

现代英语散文 读写教程·教师手册

MODERN ENGLISH ESSAYS

*A Reading and Writing Course
Teacher's Book*

翟福金 潘永樑 编著

上海译文出版社

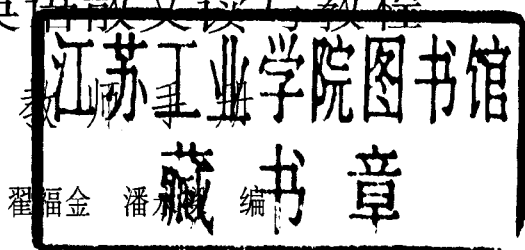


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Lesson One

My Friend, Albert Einstein

ANALYSIS

1. By “simplicity” Hoffmann refers to Einstein’s ability to get to the simple heart of any matter. That was the secret of his major scientific discoveries.
2. This anecdote shows Einstein was only interested in scientific research, not in money. He was simple-minded and honest.
3. The author first met Einstein in 1935 at the Institute for Advanced Study in Princeton. At first he was in awe of Einstein and hesitated before going to the great scientist for advice. And yet, Einstein’s warm smile, his utter naturalness and his modesty set the author at ease.
4. His major discoveries were the theory of relativity, with its offshoot, $E=mc^2$, and the quantum theory of light.
5. When battling a difficult problem, he worried it as an animal worries its prey. He would think hard and deep. Though there was no apparent concentration, there was an inner communion. He was able to work out the solution to the problem in the depths of his mind. His absorption in tackling a difficult problem could even make him forget his grief at the death of his wife.
6. Einstein meant that scientists could expect to find their task difficult, but not hopeless: the Universe was a Universe of law, and it was not confusing them with

deliberate paradoxes and contradictions.

7. Einstein thought Mozart was a greater composer than Beethoven, because the music of Mozart was so pure and beautiful that one felt he had merely found it—that it had always existed as a part of the inner beauty of the Universe, waiting to be revealed. The music of Beethoven was not that beautiful, that natural. This very Mozartean simplicity most characterized Einstein's methods.
 8. He meant to say that Einstein's achievements all came from his new conception about the nature of time. This changed notion is very important to the advancement of science.
 9. Einstein saw scientific principles in everyday things most people overlooked. Any seeming trifle may lead Einstein to the deepest aspect of science, to a major discovery. In other words, his careful observation and his concentration of mind enabled him to make achievements.
 10. The Christmas anecdote tells us that there was something elusively whimsical about Einstein. He was simple-minded and warm-hearted. To others his action may seem odd, naive and childish.
 11. In the past the author used to take walks together with Einstein, but now the latter is no longer there. While walking on the sand, he is reminded of Einstein's observation about dry, submerged and damp sand, which awakens his memory of Einstein's ceaseless search for cosmic simplicity. That's why the author says the scene takes on a deeper, sadder beauty.
- II. 1. a) The title shows it is an essay about a person, Albert Einstein. And this person was the author's friend.

- b) On the one hand, he demonstrates why Einstein is worth reading about; on the other, he tries to reduce all his friend's characteristics into one or two memorable ones. Einstein was great, but his main qualities were his ability to get to the simple heart of any matter and his "extraordinary feeling for beauty".
- c) Einstein's photos can be seen almost everywhere. His physical features are well known. The author needn't write much about them. Besides, his focus is on Einstein's ability and personality.
2. His life was simple. He was only interested in his work, not in money. He was modest and simple-minded. He did not think much of his fame, and he treated others in a warm and friendly way. Besides, his method is simple—careful observation, concentration of mind and going instinctively to the simple heart of any matter.
 3. One Christmas Eve when some children finished singing carols outside his house, they knocked on his door and explained they were collecting money to buy Christmas presents. Instead of giving them some money, Einstein took his violin and joined them. As they went from door to door, he accompanied their carol singing on his violin. This anecdote shows that he was simple-minded and warm-hearted. There was something elusively whimsical about him.
 4. Sometimes he would pace up and down, twirling a lock of his long, graying hair around his forefinger. A dreamy, faraway and yet inward look would come over his face. This detail tells us vividly how he did his serious thinking. The detail "His face was haggard and grief-lined" tells us how sad he was at the death of his

wife. When we read this sentence "I will a little tink, ..." we feel as if we were present listening to Einstein.

- III. 1. ... but it didn't matter if the hair got wet.
2. The director was surprised to learn that Einstein had asked for a far too small sum of money.
3. When he said "Come", he said it in a gentle voice and in a rising tone, which sounded like a question as well as a welcome.
4. ... and there in 1905, this genius made extraordinary achievements.
5. When trying to solve a difficult problem, he tackled it with determination and concentration of mind.
6. He didn't have an apparent look of concentration, and he didn't furrow the brow, either—he did the concentrated thinking and reflection quietly in his mind.
7. Each of these assumptions, by itself, was so apparently true and valid that it seemed extremely obvious.

USAGE

- I. 1. excellent or splendid
2. ability to do something easily
3. with a mixed feeling of reverence, fear and wonder
4. with a twist to a side
5. slight remains
6. a child of unusually high talent or genius
7. seemingly impossible or incredible.
8. skilled or proficient
9. less great or important
- II. 1. worrying 2. twirling 3. fathom
4. characterized 5. agitate 6. wiggled
7. tampered 8. budge 9. immersed
10. heeds 11. collaborated

- III. 1. insuperable 2. quaint 3. placid
 4. malicious 5. accomplished 6. plausible
 7. ineffable 8. whimsical 9. stationary
 10. eloquent 11. akin
- IV. 1. working on 2. set ... at ease 3. burst into
 4. work out 5. pull ... together 6. pleading with
 7. alerted ... to

MODE OF WRITING

1. Before he relates the incident, the author says the tutor forbade him to climb the Matterhorn, because the tutor thought it was expensive and dangerous.
2. The author resorts to personification. Death was near by. The author could see him. Death was swimming at his side, whispering to him from time to time.
3. He describes the beautiful background scenery to show his love for life and his desire for survival. The scenery was beautiful, and so was life. Life was worth striving for. He must swim hard for his life and he must struggle desperately for his survival.

REVISION

- I. 1. behaving 2. number 3. rang
 4. continued 5. managed 6. as if
 7. wrong 8. pretending 9. nothing
 10. Within 11. receiver 12. on earth
- II. 1. to disappoint, to go, decorating
 2. joining, to have him show
 3. you cheating, stay, to do
 4. blaming, to do
 5. to be/being left, being, having
 6. complain, to do, putting

7. making up, attending
8. your being, to rely, he let
9. pointing out, to show
10. to have, looking, to read, to prevent, saying

- III. 1. come back 2. go on/carry on
 3. take off 4. stay up
 5. staying in 6. going up
 7. put down 8. touched down
 9. slowed down

- V. 1. c 2. b 3. c 4. a 5. c 6. b
 7. a 8. b 9. c

- VI. 1. a) "I have just remembered something," she said.
 b) I have just remembered something she said.
2. a) He won't think **he has any reason** to thank you, for all that you've done.
 b) He won't think he has any reason to thank you for all that you've done.
3. a) "The headmaster," said the boy's parents, "should exercise more control at home."
 b) The headmaster said the boy's parents should exercise more control **at home**.
4. a) The teacher left his students, feeling very depressed.
 b) The teacher left his students feeling very depressed.
5. a) I wouldn't advise you to go **there**, for his sake.
 b) I wouldn't advise you to go there for his sake.
6. a) "The motorist," said the bus driver, "was to blame for the accident."
 b) The motorist said, "The bus driver was to blame for the accident."
7. a) The sheep, which had been exposed to the snow at night, died.
 b) The sheep which had been exposed to the snow at

night died.

VII. 1. 1) Blocks of frozen shrimp that were melting rapidly lay

...

2) The speaker discussed at the college the problem ...

3) The patient on the psychiatrist's couch talked ...

4) The crowds watched with shwiveling heads the tennis ...

5) Ann put on the counter four hamburger patties which she was cooking for dinner.

6) Steve carefully hung in the bedroom closet the new suit ...

7) Anne ripped on a car door the shirt that ...

8) The latest James Bond spy movie has opened in almost 1200 theaters ...

9) The newscaster wearing a bullet-proof vest spoke ...

10) The tenants owing two months' rent left ...

11) The woman with arthritis picked ...

12) I discovered in the greenhouse an unusual plant ...

2. 1) I ordered from the mailorder catalog a new telephone shaped ...

2) The apprentice watched with envious eyes the master carpenter ...

3) She dropped out of school on Friday after ...

4) The player wore under his shirt a good luck charm which ...

5) The photographer pointed at the shy deer with the camera equipped with a special night-vision scope.

3. 1) We decided to call him at his home at nine o'clock.

2) Frequently taking too many vitamin pills causes bad effects.

3) On Friday the fullback returned to the team after two days' absence.

- 4) Father agreed, not wishing to prolong the argument far into the night.
- 5) To be misunderstood is often the fate of an original poet.
- 6) The departing train rumbling over the high bridge brought thoughts of distant friends to the poor girl.
- 7) Our teacher has many different theories about things.
- 8) While sleeping, the sheriff was stabbed by an unknown person.
- 9) He badly needs someone to show him how to put his affairs in order.
- 10) I firmly decided to start studying the next day.

Lesson Two

The Lost Umbrella

ANALYSIS

1. The normal procedure is to hand the shoes over the counter and point to the portion to be repaired. The counterhand receives the shoes and examines them carefully. Sometimes she may suggest you have more portions repaired. All this is conducted almost in dumb show.

The transactions are conducted almost in dumb show because of the noisy environment, i.e. the noisy traffic outside and the noises made by the machinery and shoemakers' hammers inside the shop.

2. She is friendly, experienced and competent.
3. It was raining when he took his leaky second-bests to the shop. As he left in a hurry, he forgot to take the umbrella with him.
4. He did not remember the name of the cobbler's and he did not know its telephone number, either. Besides, he could not leave the office before the shop closed. That's why he had to wait until the following day.
5. Because it was so complicated that he could not make himself understood with only signs and gestures.
6. Because he thought the girls were ill-mannered, unreasonable and quarrelsome. He was no match for them. He did not want to make a scene.
7. The sympathy of the middle-aged woman lay on the side

of the author.

They were on friendly terms. She would not hesitate to give the author her help if he needed it. Besides, from the closing paragraph we can see she gave him high praise for his luck and tact in recovering his umbrella.

This time, however, he could not expect any help from her because she could not see the umbrella from where she stood. If involved, she would criticise the two girls and even accuse them of stealing. This would make an unpleasant scene, which was against the author's wish.

8. He felt a sense of relief because he had already recovered his umbrella and he did not need to say anything further. Besides, it was impossible for the two girls to start a scene even if they recovered from their shock and wanted to.
9. He recovered his umbrella in a tactful way. He took the two girls by surprise and he did not accuse them of stealing.

The girls were unprepared. They were simply stunned and struck speechless. It took them some time to recover from their shock.

10. The author does not think highly of the teenagers. They have conspicuous appearance but they are ill-mannered and dishonest. They wear fluorescent make-up and hooped skirts to attract attention. They behave frivolously in public. They are sloppy, their toes bare and their nail varnish chipped. They have bad speech habits, too. They made off with others' property.

- II. 1. This is a literary anecdote or sketch. Like a short story,

it has a simple plot, which is centered around the loss and recovery of the umbrella. The development is clear. And the characters are few, the author, the counter-hand, and the two teenage girls. They are all vividly depicted. Only it is too short to be called a full-fledged short story.

2. Specific and concrete terms, especially action-packed verbs are used to produce sensory images. For sound effect, echoic words are used, e.g. *din, tap-tap-tap, giggling, splashing*, and so on. Colour words are used to appeal to the sense of sight, e.g. *red, pink, cinnamon-coloured, hennaed, platinum-pink, purplish*, and so on. To appeal to the sense of smell, the author uses such terms as *a pervading smell of leather, cobbler's wax, shoe-polish and petrol fumes; a hint of cheap scent; and a whiff of frying oil*. Besides, the action-packed verbs give the reader a concrete and vivid idea of what is going on. For example, in the sentence "... great lorries jostle one another almost on to the pavement", the word *jostle* gives the reader a mental picture of the cars pushing their way through the busy traffic. For another example, in the sentence "My middle-aged friend's eyes twinkled through her spectacles," the word *twinkle* speaks volumes. Her eyes twinkled because she was happy and amused. That also shows she was on friendly terms with the author.

If general and abstract words are used instead, the article will not be as vivid and interesting.

3. The author is very careful in his selection of details. The details are significant for they help specify and justify action, reveal character, and add interest. The detail about the middle-aged woman receiving and

examining the shoes tells the reader vividly what she is doing, how she is doing it, and why she is doing it that way. The detail about a fish-and-chip shop nearby explains why the girls are eating chips wrapped in newspaper. The detail about the author's intention to recover his umbrella in a quiet way tells the reader about his gentleman-like character. The detail about the girls trying to keep their dirty bare toes clear of the floor makes for interesting reading.

4. Humour is here achieved through mock seriousness and juxtaposition of contrastive ideas. When describing some trivial incident, the author resorts to elegant diction and heavy turns of expression, thus achieving a humorous effect. For example, he uses *humanity* for *customers*, *divulged* for *told*, *property* for *umbrella*, etc. In the sentence, *A glance at the two girls ... I should certainly be worsted by sound and fury*, the author not only uses the learned word *worst*, but also uses noun construction, passive voice and literary allusion. When the reader comes to this sentence, he cannot help feeling amused. As for juxtaposition of contrastive ideas, the sentence, *Sometimes a couple of giggling teenagers ... trying to keep bare and somewhat grubby toes that end in chipped purplish nail varnish clear of the floor*, gives the reader a very clear idea. In appearance, they take great care about their personal hygiene—trying to keep their feet clear of the floor. In reality, they are rather slovenly and sloppy—their toes bare and grubby, and the nail varnish chipped. These two seemingly contrastive ideas are put together side by side. Thus, a very strong humorous effect is achieved.

III. 1. ... a story of how the author outwitted the two girls who

had taken his umbrella away. They were conspicuously dressed and yet they were dishonest and ill-mannered.

2. The shop is filled with a strong smell of leather, cobbler's wax, shoe polish, and petrol fumes ...
3. I remember a day on which it was raining steadily and there was no sign of a break.
4. Although I had been going there all these years, I could not remember its name ...
5. My dripping umbrella must have made a puddle on the floor, that is, it must have left some trace. But they said they hadn't seen my umbrella, not even a trace of it. The puddle made by my umbrella, then, must have joined other puddles. That shows the shop had many customers that day.
6. As I could not afford to buy another umbrella then, I had to make do with my plastic hood.
7. Thank goodness she was not involved. Otherwise, she would say too much to help solve the problem. She would probably accuse the two girls of stealing, thus starting an unpleasant scene.

USAGE

- I. 1. bump, push or elbow roughly as in a crowd
2. push or poke with something pointed
3. a) watch one's lip movement so as to guess what one is saying
- b) pick up or take away
4. fairly great (used as a general intensifier)
5. either of two things very much like each other
6. let-up, sudden change, or opening
7. habitual customers as a whole
- II. 1. drape 2. snapped 3. paddle about