

★教育部普通高等教育“十五”国家级规划教材

★北京市高等教育精品教材建设立项项目

# CONTEMPORARY COLLEGE ENGLISH

## 现代大学英语

### • 精读 **1**

### • 教师用书

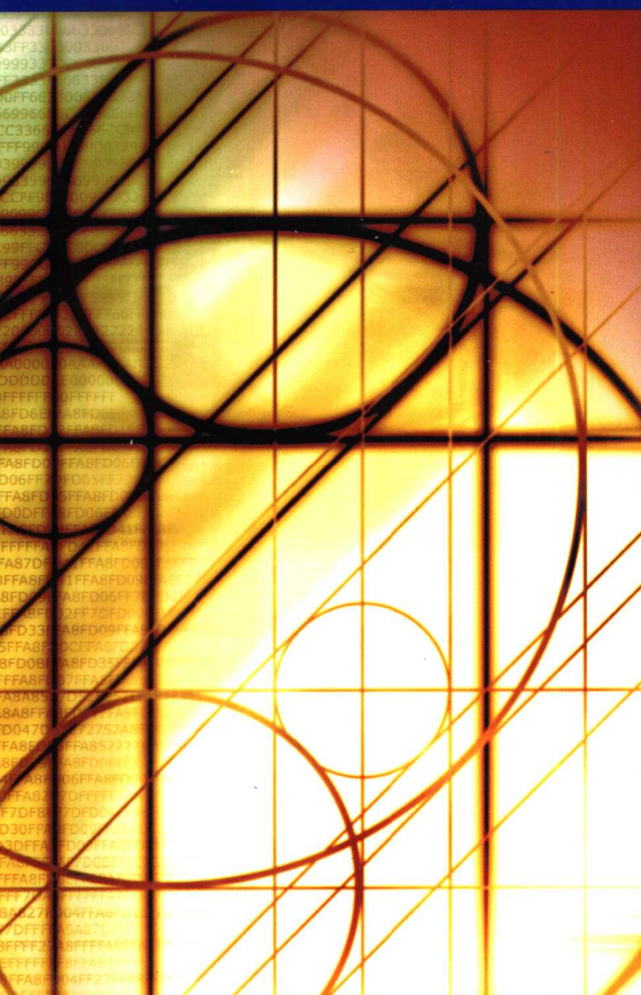
• 主 编：杨立民

• 编 者：陆培敏

吴一安

晏小萍

周 燕



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

- ★ 教育部普通高等教育“十五”国家级规划教材
- ★ 北京市高等教育精品教材建设立项项目

Contemporary College English

# 现代大学英语

教师用书

主编：杨立民

精 读 1

编者：陆培敏  
吴一安  
晏小萍  
周 燕

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

**(京)新登字 155 号**

**图书在版编目(CIP)数据**

现代大学英语(精读1)教师用书/杨立民主编. —北京:外语教学与研究出版社, 2001  
ISBN 7-5600-2396-7

I. 现… II. 杨… III. 英语—高等学校—教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字(2001)第 054801 号

**现代大学英语**

**精读 1 教师用书**

主编: 杨立民

\* \* \*

责任编辑: 雷 航

执行编辑: 常小玲 张欣宇

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com.cn>

印 刷: 北京外国语大学印刷厂

开 本: 787×1092 1/16

印 张: 12

字 数: 226 千字

版 次: 2001 年 9 月第 1 版 2002 年 8 月第 2 次印刷

书 号: ISBN 7-5600-2396-7/G·1116

定 价: 15.90 元

\* \* \*

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励 (010)68917826

版权保护办公室举报电话: (010)68917519

# 使用说明

本书为《现代大学英语》(Contemporary College English)精读教材第一册的教师用书。我们编写此书的目的是为了给采用本书的兄弟院校教师提供参考,而不希望因此限制使用者创造性的教学实践。本书也可以为自学者提供某些方便。我们同样也希望他们不要对此书产生依赖。

关于本套精读教材的编写原则,在学生用书的前言中已有详细说明。这里仅就第一册的使用作一些具体补充。

## 教学目的

使用精读一册的学生面临由中学到大学的过渡,因此承前启后、帮助他们顺利完成这一过渡是本书的出发点。

关于精读一册的教学目的,我们强调:

1. 一方面要努力丰富学生的语言知识,积极介绍新的语言现象,另一方面又要把重点放在帮助学生复习、巩固、消化和提升已学的知识上。
2. 一方面要强调语言形式的训练,另一方面又要提供较多的活用语言的“语境”,以帮助学生熟练掌握所学语言并提高在交际过程中正确运用语言的能力。
3. 一方面要继续提高学生的阅读理解能力,另一方面又要进一步加强听、说训练,以保证学生听、说、读、写技能更加均衡地发展。
4. 一方面要着重语言技能的训练,另一方面又要努力扩大学生的知识面,帮助他们养成良好的学习习惯,提高思考问题、分析问题、归纳总结问题和独立解决问题的能力。

## 基本框架

本书第一册全书 15 课,每周一课,供一学期使用。每课有四个组成部分:课前预习、课文 A 及课文的词汇表和注释、练习、课文 B。为保证本套教材实现预定的意图,我们对课文的选编和各项练习的设计都作了认真考虑。因此希望使用者按照每课各项(口语练习的讨论除外)出现的先后顺序完成各课任务,再逐课完成全书任务,尽量不要删减或跳跃。

### 课前预习

本书第一册十分强调课前预习,因为这既有利于培养学生学习的主动性和积极性,也有助于确保教师的指导取得最佳效果。我们对预习主要有以下要求:

1. 要求学生通过初读了解课文大意和课文中的内容理解难点。
2. 要求学生借助词汇表、注释以及工具书,自主解决难点,加深对课文的理解,并找到需要教师指点的问题所在。
3. 通过重点查找指定的语言现象,学习工具书的使用方法。
4. 通过听课文录音和重点段的朗读,改进语音、语调和朗读技巧。
5. 要求学生在预习中组成对话伙伴,互相切磋,共同操练。

### 课文 A

正课文是书中的核心。关于课文的处理,我们建议:

1. 课文要讲透,要对各种语言现象有中肯的解释。在此基础上还要使学生能够真正欣赏原文。
2. 讲透课文不等于漫无边际、毫无节制。新的语言现象处理到什么程度,要根据学生的水平

和本阶段的教学目的而定。一些条件已成熟的语言点需要认真归纳盘练,而有的则点到为止,留待日后详述。

3. 讲解课文时不要满堂灌,而必须落实到学生的“练”上。因此必须强调师生互动,强调学生的主动性和参与。

4. 对语言理论的介绍要尽量简洁,讲究实效。本书基本采用归纳法,多数情况下由学生通过练习自己领悟其中规律。

### 词汇表

为逐步培养学生使用英语译义的词典,本书词汇表采用部分英语译义,部分中英对照,部分提供中文翻译的做法。每课生词大约为50个左右。生词标准以Longman词典(Longman Dictionary of Contemporary English)是否单列词条为准。词义仅限于本课实际使用中的词义。派生词在构词法介绍后一般不再作为生词处理。

### 注释

课文注释原则从简。除课文作者背景外,只包括一些语法词汇方面的必要讲解。注释中不含课文内容方面的理解。我们认为作为专业外语教材,课文的理解更多需要学生通过工具书及课堂讨论来实现。

### 练习

课文处理之后,学生应该认真复习并准备完成各类练习。本书练习分为三大部分:口笔语实践,词汇练习和语法练习。这些练习既紧密结合课文,又体现整个基础阶段对第一册书规定的系统训练要求。既不无中生有,也不就事论事。

1. 口、笔语练习:口、笔语练习是围绕课文内容设计的一套问答题。题目有大有小,并大中套小。其目的主要是通过问答训练学生的听说能力,帮助他们消化所学语言材料,熟悉基本词汇和句型。教师在问题中要自觉揉进学生已学的语言,进行滚动式操练。在“短兵相接”的问答以后,再由学生按大题目进行连贯讲话,复述课文。这套练习要不惜多花时间,特别是开始阶段,一定要让学生养成开口习惯。我们认为练习连贯讲话和复述课文也有助于增强学生生活用语言和逻辑思维的能力。

在课文问答及复述的基础上,根据课文的特点,还可以组织一些简单的讨论或戏剧表演,以提高学生的学习兴趣。

笔语在本册中基本上属于复述性质,重点放在书法、拼写、格式及基本句型、词汇和语法方面。每周必须进行听写训练。有些词汇和语法练习可以书面进行。为让学生勤于动笔,我们也鼓励学生用英语记周记或日记。

2. 词汇练习:这是本书练习中的重点。练习所针对的是英语词汇的主要特点和中國学生面临的特殊难点。我们的目的是通过这些练习向学生系统介绍一些常用习惯用语、短语和搭配,常用短语动词,常用及难用的单词,主要的动词使用模式,一词多义现象,构词法,同义词,反义词及同义词辨异使用等;并帮助学生扩大词汇量,熟练掌握这些词和短语的形式、词义和用法。

在词条练习中我们尽量体现以下原则:1)练习中的“语境”力求真实自然、典型实用,题材力求广泛、多样、贴近生活,内容力求积极健康、符合教材整体对文化内涵的标准。2)循序渐进、细水长流。以上各项练习内容在一册只是开始,还准备在第二、三和四册书中进一步深化,因此在一册中不贪多求全、面面俱到。3)练习的具体设计尽量做到符合学生水平、难易适中,但同时也包括一些较难的部分,以满足部分学生的需求。4)练习的方法包括机械、半机械及比较灵活等不同类型,各类型有合理的比例,防止侧重语言训练而忘记语言交际的目的,或侧重思想表达而造成语言失控。5)尽量把学生放在主动地位,启发学生自主进行观察、归纳总结和练习。6)一册原则上控制翻译

练习的使用,以便在一段时间内让学生摆脱对母语的依赖。

3. 语法练习:这是本册书中的另一个重点。我们设计语法练习的依据是对学生入校时语言水平的估计。我们认为学生入学时已具备英语语法的基本知识,因此在语法项目的选择及编排上不必再拘泥传统的模式或过分强调语法的基本知识。但另一方面,我们估计学生离真正能运用这些知识进行交流还相距甚远。因此本册书在语法方面的教学任务不能局限于复习、巩固和扩展语法知识,而更应通过练习盘活或“内化”这些知识,使之成为交际的技能。

本册语法练习每课6项,其中包括理解性练习和产出性练习两大类。每课中的第一个练习均为理解性练习。其目的是启发学生对本课中出现频率较高、同时又属于中国学生运用难点的语法现象进行分析、观察和思考,从中找到规律,为日后进一步掌握该知识点打下基础。其余5个练习均为产出性练习,它们主要是围绕时态、语态、基本句型等重要语法项目进行反复操练。另外,考虑到介词、冠词、不定代词等变化的复杂性和贯穿性强的特点,本册也对此配有一定的复习和巩固练习。至于练习方式,我们力求有单句,也有篇章段落,有单项,也有综合,以期取得一箭双雕的效果。

与词汇练习相同,语法练习的设计同样力求做到有典型的语境和地道的英文,同时有利于扩大学生的知识面。

在词汇和语法练习中,我们都用到少量的生词,对于这些生词,我们建议教师不作要求。

#### 警句成语

本册书每课都附有与课文内容相关的若干警句或成语。它们往往不仅寓意深刻而且语言优美。学生如果能够铭记,日后的表达就可增色不少,但教学中对这部分也不作要求。

#### 课文B

本册书每课之后均附有一篇副课文。它们与正课文题材大致相同,目的是增加语言材料的输入并提高学生的学习兴趣。但为减轻学生负担,教师一般可不再予以处理。考试也不必再作要求。

#### 课时安排

我们建议每课书大致用7—8课时,具体可作如下安排:

课前预习的检查 0.5—1 课时

课文的语言处理 3—4 课时

课文练习 2 课时

每课的测验 1 课时

教师可根据学生的水平,对以上安排作适当的调整。

#### 考核方式

考核可根据学生的课堂参与和表现、课后书面作业、每课的测验、期中考试和期末考试进行。期末考试可分口、笔语考试。口试以课文内容的理解和掌握为原则,考查口语表达能力;笔试考核课文的语言项目和对未读过的与课文难易相仿的文章的理解。口、笔语成绩总体上可以按如下比例:

课堂参与和表现 10%

课后作业和每周测验 20%

期中考试 30%

期末考试 40%

本册教师用书在编写中有误之处难免,敬请读者指正。本书前三课及第十三课教案的部分内容由北京外国语大学英语系的徐克容教授和梅仁毅教授协助完成,在此表示衷心感谢。

编者  
2001年6月

## Contents

Lesson One	Half a Day .....	(1)
Lesson Two	Going Home .....	(16)
Lesson Three	Message of the Land .....	(28)
Lesson Four	The Boy and the Bank Officer .....	(40)
Lesson Five	Angels on a Pin .....	(51)
Lesson Six	The Monsters Are Due on Maple Street .....	(63)
Lesson Seven	Mandela's Garden .....	(78)
Lesson Eight	My Personal Manager .....	(88)
Lesson Nine	Against All Odds .....	(102)
Lesson Ten	The Green Banana .....	(115)
Lesson Eleven	The Midnight Visitor .....	(126)
Lesson Twelve	The Kindness of Strangers .....	(137)
Lesson Thirteen	Christmas Day in the Morning .....	(150)
Lesson Fourteen	After Twenty Years .....	(162)
Lesson Fifteen	Touched by the Moon .....	(174)



# Half a Day

---

## ▶ Just a Moment

The author of the story uses a strategy commonly used in fiction writing—the protagonist returns after being absent for a short time to find everything changed beyond recognition. The best example is perhaps Washington Irving’s (1783—1859) “Rip Van Winkle”. Rip was a simple good-natured man. One fine day he went with his dog to the mountains to hunt squirrels. He drank something a queer old man offered him, and fell fast asleep. When he woke up he found himself an old man and great changes had occurred in his village during his absence. In the village inn the portrait of George III had been replaced by one of General Washington. This technique is often used to emphasize rapid changes in society.

The setting of the story is not clear, but this is not important as long as what the author tries to get across is something universal.

The text can be conveniently divided into three parts. In the first part (*para.* 1—7), we learn about the boy’s misgivings about school. He found it hard to be away from home and mom, and thought school was a punishment. The second part (*para.* 8—16) describes how the boy felt about school. He found that life at school was rich and colorful in many ways, although it also required discipline and hard work. In the last part of the text, the boy walked out of the school to find that the outside world had changed beyond measure and that he had grown into an old man.

### Tips for teaching this lesson:

- (1) We could begin the lesson by asking the students about their first day at college:  
Was it hard for you to leave home for the first time in your life? Who went to see you off at the railway station? Who came to school with you? What did he/she say to you on the way?  
What do you think is the business of university? What do you expect to learn here?  
Did you feel you were a stranger the first day you arrived?  
Did you find the university just as you had imagined? In what way it was, and in what way it wasn’t? (Were you disappointed when you found it wasn’t as good as you had expected?)  
Do you find life at college rich and colorful or tedious and boring?

Do you have trouble adjusting to life here?

What do you think you should do to get most out of college?

(2) At the end of the lesson we may have students discuss what they think the message of the story is. The following are a few possibilities:

Time and tide wait for no man.

There is nothing permanent in life but change.

Education can never keep up with changes in society.

Life is short and time is precious.

Life is a dream. Do not take anything seriously.

## III ► Detailed Discussion of the Text

### 1. I walked alongside my father, clutching his right hand. (←1)

**clutching his right hand:** This is a present participle used to modify the main verb “walked”, showing the manner in which the narrator walked.

*Other examples from the text:*

My mother stood at the window *watching our progress...* (←2)

I turned towards her from time to time, *hoping she would help.* (←2)

“I’m not punishing you,” he said, *laughing.* (←4)

The bell rang, *announcing the passing of the day and the end of work.* (←17)

### 2. They did not make me happy. (←1): I wasn’t happy as I usually was when I had new clothes to wear.

Here “they” refers to the narrator’s new clothes.

### 3. ...as this was the day I was to be thrown into school for the first time. (←1):

... because it was the day I started school.

The writer uses “to be thrown into school” to show that the little boy in the story didn’t want to go to school. He was forced by his father to do so. This is not a common collocation. A common collocation with “to be thrown into (an unpleasant place)” is “to be thrown into prison/jail”.

**Cf. to throw sb. out (of a place):** to force sb. to leave a place, e. g.

They’ll throw me out (of school) if I fail three exams.

### 4. My mother stood at the window watching our progress, and I turned towards her from time to time, hoping she would help. (←2)

**our progress:** our slow and difficult movement towards the school. (My mother was anxious to know how my father would get me to go.)

**from time to time:** sometimes, but not very often, e. g.

He goes to see his grandparents from time to time, about five or six times a year.

**hoping she would help:** hoping she would stop my father taking me to school, or talk to my father so that he would change his mind about sending me to school

*Question:* What does the sentence tell us about the boy's relations with his parents?

It seems that the boy was closer to his mother. Probably his mother was gentle while his father was strict.

**5. a street lined with gardens...** (←**2**): a street where there are gardens... along both sides

**lined with ...:** past participle phrase used here to modify "a street". It can be regarded as a relative clause cut short, e. g.

a novel (that was) written by Charles Dickens

personal computers (that are) made in China

**6. Why school?** (←**3**): Why do I have to go to school? / Why are you going to throw me into school?

This is an elliptical question. Such questions are common in conversation.

*Further examples:*

a) Headmaster: We want you to go and tell the boy's parents the news.

Teacher: Why me?

b) Father: We'll go to Tianjin this weekend.

Daughter: What for? (Why this weekend? / Why Tianjin?)

**7. What have I done?** (←**3**)

I don't think I've done anything wrong to be punished like this.

(Little children often think that taking them away from Mom is the worst punishment.)

This is a rhetorical question—one that expresses strong feeling or opinion and doesn't require an answer. It is used to say something more positively than in a statement.

**8. It's a place that makes useful men out of boys.** (←**4**)

**to make... (out) of sb./sth.:** to make sb./sth. become... , e. g.

The army made a man of him. 军队把他培养成了个男子汉。

Hardships help make a man (out) of a boy.

I don't think you can make a football star (out) of Johnny.

**9. Don't you want to be useful like your brothers?** (←**4**)

难道你不想像你的哥哥们那样成为有用的人吗?

This is also a rhetorical question.

*More examples:*

Can't you see I'm busy? (Don't disturb me!)

What good is a promise for an unemployed worker? (An empty promise is useless for an

unemployed worker. )

Does nothing ever worry you? (I don't understand how you can be so carefree. )

**10. I did not believe there was really any good to be had in tearing me away from my home and throwing me into the huge, high-walled building** (←**5**):

I didn't think it was useful to take me away from home and put me into that building with high walls. (The school building looked like a prison to the boy. )

**It is no good/use doing sth. or there is no good to be had in doing sth. ;** It is not useful to do sth.

*More examples :*

It's no good crying over spilt milk. (proverb)

It's no use talking to him.

**to tear oneself/sb. away from ... :** to (make sb. ) leave a place or a person unwillingly because one has to, e. g.

Can't you tear yourself away from the TV for dinner?

The young artist couldn't tear himself away from da Vinci's Mona Lisa.

**11. ... we could see the courtyard, vast and full of boys and girls.** (←**6**)

**vast and full of boys and girls:** This adjective phrase modifies "the courtyard". When used as an attributive modifier, adjective phrases are often placed after the noun they qualify.

*More examples :*

There's nothing wrong with the computer.

It's something important to my family.

Can you recommend some books easy for freshmen to read?

**full of:** having a large number/amount of sth. , e. g.

The boy's pocket is full of candies.

The girls are full of admiration for pop stars.

Life is full of joys as well as sorrows.

**12. Go in by yourself ...** (←**6**): Go into the school alone... (I'm not going with you. )

**by oneself:** alone; without anyone else

**13. Put a smile on your face...** (←**6**): Make an effort to smile...

**14. clung to his hand** (←**7**): held his hand tightly

**15. "Be a man," he said. "Today you truly begin life."** (←**7**): "Be brave," he said. "Your life begins today." (This means that your carefree days are gone forever. Starting from today, you've got something important to do—to learn and to prepare yourself for your career. )

**man**: a person who is strong and brave or has other qualities that people think are characteristic of males, e. g.

Mrs. Baker found that her daughter was more a man than her son was.

贝克太太发现她的女儿比儿子更具有男子汉的气质。

**Cf. to be man enough (to do sth. /for sth. )**: to be strong or brave enough, e. g.

He is not man enough to accept his failures gracefully.

**16. You will find me waiting for you when it's time to leave.** (←**7**): I'll come to fetch you when school is over. I'll be waiting for you here at the gate.

Here the present participle "waiting for you" is used as object complement (宾语补足语).

**17. Then the faces of the boys and girls came into view.** (←**8**): Then I could see the faces of the boys and girls.

**to come into view**: to begin to be seen, e. g.

As soon as we turned the corner, the palace came into view.

**18. I felt I was a stranger who had lost his way.** (←**8**): In this strange place, I felt confused and didn't know what to do.

**to lose one's way** : to become lost, e. g.

The boys lost their way in the forest.

**19. I did not know what to say.** (←**11**)

"Question word + to do" can often be used as the object of certain verbs, e. g.

Before so many books I didn't know which to choose.

Would you please tell me how to get to the National Library?

**20. to burst into tears** (←**11**): to begin to cry

**21. A lady came along, followed by a group of men.** (←**11**)

Probably the lady was the headmaster of the school.

**followed by a group of men**: a past participle phrase that tells us how the lady came (or in what manner the lady came)

**22. The men began sorting us into ranks.** (←**11**): The men began arranging us into lines/rows.

**23. We were formed into an intricate pattern in the great courtyard ...** (←**11**):

We were made to stand in different places to form regular lines or shapes in the big courtyard. . .

**24. ...from each floor we were overlooked by a long balcony roofed in wood.**

(←11): ... on one side of the courtyard was a building with a long wood-roofed balcony on each floor where we could be seen. (From the balcony on each floor of the building people could see the pattern into which we formed.)

**25. Well, it seemed that my misgivings had had no basis.** (←13):

Well, perhaps my doubt, worry and fear about what school would be like were all groundless (without good reasons). / Well, it seemed that I was wrong to think that school was a dreadful place.

**26. From the first moments I made many friends and fell in love with many girls.**

(←13): When I found school was a nice place to be in, I began to behave like a man —making friends and falling in love.

This is a humorous remark to suggest that the boy's attitude towards school changed a great deal.

**27. I had never imagined school would have this rich variety of experiences.**

(←13): I had never thought life at school would be so colorful and interesting.

**28. ...we were told the story of the Creator of the universe.** (←14): ... we were

told how God created the world in 7 days.

the Creator: God

**29. ... woke up to go on with friendship and love, playing and learning.**

(←14): ... after the nap, we continued our business at school—making friends, falling in love, playing and learning.

**to go on with sth. ...** : to continue an activity, especially after a pause or break, e. g.

Let's go on with it after the lunch break.

"To go on with..." is an infinitive phrase of result, denoting the "result" of the action expressed by the main verb "woke up". Note the difference between the infinitive of result and that of purpose.

They lifted a rock only to drop it on their own feet. (Of result)

他们搬起石头砸自己的脚。

He picked up a stone to hit the attacking snake. (Of purpose)

他拣起一块石头要打袭击他的那条蛇。

**30. Our path, however, was not totally sweet and unclouded.** (←15):

School life wasn't just fun and pleasure. (There were serious tasks and unpleasant things, too.)

**31. It was not all a matter of playing and fooling around.** (←15):

What we did at school wasn't just playing and wasting time doing nothing useful.

**all** : *adv.* completely

**a matter of sth. / of doing sth.** : a situation that involves sth. or depends on sth. , e. g.

Learning is a matter of seeing much, suffering much and studying much.

Wisdom is a matter of knowing when to speak your mind and when to mind your speech.

Some people like pop music while others prefer serious music. It's a matter of taste.

**to fool around**: to waste time instead of doing sth. that you should be doing

**32. Rivalries could bring about pain and hatred, or give rise to fighting. (←15):**

When two or more boys fell in love with the same girl, it might cause the boys to suffer, or to hate each other, or to fight.

**to bring about sth.** : to make sth. happen, e. g.

Science has brought about many changes in our lives.

The war brought about great human sufferings.

**to give rise to**: (formal) to cause sth. to happen or exist, e. g.

Poor living conditions give rise to many diseases.

**33. And while the lady would sometimes smile, she would often yell and scold.**

(←15): Though the lady sometimes smiled at us, she often shouted at us and scolded us.

“Would” here is used to show that a past action occurs pretty often.

“While” here is a conjunction of concession.

*Further examples:*

While I did well in class, I was poor at sports.

While I understand what you say, I can't agree with you.

**34. Even more frequently she would resort to physical punishment. (←15):** She

used physical punishment more than she scolded us.

**physical punishment**: something that causes physical pain or discomfort to the pupils, such as whipping or making a pupil stand in a corner of the classroom. It was a common practice in the old days when people believed in “spare the rod, spoil the child”.

**to resort to sth.** : to make use of sth. ; to turn to sth. (especially sth. bad) as a solution, e. g.

Try not to resort to violence.

They had to resort to threats when they failed to persuade them to leave.

**35. In addition, the time for changing one's mind was over and gone and there was no question of ever returning to the paradise of home. (←16):** Besides, it

was impossible for us to quit school and return to the good old days when we stayed home playing and fooling around all day. Our childhood was gone, never to come back.

**over and gone**: ended

**there is no question (of sth. happening / sb. doing sth.)**: there is no possibility, e. g.

There is no question of their dismissing you at the moment.

**36. Nothing lay ahead of us but exertion, struggle, and perseverance. (←16):**

We would have to do our best and keep working very hard until we finished school. This was what I imagined our school days would be like. / The kind of life that was waiting for us at school would be full of exertion, struggle and perseverance.

**but exertion, struggle, and perseverance:** This prepositional phrase modifies “nothing”. Normally such phrases are placed right after “nothing”, but that would make the subject of the sentence too long.

**nothing but:** only, e. g.

Right now he thinks about nothing but his research.

She ate nothing but an apple for lunch.

**37. Those who were able took advantage of the opportunities for success and happiness that presented themselves. (←16):**

If there came opportunities, capable students would seize them to achieve success and happiness.

**to take advantage of sth. :** to make use of sth. (such as an opportunity) well, e. g.

We must take full advantage of our trip to Britain.

The farmer took advantage of the good weather and got all the wheat in.

*Warning:* “to take advantage of sb.” means “to treat sb. unfairly to get what one wants”.

**to present itself/ themselves;** (formal) to appear, happen, e. g.

When the chance to study at Harvard presented itself, I jumped at it.

**38. I said goodbye to friends and sweethearts and passed through the gate. (←17):**

I said goodbye to friends and the girls I had fallen in love with and went out of the gate.

**39. in vain (←17):** uselessly; without a successful result, e. g.

His parents tried in vain to persuade him to quit smoking.

**40. on one's own (←17):** alone; without help, e. g.

Today young people like to live on their own.

The first thing you've got to do at college is to learn how to work on your own.

**41. ...came to a startled halt. (←17):** ( I ) stopped, greatly surprised.

**to come to a halt:** to stop, e. g.

The car came to a halt before it hit an old man.

Work came to a halt when power/ electricity was suddenly cut.

**Cf. to bring sth. to a halt:** to cause sth. to stop, e. g.

Air traffic in the country was brought to a halt by heavy snowstorms.

**42. When did all these cars invade it? (←17):** When did all these cars come into the



street? / When did so many cars appear in the street?

**to invade:** to enter a place in large numbers, especially in a way that causes confusion

**43. How did these hills of rubbish find their way to cover its sides?** (←17): How did the street come to be covered with so much rubbish on both sides? Where did they come from?

(sth.) **to find one's way:** to arrive or get to a place

**44. High buildings had taken over...** (←17): High buildings now stood where there used to be fields that bordered the street...

**45. ...here and there stood conjurers showing off their tricks, or making snakes appear from baskets.** (←17)

This is an inverted sentence. The subject is “conjurers”; the main verb is “stood”.

Inversion occurs because the subject is too long. The two present participle phrases “showing...” and “making...” modify the subject “conjurers”.

**here and there:** in various places

**46. Then there was a band announcing the opening of a circus...** (←17)  
**announcing ...:** that was announcing...

**47. ...with clowns and weight lifters walking in front.** (←17)

The “with+noun+doing” construction is used adverbially modifying “announcing”.

**48. ...but the stream of cars would not let up.** (←18): ... but it looked as if the line of moving cars would never stop.

**to let up:** (informal)(of an unpleasant situation) to stop or to become less serious

**49. Extremely irritated, I wondered when I would be able to cross.** (←18): I was very angry and didn't know when I could cross the street.

The past participle phrase “extremely irritated” denotes the state the boy, or the old man was in when he was waiting to cross the street.

## III▶ Key to the Exercises

### Pre-class Work

II

**Choose the statement that best explains your understanding of the text.**

1. c    2. a    3. d    4. a