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ENGLISH

CONTEMPORARY COLLEGE ENGLISH

现代大学英语 课文辅导

星火记忆研究所 马德高 主编

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

赠 《最新时事阅读24篇》

精**1**读

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使用说明

本书特点

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

文化背景阅读

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

篇章分析

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

生词双解

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

核心词汇与短语

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

Lesson Nine



文化背景阅读

1. Stephen Hawking(斯蒂芬·霍金)

Stephen Hawking was born on January 8, 1942 (300 years after the death of Galileo) in Oxford, England. He has come to be thought of as the greatest mind in physics since Albert

斯蒂芬·霍金教授 1942 年 1 月 8 日出生于英国牛津，这一天正好是伽利略的 300 年忌日。他被认为是继爱因斯坦之后最伟大的物理学家。他有着与爱因斯坦相似

篇章分析

This article is an excerpt from the biography of Stephen Hawking, a great physicist. His name inspires awe and admiration not only because he is a great scientist, but also because he

本文节选自伟大物理学家霍金的传记。他的名字使我们对他充满敬畏，不仅因为他是伟大的科学家，而且因为他克服极端的困难获得国际名声。霍金自 21 岁就患上了

生词双解

alternative	[ɔ:l'tə:nətiv]	n. another choice 另一种选择
arrange	[ə'reindʒ]	v. to make plans about what to do 安排

核心词汇与短语

select [si'lekt] [se-(=off) + lekt(选)] vt. 选择，挑选，选拔 a. ①挑选出来的，精选的 ②优等的，杰出的
[助记] [熟] elect 选举 → [根] lect 选 → [生] select 精选

一言辨异

Mother took a long time in selecting a few hats for Mary, out of which Mary chose the one she liked best. 母亲花了许多功夫给玛丽挑选了几顶帽子，玛丽在其中拣了一顶她最喜欢的。

sophisticated [sə'fistikəitid] [原义：智慧的 →] a. [人] 老练的，世故的
[助记] “哲学”(philosophy) 原意是“爱(philo)智慧(sophy)”。



[例句] He thinks it's sophisticated to smoke with a cigarette holder. 他认为用烟嘴抽纸烟是老子世故的表现。

全面细致 鱼渔兼授

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

Lesson 9

疑难解析

1. Ausable did not fit the description of any secret agent... (Para.1, Line 1)

【Paraphrase】Ausable was not at all what a secret agent should look like as Fowler had ever imagined...

【注释】1) fit在此句中为动词，意为“适合，符合；与(某事物)相符”。如：

—His experience and abilities fit his admirably for the job. 凭他的经验和才能，他非常适合担任这项工作。

参考译文

走出逆境

迈克尔·怀特&约翰·格里宾

D 1962年底，当斯蒂芬·霍金回到圣奥尔本斯过圣诞节的时候，整个英国南部都被厚厚的雪毯所覆盖。他知道他的身体一定出了什么问题。一段时间以来那种奇怪的笨拙的动作发生得更加频繁了。在新年前夜霍金举办的晚会上，他连倒酒都感到吃力，把大部分的酒都洒在了桌布上。

习题答案

Pre-class Work IV

Read the text a third time for a better understanding. Then think over the following excerpts. (P218)

- 1) It means there was something wrong with his body.
- 2) It means there were only two years left for him to live through.
- 3) “It” refers to the preceding sentence.



休息一下，在世界名著的海洋中畅游一番，你会在紧张的学习之余体会更多的English奥妙与回味！

It was almost too much happiness to bear. Oliver felt stunned and stupefied by the unexpected intelligence; he could not weep, or speak, or rest. He had scarcely the power of understanding anything that had passed, until, after a long ramble in the quiet evening air, a

这样巨大的幸福超过了可以承受的限度。奥立弗听到这个出乎意料的喜讯，一时竟目瞪口呆；欲哭无泪，欲说不能，欲罢不止。他简直搞不懂到底发生了什么事情，直到在傍晚的宁静的氣氛中徘徊良久之后，才痛痛快快地哭了一场，似乎恍然大悟，充

疑难解析

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

参考译文

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

习题答案

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

名著赏析

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

The Handwriting on the Cheese Wall

Change Happens—They keep moving the cheese

Anticipate Change—Get ready for the cheese to move

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

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

Change—Move with the cheese

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

Be ready to change quickly and enjoy it again

They keep moving the cheese

Move With The Cheese And Enjoy It!

奶 酪 墙 上 的 话

变化总是在发生——他们总是不断地拿走你的奶酪。

预见变化——随时做好奶酪被拿走的准备。

追踪变化——经常闻一闻你的奶酪，以便知道他们什么时候开始变质。

尽快适应变化——越早放弃旧的奶酪，你就会越早享用到新的奶酪。

改变——随着奶酪的变化而变化。

享受变化！——尝试冒险，去享受新奶酪的美味！

做好迅速变化的准备，不断地享受变化！

记住：他们仍然会不断拿走你的奶酪。

随着奶酪的变化而变化，并享受变化。

——节选自《谁动了我的奶酪》

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

为了帮助广大英语专业学生在平时的教材学习中贯彻新的教学目标、适应新的考试要求,既全面、系统地提高自己综合的语言能力,又能和以后的考试结合起来,同步提高自己的应试能力,真正学好教材、学活教材,全面升华、激活我们的英语专业学习,我们力邀一批对英语专业教学改革、考试改革有着深刻理解并有着丰富教学经验的一线教师,潜心研究、科学设计,创新性地推出了这套以“互动式教学”为核心理念的《现代大学英语精读》课文辅导系列丛书。

本系列课文辅导在编写、设计上充分体现了四大互动特色:

1. 教材课文学习与人文知识学习的互动

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

2. 阅读理解能力与写作赏析能力的互动

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

3. 语言应用能力与应考应试能力的互动

我们在课文学习、讲解中全面提高学生综合语言应用能力的同时,注意和以后的四、八级考试结合起来,应用、应试同步提高。

4. 课后习题答案讲解与系统知识梳理的互动

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

本书是《现代大学英语精读》课文辅导第一册。每单元结构及特色如下:

◆ 双语文化背景阅读

本部分提供中英文两种文化背景拓展,对课文内出现的相关文化背景知识(包括风俗、节日、相关人物、作家作品等)进行援引介绍,帮助学生更好地理解课文,同时拓宽知识面,积累信息,提升英美文化素养。

◆ 篇章风格分析鉴赏

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

◆ 长难例句框架剖析

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

◆ 核心词汇短语学习

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

◆ 习题答案权威讲解

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

另外,本书附赠时文阅读,为课外阅读增加趣味性,并帮助学生提高阅读能力。

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Lesson One



文化背景阅读

1. The Creator of the Universe(造物主)

In Chinese civilization, as described in Chinese mythology, Pangu is the creator of the universe. While in Western civilization, it is God who is described as the Creator of the universe created all things. In Genesis of the Bible, the creation of the universe is described as follows: in the beginning, God created the heaven and the earth. Now the earth was formless and empty; darkness was over the surface of the deep, and the Spirit of God was hovering over the waters. And the God said, "Let there be light" and there was light. God saw the light was good, and he separated the light from the darkness. God called the light "day" and the darkness he called "night". And there was evening and morning, which was the first day. In the second day, the God created the Heaven. In the third day, the God said, "Let the waters under the heaven be gathered together onto one place and let the dry land appear." And the God called the dry land "earth", the gathering together of the waters "seas". Then, the God said, "Let the earth bring forth grass, the herb yielding seed, and the fruit tree yielding fruit after his kind." In the fourth day, the God made it a rule that on earth there were seasons and years, etc. In the fifth day, the God created the moving creatures that have life on earth and fowl that may fly above the earth. In the sixth day, the God said: "Let us make man in our image and let them have dominion over the fish of sea, and over the fowl of the air and over the cattle and over all the earth", so God created man in his own image. And on the seventh day, God ended his work which he had made. Then, God planted a garden in Eden and there he put the man who he had formed; the tree of life was in the midst of the garden and the tree of knowledge of good and evil, etc.

中国神话传说认为盘古开天地。在西方文明史中,上帝被认为是造物主。《圣经·创世纪》是这样描述上帝开创世纪的:起初上帝创造天地时,地是空虚混沌的,黑暗笼罩了一切,神的灵运行在水面上。上帝说,要有光,就有了光。上帝看到光是好的,它把光明和黑暗分开了。上帝称光为昼,称暗为夜,有了夜晚和早晨,这是第一天。第二天,上帝创造了天。第三天,上帝说,天下的水要聚在一处,使旱地露出来。上帝称旱地为地,称水的聚集处为海。上帝说,地上要长出青草和结种子的植物,并要有结果子的树木。第四天,上帝定时令、季节、年岁。第五天,上帝创造了在地球上运动着的生物和在天空中翱翔的飞禽。第六天,上帝说,我们要按照我们的形象和样式造人,使他们掌管海里的游鱼、空中的飞鸟、地上的牲畜等。上帝就照着自己的形象造出了人。第七天,上帝完成创世纪。后来,上帝创建了伊甸园,并把自己造的第一个人(亚当)置于园中。伊甸园中有生命之树、知识之树、善恶之树等。

2. Gypsy(吉普赛人)

It is said that Gypsies have lived in Egypt from the year 200 B. C. The Gypsies were and some still are very good traditional craftsmen. The Gypsies were nomads in those days. They travelled by means of wagons drawn by oxen from place to place across large areas in many parts of the world. They were housed in tents like most of the people in those days. Gypsy women are famous as fortunetellers. The Gypsies who were less talented were forced to steal in order to take care of their families. The punishment for stealing was severe, and one of their hands was cut off. In the course of their wanderings, Gypsies occasionally mixed with non-Gypsy neighbors and sometimes settled down, but they have clung tenaciously to their identity and customs. Their physical type has remained largely unaltered; most Gypsies are dark-complexioned, short, and lightly built. The Gypsy people have resided in all over the world. In modern times, and especially since the beginning of the 20th century, various nations have attempted to end their nomadic lifestyle by requiring them to register and to go to school and learn trades. Some 500,000 perished in gas chambers and concentration camps during World War II. In 2005, eight Eastern European countries and the World Bank backed a ten-year program intended to improve the Gypsies' socioeconomic status.

据说吉普赛人自公元前200年就生活在埃及。他们过去、现在仍然是优秀的手工艺人。过去属于游牧部落,乘坐牛拉的大篷车辗转于世界许多地方,住在帐篷中。吉普赛女人擅长占卜。无一技之长的吉普赛人为了养家被迫沦为小偷,而对偷窃的惩罚也很重,有时会被砍掉一只手。在流浪过程中,他们也会与非吉普赛人融合,并在当地定居,但他们顽强地坚守自己的身份和习俗。他们的身体特征一直没有改变:面庞黝黑,身材矮小。吉普赛人已在世界许多国家定居下来。自20世纪初,许多国家试图通过要求他们登记、上学、学会一些技能而不再过游牧生

活。第二次世界大战期间,约有 50 万吉普赛人被关进了集中营并惨遭杀害。2005 年,八个东欧国家和世界银行为提高他们的社会、经济地位向他们提供了一个十年资助项目。

3. Apollo(阿波罗)

In art, Apollo is usually depicted as a handsome young man, almost always beardless, and often with a lyre or bow in hand. He was the son of Zeus and Leto. According to Greek mythology, Leto was driven by Hera from land to land; at last Poseidon took pity on her and brought the island of Delos out of water for her to live on. There she gave birth to the twins, Apollo and Artemis.

Apollo was the sun god. He wore a purple robe(长袍) and usually sat in his bright eastern palace early in the morning and made ready to start his daily journey across the sky. During the day he drove his carriage of gold and ivory, and brought light, life and love to the great world below. Late in the afternoon he came to the end of his journey in the far western sea and got on his golden boat to return to his eastern home.

Apollo was also the god of music and poetry. He could stir up all feelings. These feelings are expressed in lofty songs. With his lyre(七弦琴) of gold and the sweet accents of his godlike voice he led the choir of the Muses at Olympus. The pleasant music from his lyre was so exciting that stones marched into their places in rhythmic time and of their own will when he helped Poseidon build up the walls of Troy.

Apollo stood for youthful and manly beauty. His golden hair, stately manner and air all combined to make him the admiration of the world. A beautiful girl, by the name of Clytie, was so fond of his beauty and glory that from dawn to dusk she knelt on the ground, her hands outstretched towards the sun god, and her eyes looked at his golden wheeled carriage racing across the blue sky. Though her love was not returned, she had never changed her mind about Apollo. The gods were moved at the sad sight, and changed her into a sunflower.

在艺术作品中,阿波罗被描写成一个无须少年,手里常常拿着一张弓或一把里拉琴。他是主神宙斯和雷托之子。据希腊神话记载,雷托被天后赫拉驱赶得四处流浪。最终是海神波塞冬怜悯她并从海中捞起提洛岛让她居住。在岛上,她生了孪生儿子阿波罗和阿尔忒弥斯。

阿波罗是太阳神。清晨他身着紫袍,坐在那明亮的东方宫殿里,准备开始每日穿越天空的旅行。白天,他驾着用金子和象牙制成的战车,给广阔无垠的大地带来光明、生命和仁爱。黄昏时分,他在遥远的西海结束了旅行,然后就乘上金船返回东方的家中。

阿波罗也是音乐神和诗神。他可唤起人们倾注于圣歌中的各种情感。在奥林匹斯山上,他手拿金质里拉,用悦耳的音调指挥缪斯的合唱。当他帮助波塞冬

建造特洛伊城墙时，里拉奏出的音乐如此动听，以致石头有节奏地、自动地各就其位。

阿波罗象征着青春和男子汉的美。金色的头发、庄重的举止、威严的神态，这些足以使他受到世人的青睐。一位名叫克里提的美丽少女迷恋于他的英俊潇洒，跪在地上，从黎明到黄昏，双手伸向太阳神。她凝视着那辆金质马车在蔚蓝的天空驰骋。虽然她的爱并未得到回报，但她对阿波罗的痴情却从未改变。目睹这悲哀的场面，众神深受感动，将她变成了一株向日葵。

Text A Half a Day

篇章分析

The author of this article exerts a strategy widely used by science fiction writers—the character returns after being absent for several hours only to find everything changed beyond recognition. The use of the strategy makes the story interesting to read.

The story can be divided into three parts. The first part consists of paragraphs from 1 to 7, which describes a small child taking away from his mother and home and being taken into the school accompanied by the father. The child thought that school was a punishment. The second part is from paragraph 8 to 16. The child found that life at school was rich and colorful in many ways, although it required to obey the discipline and work hard. In the last part of the text, the boy walked out of the school only to find that the outside world had changed beyond recognition and that he had grown into an old man.

Symbolism is used in the story to play up the theme: Life is like a day of a child, bitter, rich, colorful and short, which is a process of growing up, exploring and acquiring.

The article is written from the angle of a small boy, so the author uses concise wording or even incomplete sentences to picture the psychological feature and behavior of a child, for example, “Why school? What have I done?” in the third paragraph and “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” in the fifth paragraph.

本文作者采用科幻小说作家常用的写作手法——主人公在仅仅离开几个小时后发现原来的一切已变得难以辨识。这种手法的运用使得文章妙趣横生。

文章可分为三部分：第一部分从第1段到7段，描述一个稚童初次离开妈妈由爸爸送去上学的极度不情愿及恐惧、无措，他认为上学是一种惩罚。第二部分从第8段到16段，作者来到学校后发现学校生活在许多方面是丰富多彩的，尽管要求遵守纪律并要努力学习。第17段至20段为文章的最后一部分，描述作者从学校出来后发现外部世界已变得难以辨识，自己也变成了一位老人。

本文采用象征手法,更好地突出了文章主旨:人生之路就像一个孩童的一天:青涩、丰富多彩而短暂,是一个成长、探索与收获的过程。

本文从一个孩童的角度讲述故事,因此作者运用了符合儿童特点的语言,如简洁的用词和不完整句的运用栩栩如生地勾勒出孩童的心理特征及行为表现,如第三段的“Why school? What have I done?”和第五段的“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”。

生词双解

- across** [ə'krɒs] *ad.* from one side to the other 横过,穿过 take sb. ~: take sb. to the other side 带某人到另一边
- alongside** [ə'lɒŋsaɪd] *ad.* side by side; next to 在旁边
- balcony** ['bælkəni] *n.* a raised flat surface which is built out from the upstairs wall of a building 阳台
- band** [bænd] *n.* a group of musicians, esp. a group that plays popular music 乐队
- beneficial** [ˌbenɪ'fiʃəl] *a.* improving a situation; having a helpful or useful effect 有利的,有益的
- border** ['bɔ:də] *v.* to share a border with another area or country 与...接壤
- circus** ['sɜ:kəs] *n.* (a performance by) a traveling group of people and animals who entertain the public with amusing acts or skillful performances 马戏团
- cling** [kliŋ] *v.* (clung, clung) to hold tightly; to refuse to go or let go 紧紧抓住(或抱住);坚持
- clown** [klaʊn] *n.* a person who dresses funnily and tries to make people laugh by his jokes or actions 小丑
- conjurer** [kɒn'dʒərə] *n.* a person who performs conjuring tricks to amuse the audience 变戏法的人,魔术师
- convince** [kən'vɪns] *v.* to make sb. believe; to persuade 说服
- creator** [kri'eɪtə] *n.* one who makes sth. for the first time 创造者 the Creator (宗教)造物主
- crossroads** ['krɒsrəʊdɪz] *n.* a place where two or more roads cross 交叉路口
- curiosity** [ˌkjʊəri'ɒsɪti] *n.* the strong desire to learn and know about sth. 好奇心
- daze** [deɪz] *n.* a state of being unable to think clearly 茫然状态