

《现代大学英语》系列辅导丛书

CONTEMPORARY

Learner's Guide

COLLEGE ENGLISH

现代大学英语

精读 **1**

学习指南

主 编：祁洪彬

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

《现代大学英语》系列辅导丛书

Contemporary College English

现代大学英语

Learner's Guide

精读1 学习指南

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前 言

《现代大学英语 精读》自2001年问世以来，受到广大师生和英语学习者的欢迎，先后被众多院校采用，成为我国高校英语专业精读教学的主干教材。在使用过程中，广大学生普遍反映教材语言材料难度较大，缺乏对相关背景知识的了解。为了帮助广大学生更好地使用这套教材，我们组织具有丰富一线教学经验的教师编写了这套《现代大学英语 精读学习指南》（1—4册）。本套学习指南针对学生的薄弱环节和实际需要，力争做到有的放矢，旨在帮助学生打下扎实的英语语言基础，形成较强的英语综合应用能力。

本套学习指南与学生用书同步，每册由15课组成，每课分别对课文A和课文B两大部分进行详细讲解与辅导。

课文A部分

一、语言要点

将课文中出现的重点单词、词组、典型句式分类列出，便于学生掌握学习重点。

二、背景介绍

紧密结合课文，介绍相关的背景知识，帮助学生拓展视野。

1. 作者介绍：简要介绍作者的生平、主要作品、社会影响、在社会和文学界的地位。
2. 文章介绍：介绍作品的写作动机、时代背景、发表情况、相关评论等。
3. 文化知识：介绍文中涉及的文化知识，包括历史、地理、宗教、政治、经济、体育、音乐、军事、科技、文学、戏剧等各个方面以及有文化内涵的俚语表达法。

三、篇章分析

1. 文章主题：剖析文中的观点和作者的写作目的。
2. 写作手法与语言特色：分析作者在文中运用的写作手法与主要修辞手段，帮助学生进一步欣赏文章。
3. 篇章结构：以表格形式列出文章的主要组成部分，并归纳每部分主要内容，一目了然。

四、句子解析

对课文中出现的重点词汇、词组以英汉双解的形式进行解释，并提供包含典型用法的例句。对文中一些较难或比较有代表性的句子进行分析，理清句子结构，分析作者运用的各种修辞手段，并以典型句式的形式予以强调。

五、译文

本着忠实原文、顺畅自然的原则给出课文的参考译文，以帮助学生加深理解。

六、练习答案

提供除口头练习和写作练习外的课后练习参考答案。

课文 B 部分

一、句子解析

挑选课文中出现的一些较难或比较有代表性的句子进行分析，理清句子结构，并对重点词汇、词组以英汉双解的形式进行解释，提供包含典型用法的例句。

二、译文

本着忠实原文、顺畅自然的原则给出课文的参考译文，以帮助学生加深理解。

本套学习指南的编写人员为国际关系学院英语系的专业教师（以姓氏笔画为序）：

王雪鸽 王朝英 石延芳 白郁 祁洪彬 李亚丽

沈文香 房为群 岳星 柳青 高静 谢葵

在本书编写过程中，我们得到了外语教学与研究出版社高等英语教育出版分社和国际关系学院英语系领导的热情指导和大力协助，有关中外专家和教授帮助我们解决了许多语言和背景知识方面的问题，在此一并致以诚挚的谢意。

由于编者水平所限，书中难免存在错误和疏漏，不妥之处，敬请广大读者批评指正。

编者

2007年11月

目 录

Lesson 1	1
Lesson 2	18
Lesson 3	34
Lesson 4	52
Lesson 5	68
Lesson 6	83
Lesson 7	104
Lesson 8	122
Lesson 9	141
Lesson 10	159
Lesson 11	177
Lesson 12	192
Lesson 13	211
Lesson 14	230
Lesson 15	249

Lesson

1

Text A Half a Day

一 语言要点

1. 单词

clutch	progress	hesitate	curiosity	intricate	misgiving
rivalry	exertion	perseverance	opportunity	irritate	

2. 短语

be no good in doing sth.	tear sb./sth. away from	cling to	come into view
form into	a variety of	a matter of	fool around
bring about	give rise to	resort to	in addition
nothing but	take advantage of	present oneself	in vain
on one's own	show off	let up	

3. 典型句式

It seems that... There is no question of...

二 背景介绍

1. 作者介绍

纳吉布·马哈福兹 (Naguib Mahfous), 1911 年出生于埃及开罗的一个公务员家庭。1930 年他进入开罗大学文学院哲学系学习, 接触了西方民主主义和社会主义思潮。他最初发表的几部历史小说都表现出强烈的爱国主义。标志着他小说创作顶峰的三部曲为《宫间街》(Palace Walk)、《思宫街》(Palace of Desire) 和《甘露街》(Sugar Street), 描写了埃及一个中产阶级家庭三代人对理想的追求, 反映了埃及从 1917 年到 1944 年各种社会力量的对比变化, 反映了人民反对帝国主义的斗争经历, 反映了新一代反对封建传统和保守势力的斗争过程, 是埃及第一部广泛反映一个时代伟大风貌的现实主义作品, 被公认为阿拉伯小说史上的里程碑。他一共发表了 37 部中长篇小说, 14 部短篇小说集, 被誉为埃及现代长篇小说之父。于 1988 年获得诺贝尔文学奖, 成为阿拉伯世界第一个获此奖项的人。

2. 文化知识

The Creator of the Universe

指在《圣经》中, 上帝在七天内创造世界的故事。开篇便是上帝创世的故事。第一天, 耶和华为宇宙创造了光明; 第二天、第三天相继创造了空气和陆地, 把天上和地上的水分开, 大地长出了各

种各样的植物；第四天创造了两个发光的物体：月亮和太阳；第五天造出了动物；第六天耶和华按自己的形象用泥土捏了一个男人，吹了口气使之变活，起名叫亚当；他用六天时间创造了世界，到第七天便休息了，把这一天规定为圣日，也称安息日。

三 篇章分析

1. 篇章结构

	段落	段落大意
第一部分	1—7	描述了小男孩不愿离开家去上学的焦虑不安的心情。
第二部分	8—16	描述了小男孩对学校的真实感受，既有丰富的生活，也有严明的纪律。
第三部分	17—20	描述了小男孩发现外部世界已发生巨大变化，自己也成为一位暮年老人。

2. 文章主题

作者从一个孩子的视角描述了上学第一天的忐忑心情和在学校发生的事情，然而放学后的小镇景象却发生了翻天覆地的变化。事实上，看似作者描写了一天，但却暗指一生；看似作者描写了小镇，但却映射了外面的整个世界。我们的人生，我们的时代，在人类发展的历史长河中不过是转瞬即逝的。作者让我们不得不慨叹人生短暂，岁月无情。同时作者也批评了时代发展所带来的负面影响。

3. 写作手法与语言特色

本文是一篇典型的记叙文 (narration)，包括背景 (setting)、人物 (main characters)、冲突 (conflicts)、结局 (resolution) 等几个要素，按照时间顺序 (chronological order) 叙述了小男孩的一天。语言平实质朴，多用简单句，口语色彩浓厚，采用第一人称 (the first person) 描写，增强了文章的真实感。全文娓娓道来，情真意切，很容易让读者产生共鸣。

四 句子解析

1. I walked alongside my father, **clutching** his right hand. [Para. 1]

此句是简单句，现在分词短语 *clutching his right hand* 作状语，表示伴随状况。

例：I offered them something to eat, thinking they might be hungry. 我想他们可能会饿了，给了他们一些东西吃。

clutch: *vt.* hold tightly 紧抓，紧握

例：She clutched the child's hand as they crossed the street. 过马路时她紧拉着孩子的手。

2. They did not make me happy, however, as this was the day I was to be thrown into school for the first time. [Para. 1]

此句是复合句，*as* 引导原因状语从句。从句中 *the day* 发挥了连词的功能，引导一个时间状语从句，类似的短语还有 *the next time, any time, all the time, the morning, the evening, the year* 等。

例：Correct your mistakes the next time you are doing your homework. 请下次写作业时改正错误。

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]

此句是并列复合句，由 and 连接两个并列的分句。在第一个分句中，现在分词短语 watching our progress 作状语，表示伴随状况；第二个分句中，现在分词 hoping 后接一个宾语从句，构成状语表示伴随。

progress: *n.* forward movement 前进，行进

例: The walkers were making slow progress up the rocky path. 步行者们在满是石头的小路上缓慢前进。

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

此句是简单句，过去分词短语 lined with gardens and fields 作定语，修饰 street，而另一个过去分词短语 planted with crops, pears, and date palms 作定语，修饰 fields。

5. Why school? [Para. 3]

此句是一个省略句，完整句式应为: Why do I have to go to school? 省略句 (elliptical sentences) 能够使表达更加简洁。被省略的部分可以是主语，可以是谓语或谓语的一部分，也可以是宾语等等。省略句的意思有时很清楚，有时要根据上下文来推断。

例: (It) Doesn't matter. 没关系。

(Is there) Anything you want? 你需要什么东西吗?

—Which of them is the better choice? 他们中的哪一个是更合适的人选?

—Well, it's hard to tell (it). 嗯，这很难说。

6. 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]

此句是复合句，believe 后接宾语从句。在从句中，介词 in 后是两个平行的动名词短语: tearing me away from my home 和 throwing me into the huge, high-walled building。此句意思为: I didn't think it was useful to take me away from home and put me into that building with high walls。

be not any good/no good/not much good/(in) doing sth.: useless 没有用

例: There is no good in saying anything. 说什么都没有用。

tear sb./sth. (away) from: pull sb./sth. away from sb./sth. by force 夺走; 拔掉

例: The child was torn from its mother's arms. 有人从母亲的怀里抢走了孩子。

7. When we arrived at the gate we could see the courtyard, vast and full of boys and girls. [Para. 6]

此句是复合句，when 引导时间状语从句。主句中的宾语 the courtyard 由形容词短语 vast and full of boys and girls 来修饰，因为太长所以后置。

例: The middle-aged man is a newly elected team leader, able, open and sincere. 这位中年人是新当选的队长，能干，开朗，为人诚恳。

8. I hesitated and clung to his hand, but he gently pushed me from him. [Para. 7]

hesitate: *vi.* be slow to speak or act because one feels uncertain or unwilling 犹豫，迟疑

例: I hesitated about whether to accept the invitation. 我对是否接受邀请拿不定主意。

cling to: hold sb. or sth. tightly, especially because you do not feel safe 紧抓，紧握

例: The frightened child clung to her mother. 受惊的小孩紧紧抱住她母亲。

9. Be a man. [Para. 7]

此句是一个祈使句，译为“勇敢点儿！”

man: *n.* a person with the qualities often associated with men, such as being brave, tough, etc. 男子汉，大丈夫；男子汉气概

例: The army will make a man of you. 军队会把你锻炼成一个男子汉。

10. You will find me waiting for you when it's time to leave. [Para. 7]

此句是复合句，when 引导时间状语从句。现在分词短语 waiting for you 作 find 的宾语补足语。除现在分词外，find 后还可接形容词、介词短语或过去分词短语，作宾语补足语。

例：If you go on spending money like this, you will find yourself penniless in a month. 如果你继续像这样花钱，你一个月就会身无分文。

As time went on, Susan find herself in a trap from which she could not escape. 随着时间的推移，苏珊发现自己落入一个无法逃脱的陷阱。

Soon after she reported for work, she found herself faced with the toughest job she had ever taken. 报到不久，她就发现自己面对的是她承担过的最艰难的工作。

11. Then the faces of the boys and girls came into view. [Para. 8]

come into view: be seen; be visible 映入眼帘

例：When we reached the top of the mountain, a wide plain came into view. 我们登上山顶，辽阔的平原尽收眼底。

12. But then some boys began to glance at me in curiosity, and one of them came over and asked, "Who brought you?" [Para. 8]

此句是并列复合句，由 and 连接。在第一个分句中，in 表明“带有……的情感”之意，第二个分句中，直接引语 who brought you 作 asked 的宾语。

glance at/over/through: take a quick look 瞥视，匆匆一看

例：glance at the watch 匆匆看一下表

glance over/through a letter 匆匆看完信

curiosity: n. the desire to know about sth. 好奇心

例：Children have a natural curiosity about the world around them. 孩子们对他们周围的世界有种天生的好奇心。

13. I didn't know what to say. [Para. 11]

此句是简单句，宾语是由连接代词 what 加上不定式构成的。不定式可以与连接代词或副词 what, which, who, whom, how, where 一起使用，在句中多作宾语。

例：Please explain where to begin and how to do it. 请解释一下该从哪里开始以及该怎么做。

I discovered how to start the engine. 我找到了启动这台发动机的办法。

14. A lady came along, followed by a group of men. [Para. 11]

此句是简单句，过去分词短语 followed by a group of men 作主语补足语。

例：The film star walked to his car, followed by a crowd of journalists. 这位影星朝他的汽车走去，后面跟着一群新闻记者。

15. We were formed into an intricate pattern in the great courtyard surrounded by high buildings. [Para. 11]

form into: (cause to) stand or move in (a certain order) 编排成

例：The teacher formed her class into five groups. 老师把她班上的学生编成五个小组。

intricate: adj. containing many small parts or details that all work or fit together 错综复杂的；难解的

例：A detective story usually has an intricate plot. 侦探小说通常有错综复杂的情节。

16. Well, it seemed that my misgivings had had no basis. [Para. 13]

[典型句式] **It seems that:** 此句型用于表达“似乎，看来，好像”的意思。

例：It seems (to me) that he knows nothing about it. 在我看来，他对那件事好像一无所知。

misgiving: *n.* doubt or anxiety about the outcome or consequences of sth. 疑虑, 担心, 恐惧
例: They have misgivings that he may fail. 他们担心他可能会失败。

17. I had never imagined school would have this rich **variety of experiences**. [Para. 13]

此句是复合句, school would have this rich variety of experiences 是宾语从句。

a variety of: a number or collection of different sorts of the same general type 各式各样

例: The college library has a wide variety of books. 学院图书馆藏有许多种图书。

18. It was not all **a matter of playing and fooling around**. [Para. 15]

a matter of sth./doing sth.: a situation, a question or an issue that depends on sth. else 关于……的问题

例: Learning languages isn't just a matter of remembering words. 学习语言不仅是记单词的问题。

fool around/about: waste time; be idle 虚度光阴, 闲逛

例: The team was just fooling about all day long and not really practicing. 那个队整天闲荡, 没有好好训练。

19. **Rivalries could bring about pain and hatred or give rise to fighting**. [Para. 15]

rivalry: *n.* competition between people wanting the same thing 竞争

例: Rivalry with other schools is encouraged. 校际的竞争受到鼓励。

bring about: make sth. happen 造成, 带来……的后果

例: This policy brings about many improvements in the employment of woman. 这项政策使妇女就业得到许多改进。

give rise to sth.: cause sth. 引起, 引发

例: His speech gave rise to a bitter argument. 他的演讲引起了激烈的争论。

20. And while the lady would sometimes smile, she would often yell and scold. [Para. 15]

此句是复合句, while 引导了让步状语从句, 相当于 although。

例: While I admit his good points, I can see his shortcomings. 尽管我承认他的优点, 我还是能看到他的缺点。

[注] 在主句和从句中都使用 would 这个情态动词, 表示在过去一段时间内经常发生的事。

21. Even more frequently she would **resort to physical punishment**. [Para. 15]

此句是简单句, 状语中使用了副词 frequently 的比较级, 表示更为常见的情况。

resort to sth.: make use of sth., esp. sth. bad or unpleasant, as a means of achieving sth., often because no other course of action is possible 诉诸, 采取, 求助于

例: If negotiations fail, we will have to resort to strike action. 如果谈判破裂, 我们将不得不采取罢工行动。

22. **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]

in addition: also; additionally 此外, 加之

例: He had to pay 10 dollars in addition. 他不得不额外付 10 美元。

[典型句式] **There is no question of:** 此句式用于表示“认为……不可能”的意思。

例: There is no question of our leaving on such a rainy day. 在这样的雨天我们才不会动身呢。

paradise: *n.* an ideal or perfect place 乐园, 天堂

例: a shopper's paradise 购物者的天堂

a nature-lover's paradise 大自然爱好者的乐土

[注] Paradise: the garden of Eden, where Adam and Eve lived (圣经中的) 伊甸园

23. **Nothing** lay ahead of us **but exertion, struggle, and perseverance.** [Para. 16]

此句是简单句，为强调 **exertion, struggle** 和 **perseverance** 的重要性，使用了 **nothing but** 的结构，这三个词作并列主语，因为太长，所以后置。相当于：**Nothing but exertion, struggle, and perseverance lay ahead of us.**

nothing but: only 只有；只不过

例：Don't worry about my illness; what I need is **nothing but** a few days' rest. 不要为我的病担心，我只要休息几天就会好的。

exertion: *n.* great effort 努力，费力

例：The doctor said he must avoid all exertion. 医生说 he 必须避免任何劳累。

perseverance: *n.* continued steady effort to achieve an aim 坚持不懈

例：By perseverance the crippled boy learned how to swim. 通过坚持锻炼，跛脚男孩终于学会了游泳。

24. Those who were able **took advantage of the opportunities** for success and happiness that **presented themselves.** [Para. 16]

此句是复合句，主句的谓语为 **took advantage of**。定语从句 **who were able** 修饰先行词 **those**，而关系代词 **that** 引导的定语从句修饰先行词 **opportunities**。

take advantage of: make use of sth. well, perfectly, etc. (合理) 利用

例：We had better take advantage of the warm weather by going for a walk this afternoon. 我们最好趁着天气暖和，今天下午出去散散步。

[注] take advantage of 还有一个意思表示 “ (不公正) 利用”。

例：They took advantage of his kindness. 他们利用了他的善良。

opportunity: *n.* a favorable time, occasion or set of circumstances for doing sth. 机会，机遇

例：Don't let slip any opportunity of practising your English. 别错过任何练习英语的机会。

present oneself: (of an opportunity, a solution, etc.) occur or become available; (of a person) attend, arrive 出现，发生；到场，出席

例：Was he going to do it again if the opportunity presented itself? 如果有机会的话，他打算再干吗？

25. When I had waited for a long time **in vain**, I decided to return home **on my own.** [Para. 17]

此句是复合句，**when** 引导的时间状语从句中使用了过去完成时，表达的动作发生于主句之前。

in vain: uselessly; without positive results 白费地，徒劳无益地

例：The death of these brave men was not in vain. 这些勇士们没有白死。

on one's own: alone 独自地

例：We can't solve this problem all on our own. 没有别人的帮助，我们无法解决这个问题。

26. Good Lord! [Para. 17]

此句意为“天哪！”，Lord 这里意为“主，神，基督”。本句是感叹句，表示惊讶。

27. Here and there stood conjurers **showing off** their tricks or **making snakes appear from baskets.** [Para. 17]

此句是简单句，为倒装语序 (inverted order)。由于主语 **conjurers** 有两个现在分词短语修饰，因此太长而后置，状语 **here and there** 置于句首，谓语 **stood** 提前，属于主谓完全倒装 (full inversion) 的情况。

例：There come the rest of the party! 其他的人来了！

show off: try to impress others with one's abilities, wealth, intelligence, etc. 炫耀，卖弄

例：He is free from any thought of showing off. 他毫无卖弄的想法。

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

此句是简单句，with 引导的独立主格结构作状语。独立主格结构是一种很特殊的语法现象，通常表示伴随情况或造成某一局面的原因或条件，是很正式的行文，可以有以下五种搭配：（介词 with 可以放在名词前，但整个独立主格结构意思并未改变）

n. + v.-ed:

The paper finished ahead of schedule, they went out to the pub for a cup of drink. 论文提前完成了，于是他们到酒吧去喝酒了。

n. + v.-ing:

Weather permitting, we will go for a picnic tomorrow. 如果天气允许，明天我们去野餐。

n. + adj.:

He was very amazed by what was happening right before his eyes, his mouth wide open. 他被眼前发生的这一切惊呆了，嘴巴张得大大的。

n. + to do:

The plan was that the two parties should first reach an agreement on the basic principle, the details to be worked out later. 计划是这样的，双方先就基本问题达成协议，至于细节问题则日后另议。

n. + prep. phrase:

A heavy suitcase in his hand, he started his journey home. 他提着一只沉重的手提箱，踏上了回家的路。

29. I hurried towards the crossroads, because I remembered that I had to cross the street to reach our house, but the **stream** of cars would not **let up**. [Para. 18]

此句是并列复合句，由连词 but 连接。在第一个分句中包含 because 引导的原因状语从句，在此状语从句中又包含一个 that 引导的宾语从句。

stream: *n.* sth. flowing or moving forward continuously 不断流动之物

例：A steady stream of visitors came to the house. 来访者川流不息地进入房子。

let up: lessen or stop 减弱，停止

例：His mind never let up for an instant. 他思想上一刻也没放松过。

30. Extremely **irritated**, I wondered when I would be able to cross. [Para. 18]

此句是一个复合句，when 引导的名词性从句作 wondered 的宾语，形容词短语 extremely irritated 作状语，表示伴随情况。

例：Conscientious and eager, she took down everything he said. 她很认真负责，把他讲的话都记了下来。

irritate: *vt.* make angry or impatient 激怒，使烦躁

例：I was irritated by his insolence. 我被他的蛮横态度弄得很恼火。

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

此句是复合句，在 until 引导的时间状语从句中，过去分词短语 employed at the ironing shop 作定语修饰先行词 boy。

半 日

纳吉布·马哈福兹

[1] 我走在父亲身边，紧抓着他的右手。我穿着一身新衣服：黑色的鞋子，绿色的校服，红色的帽子。但这一切并不令我开心，因为今天是我第一次被送去上学。

[2] 母亲站在窗前看着我俩前行，我不时回头望望她，希望她能帮帮我。我们沿街道走着，两旁是花园和种着庄稼、梨树和椰枣树的田地。

[3] “为什么要我去上学呢？”我问父亲，“我做错了什么吗？”

[4] “我不是在惩罚你，”他笑着说，“上学并不是一种惩罚。学校能让男孩子成为有用的男人。难道你不想像你的哥哥们那样成为有用的人吗？”

[5] 我对此不以为然。我不相信让我离开家，把我扔到那座巨大的、高墙环绕的建筑物里会真的有什么好处。

[6] 我们到了校门口，看到宽大的院子里挤满了男孩女孩。“你自己进去吧，”父亲说，“加入他们的行列中。面带微笑，给其他人作个好榜样。”

[7] 我犹豫着，拉着他的手不松开。但他轻轻地推开我。“勇敢一些，”他说，“今天你的人生要真正开始了。放学时我在这儿等你。”

[8] 我向前走了几步，逐渐看清了一些男孩女孩的脸。他们我一个也不认识，他们也都不认识我。我感到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，其中一个走过来问：“谁领你来的？”

[9] “我父亲。”我小声地说。

[10] “我父亲死了。”他简短地说。

[11] 我不知该说些什么。大门这时已经关上了，几个孩子哭了起来。铃声响了，一位女士走了进来，后面跟着几个男士。在宽敞的院子里，我们排成几行，站成复杂的队形。四周高楼林立，每一层都有带着木顶的长阳台。

[12] “这儿是你们的新家，”那位女士说，“这里也有父亲和母亲，任何有趣的、有益的东西这儿都有。擦干眼泪，开心地生活吧！”

[13] 看来，我的担忧是没有根据的。从一开始，我就交了许多朋友，还喜欢上了不少女孩。我以前从未想象过在学校还能有如此丰富的经历。

[14] 我们玩儿各种各样的游戏。在音乐教室里，我们唱了刚学会的几首歌曲，也对语言有了最初的认识。我们看到了地球仪，它旋转着向我们展示各大洲和国家。我们开始学习数字，听老师讲上帝创世的故事。我们吃美味的食物，然后小睡一觉，醒来后继续在友谊与爱中嬉戏和学习。

[15] 然而，我们的道路并非全是甜蜜和阳光灿烂的。我们不得不遵守纪律，保持耐心。学校生活并不只是玩耍和闲荡。同伴间的竞争会带来痛苦、仇恨甚至打斗。那位女士虽然有时面带微笑，但也经常大叫和责骂，更多的时候还会对我们实行体罚。

[16] 除此之外，我们已经不能改变主意，回到天堂一般的家了。摆在我们面前的只有努力、奋斗和坚持。那些能干的同学会利用摆在他们面前的机会去争取成功和幸福。

[17] 铃声响了，宣告一天的校园生活结束了。孩子们冲向重新打开的大门。我向朋友们和姑娘们道别后迈出校门。我环顾四周，却未发现父亲的踪影，他可是答应好在这儿等我的。我站在一边继续等，但过了好久他都没来。我决定自己回家。我向前走了几步，却吃惊地停住了。天啊！那条两旁都是花园的路呢？它消失到哪里去了？何时闯入了这些车啊？这些人又是何时出现在路上的？堆得像小山的垃圾是怎么到路边的？路旁的田野哪里去了呢？高楼耸立，街道上挤满了孩子，嘈杂的声音搅动着空气。到处都站着杂耍艺人，他们或卖弄把戏，或把蛇从篮子里拿出来耍。接着，乐队宣布马戏表演开始，小丑和举重的力士走在前头。

[18] 天啊！我茫然了，感到头晕目眩，几乎要发疯了。从日出到日落，短短半天之内怎么可能发生这么大的变化？我要回家在爸爸那儿找到答案。可我的家在哪里啊？我匆忙走到十字路口，因为我记得要穿过街道才能到家，可车流不停。我气愤之极，不知何时才能穿过马路。

[19] 我在那儿站了好久，一个在街角熨衣店工作的男孩向我走过来。

[20] 他伸出手臂，对我说：“爷爷，我扶您过马路吧。”

练习答案

Pre-class Work

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

1. c 2. a 3. d 4. a

More Work on the Text

II. Vocabulary

1. Word Formation

- 1) Change the verbs to their corresponding nouns by adding -tion (-ation; -sion) and vice versa. Add more words to the list.

Verb	Noun
act	action
admit	admission
attract	attraction
connect	connection
construct	construction
discuss	discussion
impress	impression
liberate	liberation
operate	operation
protect	protection
celebrate	celebration
decide	decision
determine	determination
educate	education

explain	explanation
organize	organization
pollute	pollution
prepare	preparation
pronounce	pronunciation

2) Change the adjectives to their corresponding adverbs and vice versa. Add more words to the list.

Adjective	Adverb
clear	clearly
kind	kindly
rough	roughly
serious	seriously
exact	exactly
polite	politely
fortunate	fortunately
practical	practically
physical	physically
simple	simply
favorable	favorably
enjoyable	enjoyably
terrible	terribly
patient	patiently
natural	naturally
usual	usually
absolute	absolutely
accurate	accurately
complete	completely
easy	easily
angry	angrily
hopeful	hopefully
actual	actually
particular	particularly

3) Complete the sentences with the translation of what is given in the bracket in the proper form.

- | | | | |
|----------------|--------------------|------------------------------|----------------------|
| (1) actively | (2) clearly | (3) Fortunately, seriously | (4) usually, roughly |
| (5) exactly | (6) politely | (7) Naturally, pronunciation | (8) attention |
| (9) impression | (10) determination | (11) pollution | (12) Protection |
| (13) Admission | | | |

2. Give the opposite of the following.

- | | | | | |
|--------------|------------|------------|-------------|-----------------|
| 1) last | 2) unhappy | 3) to end | 4) to fall | 5) to disappear |
| 6) to cry | 7) back | 8) to pull | 9) sunrise | 10) behind |
| 11) to shout | 12) to win | 13) small | 14) to hate | 15) useful |

- 16) simple 17) seldom 18) disadvantage 19) hell 20) unable
21) impatient

3. Pick out idiomatic expressions in the text.

- | | |
|----------------------------------|------------------------------|
| to throw sb. into/out of a place | to bring about sth. |
| for the first time | to give rise to sth. |
| from time to time | to resort to sth. |
| to be lined with sth. | in addition |
| to make sb./sth. out of sb./sth. | to change one's mind |
| to tear sb. away from a place | to be over |
| to arrive at a place | to lie ahead of sth. |
| to be full of | nothing but |
| to take advantage of sth. | to pass through a place |
| by oneself | to present itself/themselves |
| to cling to sth. | to look around |
| to come into view | to step aside |
| to lose one's way | in vain |
| to glance at sb. | on one's own |
| to come over | to come to a halt |
| to burst into | to find one's way to do sth. |
| to come along | to take over |
| to sort people into ranks | here and there |
| to form people into a pattern | to show off sth. |
| to fall into love with sb. | in front |
| all sorts of | to be in a daze |
| to wake up | to let up |
| to go on with sth. | to come up to sb. |
| just a matter of | to stretch out one's arm |
| to fool around | to take sb. across |

4. Complete the sentences, using the expressions listed below.

- | | | | |
|------------------|------------------------|-----------------------|------------------|
| 1) on their own | 2) showing off | 3) burst into | 4) given rise to |
| 5) Ahead of | 6) brought about | 7) resort to | 8) in vain |
| 9) clinging to | 10) brought about | 11) took advantage of | 12) went on with |
| 13) make, out of | 14) taken advantage of | | |

5. Based on the Chinese given, complete the sentences, using phrasal verbs of "make".

- | | | |
|-----------------|------------------------------|----------------------|
| 1) made of wood | 2) made from the best grapes | 3) made up his mind |
| 4) made up | 5) make out | 6) made friends with |
| 7) make up for | | |

6. Examine the meanings and uses of "make" and "find" in the sentences below. List other ways of using these words, and then make up sentences after the models.

Other uses of "make" and "find":