



普通高等教育“十一五”国家级规划教材

曾获全国普通高等学校优秀教材一等奖

Practical English

Teacher's Manual

实用英语 教师参考书

3

《实用英语》教材编写组 编

第四版

Fourth Edition



高等教育出版社
Higher Education Press





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Shiyong Yingyu Jiaoshi Cankaoshu



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内容提要

《实用英语》系列教材是教育部规划的高职高专公共英语教材。本套教材 1995 年正式出版发行，先后进行了两次修订。为了更加有利于学生英语应用能力的培养，结合《实用英语》的教学使用反馈情况，编写组紧扣当前高职高专人才培养的总体目标和高职高专英语教学改革的发展方向，对《实用英语》进行了第三次修订。

本书为《实用英语教师参考书 3》(第四版)，内容涉及《综合教程》相关单元的单元目标、课前引入、课文讲解、技能训练、练习参考答案和参考译文等，供广大教师教学使用。

本书附有电子教案。

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第四版前言

《实用英语》是一套供高职高专使用的系列教材。自1995年正式出版以来，因其所坚持的内容实用性、教学的针对性和编写的科学性受到了使用者的欢迎，它是国内最早专为高职高专英语教学编写的教材之一。从第一版以来，它曾前后被列为“面向21世纪课程教材”、“21世纪高职高专规划教材”、“普通高等教育‘九五’教育部重点教材”，并获得全国普通高等学校优秀教材一等奖，第四版列为普通高等教育“十一五”国家级规划教材。

本教材在编写过程中注意吸收现代外语教学理论中适合我国英语教学实际的某些观点，又采纳传统外语教学理论中某些合理部分，结合我国外语教学中行之有效了理论和方法以及我国高职高专英语教学的现状，力求正确处理好打好语言基础和语言应用的关系，突出加强英语实践能力的培养和实际运用，并注意结合学生毕业后实际工作的需要，将语言基础能力与实际涉外交际能力的培育有机结合。

本系列教材共分3册，每册包括《综合教程》、《综合训练与自测》、《教师参考书》及配套的多媒体光盘、MP3等。

《综合教程》1—3册每个单元的基本结构是：

课前准备 (Getting Ready)

- 课文A (Text A)
- 课文B (Text B)

技能训练 (Skills Development and Practice)

- ◆ 阅读技能实践 (Reading Skills)
- ◆ 翻译实践 (Translation Practice)
- ◆ 写作实践 (Guided Writing)
- ◆ 听与说 (Listening and Speaking)

本书为配合《综合教程》第三册的《教师参考书》，共8个单元，供二年级第一学期使用。《教师参考书》各单元的基本结构是：

Aims

Text A

- I. Introduction
 - 1. Introductory Remarks
 - 2. Introductory Questions
- II. Outline
- III. Detailed Study of the Text
- IV. Summary of the Text
- V. Text-related Information

Text B

- I. Introduction
 - 1. Introductory Remarks
 - 2. Introductory Questions
- II. Outline
- III. Detailed Study of the Text

IV. Summary of the Text

V. Text-related Information

Skills

Reading Skills

E-C Translation Skills

Guided Writing

Key to Exercises

Listening and Speaking

参考译文

为了使广大教师能够更好地了解本书的单元结构,从而更好地使用本教材,下面就各个单元的具体组成部分作如下说明。

Aims部分列出了本单元的教学重点,以方便教师教学,内容包括课文A和B的词汇、短语、句子结构和技能训练的项目。Introduction部分设置一些与课文内容相关的问题,通过提问为学生更快、更好进入文章的学习作好铺垫。Outline部分列出了本单元文章的段落划分,侧重培养学生的语篇意识。Detailed Study of the Text部分列出了本单元文章学习中的重点词语、句式以及常用搭配等,并提供补充例句供教学使用。Summary of the Text部分对本单元的文章内容做了小结,以加深学生对文章的理解,教师也可用它作为课堂上的听写材料。Text-related Information部分对课文中所涉及的文化和地名、人名等专有名词等作了较详细的介绍,给教师提供一些背景知识,这部分内容教师不一定要在课堂上讲解。在Skills部分分别对阅读技能实践、翻译实践和写作实践等作了简单的讲解,补充了部分例子,供教学参考。Translation Skills介绍了英译汉的一些基本技能,也提供了部分补充例句。Key to Exercises提供了学生用书中练习的答案。Listening and Speaking除了提供答案外,还提供了听力录音的原文。最后是课文的参考译文。

《实用英语综合教程教师参考书3》(第四版)主编为上海交通大学陈永捷教授和金霞副教授。参加修订编写工作的有陈永捷、李素枝、金霞、宋娜娜、方青、纪昌娥、张伟、毛悦勤、王星、余继英等。

编者对参加前三版教材编写和修订的作者表示衷心感谢,他们是:

第一版《实用英语教师参考书》总主编吴银庚、陈永捷,《实用英语教师参考书》第三册主编陈希文、童路明和编者吴银庚、陈永捷、陈希文、童路明、汪俭、孙立良、曹亚娟、黄晓梅、俞师敏、许静、范菊芬、葛亮宏等。

第二版《实用英语教师参考书》第三册修订作者孔庆炎、姜怡、姜欣、安晓灿、刘然、向前进。

第三版《实用英语教师参考书》第三册修订作者陈永捷、金霞、余继英、方青、宋娜娜、王星、张新。

编者也对使用本教材的师生表示感谢,感谢他们对本教材编写工作的支持和使用教材后给予的反馈意见,同时也希望他们在使用过程中继续提出宝贵意见,以使本教材能得到进一步完善。

编 者

2009年11月

第三版修订说明

《实用英语》系列教材是一套供高职高专英语课程使用的教材。自1995年正式出版发行以来，它所坚持内容的实用性、教学的针对性和编写教材的科学性受到了使用者的热烈欢迎。广大师生把它看作我国专科层次英语教学自己的教材。与此同时，他们本着爱护和培育这块英语教学园地的精神，希望《实用英语》在发扬其优点的同时，能及时对其存在的不足进行适当的修订，使之更加完善，更加符合当前高职高专层次英语教学的需要。为此，我们根据近年来广大师生提出的改进意见，再次对《实用英语》的《综合教程》、《泛读教程》、《综合训练与自测》和《教师参考书》进行了修订。同时，我们还把原《实用英语》的业务英语接续篇《实用业务英语》纳入到《实用英语》的体系中来，变成《实用英语》的第四册，从而使这次修订的《实用英语》成为一套既含基础英语又含业务英语的完整的实用英语教程。

修订后的《实用英语》（第三版）仍然分为《综合教程》、《泛读教程》、《综合训练与自测》和《教师参考书》。根据当前高职高专英语教学的实际情况，各册教程均由原来的10个单元修订为8个单元，对技能训练部分的项目作了少量调整，并调换了部分单元的课文。修订后的《实用英语》按照《高职高专教育英语课程教学基本要求（试行）》（2000年）中的词汇表重新对课文的分课词汇表进行了标记和增删。

修订后的《教师参考书》第三册保留了原第1单元和第3单元，第2单元采用了原第二册第9、10单元的材料。第4、6单元采用了原第5、7单元。第7单元A课文的材料为原第8单元A课文的材料。第5、8单元以及第7单元的B课文都是新选的材料，重新编写了课文讲解、译文和练习答案。

《实用英语教师参考书3》（第三版）的修订工作由上海交通大学陈永捷教授和金霞副教授总负责。参加具体修订工作的有陈永捷、余继英、金霞、方青、宋娜娜、王星、张新等。

《实用英语》（第二版）系列教材曾获2002年全国高等学校优秀教材一等奖。为了使《实用英语》不断完善，编者希望使用本书的教师和学生在使用过程中继续提出宝贵意见。

编 者
2004年5月

第二版修订说明

《实用英语》自1995年正式出版发行以来，它所坚持的内容的实用性、教学的针对性和编写教材的科学性受到了使用者的热烈欢迎。广大师生把它看作我国专科层次英语教学自己的教材。与此同时，他们本着爱护和培育这块英语教学园地的精神，希望《实用英语》在发扬其优点的同时，能及时对其存在的不足进行适当的修订，使之更加完善，更加符合当前专科层次英语教学的需要。为此，我们根据近年来广大师生提出的改进意见，对《实用英语》的《综合教程》、《教师参考书》和《综合训练与自测》进行了如下调整和修订：

一、《综合教程》

1. 对每单元的结构进行了如下调整：

调整前

课文A (Text A)

课文B (Text B)

- 阅读技能实践 (Reading Skills)

综合练习 (Comprehensive Practice)

- 写作实践 (Guided Writing)
- 翻译实践 (Translation Practice)
- 听与说 (Listening and Speaking)

调整后

课文A (Text A)

课文B (Text B)

技能训练 (Skills Development and Practice)

- 阅读技能实践 (Reading Skills)
- 翻译实践 (Translation Practice)
- 写作实践 (Guided Writing)
- 听与说 (Listening and Speaking)

2. 对听说训练部分进行了较大的调整：

- 1) 听力训练：适当降低了难度，主要是Listening Passage部分。修订后的听力训练文章短小精悍，生动有趣，且尽可能与Conversation Practice所涉及的话题相关，使听与说的训练更紧密结合；
- 2) 会话练习按功能和情景两大类进行了局部调整，第一、二册以功能为主线，第三册以情景为依托，并把话题情景加以具体化，使之尽可能适合中国学生在国内可能会遇到的涉外交际场景，以增强会话训练的针对性和实用性。

3. 对写作练习部分进行了局部调整：

原书的写作部分分为“基础训练”和“实用英语写作”两个小模块，这是本书的特色之一，受到师生们的好评。但基础训练部分有的练习偏长偏难，这次作了适当简化或更新。对部分应用文进行了删换，删除了部分内容偏专的商业信函，增补了传真、求学信、成绩单和公证书等专科学生可能会实际使用的涉外应用文。

4. 把《综合教程》中的部分综合练习与《综合训练与自测》中的相关内容合并统一编排，使练习更加紧凑合理。
5. 调整了个别课文与相应练习。

二、《教师参考书》

依照《综合教程》的调整和修订，《教师参考书》也相应调整和修订了练习答案、录音脚本、课文译文等内容。

三、《综合训练与自测》

增加了构词法的例示，修订了词汇练习部分。

修订工作由孔庆炎教授总负责，《综合教程》和《教师参考书》中的听说部分由姜怡、姜欣修订编写，应用文部分由安晓灿、刘然修订编写，课文部分由向前进修订编写，《综合训练与自测》由余渭深、刘寅齐、安晓灿修订编写。

本修订版承蒙《实用英语》第一版总主编吴银庚教授和华南理工大学郭杰克教授审阅，在此谨表示衷心地感谢。

修订后的《实用英语》在保持了第一版注重基础，强调实用特点的同时，练习更加紧凑，结构更加合理。它不仅适用于高等专科学校的学生，也适用于高等职业教育的学生。希望广大师生在使用过程中继续提出宝贵意见。

编 者

1999年11月

第一版前言

《实用英语》系列教材是根据教育部1993年颁布的《普通高等专科学校英语课程教学基本要求》编写的,供高等专科学校文理工各专业英语课程教学使用。《基本要求》规定,普通高等专科学校英语课程教学的目的是:培养学生掌握必需的、实用的英语语言知识和语言技能,具有阅读和翻译与专业有关的英文资料的初步能力,并为进一步提高英语的应用能力打下一定的基础。

为了体现上述教学目的,在编写《实用英语》系列教材的过程中,我们既注意吸收现代外语教学理论中适合我国英语教学实际的某些观点,又采纳传统外语教学理论中某些合理部分,结合我国外语教学中行之有效的理论和方法,力求处理好语言基础和语言应用的关系,突出加强英语实践能力的培养和实际运用。

《基本要求》将专科英语课程教学分为两个阶段,第一阶段重视语言共核教学,培养基本的语言技能;第二阶段结合专业,强调基本的阅读和翻译技能在本专业的实际应用。根据这样的教学安排,本套教材也分为两个阶段。第一阶段包括《实用英语综合教程》和《实用英语泛读教程》各三册,第二阶段包括《实用业务英语》一册。第一阶段的教材重视语言基础,兼顾文、理、工各科的通用性,侧重培养学生掌握基本的语言知识和技能,并在教学内容和技能训练方面逐步向第二阶段教材过渡。

本书是《实用英语》第三册的教师参考书,内容包括《综合教程》各单元教学重点,课文语言点解释,课文内容提要,背景知识介绍,阅读、翻译和写作技能训练要点,练习答案(包括听力部分的文字材料),课文参考译文以及《泛读教程》第三册的注释和练习答案。《综合教程》中有些练习,如主观性题目,可能有不同的答案,因此本书提供的答案仅供参考。

《综合教程》各单元的练习量较大,教师在处理这些练习时,可根据教学实际情况有所侧重。

本书旨在为教师备课提供参考资料,教师在实际教学中可根据学生的不同情况,采用灵活的方法组织教学,充分利用教材所提供的内容,落实《基本要求》规定的教学目标。

《实用英语教师参考书3》总主编为吴银庚、陈永捷,《实用英语教师参考书》第三册主编为陈希文、童路明,参加本书编写的编者为吴银庚、陈永捷、陈希文、童路明、汪俭、孙立良、曹亚娟。《综合教程》第三册课文由黄晓梅翻译。上海立信会计高等专科学校教师俞敏及上海轻工业高等专科学校教师许静参加了本书部分教案的编写工作。范菊芬、葛亮宏提供了《综合教程》第三册的部分练习答案。

本书由上海交通大学刘鸿章教授和大连理工大学孔庆炎教授审定。

由于时间仓促,疏漏之处在所难免,希望广大读者批评指正。

编者
1998年4月

教材使用说明

《实用英语》系列教材是一套供高职高专使用的教材，也是国内最早专为高职高专英语教学量身定制的教材之一。自1995年正式出版以来，至今已有十余年了，其间有过两次修订，由于其所坚持的内容实用性、教学的针对性和编写的科学性受到了使用者的欢迎。从第一版以来，它曾前后被列为“面向21世纪课程教材”、“21世纪高职高专规划教材”、“普通高等教育‘九五’教育部重点教材”，并获得全国普通高等学校优秀教材一等奖，第四版列为普通高等教育“十一五”国家级规划教材。本次修订调整了部分练习，更换了部分课文。我们希望修订后的教材能更好地为我国高职高专的英语教学服务，以满足21世纪全球化社会发展对高职高专人才的要求。

《实用英语综合教程》为《实用英语》的主干教材，教材的编写力图体现我国高等学校高职高专英语教学的特点，贯彻高职高专教育“实用为主、够用为度”的总体指导方针，遵循英语教学的原则，并且力图汲取我国英语教学的经验，充分反映中国学生学习英语的学习规律和要求，同时体现我国英语教学研究的新成果、新思想和新理念。教材的设计充分考虑高职高专的课程设置、课时、教学要求和高职高专人才培养要求与目标，力求处理好打好英语语言基础与培养英语语言应用能力的关系，强调英语语言基本技能的训练与培养实际使用英语从事交际活动的语言应用能力并重。

《实用英语综合教程》第三册共有8个单元，主题包括珍贵记忆、回归自然、危机处理、社会责任、人间友谊、人与技术、领导品质和求职艺术等，每个单元围绕一个主题，由Text A和Text B组成，并有技能训练 (Skills Development and Practice)模块。

为了进一步帮助教师深入了解与掌握《实用英语综合教程》各个环节的编写意图，从而更好地使用本教材，下面就各个主要部分作具体说明。

在每个单元前有Getting Ready活动，与单元的主题相关，激发学生对主题的思考、提问和对一些问题的质疑，为学习本单元的课文打下铺垫。教师可根据自己学生的具体情况，让学生在课堂外自助开展，或以小组活动形式进行，也可以在课堂上进行。通过活动，学生不仅为学习本单元的课文做好准备，也能提高学生采访、提问、口头汇报等语言技能，还能培养学生独立思考的能力。

在课文A和B前有一项“热身活动”(Pre-Reading)，问题与课文主题有关，也可能涉及课文的具体内容，引导学生进入课文的主题。First Reading练习是为了培养学生快速阅读的能力，While Reading (课文A)练习帮助学生养成良好的阅读习惯，Second Reading练习使学生进一步加深对课文的理解，并对课文主要内容进行小结。阅读理解练习既可以在课堂中进行，也可以在课外进行，还可以让学生在小组活动中用一问一答的方式进行。

Vocabulary and Structure旨在帮助学生掌握和正确使用课文中出现的重要词语和结构，帮助学生掌握词语的搭配，提高学生使用能力。在这个部分中，我们安排了较多的较为传统的词语练习，即用课文中所出现的词语的正确形式填空，主要是为了检验学生是否学会和掌握了课文中出现的一些重点词语，通过在新的语境下使用这些词语，帮助学生加深理解和提高应用这些词语的能力。教师可以视学生的实际情况决定是否对这些练习作补充讲解。

Skills Development and Practice分为四个读、译、写和听说四个模块。阅读技能实践(Reading Skills)利用已学课文介绍和操练基本的阅读策略，第三册包括报刊、广告、产品说明和使用和图书目录卡等的阅读技能和方法。翻译实践(Translation Practice)由两部分组成：第一部分为英译汉基本技

能操练，第三册的内容主要是定语从句和长句的翻译；第二部分为课文A和B中的句子翻译或练习课文中出现的词语结构等。写作实践（Guided Writing）也由两部分组成：一般写作和实用英语写作。在第三册中，第一部分侧重段落和短文的写作和操练。第二部分，即实用英语写作，内容包括简历、求职信、奖学金申请信、申请任助教信、推荐信、课程申请表、成绩报告单和公证书等写作实践。听与说（Listening and Speaking）第二册由会话实践（Conversation Practice）和听力训练（Listening Practice）组成。我们在《教师参考书》中对每单元的技能练习都作了重点讲解，并补充了例子供教学参考。特别要说明的是，听与说（Listening and Speaking）这个模块虽然放在书的最后部分，但教师可以根据实际情况和学生未来工作的要求在教学中灵活安排。

我们希望本教材能为教师提供一个教学平台，希望教师根据自己学生的情况创造性地使用本书。

编 者

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Unit 1 Treasured Memory

Aims

Aims	Text A		Text B	
Words	appeal, ignore, injury, innocent, meantime, measure, novel, owe, payment, prefer, pile, represent, seek, title, vivid, volume		announce, cheerful, convert, critical, disappoint, drawer, eager, fold, forgive, gift, humor, private, reserve	
Phrases	cut down, on purpose, fall into, think up, clear up, in the meantime, take one's time, seek out, plunge into		fold down, bring up, set down, turn to, on one's (own) terms, convert ... into	
Structures	1. It's the first time ... ever ... 2. Conditional Clauses 3. would rather			
Skills	Reading	Translation	Writing	Listening & Speaking
	Reading English Newspapers (1)	定语从句的翻译 (1): 译成带“的” 的定语词组	1. Giving Reasons 2. 写简历	Meeting a Visitor

Text A

A Payment Greater Than Money

I. Introduction

1. Introductory Remarks

In *A Payment Greater Than Money*, the author tells us when he was 14 years old he earned money by mowing lawns for the neighbors during the summer days in Louisville, Kentucky. It was there that the boy got to know Mr. Ballou, a nice enough old guy except for the payment that should have been made on time. But in fact Mr. Ballou didn't and even seemed unable to pay a single dime to the boy. There seemed to be nothing that could change the matter until one late afternoon in mid-July when Mr. Ballou motioned the boy to come inside his cool, shaded hall ...

It is really a never-forgettable afternoon, for it has changed the course of all that follows in the author's later life.

Practical English

2. Introductory Questions

- 1) What do you think is the most important thing in our life? Money? Love? Friendship? Or work?
Why do you think so?
- 2) Can you figure out the kind of payment that is greater than money according to the title of the text?
- 3) What books do you read in your spare time? Which one has impressed you most and why?
- 4) As a summer job, the author used to cut Mr. Ballou's lawn, but Mr. Ballou never seemed to have any money to pay for it. So what did Mr. Ballou finally give the author for his job?
- 5) How did the author read the first book that Mr. Ballou gave him?
- 6) How do you understand the last sentence of the text "...a book, if it arrives at the right moment, in the proper season, will change the course of all that follows"?

II. Outline

Para. 1	I earned money in the summer by mowing lawns when I was 14.
Para. 2	Mr. Ballou never paid me when I did the mowing for him.
Paras. 3–15	He let me choose some of his books to read for a down payment: a. his excuse for not paying me; b. choosing a book for me; c. my being attracted by the book.
Paras. 16–19	Reading books have changed the course of my life: a. always remembering the experience; b. lessons I have learned from reading: a good book arrives at the right time will change one's life.

III. Detailed Study of the Text

1. ... and I got to know people by the flowers I had to remember not to cut down, by the things stuck in the ground on purpose or by the things lost in the grass.

— The writer tells us how he got to know people, that is, by remembering the flowers that should not be cut down, and by remembering something special he deliberately stuck in the ground or by remembering something he left in the grass.

cut down: to bring down by cutting

e.g. The new owner cut down the apple trees and built a bigger garage.

Every time I wanted a piece of wood, I had to cut down a tree.

cf. He cut down his enemy.

I don't drink so much alcohol these days — in fact I've really cut down.

on purpose: by intention, not by chance

e.g. You sometimes hurt yourself by accident but you don't hurt yourself on purpose.

He came here on purpose to borrow some money from you.

2. ... by their preferred method of payment: by the job, the month — or not at all.

— ...by the way they preferred to pay me: some paid money to me according to what I had done, some paid money to me monthly, and some didn't pay any money to me at all.

3. Mr. Ballou fell into the last category, and he always had a reason.

— Mr. Ballou belonged to the last kind of persons, that is, he didn't pay any money to me at all, but he always had an excuse for that.

fall into: to belong to a particular group of things that have similar qualities

e.g. The problems we face fall into two categories.

His work as a novelist falls into three distinct periods.

4. On another he was flat-out of checks ...

— On another day there was no money in his check at all ...

5. Still, except for the money, he was a nice enough old guy, always waving or tipping his hat when he'd seen me from a distance.

— If I didn't consider the money, he was a very nice old person. / Apart from the money, he was still a very nice person. He always raised his hat as a greeting to me when he's seen me far away.

except for: not including; apart from the fact that

e.g. Except for her lack of experience, she would be the ideal person for the job.

There is nothing to indicate the building's past, except (for) the fireplace.

cf. It was like a library, except with no order to the arrangement.

tip one's hat / cap (to somebody): to touch or raise one's hat as a greeting to someone

e.g. The watchman came out from his hut, tipped his hat, and opened the gate.

After a while, he turned to us, and tipped his hat.

6. I figured him for a thin retirement check, maybe an injury that kept him from doing his own yardwork.

— I guessed / thought that he had only a small retirement pension, and possibly he was injured and was unable to do his yardwork.

A retirement check refers to a monthly payment made to someone who is retired from work.

cf. old-age pension, retirement benefit, retirement fund, retirement pension: a regular payment to a person that is intended to allow them to subsist without working

injury: an act that damages or hurts

e.g. The cyclist suffered severe injuries.

He had a serious injury to the leg.

7. a running total

total to which numbers (here means the payment) keep being added as something progresses

e.g. Keep a running total of your expenses as you go along.

And you told me you've kept a running total in your head all the year.

8. Grass was grass, and the little that was Mr. Ballou's didn't take long to trim.

— I only cut grass for him and anyway it didn't take much time to cut grass in Mr. Ballou's yard.

trim: to make neat, even or tidy by cutting

Practical English

e.g. to have one's hair trimmed
to trim one's nails
to trim dead branches off a tree

9. ... and he motioned me to come inside.

— and he made a signal to me to ask me to come into his house.

motion: to make a signal to someone, usually with one's hand or head

e.g. I saw him motion to the man at the door, who quietly left.

Her attendants all gathered round her, but she motioned them away.

10. ... to adjust to the muted light.

— ... to get used to the soft light.

adjust to: to get used to new conditions or a new situation

e.g. Her eyes slowly adjusted to the gloom.

She found it hard to adjust to working at night.

11. I thought I'd save him the trouble of thinking up a new excuse.

— I thought I'd help him avoid the trouble of making a new excuse.

save somebody the trouble / bother (of doing something): to make it possible to avoid doing something

e.g. Buying a machine with a grass box saves you the bother of raking up the grass.

I'll get a taxi from the station to save you the trouble of coming to collect me.

think up: to invent by thinking

e.g. The prisoners tried to think up a plan for escape.

The teacher thought up a funny game for the children to play.

12. It will be cleared up in a day or two.

— The bank will correct the mistake in my account in a day or two. / The mistake will be corrected in a few days.

clear up: to give or find an explanation for, or deal with a problem or disagreement

e.g. I hope that clears up the situation for you, but please ask if there is anything else you'd like to know.

Before we sign the contract there are a few points that we should clear up.

cf. We'll have to clear up before my parents come home. (to make a place tidy and clean)

After several days the infection started to clear up. (to go away)

I hope the whether clears up before we have to leave. (to become better)

13. a down payment

a part of the full price paid at the time of buying or delivery with the rest to be paid later

e.g. What's the down payment of that house?

It is eighty thousand yuan. You have to pay off the rest in ten years.

14. "Take your time," Mr. Ballou encouraged.

— In an encouraging manner, Mr. Ballou asked me not to hurry.

take one's time: to avoid haste; act in an unhurried way

e.g. He liked to take his time over breakfast.

It is better to take your time at this job than to hurry and make mistakes.

15. **rack**

a frame with bars, hooks, etc. for holding things

e.g. He washed the dishes and put them in a plate rack to dry.

Will you please put this suitcase on the luggage rack for me?

16. **The idea of consciously seeking out a special title was new to me, but not without appeal — so I browsed through the piles of books and asked ...**

— I had never tried to find a special title on purpose, and this time I was attracted by the idea of finding something I liked to read and so I looked through the piles of books and asked ...

seek (out): to try to find or get (something)

e.g. to seek out one's friend

to seek shelter from the rain

browse through: to look through something (such as a book or magazine) without reading everything

e.g. I was browsing through fashion magazines to find a new hairstyle.

We browsed through a few travel books to get some ideas of where to go.

17. **... cocked his head, regarded me appraisingly as though measuring me for a suit.**

— ... raised his head, looked at me. / examined me appraisingly as if he was measuring me for a suit.

cock: to move a part of your body upwards or in a particular direction

e.g. He cocked his head on one side with a slight frown.

to cock an ear / eyebrow

18. **Within a few pages, the yard, the summer, disappeared, and I was plunged into the aching tragedy of the Holocaust, the extraordinary clash of good, represented by one decent man, and evil.**

— Having read a few pages, I was so interested in reading the book that I forgot the yard and I was lost in the sad story of the Holocaust, which was about a conflict between the good and bad.

plunge into: to cause (somebody or something) to feel or be in a state of something

e.g. The room was plunged into darkness.

He was plunged into a difficulty.

represent: to act for (another person or people)

e.g. Our company is represented in Beijing by Mr. Wang.

He represented his fellow workers at the Union meeting.

19. **To this day, 35 years later, I vividly remember the experience.**

— Today, the memory of what happened 35 years ago is still very clear and detailed.

vividly: in a way that produces very clear pictures in your mind

e.g. It still appears vividly in my memory.

I vividly remember that day we first met.

cf. **vivid:** producing very clear pictures in your mind.

e.g. He gave a vivid account of his life as a fighter pilot.

20. **I lacked the vocabulary to translate my feeling into words ...**

— I couldn't express my feelings in words ...

21. **To make two long stories short ...**

— Briefly / In brief ...

By using this expression, the author was going to indicate that he was going to state the final result of the two events and not to give any more details.