



普通高等教育“十五”国家级规划教材

CONTEMPORARY COLLEGE ENGLISH

● 总主编：杨立民

Student's Guide

现代大学英语

● 主 编：周 炜

● **精读** **1**

● 学生辅导用书

● 副主编：陆培敏

● 编 者：张春波
李锦华
陈潇潇



外语教学与研究出版社
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北京市高等教育精品教材立项项目

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Contemporary College English

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江苏工业学院图书馆
藏书章

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使用说明

本书为《现代大学英语》(Contemporary College English)精读教材第一册的学生辅导用书。我们编写此书的目的是为了给使用本书的在校学生、自学者及水平相当的英语爱好者提供参考。

本书吸取了《现代大学英语》(精读1)学生用书和教师用书的长处,归纳总结了课文A的内容和理解要点,对于学习者在使用教材过程中可能遇到的疑点和难点进行了详尽的解释,并对课文和每课后的警句进行了翻译,以便学习者能够正确、透彻地理解课文的内容,熟练掌握所学的语法和词汇知识。

本书每单元的内容包括:课文A简介、课文A讲解、课文A译文、警句译文、练习答案和课文B注释。各部分的主要特点如下:

1. 课文A简介 (A Brief Introduction to Text A): 包括作者简介、文体简介、背景知识和课文内容简介。视具体情况而定,不一定每课都包括这些内容。这一部分的目的是为学习者提供简明扼要的背景知识,其中文体方面的知识主要是为学习者提供欣赏优美的英文原文的工具,使学习者对英语中的各种文体和体裁有一个初步的认识,为将来学习英文写作打下基础。
2. 课文A讲解 (Detailed Discussion of Text A): 包括词组释义和较难的句子的解释,并给出例句,以巩固学生对所学词组和语法现象的理解和运用。词组的释义通常仅限于在本课中所出现的意思。有些课文设计了简单的问答练习,以加强学生对课文内容的理解。
3. 课文A译文 (Translation of Text A): 均由编写者精心翻译。目的是帮助学习者准确地理解原文,同时也希望译文成为经得起推敲的、耐人回味的精品。
4. 警句译文 (Translation of Memorable Quotes): 每课后的警句均由编者精心挑选,和课文的主题相关。我们在翻译时争取做到言简意赅,充分体现原句的风格和寓意。
5. 练习答案 (Key to the Exercises): 在教师用书所提供的答案的基础上,对一些答案进行了修改和适当的补充。
6. 课文B注释 (Notes to Text B): 对课文中所涉及的部分背景、较难的词汇和语法现象进行了简明的注释。

本册学生辅导用书在编写过程中得到了正在使用《现代大学英语》的北京外国语大学英语学院的诸位同事的帮助,在此谨表谢意。由于编写时间仓促,有误之处难免,敬请使用本书的教师和学生给予指正。

北京外国语大学 英语学院

杨立民

2004年6月

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1 课文 A 简介 (A Brief Introduction to Text A)

● 作者简介 ●

纳吉布·马哈福兹 (Naguib Mahfouz) 1911年生于开罗市郊的一个中产阶级家庭。他是第一位被授予诺贝尔文学奖的阿拉伯语作家 (1988), 也是阿拉伯语国家迄今为止最受欢迎的严肃小说家之一。自1939年发表首部小说起, 他已著有32部小说和13部短篇小说集。在《开罗三部曲》中, 他以气势恢弘的文笔, 真实地描写了两次世界大战之间埃及社会所发生的政治、宗教和人们精神生活等方面的变化。

● 文体简介 ●

本课文体为记叙文 (narration)。记叙文通常由五个部分构成: 场合 (context)、细节的选择 (selection of details)、组织结构 (organization)、叙述角度 (point of view) 和目的 (purpose)。场合通常指同文章背景环境有关的信息, 如事件发生的时间、地点及所涉及的人物等。细节的选择指选用与内容有关或能表现作者观点的细节。组织结构是指记叙文一般有开头 (a beginning)、中间 (a middle) 和结尾 (an end), 事件的叙述通常有顺叙 (chronological order) 和倒叙 (flashback) 两种, 也有从中间开始的。叙述角度通常指故事用第一人称 (the first person) 或第三人称 (the third person) 叙述。目的指作者写作的意图或所要表达的观念。

——《英语写作手册》(中文版) (丁往道主编, 外语教学与研究出版社, 1997)

● 课文内容简介 ●

本课篇幅虽短, 但上述五部分被有机地融合在故事里。作者使用第一人称来进行叙述, 语气亲切自然。课文的结构可以分为三个部分。第一部分 (1—7段) 描述男孩由于对学校有种种疑虑因而不愿上学的心情。其中的第一段交代了文章的主人公 (protagonist) ——我, 一个七八岁的小男孩, 时间是上学的第一天。第二部分 (8—16段) 描述小男孩在学校的真实感受。他发现, 学校既是个充满快乐的地方, 也是个纪律严明的地方。作者在这一部分运用概括的手法, 把学校丰富的生活进行了浓缩。第三部分 (17—20段) 描述了小男孩发现外面的世界发生了天翻地覆的变化, 而他自己也变成了一位耄耋老人。

第17段中作者运用一种文学写作手段——即主人公在短暂的消失之后发现世间的一切都已面目皆非。汉语中也有这类“山中仅七日, 世上已千年”的写作手法。最后一段, 用小男孩的话道出时间的变化。而作者写作的意图则需学习者细心体会。作者既在讲述童年, 也是在讲述人的一生; 既是在描写学校, 也是在描写社会; 既在描写上学的第一天, 也在描述求学的全过程。作者还通过对景物变化的描写, 表现出现代工业文明对过去宁静的田园生活的破坏,

委婉的语气中透露着尖锐的批评。

学习者在学习这篇课文的过程中，应细心体会记叙文的五个组成部分在文章中的体现，并结合当时的背景，理解作者的写作意图。还可以结合本人初进大学的体会，思考人生的历程。



课文 A 讲解 (Detailed Discussion of Text A)

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

clutch: hold tightly

clutching his right hand: 现在分词短语做状语，其逻辑主语是I，表示其走路的方式。课文中同样的用法还有几例，如：

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

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

"I'm not punishing you," he said, laughing. (Para. 4)

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

2. ... as this was the day I was to be thrown into school for the first time. (Para. 1)

as: 连接词，意思近似because，在这里表示显而易见的原因。

I was to be thrown... : 修饰“the day”的定语从句。在修饰“the day, the week, the year”等表示时间的先行词的限定性定语从句中，一般用关系代词that表示in which (when) 或on which，但通常可以省略。如：

It happened on the day (that) I was born.

He was born in the year (that) the Second World War broke out.

to be thrown into 是to throw sb. into的被动形式，通常指to throw sb. into an unpleasant place。用在此处指小男孩开始时对上学怀有恐惧心理，认为学校是可怕的地方。

to throw into: to force (sb.) to go to (prison); to cause (sb. or sth.) to reach a state
e.g. The man was found guilty and thrown into prison.

Her son's letter threw her into a temper.

The manager's announcement threw the meeting into confusion.

be to do: 通常表示根据安排将要做或将要发生的事情，如：

The president is to make a speech on Friday afternoon.

The wedding is to be held next Sunday.

Question: How did the boy feel about going to school?

He didn't want to go to school because he thought school was a terrible place, and he felt he was forced to go by his father.



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

progress: slow or difficult movement towards a place

from time to time: sometimes, but not very often

e.g. The lecturer referred to his notes from time to time.

She visits her parents from time to time.

I see Marian at the computer cluster from time to time.

Question: What did he hope his mother would do?

He hoped his mother would stop his father taking him to school. It seems that the boy was closer to his mother. Probably his mother was gentle while his father was strict.

4. We walked along a street lined with gardens, and fields planted with crops, pears, and date palms. (Para. 2)

We walked along a street where there were gardens along both sides and fields where crops, pears and date palms were planted.

lined with gardens和 **planted with crops**是过去分词短语做定语, 分别修饰street和fields, 相当于定语从句。本课中过去分词作定语的还有几例, 如:

We were formed into an intricate pattern in the great courtyard surrounded by high buildings; from each floor we were overlooked by a long balcony roofed in wood. (Para. 11)

I stood there a long time, until the young boy employed at the ironing shop on the corner came up to me. (Para. 19)

to line with: to provide (a place) with a row of (things or people)

e.g. The streets were lined with people watching the parade.

The path to the house is lined with rose trees.

5. "Why school?" I asked my father. (Para. 3)

"Why school?" 是省略句, 意思是 Why do I have to go to school? 或 Why are you going to throw me into school?

省略 (ellipsis) 在语言中, 尤其在对话中, 是一种普遍的现象, 因为它有助于语言的简洁。英语的句子可以省去各种句子成分, 有时可省去一个以上的句子成分, 如:

Like a drink? (省去主语you或助动词 + 主语would you)

She's younger than I thought. (thought后省去从句she was)

How could you? (主语后省去say so或其他成分, 可视具体的上下文而定。)

6. "What have I done?" (Para. 3)

这类问句叫做修辞性疑问句 (rhetoric question)。这种句子是以问题的形式来陈述一种强烈的观点, 它实际上相当于陈述句, 不需要回答。如:



Don't you want to be useful like your brothers? (Para. 4) (= I'm sure you want to be useful like your brother.)

Who doesn't know? (= I'm sure everybody knows.)

Haven't you got anything better to do? (= You're simply wasting your time.)

Question: What did the boy mean by saying so?

He meant that he didn't think he had done anything wrong to be punished like this.

7. It's a place that makes useful men out of boys. (Para. 4)

It's a place that trains boys to be useful.

to make (out) of: to make sb./sth. become...; to train (sb.) as...; to cause (sb.) to develop into (a kind of person)

e.g. Three years in the army made a man (out) of him.

His parents want to make a pianist (out) of him.

提示: 关于make的短语动词, 请参见《现代大学英语》本课词汇练习第5题。

8. 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. (Para. 5)

I didn't think it was useful to take me away from home and put me into that building with high walls.

there is no good to be had in doing sth. or it is no good/use (in) doing sth. : it is not useful to do sth.

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

It's no use taking the medicine.

to tear away from: to remove or cause to leave (sth. or sb.)

e.g. I could hardly tear myself away from the film.

Have you ever tried tearing your child away from a television set?

9. ... we could see the courtyard, vast and full of boys and girls. (Para. 6)

vast: 用来指范围或面积大小, 如a vast area, a vast country。其反义词是small。

full of: containing a large number/amount of sth.

e.g. The room is full of smoke.

Like all teenagers, his son is full of admiration for pop stars.

vast and full of boys and girls: 修饰courtyard。两个或两个以上的形容词连用时可以后置。

另外, 形容词短语一般须后置, 相当于定语从句。如:

Never have I seen a face *so happy, sweet and radiant*.

I think he is a man *suitable for the job*.

We need a place *twice larger than this one*.

10. Go in by yourself... (Para. 6)

Go into the school alone. (I'm not going to accompany you.)



(all) by oneself: alone; without anyone else

e.g. It can be awful lonely living (all) by oneself.

She painted the house by herself.

11. Put a smile on your face... (Para. 6)

Make an effort to smile...

12. ... clung to his hand, ... (Para. 7)

to cling to: to hold tight to (sb. or sth.)

e.g. The little girl clung to her mother.

The boy had to cling to a rock in the middle of the river until someone came to his rescue.

13. “Be a man,” he said. “Today you truly begin life. ...” (Para. 7)

“Be brave,” he said. “Your life begins today. ...”

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

e.g. People found that his wife was more a man than he was.

to be man enough (to do sth./for sth.): to be strong or brave enough

e.g. He's man enough to fight against this deadly disease.

14. You will find me waiting for you when it's time to leave. (Para. 7)

waiting for you: 现在分词短语做“find”的宾语补足语。

15. Then the faces of the boys and girls came into view. (Para. 8)

Then I could see the faces of the boys and girls.

to come into view/sight: to become visible

e.g. At last their home came into view/sight.

The church came into view/sight as soon as he turned around the corner.

16. I felt I was a stranger who had lost his way. (Para. 8)

In this strange place, I felt confused. I didn't know where I was or where I was going.

to lose one's way: to become lost

e.g. It's easy to lose one's way in this big city.

The boys lost their way in the forest.

17. ... some boys began to glance at me in curiosity. (Para. 8)

... some boys began to look at me curiously.

in curiosity: “in” is used to show the feelings you have when you do something (in表示做某事)



时带有的感情)

e.g. She looked at the man in horror.

The young people waved their hands in excitement.

18. I did not know what to say. (Para. 11)

“Question word + to do”: 这种结构用于某些动词后面做宾语。如:

Can you tell me how to go to the Summer Palace?

He didn't know whether to go there or not.

19. Some of the children burst into tears. (Para. 11)

to burst into tears: to suddenly begin to cry

其他搭配: burst into song/laughter; burst into applause; burst into flames; burst into fame

20. The men began sorting us into ranks. (Para. 11)

The men began arranging us into lines/rows.

to sort into: to put things in a particular order or separate them into groups

e.g. The teacher sorted the children into teams.

I'm going to sort these clothes into those to be kept and those to be thrown away.

21. We were formed into an intricate pattern in the great courtyard surrounded by high buildings; ... (Para. 11)

We were made to stand in different places to form regular lines or shapes in the big courtyard with high buildings around it.

to form into: to make (sth.) into (a shape); to make (people) into (a group)

e.g. She formed the clay into a small ashtray.

Do you think these amateurs can be formed into a football team?

22. ... from each floor we were overlooked by a long balcony roofed in wood. (Para. 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 us.

to overlook: to provide a view of, especially from above

e.g. Our hotel room overlooked the beautiful harbour.

The tower overlooked a beautiful lake.

in wood: in表示所用的原料、材料, 和in curiosity中的in不同。如:

a statue in marble 一座大理石像

a book bound in leather 一本皮面精装书

Question: What does the description of the school suggest about the place?

It suggests that school was a place where the children were to be trained and disciplined and where



they were to begin their new life.

23. "There are mothers and fathers here, too. ..." (Para. 12)

Question: What did the lady mean?

She meant that the teachers at school would take care of the children like their own mothers and fathers.

24. Well, it seemed that my misgivings had had no basis. (Para. 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 terrible place.

Question: Why did he say so?

He found that school life was quite enjoyable, and he could learn a lot at school and make many friends there. Therefore, his fear about going to school was totally groundless.

25. From the first moments I made many friends and fell in love with many girls. (Para. 13)

注意：文章从这里起讲的已不是开学半天内的事情了。

26. I had never imagined school would have this rich variety of experiences. (Para. 13)

I had never thought life at school would be so colorful and interesting.

school: school life

a variety of: a number of different things

e.g. The blouses are available in a variety of colours.

The university offers a variety of extracurricular activities.

experience: 通常不可数，笼统作“经验”解。此处是可数名词，指具体的一次经历或体会。

27. ... we were told the story of the Creator of the universe. (Para. 14)

... we were told how God created the world in 7 days. This refers to the religious instruction the pupils received at the school.

28. ... woke up to go on with friendship and love, playing and learning. (Para. 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. Stop here. We'll go on with the discussion after the lunch break.

She started writing in the morning and went on with it in the evening.

29. Our path, however, was not totally sweet and unclouded. (Para. 15)

However, school life wasn't just fun and pleasure.

Question: What did he mean?



He meant that there were not only games and friendship at school but also serious tasks and unpleasant things.

30. It was not all a matter of playing and fooling around. (Para. 15)

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

all: *adv.* completely

a matter of (doing) sth.: simply; no more than

e.g. Anyone can make good speeches—it's just a matter of practicing.

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

to fool around: to spend your time doing nothing useful 闲荡；混日子，无所事事

e.g. They spent the whole afternoon fooling around on the beach.

Stop fooling around, we have a lot of work to do.

31. Rivalries could bring about pain and hatred or give rise to fighting. (Para. 15)

Competition could lead to pain, hatred, or fighting.

to bring about: to cause sth. to happen

e.g. The crisis brought about the fall of the government.

Science has brought about many changes in our lives.

to give rise to: (*formal*) to cause sth. to happen

e.g. The epidemic has given rise to a general panic.

Poor living conditions give rise to many diseases.

Question: What does "rivalry" mean in the context?

It means the competition among peers in the same class or grade.

32. And while the lady would sometimes smile, she would often yell and scold. Even more frequently she would resort to physical punishment. (Para. 15)

while: 连接词，在这里相当于 "although"。如：

While I usually stay at home on Sundays, I will sometimes go fishing.

would: 用来表示在过去某一阶段经常发生的动作

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

e.g. When peaceful negotiations failed, they resorted to violence.

People often resort to body language when words fail.

33. 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. (Para. 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./What's more, from now on, you were no longer your mother's baby.

Your childhood was gone, never to come back. You could not quit school, go back and stay at home.



over and gone: ended

there is no question of sth. happening/sb. doing sth.: there is no possibility of sth. happening or sb. doing sth.

e.g. There is no question of their discussing the matter now. They simply have no time.
 There is no question of the government holding talks with the terrorists. We must never give in.

34. Nothing lay ahead of us but exertion, struggle, and perseverance. (Para. 16)

We would have to do our best and keep working very hard until we finished school. What was waiting for us at school were only hard work, struggle and continued steady effort.

nothing but: only

e.g. Nothing but his doctor's warning could make him give up smoking.
 I saw nothing but an empty house.

to lie ahead of: If an event lies ahead of you, it is going to happen or take place soon or in the future.

e.g. Difficult times lie ahead of us.
 A bright future lies ahead of him.

35. Those who were able took advantage of the opportunities for success and happiness that presented themselves. (Para. 16)

The capable students seized the opportunities for achieving success and happiness. They made good use of their schooling.

who were able: 定语从句

to take advantage of: to make use of sth. well 充分利用……

e.g. Jimmy was silly not to take advantage of the generous offer.
 I took advantage of the good weather and painted my house.

比较: take advantage of 的另一个意思是“treat sb./sth. unfairly to get what one wants” 占……的便宜, 欺骗……; 利用……的弱点, 如:

You shouldn't take advantage of their helpless position.

to present itself/themselves: (*formal*) to happen or take place

36. in vain (Para. 17)

unsuccessful or useless 徒劳

e.g. I tried in vain to persuade him to change his mind.
 All the police's efforts to find the murderer were in vain.

37. on my own (Para. 17)

alone; without help

e.g. You're on your own once you enter college.
 Parents should let their children live on their own once they are ready.



38. ... came to a startled halt. (Para. 17)

stopped, greatly surprised

to come to a halt: to stop

e.g. The car came to a halt in front of the mansion.

The whole peace process seems to come to a halt.

39. When did all these cars invade it? (Para. 17)

When did all these cars come into the street?

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

Question: What does “invade” suggest about the protagonist’s feelings?

He was shocked at the scene which showed that he did not quite like the consequences of urbanization.

40. How did these hills of rubbish find their way to cover its sides? (Para. 17)

How did the street come to be covered with so much rubbish on both sides? Where did they come from?

to find one’s way: to arrive or get to a place 设法到达

e.g. How did these poor products find their way to the market?

41. High buildings had taken over, ... (Para. 17)

High buildings now stood where there used to be fields that bordered the street, ...

to take over: 取而代之；取得主导地位

42. Here and there stood conjurers showing off their tricks or making snakes appear from baskets. (Para. 17)

这是一个倒装句，主语是 “conjurers”，谓语是 “stood”。在英语中，主语部分较长需要后置时，全句需要倒装。

showing off their tricks 和 **making snakes appear from baskets:** 现在分词短语做定语，修饰 “the conjurers”。这种用法还有下例：

Then there was a band announcing the opening of a circus, with clowns and weight lifters walking in front. (Para. 17)

to show off: to impress others with one’s abilities, wealth, intelligence etc. (通常作贬义)

e.g. It’s childish to show off your knowledge in front of everybody.

He visited his friends just to show off his new car.

here and there: in various places

43. ..., with clowns and weight lifters walking in front. (Para. 17)

with + noun + doing: 这种结构在此处修饰 “announcing”。



44. in a daze (Para. 18)

unable to think clearly

e.g. She was still in a daze when we found her after the accident.

45. How could all this have happened in half a day, between early morning and sunset? (Para. 18)

could have happened是could happen的完成形式，用于否定句和疑问句时，表示过去不太可能发生过某事或对此表示怀疑，如：

We couldn't have done better. (我们不可能做得更好了。)

Where could she have gone? (她会上哪儿去了呢?)

46. ..., but the stream of cars would not let up. (Para. 18)

..., but it looked as if the line of moving cars would never stop.

to let up: (informal) to become less strong, intense, etc.

e.g. Wait till this storm lets up a little.

I thought the pain would never let up.

47. Extremely irritated, I wondered when I would be able to cross. (Para. 18)

extremely irritated: 状语，表示伴随状况，相当于由副词 unhappily 或 angrily 构成的状语。

3

课文 A 译文 (Translation of Text A)

校中半日

纳吉布·马哈福兹

我走在父亲的身边，紧紧抓着他的右手。我身上的衣服都是崭新的：黑色的鞋子，绿色的校服和红色的帽子。可我一点儿都高兴不起来，因为就在今天我将第一次给丢进学校里去。

母亲站在窗口看着我们缓缓前行，我不时地回头望她，希望她能帮帮我。我们沿着街道走着，两旁是花园和田地，地里种着庄稼、梨树和椰枣树。

“为什么让我去上学？”我问父亲，“我做错什么了？”

“我可不是在惩罚你，”他笑着说，“上学不是一种惩罚。学校是能把孩子培养成才的地方。难道你不想像你哥哥们那样，做一个有用的人吗？”

我还是不太相信他的话。我不相信把我从家里拉出来，然后扔进那个巨大的、高墙环绕的建筑里有什么好处。

我们来到了校门口，看到宽大的庭院里站满了男孩和女孩。“你自己进去吧，”父亲说，“去和他们在一起，高高兴兴的，给别人做个好榜样。”

我还犹豫着止步不前，紧抓住父亲的手，但父亲轻轻地推开了我，“拿出男子汉的样子来，”他说，“今天你的人生真正开始了。放学时，我会在这里等你。”

我迈了几步，一些男孩子和女孩子的面孔映入了我的眼帘。我一个也不认识他们，他们也不认识我。我觉得自己像一个迷了路的陌生人。可这时几个男孩开始好奇地打量我，其中一个走了过来，问道：“谁带你来的？”

“我爸爸，”我小声回答。

“我爸爸死了，”他简短地说。

我不知道该说什么才好。这时，大门已经关上了，有些孩子哭了起来。接着，铃声响了，一位女士走了过来，身后跟着一群男人。他们把我们分成几列，让我们在院子里组成了复杂的队形。四周高楼耸立，每一层楼上都有带木顶的、狭长的阳台。

“这就是你们的新家，”那位女士说，“这里同样有你们的父母。所有能让你们快乐的事，对你们有益的东西这里都有。所以，请你们擦干眼泪，快乐地面对生活吧。”

如此看来，我的顾虑是毫无根据的了。从一开始，我就交了许多朋友，并且爱上了许多女孩子。我原来从未想像过学校生活会如此丰富多彩。

我们玩各种各样的游戏。在音乐教室里我们学唱头一次学会的几首歌，我们第一次接触到了外语。我们见到了地球仪，一个旋转的大球，上面有世界上各大洲和国家的名称。我们开始学习数数，听老师讲造物主的故事。我们吃美味的食物，饭后小睡片刻，醒来之后继续在友谊和爱之中玩耍和学习。

尽管如此，我们的道路并不总是甜蜜和充满阳光的。我们不得不注意观察，不得不十分耐心。学校生活不只是玩耍和闲逛。同学之间的竞争会引起痛苦、仇恨或争斗。那位女士虽然有时面带微笑，但也常常对我们大喊大叫和厉声责骂，更为常见的是对我们进行体罚。

除此之外，我们再也不能改变主意，再也不能回到天堂般的家里去了。摆在我们面前的只有努力、奋斗和坚持。那些能力强的同学充分利用了出现在面前的能带来成功和幸福的机会。

铃声响了，宣告了一天校园生活的结束。孩子们争先恐后地奔向重又开启的学校大门。我同朋友和女友们告别，然后迈出了校门。我环顾四周，但没发现父亲的影子。他答应过在门外等我的。我走到路边去等，可等了很长时间，他还是没有来。于是我决定自己回家。我走了几步，突然惊讶地站住了。天啊！那条沿路有花园的街道怎么不见了？它消失到哪里去了？这些车是什么时候闯到街上来的？这些人又是什么时候出现在路面上的？这些小山样的垃圾又是怎样堆到路边的？路旁的田野又到哪里去了呢？高楼大厦拔地而起，街道上挤满了孩子，喧嚣声震荡着空气。街头巷尾站着杂耍艺人，他们或变魔术或耍着让蛇从柳条篮子里蜿蜒而出的把戏。紧接着，乐队奏乐，宣布马戏表演快开始了，小丑和举重的大力士走在队伍前面。

天啊！我茫然了，我头晕目眩，快要疯了。这一切怎能发生在从日出到日落的半日之间呢？我到家后会从父亲那儿找到答案的。可是，我的家在哪儿呢？我急匆匆地赶到十字路口，因为我记得我必须穿过马路才能到家，但车流不息。我极度气恼，不知道什么时候才能过去。

我在那儿站了很长一段时间，直到在街角烫衣店工作的那个小男孩向我走来。

他伸出手臂，对我说：“爷爷，让我扶您过去吧。”