finding out about the narrator. (Also  
 see "Activation".)

1. Tell as much as you can about the narrator: his life,  
 his job, and his character.

English (spelling: programmes; esp. from his  
 vocabulary: flat, bloke, fortnight, etc.)

at the age of 20, at a turning point, experiencing a  
 crisis in his life

wrote songs before that--ended with failure

his job: not made specific; anyway, he may be a petty  
 clerk in the sales department of a company called Hollis's.  
 (ll. 30,31 "told a salesman I worked with", l.64. "one of my  
calls")

single, living alone

lodgings/flat (1.44): in poor condition, 1.2 "in a place like this, one must expect the odd mouse"

his character: on Sunday afternoon, "become miserable" -- always do; not religious: 11.13-14, turn off the TV to avoid the religious programmes

2. "Living in a place like this, one must expect the odd mouse." What does this sentence tell us about the narrator's feelings towards the kind of life he leads?

The flat and the surrounding area must be in pretty poor condition. Over the road there is a closed warehouse, where one must expect to find lots of mice as well as all the rusty, dusty things. So he wouldn't be surprised to see a mouse or two running to and fro in his rooms.

The sentence shows his dissatisfaction with his life, a life lacking in excitement and all the fine things. If he has got used to mice in such a place, he has also learned how not to expect anything interesting, exciting, or unusual.

Words and expressions associated with his flat: the odd (=occasional) mouse (expected), lino, larder, saucer, pot (of tea), cup, milk, butter, scoop, cereal, fridge, plug, bed-sheets, curtain, furniture, TV.

3. What kind of people does he work with? What is their general attitude towards life? Can you sum them up in a word?

1.45. I knew only ordinary people. (Ordinariness.)

The response of a salesman he works with towards song-writing: Give it up (give up song-writing). You won't make it (33, 34)--you won't win/succeed/achieve anything, you won't make (turn out to be, prove to be) a good song-writer.

make: the faculties that will make them [turn them into] creative leaders; the qualities of humanity that will make them good lawyers (College Pres-sures)

Then the narrator interprets the salesman's words in a certain direction. Actually he is already very near to admitting his own failure and is almost ready to give it up.

People's response to his seeing a small horse is still less sympathetic: Stop pulling our leg (not "legs"!)--Don't try to make us believe the unbelievable, don't take us for such fools that we may believe this. They even start to avoid talking to him.

Ducksbury shows him photos of his grandchildren--Look, this is life--ordinary folks' life, where there are children, grandchildren, horses, but no small horses the size of mice.

The question is always: what do you think you are? So special that you see what we don't see, so different that you can do what we can't? Writing songs and seeing



a small horse are equally special, equally strange, equally extraordinary to ordinary blokes.

4. The narrator sees his own life as divided into two periods: before and since 20. Why is the age of 20 a turning point in his life? What happened?

Notice various expressions of time and the mixing-up of past and present tenses. Put the events related in the story in chronological order. [To see how the narrator switches back and forth between past and present is one way of making the tension felt and the symbolism surface.]

1) a) 1<sup>st</sup> para. one night, mostly past tense  
present: living in a place like 'this, one must expect...

b) 2<sup>nd</sup> para. one Sunday afternoon, tea-time  
first saw it--immediately followed by the present: turn off, become, always do (the usual situation on Sunday afternoons) -- back to the small horse, all past tense forms

c) 3<sup>rd</sup> para. addressing the reader: I must say... have always been...since 20  
used to be (before 20--before that night, of course), or thought I was (expressing uncertainty), had been turned down (up to 20), was at breaking point (just before 20 or at 20), nothing had gone right (up to 20), (ha)d recently started (not "have recently started"! ) this present job (started before or at 20, still keeps it), told a salesman (and got some advice)...

d) he was correct; ever since it seems...I've avoided (from the time he gave his opinion, that is, when "I" was 20--till now, so matching the beginning of 2<sup>nd</sup> para. have always been)

back to where he dropped off: what was I to do

e) the painter's part: who'd worked, I'd avoided (implying that the painter no longer works for Hollis's now, and that the narrator's visit has nothing to do with the company's business, but it is solely a personal matter)

2) events in chronological order:  
writing songs and being turned down repeatedly  
started working for Hollis's (before or at 20)  
seeing himself as a failure, experiencing a crisis at the age of 20

talking to a salesman

following his advice, giving up song-writing, avoiding people and things out of the ordinary

one night, hearing a mouse that sounded like a horse (most probably a recent event)

one Sunday afternoon, seeing a small horse

talking to one or two men about it (they avoided him in the following days)

talking to Ducksbury a few days later

visiting the painter (probably on the same day he talked to Ducksbury)

meanwhile (between first seeing it and visit to the painter), leaving out milk for the horse back from the painter's, seeing the horse drinking the milk, unable to make it eat from his hand

for a fortnight, trying to get it to eat from his hand

one midmorning, a fortnight after the visit to the painter, thrilled to see the horse close up and eat [That morning, he "hadn't bothered to go to work". Does this detail tell us about his age: middle-aged? or still very young, not long after 20? Obviously he was not interested in his "good job".]

feeding the horse every day, the horse putting on weight

deciding to kill it, the horse galloping away

a few nights later, waking up scared from "a dream"

searching the bedroom, exploring the warehouse

seeing crowds of small horses and tiny people

rushing back to read the Bible out loud--historical present (to be taken up later)

## II. Events related to the small horse.

1. 1) He first hears it during one midnight.

2) No, and yes. His instinct tells him it's a horse. This can be seen from his choice of words: "whinny" is used only for horses, "clop" is (to make) a sound like horses' hoofs. And he already explicitly compares it ("the mouse") to a horse ("just like...if...were small").

His "reason" rules out that possibility. He takes it to be a mouse (and a heavy-footed one <sup>at that</sup>). For living where he lives, with a long closed warehouse across the road, it is only too natural that mice should appear in his rooms. [\*\* The insistence on the reasonable, the normal, the ordinary, the interpretable, reflects the degree of his repression and is at odds with his instincts.]

3) He first sees it on a Sunday afternoon, at tea-time--the most miserable time of the week: a sense of hollowness / emptiness ("left with nothing to do"--suppose he hasn't given up song-writing? He might have been fully occupied in his spare time.)

avoiding religious programmes: Perhaps we should not read this too literally (i.e. don't be too hasty to make such

equations: watching those programmes = pious/religious). He is bored. Nothing interests him. It may suggest lack of ultimate concern / extra dimensions of spiritual life.

4) the small horse--sth. fantastic, echoing his need for sth. that will take him out of the banality of everyday existence

2. He leaves off where we expect him to talk about his feelings when confronted with the small horse. But it turns out that actually he is talking about his reaction. (Refer to I. 4) This very leap from one subject to the other establishes the fundamental connection between his past experience as a song-writer (s-w) and his present experience of seeing a small horse (s.h). (cf. I, 3)

song-writer vs ordinary bloke

People like us aren't s-w.

I've seen a s.h. vs Stop pulling our leg.

sth "out of the ord" There's no such thing.

"so special"

So, the small horse (or rather, seeing a small horse) is in line with the lost but still unforgotten dream (104-5) of an imaginative, creative (at least, more interesting, more exciting) life he wished to lead.

3. 1) He is somewhat "extraordinary". [**\*\* For extra/ordinariness, see Ex.IV.**]

2) A know-yourself business.

Very much worried (crisis). Quite uncertain about himself. Wants to hear other people's opinion. Knows this is clearly a trifle out of the ordinary but hopes perhaps to prove that seeing a small horse is not too extraordinary (not bad), or even something good. He wants to persuade himself/let others jolt him both out of and into the belief that he is extraordinary.

3) He seeks encouragement but meets only with suspicions. The point is that he is not to be discouraged. The decision to seek advice from someone he has tried to avoid because of his supposed "extraordinariness" shows how much he is on the side of cherishing the small horse rather than dismissing it as ridiculous. He wants to share the experience with someone extraordinary.

4) No. The experience is physically unpleasant. (naked girls [unpleasant look], one scratching herself [unpleasant sound, touch], painting ...all in orange [loud colour, gaudy, offensive to the eye]----low taste, without elegance and gracefulness)

The painter is "extraordinary" in a degraded/bad sense. He is not even polite enough, patient enough, to hear the story through. He doesn't believe it a bit, either. Not even interested.

5) His youthful fantasy, his reluctance to give it up. The small horse becomes a touchstone to test one's imaginative faculty.

\*\* Ask the students to find out about the following from the text: (Refer to I. 4, (2))

When does the narrator become friends with the horse?

Why does it refuse to eat from his hand?

When does it begin to eat from his hand? What has brought about the change? What does this change tell about the horse and the narrator?

4. 1) being the way I am -- a participle phrase indicating cause or reason

way: custom; manner of behaving; personal peculiarity

When the narrator says this, he may be thinking: I know I am only a petty clerk/a person of low rank. Look, I live in this sorry condition. I have attempted to do better, but failed. I am, after all, as people keep telling me, an ordinary bloke. I am, I am, yes I am ordinary. I've nothing to do with extraordinariness: song-writing, small horses, and all that.

2) Notice his ambivalence/two-mindedness all along. Although deep down, he still cherishes his dream of becoming a song-writer, he has decided, on the advice of ordinary people, to live contentedly this ordinary life of his without expecting any miracles. To stop himself from going out of the way again, he deliberately avoids anything and anyone that can be perceived or regarded as "extraordinary".

He was contented, or thought he was [actually "miserable"], until the appearance of the small horse. It is extraordinariness itself. What's worse, it is nudging him back to the trail of extraordinariness and mystery again (此用法已从College Pressures中删去). This is like confronting his own secret wish to be special. He feels the danger (once he was at breaking point). He cannot tolerate it (tolerate: allow, endure, without protest)--cannot allow himself to live, literally and figuratively, with anything out of the ordinary again.

3) The fact is he finds that he likes the small horse too much to remain ordinary. [Notice the leap from full-hearted praise "What a perfect little thing!" to blurting out his murderous intent.] The decision to kill the horse is like

the decision to turn a blind eye/a deaf ear to his own artistic calling, i.e., to kill the better half of himself.

4) The horse knows what he is thinking of. This point is never explained. The narrator never even attempts to explain it. The deliberate silence only makes more conspicuous the secret association between the small horse and the narrator's mind, esp. his imaginative power.

5.. This question is related to the previous one. Have the students see the connection between something external and something internal, in the narrator's mind.

Read the paragraphs from "I got dressed" to "Was there someone there" (ll. 115-140) very carefully. Notice how the narrator spells out the difficulty of getting into the warehouse, esp. the main storeroom. Notice the tension between the resistance of the window/door (grilled window, too filthy to see through, barred my way, no handle, solid, thick, wouldn't budge a bit, not feel the kick), and the narrator's perseverance at breaking it open (one kick, two kicks...).

Notice, especially, the choice of words like coaxing and feel, which usually need a personal subject/object. Is it possible that without thinking about it, he is now intensely taking this search to be a matter vitally concerning himself?

Although how the door finally springs open is again not explained, it strongly suggests his searching for an unforgotten dream (104-5).

6. So far we have been trying to see the small horse as such (that is, as sth mysterious and extraordinary), and as associated with the narrator's own "extraordinariness". Can we reverse the process and regard the small horse as nothing more than a hungry mouse searching for food in people's flats?

\* Disney animation "Tom and Jerry": the little mouse always drinks on the sly the milk left for the cat. Horses drink water and feed on "fodder"/grass (they graze).

\* It is only natural that crowds of mice should make an abandoned warehouse their home.

The story does invite such reading, at least for a while. After all, where all else expect to see mice, the narrator and only he sees a horse the size of a mouse. If, instead of taking a small horse to be a mouse (as he says he at first did), he takes a mouse to be a small horse, then the narrator's fantasy/imagination can be conceived of as having

the magic power of the Golden Touch / as an endowment/gift that can turn something rotten into something miraculous.

Although we stop short at this equation (small horse = mouse) with the discovery of not only small horses but also tiny people, the magic golden touch extends to the warehouse. Here, in the depths of this huge filthy crusty garbage of a warehouse, the first person narration, with all its coercive power of authority, thrusts upon us a whole new world in all its nudity and vitality.

**the warehouse**--esp. -ed form + n. (indicating the damage done)

the closed warehouse (over the road): filthy, grilled [n. + -ed] windows (at pavement level), skirtingboard (cracks), battered floorboards, crusty hinges, ceilings, foreman's office, cabinet, desk, calendar (12-year-old), sliding door, thick, solid, wooden, the main storeroom (cf. larder [in the home, cupboard]), smashed skylights, broken glass

cf. ribs showing, eyes popping

**possible symbolic readings:**

\* warehouse: symbolic of commercial society (where goods were stored), a scene of devastation -- long closed down, filthy, grilled, battered, smashed, crusty, the haunt of mice, rotten, decaying

the small horse: vital force all but totally killed

\* warehouse: externalization of mind (or, externalized mind), small horse--free imagination/imaginative faculty caught/trapped in rotten rubbish, sordidness, mean circumstances, but capable of being brought to light/shining forth if one doesn't give it up

\* see further questions

**7-8. historical/dramatic present:** vividly before our eyes, as if sth is happening here and now (a rhetorical device for effectiveness)

Song-writing, as compared with business and other practical things, is more on the side of imaginative life. On the other hand, too many "artists" have sullied the good name of "imagination" (the painter in the story, for instance, is vulgarity incarnate), and perhaps the relations between song-writing and fantasy/ imagination/ spiritual life should not be overemphasized. More importantly, the story turns out to be very different from what it was at first look. If song-writing concerns only the narrator personally, his somewhat unconscious tenacity for the existence of an extra mythical dimension beyond the mere here and now, as well as his fears of pursuing it, leads to the vital scene in the warehouse.

Herds of small horses and tiny people point to some ultimate mystery, to the suspicion/belief that there exists a wonderland, a miraculous world above all the meanness and sordidness of everyday life. It is just there, where it is least expected, beyond human reasoning and rejection. It is interesting to note that the scene has a stupefying effect on the narrator, and perhaps on us too. He is overwhelmed (so strongly affected, so surprised, that he cannot even think clearly, not to say react properly). The miracle, paradoxically, verges on horror. His seeing the small world also establishes a link between the narrator/author and the fantasy and fairy-tale tradition in literature.

Again don't make haste to assert that the narrator now turns religious/pious/Christian. Reading the Bible can be an instinctive need for protection, refuge, shelter from the recondite, for ultimate advice/answer. And then, it is very likely that the narrator is not at all seeking for an answer. He has just automatically taken up sth, to tide himself over the horror of the night/dream. After all, in the Christian culture, when it comes to the question of ultimate concern, who/what will provide the needed advice more appropriately than the Bible?

### III. Further notes (tentative)

unlabeled horse--imaginative faculty not full fledged  
nursing the horse/killing it off (the horse knows): It's very wrong to repress imagination/fantasy; yet one can be overwhelmed by the dream world.  
**an artist as a young man**, groping in the dark, struggling finding his vocation

### The original note or introduction to this story

Is it a dream? Could there be another country of the small folk, somewhere behind? It is not altogether a new idea. The small people are in old tales. There is Lilliput (斯威夫特的《格立佛游记》中的小人国). There are science fiction stories, too, though here they usually come from some other world. What Steve Walker has done is take the myth out of the books or out of the toy cupboards and place it in what seems to be a rather derelict part of the north-east of England. Or are there other explanations?

### Exercises

#### I.

1. 1) Loss of plosion when a plosive is followed by any of the plosives /p, t, k, b, d, g/; incomplete plosion when any of the plosives comes before /m/, /n/, /f/, /v/, /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/. When a plosive appears before /tr/, /dr/ (got dressed), /tʃ/, /dʒ/, almost loss of plosion

2) Also notice the rhythm.

3) Final syllabic /n/ follows /t, d, f, v, s, z, ʃ, ʒ/. In "absent", "present", and "ordinary", an intervening /r/ is sometimes heard. Syllabic /l/ is a dark /l/. hurtle (in "Begin/Commence"), subtle (in "Screwtape", "Harness").

Other examples: ocean, oven, dozen, cousin, cotton, vision

4) Notice the qualitative distinction between /ɪ/ and /i:/.  
2. climbed, naked, boards, torch, calls, herd/heard, searched, cereal

## II.

1. mouse, mice; louse, lice (虱子); knife, knives; handkerchief, handkerchiefs (handkerchieves, used to be OK, but increasingly rare); hoof, hoofs/hooves; salesman, salesmen; woman writer, women writers; looker-on, lookers-on; fish, fish/fishes (as food, "fish", uncountable); sheep, sheep; toothpick, toothpicks; baby-sitter, baby-sitters

2. 其他词性用法/意见的顾问(劝说者), 吝啬的雇主, 守口如瓶的秘书, 严厉的、粗暴的家长, 如今的股疯世界, 走私文物, 总部在西雅图的飞机制造商 (i.e. Boeing)

3. buried passions, a degraded environment, male-dominated society, machine-scored/marked/graded papers, pirated software, an added value, hand-made products, World Bank-funded projects, detailed information, a double-edged sword

## III. Onomatopoeia [recognition]

|            |                |
|------------|----------------|
| horses     | neigh / whinny |
| ducks      | quack          |
| cows       | moo            |
| dogs       | bark, bowwow   |
| foxes      | bark           |
| pigeons    | coo            |
| pigs       | grunt          |
| birds      | chirp, twitter |
| frogs      | croak          |
| cocks      | crow           |
| mosquitoes | buzz           |
| cats       | miaow/mew      |



sheep, goats      bleat, barr

\*\* Before doing IV and V, ask the students to pick out from 11. 1-24, 11. 103-155 verbs associated with the narrator. Discuss the differences in the use of verbs.

11.1-24: verbs of mental state, and sense perception:

thought, thought, took it to be,  
saw, heard, glanced, watched

Contrasted with concrete and vivid action verbs used to describe the horse:

whinnied, clip-clopped, hoofing, ribs showing,  
eyes popping

11. 103-155: verbs of action:

searched the bedsheets  
looked under the furniture  
checked the skirtingboard  
pulled back the curtains to look at that closed  
warehouse  
got dressed at once  
put a torch in my pocket  
hurried over  
stood in front of the grilled windows  
kicked it (the door) open, two kicks  
switched on my torch and went inside  
listened  
figured [mental action]  
walked on battered floorboards towards the main  
storeroom  
pushing and coaxing  
gave it a kick  
turned to go  
heard the sliding door open  
jumped in fright  
pressed a button  
shone my torch, it flitted ..., showing  
waved it (the torch) around

#### IV. N-V conversion

1. was buttering some bread, heard horses whinny
2. There it was, walking heavy-footedly on the lino / stamping with its hooves on the lino / its hooves stamping on ....
3. scooped up the pebbles
4. the horse reared and ...
5. enjoys (having) a scratch
6. prodded the students into working harder (Not "prod ... to work harder"!) )

7. she would give a tug at her sister's skirt / she would give her sister a tug
8. their jeers made the speaker
9. of the bees swarming over our heads
10. was thrilled to see piles of... / to see letters from his fans pouring in

V. Rewriting: Notice in the original text the abundant Noun-phrase structure denoting action.

One rewritten version (The teachers may show the students how to do it by recasting the first sentence):

I felt if I stood under the tree a little longer the ghost would come. The leaves danced slowly in the breeze and the moon shone brightly. For months my father had tried (hard) to convince me that there were no ghosts, that they appeared only in fairy-tales. But I was at an age when I could still tolerate mysterious things. I knew that the pop-eyed bluish thing was drawing close, and I longed to be near to it. I grew excited, and at the same time horrified. For months I had searched the closet, the curtains and the garage. I had figured that if I (suddenly) kicked the garage door open I would intrude on a fantastic spectacle. To me the dry leaves falling on the lawn sounded like a ghost leaving his foot-prints, or perhaps hoof-prints. I listened (attentively) and would often hurry over to the window. Now the moon was setting, but I was still waiting, eager to get scared of something and find myself, at school the next day, among a bunch of listeners who stood struck with awe / find myself striking awe/horror into a bunch of listeners.

## VI. Ordinary or Extraordinary

\*\* Pick out from the text words and expressions that indicate "ordinary" and "extraordinary". What (people, things, professions) are they associated with?

Ordinary: the place, the people that the narrotor/ protago-  
nist knew, the narrator / protagonist

--Living in a place like this, one must expect the odd mouse

--I must say, I've always been the same, ever since...

--you are an ordinary bloke, like me

--you've no business thinking you're a song-writer.

--People like us aren't songwriters.

--I needed advice, but only knew ordinary people.

Painter, oils and all that-- ordinary or extraordinary?

Extraordinary: the small horse, the small persons, art

--I've avoided people and things that could be judged as being out of the ordinary

- |                            |                                   |
|----------------------------|-----------------------------------|
| 13. <u>one's</u> head      | 14. from which <u>science</u> and |
| 15. <u>who</u> were born   | 16. in the <u>same</u> age        |
| 17. <u>through</u> his     | 18. <u>and</u> all Europe         |
| 19. <u>from</u> the first  | 20. <u>the</u> Bible              |
| 21. a young <u>man</u>     | 22. thought <u>about</u> the      |
| 23. <u>This</u> was        | 24. brilliant <u>image</u>        |
| 25. has <u>been</u> thrown | 26. do <u>for</u> any             |
| 27. how <u>long</u> an     | 28. had <u>no</u> way             |
| 29. moon <u>would</u> take | 30. 28 <u>days</u>                |
| 31. <u>We</u> shall        | 32. <u>when</u> we land           |
| 33. <u>but</u> an          | 34. and <u>literature</u>         |

\* Notice the difference between doubt and suspect. I doubt if there is much to choose = I don't think there is much to choose though I'm still uncertain about this point. We can't express the meaning using "suspect": \*I suspect if there is much to choose ... (Perhaps we can say: I suspect that there is little to choose ....)

He suspected that the thief was a member of his family = He thought that the thief was very likely a member of his family though he was uncertain.

### Supplementary Readings

#### I.

This is a New Yorker piece, very highbrow, very subtle, as can be expected. It could be read as a satire, although a satire of what we do not know exactly. At least, the "Book of Virtues" is "dumb", so is the compiler, the former secretary of education in the Reagan cabinet.

#### Notes:

1. William Bennett is mentioned briefly in the Teaching Notes for "College Pressures", Ex.XII. It would seem that he was very often the butt of university people in the late 80s.

Charlie Rose?

2. The Book of Virtues: something like a conduct book, prevalent in the 18<sup>th</sup> and 19<sup>th</sup> centuries. As the excerpts do not have copyright problems, they are very likely those early conventional stuff.

well-behaved-- the nursery rhyme is a good example of how children's (in this case, a girl's) self image is being shaped.

3. Jim: a runaway slave, whom Huck befriended

"it warn't no use..." = it was no use...

Huck decided to betray Jim ("paddling off, all in a sweat to tell on him"), but actually "lied outrageously" to

save Jim from being caught (when two men approached his raft, he gave them to understand that his "pap" had got small pox" so the men backed out.) (Chapter 16)

Huck meant he *should* have given Jim up, which is the "right" thing to do, but argued to himself that as he had started out as a bad boy, perhaps there was no chance for him ever to turn good. He might as well go on doing "wrong" things, this time, helping Jim get freedom.

Which must be what William Bennett is getting at--the narrator means that W.B. must also agree that "a body that don't get started right when he's little, ain't got no show." So children should have "virtues" forced down their throat. (The narrator's remark, incidentally, also ironically identifies the moralist Bennett with slavery.)

the budding moralist--Huck

4. Dr. Seuss - pseudonym of Theodor Seuss /`su:s/ Geisel /`garz 1/ (1904-1911), American writer and illustrator

5. "Theirs not to make reply ... six hundred"-- from a famous poem by Tennyson, "The Charge of the Light Brigade" (1854). During the Crimean War (1853-56, military conflict between Russia and a coalition of Great Britain, France, Sardinia and Turkey), owing to confusion of orders, a brigade of British cavalry charged some entrenched batteries of Russian artillery. This blunder cost the lives of three fourths of 600 horsemen engaged. (Norton, II, 1176n.)

The fact that W.B. avoided Huck's moral dilemma but chose this poem to illustrate "responsibility" is illustrative of the author's satiric purposes. Both cases involve difficulty in judgment. There are rarely black or white situations as far as moral conduct is concerned.

Notice the age of the children, their favourite stories and games, and their instinctive resistance to the eager, goal-oriented parents /educators/moralists/publishers. If childhood is when one's imagination is liveliest, does the cultivation of imagination (or even fantasy) inevitably come into conflict with moral education (or, must moral discipline weaken or even kill imaginative faculty)? Do we suffer from loss of imaginative power at an early age?

Discuss the tone of the narrator's voice:

--Clearly, Satan had both my children in his bony grasp. (c.f. Screwtape: in the enemy's clutches)

--This saved money, he explained, without appreciably lessening the quality of the work, since most contemporary literature lacked the depth and wisdom he sought. What's dumb about that?

--"Huckleberry Finn," by the way, is not excerpted in "The Book of Virtues."

--"Dumb," he said. But he said this gently, even virtuously. So maybe it's working.

## II

Discuss the tradition of such writing as can be seen from the poem and "The Small Horse" (for instance, the narrator/speaker's unique perception, interpretation, feelings, about something strange as contrasted with conventional opinions and feelings).

LESSON ELEVEN  
THE TWO CULTURES

Teaching Notes

Activation

1. Perhaps most students will say no. If so, just tell them this is the title of a very famous and very important lecture/book.
2. [Salt: one's intellectual, moral and religious culture]  
[Awaken: nature or culture]  
art, literature, drama, dance, singing, music, paintings, customs, training, education, habits, outlook, eastern, western, cultivation, civilization, tradition, Chinese culture, American culture, ancient culture  
\* Perhaps no one will write down "science", "physics", "scientists", etc.
3. probably: two ways of educating people, two kinds of training, two different systems of beliefs, habits (east/west)
4. possibly: mutual understanding, misunderstanding, exchange, communication
5. science/scientific: thermodynamics, Yang Chen Ning, the quantum mechanics laws, conservation of parity, refraction, sputnik, entropy  
humanities/literature: Shakespeare, critics, moral sensibility, classics, anthropology, literary people, TS Eliot  
Of course, "anthropology" is also a science, and humanities borrow widely ideas and terms from sciences, such as "entropy".
6. ? see below, the second law of thermodynamics, entropy

Words and Expressions

Words preceded by \* have appeared in previous texts and so are not listed.

1. abstract nouns

Notice the Latin origins of words beginning with the negative-meaning *in-*.

incomprehensibility: also learn "incomprehensible" ( $\neq$  *incomprehensive*, just as "imaginable"  $\neq$  "imaginative"), "incomprehension", "comprehension", "comprehensible", "comprehensibility".

\* The verb "understand" comes from Old English.

incredulity: disbelief; incredulous adj. showing disbelief (cf. credulous: always believing what one is told, easily deceived)

cf. incredible: unbelievable; incredibility

judg(e)ment [horse: ... that could be judged as being out of the ordinary]

other words beginning with "j": just, job, journey, Jew, jargon, join, joyless, jolt, jeer, jump

articulation [cf. Screwtape: that inarticulate sense for actuality]

illiteracy: cf. Beast: the cat ...the only illiterate in the facility (ant literacy; also notice the different meanings of the adjectives "literal" [begin/commence: besides their literal meanings] and "literary")

Also learn: literacy, literate, illiterate  
o,rigi'nality [cf. versatility, creativity]

other words that have appeared in the previous texts:

conception [\* Begin/commence: capture the concept;  
Beast: extended the concept to a briefcase; Excursion:  
the conception thrilled me; Salt: His conception of  
their mission]

ignorance [salt: ignorance which consists...]

2. some scientific terms -- It is necessary to recognize these words, and recognition of words like "entropy", "quantum mechanics" in the notes is also useful, although students don't have to learn to remember and use them at this stage. But of course all of these can be used in non-scientific context, too.

mass: [in this text] the amount of matter in a body, measured by the power used in changing its movement; not *iml*  
a great number of (people or things) (often plural with singular meaning) [excursion: grew tired of watching the

swarming mass of them]; "massive" [strong, heavy, great, powerful: how massive his belief in life]

parity: the state or quality of being equal

e.g. This is certainly not a guy (man)-dominated show. It is, in fact, the first of the intelligent ensemble programs to actually feature gender parity among its principal characters.

### 3. more concrete nouns:

specimen: a single, typical thing or example; type- -- used for emphasis

fundamentals (of) (often plural): necessary or important part

default: let ... go by default (by failure of action), judg(e)ment by default (failure to appear in a court of law), in default of (in the absence of, without, lacking)

This word often appears in computer operation, e.g. default printer, default drive.

part and parcel of [cf. publish or perish, nature or nurture, bag and baggage]

'break-through, cf. 'payoff, 'sign-up

\* poet [excursion: perhaps I have killed a poet; pressure: anthropology, poetry, ...]

### 4. adjectives and participles:

eso'teric: secret and mysterious

It implies knowledge imparted only to members of a cult or inner circle of initiates. It is extended in use to describe knowledge in the possession only of adepts, specialists, and the like. e.g. To the idea of poetry as exclusive, esoteric, a-moral, the private affair of the poet... I should oppose the idea of poetry as catholic, diverse in function, moral, everyone's business. (Day Lewis)  
Notice these words: mystery, mystical, mystify(ing), odd, strange, bizarre, astonish(ing), startl(ing).

\* mystery n.: implying the thing's incapacity for comprehension (incomprehensibility) by the human reason; applied esp to the doctrines of Christianity; also applicable to facts of the world about us which defy all attempts to explain



their cause or nature [horse: I couldn't tolerate its mystery]; used more loosely to denote sth which is guarded by secrecy or which is in itself or by design mystifying

mystical adj. [This word does not appear in the text]:

having a meaning or character hidden from all except those who enjoy profound spiritual insight. The word suggests comprehension of sth beyond the range of the perceptive or methodical powers, often implying belief in the possibility of such comprehension, and so variously connoting penetration into sacred mysteries, holiness of life, idealism, etc.

mystify v. mystifying adj. to make sb wonder, completely bewilder (also related in meaning to words like embarrass, trouble, disturb, annoy, etc.)

Its opposite is enlighten.

\* strange: always suggests unfamiliarity; may apply to that which is foreign, unnatural, inexplicable, new, etc.

\* odd (= strange) [Screwtape: whatever odd ideas have ...] In this sense, "odd" stresses a departure from the usual, the normal, the regular; it sometimes suggests an element of the fantastic. cf. the odd mouse, the odds are

bizarre: [contrasted with common, usual, ordinary, familiar] used to describe works of art, effects produced by nature or art, ideas, etc. (as if) conceived or made without reference to reality, truth, or common sense. "Bizarre" is applied to that which is unduly, often sensationally, strange or queer; it suggests the use of violent contrasts as in colour, in sound, in emotional effects, or of strikingly incongruous combinations.

\* startle v. startling adj. [pressures: the students are startled] "Startle" always implies surprise and a sudden shock that causes one to jump or shrink; occasionally, its suggestion of fright is very weak. [fright--see "horse": I jumped in fright.]

Other words of the same meaning: scare (Horse: I woke up scared.), frighten (excursion: the most frightened and panicky of all). It is also similar in meaning to surprise, astonish, arouse, thrill, etc. ... [excursion: I was aroused. I'll kill the ant... The conception thrilled me.]

\* astonish v. -ing adj. to surprise so greatly as to seem incredible -- A piece of news surprised one when it is unexpected; it astonishes when one finds it hard to believe. [begin/commence: language's astonishing versatility]

vain: full of self-admiration (vainer, vainest)

cf. excursion: searched in vain

major adj. of greater importance

cf. an English major (AmE a chief subject taken by a university student); 'major, ma'jority

\* sound v. [Screwtape: it sounds as if...]

adj. a sound atheist, [in this text] the soundest group of intellectuals

\* ignorant [salt: so triumphantly ignorant]

\* considerable [Screwtape: the patient brightened up considerably]

\* triumphant [salt: triumphantly ignorant]

clash v. clashing adj. to come into opposition; to (cause to) make a loud confused noise

cf. clack [pressures: the clacking of typewriters]  
--to make sudden, quick sounds; click--to make a slight, short sound, clip, clop, cluck -- to make a low short noise (that a hen makes)

chuckle: to laugh quietly

Also notice the different words: crush, crash, etc.

## 5. adverbs

dubiously: dubious -- doubtful, both words imply uncertainty, but "dubious" stresses suspicion, mistrust, or hesitation in accepting, believing, following, choosing, etc.

dubiously rewarding (l. 10) -- also a combination of two somehow opposing elements, just like triumphantly ignorant, calm horror

\* highly [pressures: grade fever is highly contagious;  
horse: I was highly embarrassed]

6. verbs and verb phrases

fancy (l.27): here, fancy = think, believe without being certain, figure ("I figured, there'd be a whole herd in the warehouse)

\* dismiss (as) [begin/commence: it can be dismissed as a rebellion]

\* waste time doing sth (Screwtape: don't waste time trying to make him believe that argument is true)

### Notes

1. (S1) More about the author:

Lord Snow is author of the novel sequence *Strangers and Brothers* (named after the first of the 11 novels in the series). His novels are usually concerned with scientists, university people, public servants, and politicians.

2. (S2) More about the text:

The text is taken from "The Two Cultures", that is, the first part of C. P. Snow's original Rede Lecture. See *The Two Cultures and A Second Look* (Cambridge Univ. Press, 1964), pp.12-16.

Its main theme is that the intellectual gap/cleavage between Science and the Humanities/liberal studies in the present technological age is disastrous. Trained as a scientist, Snow deplores the failure of the traditional arts culture to adjust itself to the requirements of an age in which science and technology were transforming civilization. He urges a mutual understanding between scientists and men of letters.

Dr. Leavis's Richmond Lecture (at Cambridge) *The Two Cultures? The Significance of C. P. Snow* (Cambridge, 1962) was an attack upon Lord (then Sir Charles) Snow and his Rede Lecture of 1959.

3. critics on *The Two Cultures* and the Snow-Leavis controversy

1) Alan Trachtenberg, "Intellectual Background", in *Harvard Guide to Contemporary American Writing*, ed. Daniel Hoffman (Cambridge, Massachusetts: Harvard University Press, 1979), pp.11-12.

In 1959, the British scientist and novelist C. P. Snow published a small book whose title immediately gained currency as a topic of controversy. *The Two Cultures and the Scientific Revolution* argued that a significant gap had opened in Western societies between scientists and humanists and that a hazardous failure of communication existed between the two groups. He charged the upholders of "traditional" culture with not only an "unscientific flavor" but a dangerously "anti-scientific" point of view, and called for serious educational efforts to inculcate a better appreciation of the sciences. The challenge to humanism was taken up by the British literary critic F. R. Leavis, and a controversy raged regarding the relative virtues of science and humanism as modern outlooks. The furor did not survive the early 1960s, and its simplifications may now strike us as archaic. However, the phrase "two cultures" continues to sound one of the dissonant notes of contemporary life: if our age takes its character from the unprecedented rate of social change in modern societies (let alone the widening chasm between "developed" and "undeveloped" nations), and if modern societies owe their high social velocity to the extremely rationalized and efficient application of scientific research to technology (the "scientific revolution"), then ignorance of the languages and procedures of science is tantamount to ignorance of modern life.

The word *scientific* itself has won a privileged place in modern life ..., and it is perhaps both a substantiation of the "two cultures" argument and partly a refutation of it that among the most vigorous and influential academic disciplines in the postwar era have been the social sciences. A mark of the growing acceptance of their importance to human thinking has been the recent absorption of social sciences into the traditional humanistic fields: the influence of lin-

guistics, anthropology, and psychoanalysis on the study of literature is a prime example. C. P. Snow himself conceded that a "third" culture might exist among social scientists. Certainly no survey of the intellectual life of the recent period can neglect the influence of the efforts to think scientifically about man in society and in relation to himself, an influence which is felt throughout intellectual life. More an outlook, a way of thinking, than a body of ideas, science may provide a rough modern equivalent to the unified world view which Eliot noted in Dante's culture.

2) George Steiner, "F. R. Leavis," in *20th Century Literary Criticism: A Reader*, ed. David Lodge (London: Longman, 1972).

p.631

[Leavis] did not even attempt to engage seriously what is crucial in Snow's argument.... Snow is...trying to be a "new kind of man", if only in that he wishes to be equally and vitally at home in England, Russia, or the United States. Now it could be argued, in a close, discriminating way, that this "new ubiquity" of the imagination jeopardizes those values of narrow, rooted inwardness for which Leavis stands.

pp.634-35, note 2.

Looking back, one is struck by the underlying political, social significance of the affair. The controversy between Leavis and Snow is, essentially, a controversy over the future shape of life in England. It sets the vision or reactionary utopia of a small, economically reduced but autonomous and humanistically literate England against that of a nation renewed, energized, rationalized according to technological and mass consumer principles. It is, thus, a debate over the relationship of England both to its own past and to the essentially American present. England's future, the kind of society in which Leavis's and Snow's children will grow up and live--or from which they will emigrate--hinges on the alternative chosen. Can England, a

small, crowded island, blessed neither by climate nor natural elbow-room for waste, "go modern" without sacrificing irreplaceable amenities of tolerance and humane leisure? But can any of the latter survive effectively-if it diminishes too sharply, if it folds inward into a kind of "post-Habsburg" provincialism? These are, I think, the questions underlying the Leavis/Snow debate, and they give to it a dignity far exceeding the obsessive, injurious form of the Richmond Lecture.

4. (S5) the Second Law of Thermodynamics -- Thermodynamics is a branch of physics dealing with the relation between heat and other forms of energy.

The First Law of Thermodynamics is a law of energy conservation, which rules out the possibility of "a perpetual-motion machine of the first kind" (in which no energy is required for performing work).

The Second Law of Thermodynamics rules out the possibility of "a perpetual-motion machine of the second kind" (in which energy could be continually drawn from a cold environment to do work in a hot environment at no cost).

5. (S7) the high table--In the note for students, "a college" refers to one under Oxford and Cambridge. (Refer to "College Pressures".)

### Understanding the Text

问题已经过重新整理合并

\*\* Why does Snow say there is "a scientific culture"?

*The Two Cultures*, pp. 9-10: At one pole, the scientific culture really is a culture, not only in an intellectual but also in an anthropological sense. That is, its members need not, and of course often do not, always completely understand each other; ...but there are common attitudes, common standards and patterns of behaviour, common approaches and assumptions. This goes surprisingly wide and deep. It cuts across other mental patterns, such as those of religion or politics or class. [After enumerating differences

among scientists, Snow says] Yet over a whole range of thought and behaviour, none of that matters very much. In their working, and in much of their emotional life, their attitudes are closer to other scientists than to non-scientists who in religion or politics or class have the same labels as themselves. If I were to risk a piece of shorthand, I should say that naturally they had the future in their bones. ... Without thinking about it, they respond alike. That is what a culture means.

#### **From the Text**

##### words and phrases referring to the two sides:

science / scientists: the very best scientists (1-2), the soundest group of intellectuals (21-22), the natural order (39-40), the scientific edifice (43), the physical world (43), [science also] complexity and articulation, the collective work of the mind (44-46), an immense range of intellectual experience (50), [thought of by the other group as] ignorant specialists (58), illiterate (65), modern physics (78), astonishing discoveries, sputnik, Yang and Lee, the fundamentals of the physical world (87-100)

What's wrong with them? read little literature, taking Dickens for an esoteric writer (5-15); the whole literature of the traditional culture doesn't seem to them relevant to those interests. They are, of course, dead wrong. As a result, their imaginative understanding is less than it could be. They are self-impoverished (29-34).

humanists: literary people (4), the traditional culture (30), non-scientists (47), tone-deaf (over... intellectual experience) (51), tone-deaf that comes by training / absence of training (52-3), highly-educated by traditional standards (62-3, 76), the majority of the cleverest people in the western world (79), my non-scientific friends (83), art (121, 130)), poets (122), verse (125)

In his essay, Snow also uses the following in connection with the traditional culture: literary intellectual, non scientific mind, literary persons/ sensibility; unscientific flavour, turning anti-

scientific, moral trap, politically silly, even wicked, (on fascist side, bring Auschwitz that much nearer), anti-social feelings

What's wrong with them? more seriously impoverished, vainer about it (36-7), pretend that the traditional culture is the whole of "culture", as though the natural order didn't exist (38-40). As though... [4 parallel structures] (36- ); over an immense range of intellectual experience, a whole group was tone-deaf (49-51); So the great edifice of modern physics goes up, and the majority of the cleverest people in the western world have about as much insight into it as their neolithic ancestors would have had (78-81).

where the word "whole" can be found: the whole exercise (1.16), the whole literature of the traditional culture (29-30), pretend that the traditional culture is the whole of "culture" (39), a whole group was tone-deaf (51), in the whole history of science (87), the whole of our mental experience (132)

words which can and should be applied to both sides:

intellectuals, intellectual life, the psychological / moral/social life (18-20), intellectual depth (44), complexity, articulation, the work of the mind of man (44-46), mental activity (114-5), mental experience (132), the immense range of intellectual experience. (50), thought and creation (109-110), creative chances (114), break-through (114-5)

judgments (25), (imaginative) understanding (33), relevant to (31), speaking the same language (77), meet (85, 106), serious communication between (101), the clashing point (of two subjects, two disciplines, two cultures--of two galaxies) (111-13), creative chances (114), mental activity (115), talk to each other (118-19), be assimilated into / along with (120-21, 131)

The above expressions are often used in the negative to show the gap between the two sides. The following words also frequently appear in Snow's essay: \* poles, polar, polarized, polarization; \* gulf, gap, split; \* loss, destructive, dangerous, misinterpretation, incomprehension



98/8/10加: the whole **literature** of the traditional culture doesn't seem to them relevant to those interests

intuition, common sense—to do with literature  
at the heart of thought and creation

删节的问题: Does he like the term traditional culture?

What, indeed, is the possible relationship between science and imagination?

Discuss on what basis (personal or national) Snow raises the problem of “the two cultures”. What is he particularly dissatisfied with on the British intellectual scene at the time? Does he see any way out? (Refer to the supplementary reading for more information.)

### Exercises

原来的I 分为两题, 加了一些内容, 增加了III, 其余练习基本不变, 个别答案增加了可能的选项。

I.

1. vacuum /`vækju m/, bizarre /br`zɑ:/, esoteric /,es ( )`terɪk/, neolithic /,ni: ( )`liθɪk/, admirable /`ædm( )r b( )l/ (cf. ad`mire), Cambridge /`kæm-/ (not /kem-/ or /kæm-/), specimen /`spesɪmən/ or /`spes m n/, galaxy /`gæl ksi/, originality / ,rɪdʒɪ`nælɪti/ (cf. origin), incredulity /,ɪnkrɪ`dju:lɪti/

II.

1. thermo-: heat; neo-/`ni: / or /ni: /: new, recent, or a new, different way; both of Greek origin; thermo- often used to form scientific terminology, neo- used to form words denoting historical periods, trends, etc. (Generally speaking, both are used to form serious, big, heavy words.) thermodynamics, thermometer, thermonuclear, neolithic, neoclassical, neocolonialism, neoplatonic

2. 1) negative: incomprehension, incomprehensibility, incredulity, illiteracy

2) in, into, toward: insist, information, impoverished, intuition, insight

3. bad-worse, worst; clever-cleverer, cleverest; dry-drier, driest; good-better, best; hot-hotter, hottest; long-longer,

longest; odd-odder, oddest; silly-sillier, silliest;  
slender-more slender, most slender, sound-sounder, soundest;  
vain-vainer, vainest

### III.

1. literary people : non-scientists (the former within the category of the latter)

Physics is a discipline (a branch of learning). The latter is a more inclusive term.

tone-deafness : (a kind of) ignorance

2. highly educated : illiterate (opposite in terms of education, mutually exclusive)

modern/neolithic: both time markers, mutually exclusive (what is modern is not neolithic)

plenty/lack (n.)—yes, but not plenty/lack (v.)

"Dis-" in "dismiss" is not the same as the prefix *dis-* in "displease".

3. thermodynamics : heat (a scientific theory /what it deals with--the relationship between heat and other forms of energy)

scientific edifice : physical world (knowledge about, description and explanation of, nature/the natural world; examination and mastery-object of examination and mastery)

A poet produces poetry/verse.

training—the process of learning/being taught something

### IV. Concerning the idea of "part" and "whole".

\* sth new, more difficult, not included in the text, hence not required

1b 2b 3c \*4d \*5a 6a 7d 8c \*9a 10b 11a 12c

\*\* Classify the words:

as associated with the idea of "a whole": whole, entire, full, total, integral, complete, comprehensive, holistic, universal, inclusive, all-inclusive, thorough, fulfilled, uncut, inseparable, unitary, all in one, solid, intact, unharmed, healthy, faultless, self-contained, self-supporting, autonomous, independent, well-rounded, all-sided, all-round, versatile, realized

as associated with the idea of "a part": part, segment, component, portion, branch, group, piece, parcel, fragment,

detail, ingredient, factor, element, item, bit, fraction, chunk, grain, tone, type, aspect, excerpt, member, organ, share, stock, slice, division, region, feature, character, section

V. Prepositions and adverbs:

1. in, in, for, into, between
2. for, between, of, in, from, into, of, for/of
3. on, by, with, on, during/for/over
4. under, from, on, with, in, of
5. on, over, during/in
6. up, in, from, into
7. by, as, about, In, to, to, of (NOT "to", be equivalent to—yes, an/the equivalent of)
8. At, \* before, back/around, with, about, without [also from "The Two Cultures"]
9. among, through/by, from, to, back, with, as
10. towards, from, on, under, in, of, at

VI. articles

1. the, zero, a
2. zero, the, the
3. zero, the, a, zero
4. an, zero, zero, the, a (society, 社團)
5. zero
6. The, zero, the, the, a, an, the, a

VII.

1. Some religious theorists argue that there is a moral component in the grain of every religion. (see ll. 22-24)
2. Football fans had been talking of the Chinese team's "out of Asia" project with enormous/great gusto.... (see l. 63) But now the team didn't make it (see "Horse", ll. 33-34, you'll never make it), it seemed as though (as though: see lines 8, 39, 40, 42, 49) the fans are blaming the whole thing on the German coach/the German coach was the only one to blame (? not yet appeared in the texts).
3. To be computer-illiterate in this...! (illiteracy, l. 65, also in "Beasts abstract not" [the cat in the lab]; compounds like "tone-deaf")

4. ... Westerners who can get the Chinese "consonants and vowels" right should pronounce the tones in a most bizarre fashion. Are they "tone-deaf"? (see l. 123, l. 125, l. 51)
5. Although scientists have broken through in their treatment ..., new difficulties have cropped up which call for fresh breakthroughs. (ll. 115-6, l. 124, also refer to the formation of "pay-off" from "pay off".)
6. by and large (l. 21), standing on its top/head (ll. 98-99)
7. Daniel did not turn up in court. He simply let Jenny win her divorce case by default (ll. 110-11).
8. part and parcel of (l. 131)

#### VIII.

1. started, unprovoked, peace-loving, took, had been, were (less than) exhilarated
2. ship-wrecked, struggles / struggled, civilized, deserted
3. appears, do not panic, are witnessing (will be witnessing?), surrounding
4. is said, to bring, differ
5. was (once) said, sent, to lie, establishing, is, dates
6. has reached, unforeseen, has included, to find, co-existing

#### X.

1. On my way to the railway station I came across an old friend and we had a good chat. I didn't think about/I forgot all about the train until he reminded me. With a bit of luck, I caught the train with/and even had one minute to spare.
2. I confess that I didn't like her from the very start / I confess never liking her. With her/Wearing luxurious/costly clothes, she looks as though she were from Paris, but her manner is so unnatural/she has a most unnatural manner/bearing.
3. They came across many difficulties, but brought it off at last. Now I had to confess my unfairness / treating them unfairly / that I had treated them unfairly.
4. By skilful negotiation, he brought off an agreement that had seemed impossible to reach.
5. He just laughed, and dismissed the proposal as irrelevant /not relevant.

6. With the help of the children, Uncle Sam transformed the old kitchen into a beautiful sitting-room.

7. Fatherhood/ Being a father transformed the once mischievous/naughty boy into a responsible person/man.

8. This article is thought-provoking. It enables us to gain /have a deeper insight into the problems of college education.

9. The play offers an insight into the way these two people bridged such a wide gap in their friendship.

10. The old professor seems to know no tiredness. Though he works ten hours a day he looks as though he still had energy to spare.

XI. Cloze: 这两段已做了修改, 请注意参看新的答案

1. Adapted from Lionel Trilling's "The Leavis-Snow Controversy", in *Beyond Culture: Essays on Literature and Learning*, New York: The Viking Press, 1968, pp. 176-77.

- |  |                                  |
|--|----------------------------------|
| 1) It was                                    | 2) <u>have</u> imagined          |
| 3) have <u>been</u> repelled                 | 4) (told) of <u>him</u>          |
| 5) (dismissed it) <u>as</u> being            |                                  |
| 6) *had <u>not</u> overridden                | 7) *only <u>to</u> submit        |
| 8) <u>the</u> bookbinder's                   | 9) <u>to</u> begin               |
| 10) (also) <u>taught</u> the great scientist |                                  |
| 11) for <u>their</u> members                 | 12) <u>in</u> the ... lost sense |
| 13) belief in <u>mind</u>                    | 14) <u>as</u> a member           |
| 15) <u>but</u> as                            | 16) speaking <u>to</u> men       |

2. Adapted from "The University Ideal: A View from Britain", by Lord Ashby, in *The Norton Reader*, 5th ed. pp. 240-42.

- |                               |                                    |
|-------------------------------|------------------------------------|
| 1) <u>not</u> by (enlarging)  | 2) new <u>universities/ones</u>    |
| 3) my <u>own</u> ,            | 4) 360 <u>undergraduates</u>       |
| 5) twice a week               | 6) every <u>week</u>               |
| 7) either <u>alone</u> with   | 8) or <u>at</u> most               |
| 9) <u>where</u> there is      | 10) nearly <u>all</u> their time   |
| 11) <u>their</u> intellectual | 12) <u>as</u> individuals          |
| 13) It is                     | 14) <u>by</u> all British          |
| 15) <u>the</u> faculty        | 16) teams <u>and</u> faculty wives |
| 17) above <u>all</u>          | 18) <u>to</u> teach                |
| 19) a job                     | 20) (need) <u>teach</u> only       |
| 21) <u>than</u> America does  | 22) <u>less</u> pressing           |

- 23) one university                      24) from another  
 25) \*an expensive method            26) some of the troubles  
 27) due to the fact                    28) is being done  
 29) is not employing                30) the student numbers  
 31) on inexperienced                32) between teacher

XII.

量子论: quantum theory

小提琴奏鸣曲: violin concerto /k ntʃ 3:t /

海森伯: Werner Karl Heisenberg /ˈhaɪznɜːg/, 1901-1976, German physicist. He developed the quantum theory and in 1927, advanced the "uncertainty principle" (测不准原理).

维纳: Norbert Wiener /ˈwiːn/, 1894-1964, American mathematician, famous for Wiener-Khinchine relation ("维纳-辛钦关系" 数学定理). Khinchine—great mathematician of the former Soviet Union, author of several collections of poetry.

诺伊曼: John von Neumann, Hungarian-American mathematician

### Supplementary Reading

\*\* the last paragraph:

Given: scientists + engineers = C, and C = 1 (E)  
 (number of people)

Then, we have this ratio of 1: 1.5 (Am) : 2.5 (R).

That is to say, the USSR is turning out many more scientifically and technologically literate people than the West.

Snow goes on to say: "the Russians have judged what kind and number of educated men and women a country needs to come out top in the scientific revolution. ... In quality, England compares well in this stratum with the USA or USSR ..... In quantity, though, we are not discovering (again per head of the population) half as many as the Russians think necessary and are able to find." "Unless and until the Americans and we educate ourselves both sensibly and imaginatively, the Russians have a clear edge."

2. factors: proportion of people educated, specialization, rigour of training

Relate his view on educational matters to his deploring the gap between "traditional culture" and "scientific culture".

3. In "The Rich and the Poor", Chap. 4 of "The Two Cultures", Snow mentions China (Remember he was saying this in 1959):

Among the rich are the US, the white Commonwealth countries, Great Britain, most of Europe, and the USSR. China is betwixt and between, not yet over the industrial hump, but probably getting there. The poor are all the rest. (p.41)

Earlier I said that few non-scientists really understand the scientific concept of acceleration. ...In social terms, it is a little more than a gibe. During all human history until this century, the rate of social change has been very slow. So slow, that it would pass unnoticed in one person's lifetime. That is no longer so. The rate of change has increased so much that our imagination can't keep up. ...In the poor countries, people have caught on to this simple concept. Men there are no longer prepared to wait for periods longer than one's lifetime. ... The only secret of the Russian and Chinese industrialization is that they've brought it off. ... The Chinese started with much less of an industrial base, but haven't interrupted, and it looks like taking them not much over half the time [the Russians took, for they had been interrupted by the civil and world wars]. (pp. 42-43)

... an educational programme as complete as the Chinese, who appear in ten years to have transformed their universities and built so many new ones that they are now nearly independent of scientists and engineers from outside.

#### Dictation

Lord Ashby, "The University Ideal",  
p. 241]

Our very neglect of general education does enable us to insist on mastery of a narrow field. If a student studies nothing but history or chemistry for three years, with the personal help of an expert, he is likely to acquire a sense

of values, standards of self-criticism, a mastery in dealing with facts and concepts, which is one \* hallmark of higher education.



本课更动较多，教案未完成，较乱，理解部分基本删去，注释和理解待整理后再补

## LESSON TWELVE THE MANIA

### Teaching Notes

#### Activation

1. madness, lunacy, going out of one's mind  
maniac, mad, lunatic, crazy, bizarre  
Probably: an essay on madness
2. nano- 毫微, nanoamp毫微安培, nanometre ( $= 10^{-9}\text{m}$ )毫微米(也称作“纳米”), nanosecond毫微秒
3. "The Mania" (mania /ˈmeɪni/ ) takes up four related lines of advanced science and high technology:  
\* Students may find it difficult to locate "downloading" (下载). (这是94年的估计, 现在应是普通用语了)  
1) cryonics, cryonic suspension, liquid nitrogen, frozen brain, thaw out  
2) nanotechnology, tiny robots, miniature machines  
3) computer science, hardware, software, information, siliconchips, read out, downloading  
4) space technology, asteroids, interstellar culture
4. 

|                  |                     |
|------------------|---------------------|
| phalanxes        | army                |
| cosmos           | universe            |
| realm            | kingdom             |
| constraints      | limitations         |
| metamorphosis    | transformation      |
| robots           | machines            |
| galaxies         | stars               |
| roboticists      | scientists          |
| disembodied soul | postbiological mind |
| manipulation     | control             |

\* phalanx /ˈfælæŋks/ (pl phalanxes, or phalanges/fæˈlændiːz/) (esp. in ancient Greece) a group of soldiers closely packed together for attack or defence (students don't have to remember this word).

\* `robot -- ro`botic -- ro`botics (used with sing. v., the study of robots, their design, manufacture, use, etc.) -- roboticist

\* disembodied soul-- pure soul, pure spirit without a body (cf. Screwtape to Wormwood: "He is not, like you, a pure spirit.")

postbiological minds-- pure mind, after, following, not dependent on, one's biological existence

5. resurrect the dead; reverse a process; recreate man; transplant a heart; transcend limitations; transfer information; scavenge garbage

\* (3, 4, 5) important ideas in the text: manipulation, transcending limitations, tampering with Creation

### Words and Expressions

1. biology, medical science
2. computer science, robotics
3. space science, space trip
4. man's troubles, worries, religious view ([im]mortality)
5. nouns and verbs concerning notion, intention, imagination, control, etc.
6. mainly adjectives describing miraculous feats
7. -ly adverbs
8. verb + adv (+ prep), prep. phrases

Notice the following words in the text:

that have already appeared in previous texts: colony (Begin/Commence), define (Begin/Commence, Salt), damage (Pressure), galaxy (Cultures), [reverse? 可能已删 (Pressures), restore (Begin/Commence: restoration), entity (Begin/ Commence), feat (Cultures)

whose meaning is self-evident: bloodstream, repair capability, reinvent, re-create, hellfire

that are not required: \* flagellant, \* phalanx, \* bemoan

Some other useful expressions: shock ... into, gain control over, on a regular basis, put ... out with (garbage, cf. dump), trade ...with, spread out across

The following words are used with "into" in the text:

shock, program(me), transfer, load, spring, merge, go on up, convert, extend, escape route, dance steps

### NOTES

1. (S1) More about the author and his book:

Ed Regis seems to be a freelance for various (popular?) scientific magazines. The present text is taken from *The Mambo Chicken and the Transhuman Condition* (Addison-Wesley, 1990; third prt. 1992), pp.1-9. The book includes rich bibliographical references; that is to say, the things described in his book are based on research

and published materials. According to the Library of Congress data, the book is catalogued under the subjects 1) Science-Miscellanea, 2) Engineering-Miscellanea, 3) Forecasting-Miscellanea. So, here is NOT a book of pure fantasy or myth, but is one about "plain, old-fashioned, everyday science" that has been and will be achieving "stupendous feats" Still, fantasy, or rather, imagination, is undeniably a dynamic force in the advance of science and technology. Plus "hubris" <sup>which is a violent pride or</sup> perhaps <sup>even</sup>.

The following comments are on the back cover of the book:

"Regis is one of the most exciting nonfiction writers in this country today." -- *L.A. Times*

"There's an awful lot of science around these days, and there's an awful lot of lunacy. Ed Regis takes us on an inspired tour of the never-never land where science and lunacy collide--a place where building bacteria-size robots, tinkering with anti-gravity, and freezing human heads is all in a day's work." -- James Gleick, Author of *Chaos*

Enter the gray area between overheated imagination and overheated reality, and meet a network of scientists bent on creating artificial life forms, building time machines, hatching plans for dismantling the sun, enclosing the solar system in a cosmic eggshell, and faxing human minds to the far side of the galaxy. With Ed Regis as your guide, walk the fine line between science fact and fiction on this freewheeling and riotously funny tour through some of the most serious science there is.

2. (S2) What Saul Kent and the surgical team had not expected was that they would "all wind up being investigated for murder." In fact, Ed Regis begins narration of "science slightly over the edge" from this murder investigation. In their preparation to fight against the murder charge, the lawyers for the team asked around, collecting scientists' opinions on this matter. This part has been omitted from the present text, but the following from the original text may be useful:

Anyway, when officials of the Alcor Life Extension Foundation were under threat of a murder charge, their attorney in Los Angeles, Christopher Ashworth, contacted Eric Drexler and some other forward-looking scientists to get together a batch of depositions, or "technical declarations," as they were called, that could be used in court to make cryonics seem less of a bizarre freak show of science, which was how lots of people, including many scientists themselves, then regarded it.

3. (S3) Make the distinction between 1) an -ing phrase used as subject / object / subject complement, which retains the characteristics of a verb, 2) an -ing phrase used as a noun, and (referring to an action or process, or product/result of an action or process, or sth connected with an action/ process), 3) those nouns that have -ing endings.

More examples of each:

- 1) Resurrecting the dead was impossible. (ll. )  
"Downloading" is a computer science term for taking information out of one computer and transferring it into another. (ll. )  
the obstacle to extracting that information from the biological brain and transferring it into a non-biological one outside the body (ll. )
- 2) restore it to normal functioning (l. ) (preceded by an adjective modifier),  
Notes, No.3: ... refer to the combining of genetic materials (cf. obstacle to extracting that information ...)
- 3) Mao's teachings, a meeting, human understanding, the ending of the story, a gallery of paintings, the result is so startling that one forgets how beautiful the thinking is  
c.f. a turning around (2), the second turning on the left (3)

so many stupendous feats, things that ... were regarded as: attributive clause as summary, antecedent repeated but slightly different, a more general word

4. they did all these things on their own, without any intelligent supervision whatsoever (ll. )

(all) on one's own—alone; without any help

All assignments should be finished on your own (by yourselves only).

whatsoever—an emphatic form of "whatever", used to emphasize a negative statement (without intelligent supervision at all)

e.g. Bill Clinton had no intention whatsoever of resigning from office because of his sex scandal.

c.f. Small Horse, Notes No. 4.

c.f. the new siliconchip person (or whatever it was) (ll. )—here, "whatever" means "any possible thing/person it was". The speaker doesn't know its exact name and doesn't care very much what it is called.

Hans Moravec (1948 - )-born in Austria, emigrated with his parents to Canada four years later. His father was an electronics technician. His obsession with robots began at a very early age. He arrived at SAIL (Stanford Artificial Intelligence Laboratory) in 1971, but his "downloading" stuff was not universally accepted even by all the people there "About half of them took it seriously and half of them didn't, which is where it remained ever afterward." (*Great Mambo Chicken*, p. 158)

Carnegie-Mellon University is in Pittsburgh. When Moravec was director of the Mobile Robot Lab there, he wrote a book called *Mind Children*. Revised three times over, the book was finally published in the fall of 1988 by Harvard University Press.

5. It requires only a moderately liberal extrapolation of present technical trends to admit the future possibility of reversing the effects of ..., as currently defined.

1) c.f. It did not take an especially gigantic leap of the imagination to think that at some point in the future it would be entirely possible to .... (11. )

3) Paraphrase:

From the current direction of technical developments, one needs only to envision a little ahead to see the future possibility of ....

One doesn't have to excessively stretch one's imagination / use one's imagination fully (or, It doesn't take too much effort for anyone) to see/ envision/ infer, from the current developments of technologies, that it would be entirely possible to reverse the effects of....

moderately—fairly but not very; liberal—ample, full, generous

extrapolate---to project, extend, or expand (known data or experience) into an area not known or experienced so as to arrive at a usu. conjectural knowledge of the unknown area <extrapolates present trends to construct an image of the future> (*Merriam Webster's Collegiate*)

trends---general direction or movement

3) as currently defined = as (the effects of particular diseases, of aging, and of death, are) currently defined

6. (S4) Compare the structure and meaning of the sentence "That being so, it..." with "And if that's so, well then, what was the obstacle to extracting ... and transferring ..."

The adjective "so" is used so as not to repeat something that has just been mentioned.

\*\*\* be put out (with garbage) (waste material, unwanted things) / put the garbage/rubbish out --- put out sth outside the house (to be taken away). cf. dump George III out of the colonies

put the washing out     put clothes outside to dry

some other meanings of "put out":

put out a fire/light/lamp

put out a magazine

feel/be put out (upset)

put oneself out to do (go out of the way to do)

7. (S5) the flesh and its ills, bespotted body, etc.

c.f. The screwtape letter in which the old devil says, "Remember, he is not, like you, a pure spirit. Never having been a human (Oh that abominable advantage of the Enemy's!) you don't realize how enslaved they are to the pressure of the ordinary."

The noun "ill" is chiefly applied to whatever is distressing, painful, injurious, and the like, and is more often used in reference to what is actually suffered or endured than to what may be inflicted or imposed on one. Thus, Shakespeare's Hamlet contemplates "Who would fardels bear,/ .../But that the dread of something after death,/ The undiscover'd country, from whose bourn/ No traveller returns, puzzles the will, /And makes us rather bear those ills we have/ Than fly to others that we know not of?" (3.1. 76-82)

\*\*\* an ascetic --- one who practices strict self-denial as a measure of personal and esp. spiritual discipline

a puritan --- one who practices or preaches a more rigorous or professedly purer moral code than that which prevails (Puritans --- 16<sup>th</sup> and 17<sup>th</sup> century English Protestant group in England and New England)

self-flagellant --- one who scourges / whips himself as a public penance

asceticism—a general word, which attitude is found in St Augustine, St Jerome, St Francis, etc. ascetics, puritans, self-flagellants, they are all averse to flesh and body, their gesture of hating the body most striking in self-fl in the middle ages, when black death was prevalent. they went on parade, beating themselves into bleeding (until they were dripping with blood)

Thomas More secretly wore a hairshirt, whose constraints make him bleed and he like it very much, as self

punishment. the shirt was left to his favourite daughter as a most precious legacy. More is a most conservative revolutionary.

bemoan v. [T] to express deep grief or distress over sth; to complain or say that you are disappointed about sth.

bemoan the lack of decent training facilities  
see below, the prefix be-

\*\*\*

St Augustine---There are two famous St Augustines, the more frequently mentioned of whom is the bishop of Hippo (his day is August 28). The other (?-604) is the 1<sup>st</sup> archbishop of Canterbury. He was a Roman monk sent to convert the English to Christianity (his day is May 28). The bishop of Hippo is among the most authoritative of early church fathers. Considered the foundation of Christian theology, his works include the famous *The Confessions of St Augustine* (arguably the origin of the genre "autobiography") and *The City of God* (the title of which is so often modeled on: *The City of Ladies*, *The City of Babylon*). You may find ample expressions and opinions concerning the opposition of body (flesh) and soul in his works.

bespotted --- its formation the same as "beloved" (sb/sth that one loves very much): be- + v. + -ed  
some of the uses of the prefix be-: 1) on, around, over: besmear (to make very dirty), 2) as an intensifier, to a great or greater degree, completely, thoroughly: befuddle (Screwtape, to muddle with or as if with drink, to confuse), 3) (in adjectives ending in -ed from simple verbs) covered/furnished with: bespotted, beribboned, bedecked, 4) as a transitive prefix with the general meaning of "about, upon, against, etc": bemoan, bethink, 5) prefixed to nouns or adjectives to form transitive verbs: befriend sb. (become his friend, treat him as a friend), belittle sb (say he is unimportant)

spot n. a small mark on sth, esp. made by a liquid

grease spots on the shirt; spots of paint on the carpet

be spotted --- to have small round marks on the surface:  
The floor was spotted with paint (the bespotted floor)

`ulcerous: on the skin or inside the body, may bleed, produce poisonous matter

\*\*\*

the vale of tears-  
vale: poetic for "valley"

Compare "the Valley of Baca" /`bɑ:kɑ:/, an unidentified place mentioned in Psalms, Old Testament, meaning the "Valley of Weeping", and so translated in the Revised Version:

As they go through the valley of/Baca/ they make it a place of/ springs;/ the early rain also covers it with/ pools." (Psalms, 84:6)

and all the rest (of it)-(in BrE, spoken English) used at the end of a short list to mean other things of a similar kind

cf. The Small Horse: and all that, and such(like), and so on

eg. He accused me of being lazy, irresponsible, stupid, and all the rest of it.

transcend /træn`sɛnd/--go above or beyond the limits of sth

e.g. The desire for economic prosperity transcended political differences.

His concern for protecting his soldiers from danger transcended fears /any considerations of his own safety.

these religious souls --- "soul" is a synecdoche for "person" (a figure of speech by which a part is put for the whole or vice versa); but the word is used ironically here for those ascetics, puritans, self-flagellants to allude to their willful ignoring the body/flesh and its ills

Why suicide is regarded as a mortal sin in Christianity is a rather complicated question. 1) In Christianity, Creation itself has a divine aim behind it; in other words, the divine aim /plan is needed for everything existing. 2) Teleologically speaking, everything that happens has a purpose and leads to a definite result; nothing is arbitrary or haphazard. 3) Creation aims at some good that makes clear God's aim, His goodness, His wisdom. A man taking his own life is rebellion against God's good. To render it in a simpler way, life is a divine gift from God; suffering is purposeful; suicide is escape from and disrespectful of God's good.

sin-[U, C] disobedience to God, an offence against God or religious laws: the sin of pride



infml: sth you disapprove of  
mortal-marked by great intensity or severity: mortal fear  
(extreme fear); causing death, deadly, human

Hamlet's soliloquy, above, No. 7

at your own choice and option --- the conjunction "and"  
connects two words of more or less the same meaning to  
intensify the idea

hellfire and dampnation

Very often, a set phrase is used. heart and soul, part  
and parcel (alliteration)

\*\*\*

word formation:

envision (en-), interstellar (inter-), superintelligent  
(super), disembodied (dis-), postbiological (post-)

Similar as they are in meaning, "superintelligent robots"  
and "postbiological minds" are a little different as to  
their respective referent: the former are machines with  
artificial intelligence, the latter, pure information  
"downloaded" from the "wetware", information considered  
to be the essence of human beings, which retains all that  
there is about a living person (character, emotions,  
tastes, aspirations) without the troublesome biological  
interference.

"Mind" is also different from, although also closely  
related with, "brain": the former is pure information,  
the latter, "wetware" (biological storage for  
information, body).

You can get enough information "out of the brain"  
and reproduce it with enough accuracy elsewhere. You  
can "extract a mind from the brain." (*Mambo Chicken*,  
p.150)

They couldn't read out their own mental data. It was  
almost as if the mind were an occult entity, hidden  
away inside the brain, where it was impossible to  
grab hold of by any direct action.

get humanity off of the earth---"of" should be omitted?

Mary thought up a funny game for the children to play.  
(She had never seen or heard of the game; she invented  
it.)

He would have to think up some catchy names for these  
designs.

In one sense, "think of" means "think up"; otherwise, the two are different.

think of: 1) consider, anticipate (with the simple tenses): He never thinks of anyone but himself. 2) consider the possibility of (without reaching a decision yet), think about: I'm thinking of buying a new apartment. 3) (with can/ cannot) call to mind, remember a name/fact: I can't think of his name. 4) (with simple tenses) regard in a particular way: think highly of sb. In the text, mostly (2): the pattern "think of + wh-clause":

Think of how throughout the ages all manner of religious ascetics, puritans, and self-flagellants had spent their days bemoaning the flesh and its ills:

Think of how they'd longed for blessed release from the worldly travails and disappointments

But think of what you'd be gaining:

One of the first applications he'd then thought of was frostbite treatment

\*\*\*

no/nothing less than, no more than, no more and no less than --- all these mean roughly "sth is equal to/approximately sth else", but the tone/implication in each is different from the other.

no more than—at most, only; meaning sb/sth is less important / serious /large /surprising, etc. than it (?) seems (the part after "than" provides sth known, familiar, sth that can be used as a standard by which to measure the former)

e.g. Don't panic. Your car is okay. It's little more than a scratch.

The phrase can also mean that sth is needed or suitable: It's no more than you deserve.

no/nothing less than—to say the least, not to exaggerate the matter

nothing less than — in the text, used to emphasize a statement that is unthought of, unexpected, surprising, amazing, shocking, sensational.

e.g. What he saw in the warehouse was nothing less than a miracle.

No less than three Chinese versions of James Joyce's *Ulysses* have come out in the recent years.

no more than—to play down an idea, nothing less than—to play up an idea

and what's more---cf. for that matter (Awaken, Mania), at that (Business)

\*\*\*

What he envisioned was ...  
What these ... were doing was  
Resurrecting the dead was ...  
The fact was that...

\*\*\*

## Understanding the Text

### Exercises

本课练习有大量增补和更动

I. 1. atom, a`tomic; cell, cellular; `molecule, mo`lecular; gene, ge`netic; `giant, gi`gantic; `miracle, mi`raculous; `robot /`r b t/, ro`botic; sun, solar; star, stellar (inter-stellar 星际); space, spa`tial; influence, ,influ`ential; reference, refer`ential (but finance, financial; race, racial); `concept, con`ceptual  
re`store, ,resto`ration (Begin/Commence); choose, choice; revive, revival; survive, survival; trans`fer (v), `transfer; accomplish, accomplishment; extend, extension; suspend, suspension; e`volve, ,evo`lution; amplify, amplification; `program, `program; manipulate, manipulation

\*\* The 1995 Longman Dictionary of Contemporary English lists both "program" (n, v) and "programme" (n., v., BrE, program AmE). For "program n.", the explanation is "a set of instructions given to a computer to make it perform an operation" (as verb, to give a computer a set of instructions...). That is to say, "程序" should be written as "program", not "programme". The Chambers 20<sup>th</sup> Century (1983, 1995) also notices "program" as North American spelling and as a computer term.

Also read: ,disap`point, ,disap`pointment; `supervise, super`vision; im`mortal, ,immor`tality; `hubris, hu`bristic; ,meta`bolic, me`tabolism /mr`tæ---/

2. angel, circuit, blessed, garbage  
tissue, realm, sovereignty; stu`pendous  
special, travel, spatial, travail  
horizon, scheme, route, pilgrimage

Also notice the spelling and pronunciation of the following: miniature /`mini-/, thaw, scavenge, equilibrium /,i:k-`---/ or (AmE). /,ek-`---/.

## II.

1. dis-: disembodied (dis- --deprived of)  
verbs: displease, dislike, adj. dissatisfied  
in-/im-: immortality/immortal, impossible  
immoral-ity, irresponsible /-bility  
non-: nonliving, nonbiological  
nonexistent, nonfiction (a genre), nonentity  
-less: deathless  
homeless

### 2.

- 1) reinvent/reinvention, re-create /-tion (one without hyphen, the other with hyphen)  
rebirth, rebuild, recast, reconstruct(ion), remake, restart, retell, rewrite

- 2) restor-e/ation, resurrect(ion), reviv-e/al, return, repair

recall, recover(y), recreation, recycle, reform-ation, refresh(ment), renew(al), replace(ment),

There are many words beginning with "re" that should be treated as a whole ("re" is not a prefix, eg. read, real, ready, reef, reek, relish, etc).

Usually, the prefix re- meaning "again, but in a (slightly) different /better way", "anew", gets a stress, and sometimes spelt with a hyphen after "re". The number of words with this prefix, like that with un-, is almost unlimited. As the meaning of many such words is obvious, they are often not listed in dictionaries.

Notice, for instance, the distinction in meaning and pronunciation between the following pairs of words:

reform, re-form;

recover, re-cover;

recreate /`rekri: ,ert/, re-create / ,ri:kri: `ert/

There are many words beginning with "re" that should be treated as a whole ("re" is not a prefix, e.g. read, real, ready, reef, reek, relish, etc)

3. en- + vision (n.) → verb, en- provide with

empower, embody (give a body to), enslaved (Screwtape)

inter- + stellar (adj.) → adj., inter- between, among  
international, interstate, (Pressure: intertwine, v. become mutually involved)

meta + morphē(?) (Gr. form); metamorphosis refers esp to a striking alteration in the form or structure of an animal—from caterpillar to butterfly, from tadpole to frog

meta-: used in words of Greek origins, meaning "change", "transformation", or "more comprehensive", "transcending", i.e. beyond the ordinary or usual

e.g. metaphysics - abstract philosophical studies, beyond ordinary physical things and experiences

New words coined with this prefix: meta-criticism (元批评), meta-fiction (元小说), meta-theory (元理论).

post- + biological → adj.; post- later than, after  
post-doctoral (博士后), post-modernism (后现代), post-colonial(ism) (后殖民-主义) -these are trendy words, and perhaps there are too many such coinages (post-history, post-ideology, etc.)

super- + intelligent → adj.; super- larger, greater, or more powerful than usual  
supermarket, superman, superhuman, Super Bowl (美式足球超级杯联赛; 台湾译超级碗)

trans- on or to the other side of, across, beyond; so as to change or transfer  
transfer (move from one place to another),  
transplant (move one person's organ and place it in another), transcend (rise above, go beyond the limits; triumph over the negative aspects of)  
transport(ation), transform(ation), translat(ion),  
(transsexual转性, 变性)

Also notice compounded words: hellfire, bloodstream

\* wetware - a coinage, probably coined impromptu to achieve some humorous effect

Students should avoid coining words as they like, especially in formal English.

### III.

1. cell : tissue <hierarchical relation>

atom (atoms forming) molecule; cells (of a particular kind) form (a certain kind of) tissue

2. wane : expand <opposite, same part of speech>

3. pilgrimage : journey <a special kind of journey, journey to a holy/famous place>

robot (a particular kind of) machine

siliconchip--part of/ forming hardware

galaxies--forming cosmos

4. suicide : immortality <former obstructing latter>

### IV.

1. resurrection, 2. recovery,

3. have been (greatly) revived,

4. recreations, 5. refreshed,

6. is (now) being repaired (thoroughly),

or: is (now) receiving a thorough repair

7. were restored, 8. (the) removal

9. has not recovered, 10. to rename, renewal

V. reform and open to the outside world  
revitalize the economy  
expand domestic needs /demands  
housing reform plan  
rebuild / reconstruct homes  
post-sale/purchase service, after sale service  
reinvigorate the nation with science and technology  
(job) reassignments / reassignments of jobs  
re-employment service centres  
the restructuring and merging /merger of State-owned enterprises

VI. 1. in the text:

far-flung space culture (ll. ), the great space  
migration (ll. ), space colonies first (ll. )  
standard chemical rocket technology (l. )  
escape routes into space (l. )  
repair capabilities (l. )  
silicon(-)chip person (l. )

2. 防洪抗洪, 减灾 / 救灾 (relief goods救灾物资), 回头客, 人才服务中心, 废水处理厂, 国家重点投资项目, 脱排油烟机, 劳改学校, 安居工程, 中低收入家庭

VII.

1. in, by, at
2. out, for/at, by, With, to, out, of, in
3. with, from, by
4. beyond, With, in, at, on, back, to
5. in, of, over, from, to
6. from, to, on, for
7. as, from, in, at/for, into
8. with, from
9. from, into, without, as
10. in/within, from, to
11. up, with, on
12. with, out/off, into, under
13. out, before, away (Beast: babble away), to, beyond
14. With/After, into, in
15. in, to, in, for, in, to, of, As, in, as, on, in/by, into, With, into, at, for, of

3. another way of saying, free

VIII.

1. postbiological minds (l. ): disembodied minds, nonbiological brain, advanced thinker (l. ): forward-looking scientist  
present technical trends (l. ): current trends

present trends = current trends, but "presently" may  
 not mean "currently" – in an old-fashioned sense,  
presently means "soon"  
 pure spirits (l. ): abstract spirits, nonbiological  
 spirits,  
 his plan (l. ): his scheme  
 the rest of the cosmos (l. ): the rest of the universe,  
 the all spatial regions  
 space migration (l. ): space pilgrimage, movement towards  
 the all spatial regions  
 interstellar culture (l. ): space culture, all spatial  
 culture  
 complete control over (l. ): manipulation of  
 restore to life (l. ): bring back to, (resurrect, revive)  
 deathless (l. ): immortal  
 take out the information (l. ): read out /download  
 /extract the information

2. There are ample examples of using different ways to say the same thing/idea.

- 1) synonyms used together for emphasis  
 at your own choice and option (ll. )  
 cf. the part and parcel (alliteration, Two Cultures)  
 publish or perish (alliteration, Pressures)
- 2) the same root, different word classes  
 (anything that was) capable of being done with  
 matter / repair capabilities  
 entirely possible / the future possibility  
 modern miracles / it sounded miraculous  
immortal / immortality  
space / all spatial regions
- 3) more or less synonymous expressions (usu. wit  
 of difference)  
 in fact, in effect  
 plain, old-fashioned, everyday science / on a  
 regular basis [for emphasis]  
 bring back to life, restore to life  
 anticipated, expected  
 an army, phalanxes,  
 body, flesh, mortal  
 immortal, eternal, everlasting  
 precise, accurate, exactly  
 present, current(ly)  
 plan (his plan was to read out), scheme  
 was downloading),  
 the rest of the cosmos, universe, galaxy, solar  
 system, planets, asteroid [graded in a system,  
 but can be synonymously used]

- (gain complete) control over, (direct) manipulation  
of,  
spread out across, extend out across  
migration, space pilgrimage to, movement toward,  
transer
- 4) use the opposite  
nonliving - dead (but implying a re-definition of  
"being dead")  
nonbiological (brain)  
mortal - immortal
- 5) in a given context, referring more or less to the same  
thing/idea; another way of saying the same thing/idea  
abstract spirits, pure spirits,  
postbiological minds, disembodied minds  
forward-looking scientists, advanced thinker,  
enlarged, amplified  
an imposing enterprise, stupendous feats, miracu-  
lous, gigantic  
biological brain, "wetware" (anatomy)  
opp. nonbiological, siliconchip person  
information - take out, read out, extract, download;  
stored, embedded,  
bring back to life, restore to life, resurrect the  
dead, revive sb  
opp. reverse the effects of ... death

#### IX. finite verbs, -ing, -ed

The sentences are adapted from Chap 5,  
Postbiological Man, *The Great Mambo Chicken*.

1. were/are directed towards/ to, extracting (mankind)  
from, went under/goes under
2. did (you) start, redesigning, known, playing (指扮演  
上帝角色)
3. Designing, would be, putting ... into (practice)
4. reading out, came up with, doing, would have to  
remain
5. began to think about/of, placing into  
(computers)
6. growing up, got into, was convinced, earth-moving  
(machinery), (can) fly, (can) go through (cf. course  
through)
7. Reporting on (cf. What Would You Do), hosted by, be  
forbidden, to have, preventing (them) from,  
reshuffling, surprising
8. came up with, . had (always) been, embarrassing  
(problem), (get yourself) suspended, resurrected;  
returned to (health), run into (you) (or: run you over,  
run you down), could fall on, could be struck by



X.

1. something like an apposition used for summary, further explanation, offering details, etc.
  - 1) ...people's minds were nothing less than battlegrounds of warring impulses, drives, and emotions, sufferings that wouldn't happen to a dog.
  - 2) He got a letter from home telling him that his sister was ill with Wilson's disease, a blood disorder that had allowed her to be slowly poisoned to death by traces of dietary copper accumulated in her body.
  - 3) ... the idea of holding the 2008 Olympic Games in a two-mile-wide space station built up in orbit, a structure big enough to hold ten thousand people.
  - 4) When you were ..., anything could happen to you in 20 minutes—you could even be murdered, something that might become an especial danger in a society already so cluttered up with resurrected people that ....

2. attributive clause, sth + prep. + which/whom

- 1) The article was enthusiastically passed around among the study group, many of whom had longed to read it ever since hearing of the news of its publication.
- 2) The festival was to award more than a dozen prizes, most of which finally went to American movies / were won by/ were granted to American movies.
- 3) ... grabbed a great many famous paintings from Russia and East European countries, most of which/ the greatest part of which were not returned/ restored to their original owners until the late 1990s.
- 4) The biggest plane crash for Swiss Air occurred in early September, 1998, to an airliner with more than 200 passengers and a dozen or so crew members on board, none of whom survived (the crash).

XI. 还应增加一些句型, 如

4. Both he and Moravec had tried to think up ways of getting people up there without relying on the standard chemical rocket technology .... (11. )
5. nothing less than, no more than

XII. Cloze (see below the key how to discover cohesion elements in a text)

1. By (the last), (not) only,  
(seen) in (nature), (had) been (submitted),  
the (late 1980s), this (new),  
a (patent), which (called)  
new (animals) [cf. redesign animals, design new animals]  
more (in need), (the listing) of,

|                  |                      |
|------------------|----------------------|
| no (relief),     | in (...terms),       |
| not (by),        | (see) what (worked), |
| (the fact) that, | had (ever)           |

|                                   |                     |
|-----------------------------------|---------------------|
| 2. his (wife),                    | (master's) degree,  |
| divinity (student),               | (thought) so,       |
| (your) essence,                   | (the) same (thing), |
| (in) the (form),                  | her (husband's),    |
| (traditional) way,                | *But (her)/However, |
| made/ (were) (the perfect couple) |                     |

以下为高一虹原先编写的Cloze练习的原则，可参照使用

Find out cues of cohesion in the passage:

A text is constructed in such a way that the reader feels it a complete whole. This is achieved partly by using COHESION devices, that is, by using words that have connections with one another. The following are some major cohesion devices:

- (1) Two words refer to the same thing, for exmple, "Tom" and "Tom", or "Tom" and "he".
- (2) Two words are used as opposites, for example, "small" and "large".
- (3) The meaning of one word is contained in another, for example, "dog" and "animal".
- (4) Two or more concepts belong to the same larger category or field. For example, "cat" and "dog" can be put under a larger category of "animal".

These relations may help you when you do a cloze test. That is, you may try to discover some related words in the context and use them as cues for the missing word.

1) It is expected that there will be a great rise in it is + adj/v-ed, anticipate

这次金融危机先是袭击了印尼、泰国、马来西亚和韩国，后迅速波及香港和日本，其结果不亚于大地震，或甚至大大超过地震。由于全球金融已越来越一体化，一个地区的问题难免不使整个受到东南亚金融危机的袭击，一些亚洲国家的国民经济出现负增长是可以预料的。

#### **SUPPLEMENTARY READING**

此处疑漏字another natural for the format, with its bits of information that can be expanded and linked.

原先的问题及答案

1. Who is Peter Kindersley? What is special about his company? How is a new "book" different from an old one?

Chairman of a London publishing company. Multimedia, not just written books. A new "book" can be read, listened to, watched and checked on a computer.

2. According to Richard Curtis, the New York literary agent, what will the publishing business be like in 10 or 15 years?

Less than 50% of the publishing will be in paper form. (24-25)

3. If one wants to check whether a certain book is on sale in the electronic bookstore in Brookline, what is the most efficient way to do so?

Check by modem, if there is one at home. (26-28)

4. How does the digital age change the idea of writing? How does it affect the intellectual life?

Break the power of written text and of the author.

(Title, 32-39)

5. With Kindersley, is the digital age completely different from the age of craftsmanship? What are the connections in terms of his personal experience?

No. Team work; workmanship. Worked as a craftsman. (2-4, 40-45)

6. What does Kindersley mean when he says that we believe in "hallowed ground"? What does the authors mean when they say that "Byte by byte, it's shifting beneath our feet"?

Hallowed ground--sacred ground. We believe the tradition is sacred and holy, yet the modern computer science is changing this "sacred ground" bit by bit. (??)

7. What is the author's attitude toward Kindersley and how can you tell?

Praise. (4-7, 7-9, 40-41, etc.)

8. What are some of the similarities between "Breaking the Power of Text" and "Very High Tech, But No Pencil"?

--Development of computer science and its application /effects in a specific field.

--Perspective of a specific person in that field.

--Leading role of the person

--Positive attitude of the person toward computer science

--Positive tone of the author in the description of the person (Any other ways of looking at the same phenomena?)

--How the development of computer science changes people's ideas about things as well as ways of doing things

--Journalistic style: short, factual, information, direct speech, vivid, specific description at the beginning to catch attention, sometimes incomplete sentences (e.g. A new tribute to an old technology.)