



普通高等教育“十一五”国家级规划教材

英语专业精品教材

# CONTEMPORARY COLLEGE ENGLISH 现代大学英语

总主编：杨立民

编者：杨立民 徐克容 陆培敏

第二版 Second Edition

1 2 3 4

精读  
教师用书

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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# 编者说明

本书为《现代大学英语精读》(第二版) (*Contemporary College English*) 教材第一册的教师用书, 供使用该书的同行们采用。我们多年来一直担心这类教参会妨害同行们的创造性教学实践, 但又觉得作为编者有责任提供必要的辅助材料和建议。最后只好两害取其轻, 选择一些较为基本的东西, 给使用者作参考。本书也可以为使用我们教材的学生提供某些方便, 但我们希望并且相信, 他们不会对此产生依赖, 误以为抄录教参可以代替自主的创造性的劳动。为了照顾自学者的需要, 我们在本书中还增加了一些新的内容, 方便他们的使用。

关于本套精读教材的编写原则、教学目的、基本框架和使用方法, 我们在相应的学生用书的前言里已有详细说明, 这里仅就教师用书本身的五部分内容分别作一些介绍。

1. 每单元的第一部分是对 Text A 中内容和背景的介绍 (Introduction)。作为精读课, 如何准确、全面、深刻地理解课文是一切教学活动的出发点和基础。但要做到这一点很不容易。同一篇文章, 往往仁者见仁, 智者见智。正因为如此, 我们没有采用“课文导读”的说法, 以避免患那种以督导自居, 动辄强加于人的狂妄而又幼稚的毛病。我们只是尽我们的力量, 对课文做出我们认为是正确的分析, 和同行们商榷、交流。我们相信, 经过实践, 我们一定能一起做到对课文比较全面地掌握。在这一部分里, 我们还对课文的结构 (Structure) 做了简单的分析, 提供了课文的提纲 (Outline)。此外, 我们也对课文的处理和围绕课文进行的教学活动提出了一些建议 (Teaching Tips)。
2. 每单元的第二部分是 Text A 中的语言重点 (Language Focus)。其中包括词汇和语法两大项, 项目下面列出了本课有用的新句型、新语法、新短语、新词组、新搭配, 以及构词法的新规则等。此外, 还对应该特别重视的词汇提出了建议。我们虽然不能要求学生全部正确熟练掌握所列各项, 但是一定要培养学生对语言重点的判断以及归纳的意识、自觉性和能力。
3. 每单元的第三部分是对 Text A 的详细分析 (Detailed Discussion of the Text)。通过分析, 希望解决语言难点, 让学生真正透彻理解课文。其中还有对重点词汇、词组、句型及其用法的介绍、归纳和训练。在这方面, 重要的是要掌握时机和分寸, 一定要及时恰当, 避免过早或过多, 反之也不可取。对课文要理解透彻, 还必须对其内容观点加以分析。学生用书中每课课文的课前预习和各项口语活动的设计都是为了这个目的。
4. 每单元的第四部分是课文的译文 (Translation of the Text)。这是旧版教师用书中没有的项目。因为我们担心使用本书的自学者会过分依赖中文, 而忽视循序渐进地打好英语

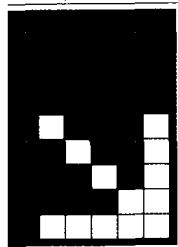
基本功。但如果能正确使用本教参，学生对照汉语和英语两种文本，对于正确理解课文应该会有积极的意义，对日后翻译技巧的培养应该也是有利的。不过需要说明的是：翻译是一种艺术，翻译家历来提倡的“信、达、雅”这三点我们可能无法全部做到。一来限于我们的水平；二来我们的目的主要在于帮助使用者通过对照译文更好地掌握课文。所以我们只能力求忠实于原文，不敢有更高要求。

5. 每单元的第五部分是练习答案 (Key to Exercises)。关于这一部分，有几点需要特别加以说明。首先，我们虽然尽量提供各个练习的答案，但是有相当一部分的练习，比如口语练习中的对话讨论，很难提供标准答案，勉强提供恐怕会画蛇添足，贻笑大方。所以只能让使用者自由发挥。其次，有不少练习其实可以有不止一个答案，比如翻译，完全可以有不同的译文。我们在答案中只能根据该练习考查的重点来提供其中一种。这就要求教师灵活处理，不要因为我们的参考答案影响学生创造性的发挥。第三，我们在有些地方除了提供答案，还作了一些说明和解释。希望学生知其然，又知其所以然。但语言是一个千变万化的东西，我们在告诉学生各项条规的时候，必须慎重。

最后，请允许我们对采用本书的朋友们表示感谢和歉意。由于水平有限，加上编写过程永远没有编者希望的那种从容，所以每次交稿的时候，总是留下很多不安和遗憾。希望采用本书的老少朋友不吝指教。好在现在从网上取得各种材料十分便当，而且任何教科书都不可能超越大批才华出众的教师的实践发挥。这些都已经成为常识，因此不再作谦虚的表白，就此打住。

编者

2010年9月



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## Text A

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# Half a Day

Naguib Mahfouz

## I Introduction

### 1 Background

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 “Rip Van Winkle”, a short story by American writer, Washington Irving (1783–1859). Rip is 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 that great changes had occurred in his village during his absence. In the village inn the portrait of King 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.

### 2 Structure

The text can be roughly divided into three parts, which can be subdivided into several sections.



**I. The narrator's unwillingness to go to school (paras. 1-7)**

- A. He was unwilling to go to school. (paras. 1-3)
- B. His father told him the purpose and importance of school. (paras. 4-7)

**II. The narrator's experience at school (paras. 8-16)**

- A. He began to like school: friends, sweethearts and activities. (paras. 8-14)
- B. He found unpleasant things, too: school work, rivalries, fighting, and physical punishment. (para. 15)
- C. He realized what lay ahead of him: exertion, struggle and perseverance. (para. 16)

**III. The changes the narrator found after school (paras. 17-20)**

- A. He didn't find his father waiting for him at the gate and the street had changed. (para. 17)
- B. He couldn't find his way home. (para. 18)
- C. He found himself an old man. (paras. 19-20)

### 3 Teaching Tips

**1. Warm-up questions (about the students' first day at college)**

- Was it hard for you to leave home for the first time in your life? Who saw you off at the railway station/airport? Who came to school with you? What did he/she/they 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 was it as you imagined, and in what way was it not? (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 the most out of college?



**2. Questions to check on pre-class work**

- What's the purpose of school, according to the boy's father? Do you agree with him? Why or why not?
- Do you agree with the lady in the story that a school is a home to the children? Why or why not?
- What did the boy realize about school? Was it all fun?
- What do you think of the changes that had taken place in the outside world during his half day inside the school? Do you think the outside world had changed for the better or for the worse?
- Which sentence in the text do you think can be used as a motto for your college years? Please explain.

**3. A question for discussion at the end of the unit: What do you think is the message the author intends to get across?**

The following are a few possibilities:

- Time and tide waits 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.

## **II Language Focus**

**1. Word formation**

- 1) **noun suffixes:** -(a)tion/sion, -ment, -ness, -er/or
- 2) **adjective suffixes:** -ful, -less, -ed
- 3) **adverb suffix:** -ly

**2. Verb patterns**

- 1) **make** (see, hear, let, help, watch, feel, have) **sb/sth do sth**
- 2) **make** (find, keep, feel, think, consider) **sb/sth + adj**
- 3) **find** (see, hear, watch, keep, feel, notice) **sb/sth doing sth**

### 3. Idioms and expressions

a matter of  
ahead of  
at home  
be convinced  
be employed  
be full of  
be irritated  
(street) be lined with gardens  
be over and gone  
(fields) be planted with trees  
be surrounded by  
between morning and sunset  
for a long time

for the first time  
from the first moments  
from time to time  
here and there  
in a daze  
in addition  
in front (of)  
in half a day  
in vain  
nothing but  
on one's own  
on the corner  
on the surface

### 4. Verb phrases

arrive at  
bring about  
burst into tears  
cling to  
come along  
come into view  
come over  
come to a halt  
come up to sb  
disappear to  
fall in love with  
fool around  
form people into  
give rise to  
glance at  
go on with  
hurry towards  
let up  
look around  
make a man out of sb

reach out one's arm  
resort to  
return to  
rush towards  
show off  
smile at  
sort people into ranks  
step aside  
stretch out one's arm  
take advantage of  
take over  
take sb across  
tear sb away from  
throw into  
turn towards  
wait for  
wake up  
walk along a street  
walk alongside  
yell at

## 5. Verb + noun collocations

announce an event	lose one's way
begin life	play games
border the place	punish a person
change one's mind	reach the house
clutch one's hand	say goodbye
cover a place	scold the child
cross a street	shake the air
dry one's tears	show the various continents
eat delicious food	sing a song
employ workers	take a nap
face life	take a walk
find no trace of	take steps
find one's way somewhere	tell a story
invade a place	watch our progress
lift weights	

## 6. Sentence patterns

- 1) I walked alongside my father, **clutching** his right hand.
- 2) ... this was **the day I was to** be thrown into school...
- 3) ... we walked along **a street lined with** gardens...
- 4) **I wasn't convinced.**
- 5) I did not **believe (that)** there was really any good to be had in...
- 6) How **could** all this **have happened** in half a day...?
- 7) Here and there **stood conjurers showing off** their tricks...
- 8) **Extremely irritated**, I wondered when I would be able to cross.

## 7. Grammar

- 1) past participle as attributive modifiers
- 2) relative clauses with *those, who*

### III Detailed Discussion of the Text

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

*More examples from the text:*

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. **They did not make me happy.** (para. 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.** (para. 1)

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

**to be thrown into school:** "To throw sb into" is not usually used with the word "school". Here, the expression is used 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. The phrase is generally used with nouns denoting unpleasant places, such as to be thrown into prison/jail.

cf **to throw sb out (of a place):** to force sb to leave a place

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

**school:** When the word means a place where children go to be educated, it is both countable and uncountable. When referring to such a place in general, it is used as an uncountable noun, as it is here in this sentence.

*More examples from the text:*

"Why school?" I asked my father. "What have I done?" (para. 3)

"School's not a punishment." (para. 4)

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

4. **My mother stood at the window watching our progress, and I turned towards her from time to time, hoping she would help.** (para. 1)

**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

eg 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...** (para. 2)

... a street where there are gardens along both sides...

**lined with...:** a past participle phrase used here to modify “a street”. It can be regarded as a relative clause cut short.

eg            a novel (that was) written by Charles Dickens  
                  personal computers (that are) made in China

**6. Why school?** (para. 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.

*More examples:*

- 1) — Headmaster: We want you to go and tell the boy’s parents the news.  
      — Teacher: Why me?
- 2) — Father: We’ll go to Tianjin this weekend.  
      — Daughter: What for? (Why this weekend? / Why Tianjin?)

**7. What have I done?** (para. 3)

I don’t think I’ve done anything wrong to be punished like this. (Children often think that taking them away from Mom is the worst punishment.)

This is a rhetorical question—one that expresses strong feelings or opinions and doesn’t require an answer. It is used to say something more positively than a statement would.

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

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

eg            The army made a man of him.  
                  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?** (para. 4)

This is also a rhetorical question.

*More examples:*

- Can’t you see I’m busy? (Don’t disturb me!)
- What good is a promise to an unemployed worker? (An empty promise is useless to 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.** (para. 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 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

eg 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.** (para. 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 first year students to read?

**full of:** having a large number/amount of sth

eg The boy's pocket is full of candies.

The girls are full of admiration for pop stars.

Life is full of joys and sorrows.

**12. Go in by yourself...** (para. 6)

Go into the school alone... (His father is not going with him.)

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

**13. Put a smile on your face...** (para. 6)

Make an effort to smile...

**14. clung to his hand** (para. 7)

held his hand tightly

**15. “Be a man,” he said. “Today you truly begin life.”** (para. 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 the rest of your life.

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

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

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

eg He is not man enough to accept his failure gracefully.

**16. You’ll find me waiting for you when it’s time to leave.** (para. 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.** (para. 8)

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

**come into view:** to begin to be seen

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

**18. I felt I was a stranger who had lost his way.** (para. 8)

In this strange place, I felt confused and didn’t know what to do.

**lose one’s way:** to become lost

eg The boys lost their way in the forest.

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

**question word + to do:** often used as the object of certain verbs

eg Faced with 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** (para. 11)

to suddenly start to cry

**burst into (sth):** to begin to do (sth) suddenly

eg The boys burst into laughter.

His family burst into song.

The car burst into fire/flare(s).

The audience burst into applause.



cf **burst out (doing sth):** to begin (doing sth)

eg The boy burst out crying.

His family burst out “Happy birthday!” as he walked into the room.

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

Probably the lady was the headteacher 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.** (para. 11)

The men began arranging us into lines/rows.

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

eg The children are sorted into three study groups.

She sorted her old books into two piles.

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

... we could be seen from the long, roofed balcony on each floor.

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

eg Our classroom overlooks a beautiful garden.

**roofed in wood:** with wooden roof

**25. 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 reason). / 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.** (para. 13)

This is a humorous remark which suggests that the boy's attitude toward school changed a great deal. He found school a nice place to be in, and began to enjoy life there immediately.

**27. 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.

## 28. ... we were told the story of the Creator of the universe. (para. 14)

... we were told how God created the world.

**the Creator:** God for Christians or Allah for Muslims

## 29. ... 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.

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

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

**to go on with...:** 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)

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

## 30. Our path, however, was not totally sweet and unclouded. (para. 15)

School 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. (para. 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:** sth that results from or requires sth else

eg Learning to speak a foreign language is a matter of practice. (Learning to speak a foreign language requires practice.)

History is always a matter of interpretation.

College success is partly a matter of setting your own goals and following them.

**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. (para. 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.

**bring about sth:** to make sth happen

eg Science has brought about many changes in our lives.

The war brought about great human suffering.

**give rise to:** (*formal*) to cause or produce sth

eg Poor living conditions give rise to many diseases.

His absence from social events has given rise to rumors about his health.