

CONTEMPORARY 现代 COLLEGE ENGLISH 大学英语

课文精讲与练习全解

主 编：王长喜

1 2 3 4



第二版 Second Edition

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

第 2 版 (93) 日 本 国 际 本 科 班

CONTEMPORARY 现代 COLLEGE ENGLISH 大学英语

课文精讲与练习全解

主 编：王长喜

1 2 3 4

精读

第二版 Second Edition

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

图书在版编目 (CIP) 数据

现代大学英语课文精讲与练习全解：第2版. 1 / 王长喜主编. — 北京：外语教学与研究出版社，2014.8
ISBN 978-7-5135-4989-9

I. ①现… II. ①王… III. ①英语—高等学校—教学参考资料 IV. ①H31

中国版本图书馆 CIP 数据核字 (2014) 第 185349 号

出版人 蔡剑峰
责任编辑 陈彦华
执行编辑 蓝澜 袁敬娜
封面设计 孙莉明
出版发行 外语教学与研究出版社
社址 北京市西三环北路 19 号 (100089)
网址 <http://www.fltrp.com>
印刷 北京铭传印刷有限公司
开本 787×1092 1/16
印张 18
版次 2014 年 8 月第 1 版 2014 年 8 月第 1 次印刷
书号 ISBN 978-7-5135-4989-9
定价 25.80 元

外研社教辅出版分社：

咨询电话：010-88819610（编辑部） 010-88819436/9050（市场部）

传真：010-68469248

新浪/腾讯官方微博：@外研社教辅（更多信息，更多交流）

电子信箱：jiaofu@fltrp.com

购书电话：010-88819928/9929/9930（邮购部）

购书咨询：(010) 88819929 电子邮箱：club@fltrp.com

外研书店：<http://www.fltrpstore.com>

凡印刷、装订质量问题，请联系我社印制部

联系电话：(010) 61207896 电子邮箱：zhijian@fltrp.com

凡侵权、盗版书籍线索，请联系我社法律事务部

举报电话：(010) 88817519 电子邮箱：banquan@fltrp.com

法律顾问：立方律师事务所 刘旭东律师

中咨律师事务所 殷斌律师

物料号：249890001

前 言

长喜英语《〈现代大学英语〉课文精讲与练习全解》系列图书为《现代大学英语(第二版)精读》的配套辅导书,是一套能帮助您读透教材、直通考试的实用教辅。本书为该系列第一册。

我们的信心来自于本书的以下几个层面:

一、语篇层面

我们为您精心准备了“语篇分析”板块,帮您理清课文行文层次,体会其内在逻辑,学会整体把握课文;还有内容独到的“人文知识”板块,帮您提取课文中的文化要素,双语介绍人文知识,让您逐步熟悉英美文化。

二、语言层面

在这里我们提供了精心编写的“语言点拨”板块,将课文中的长句难句一一给出分析,根据难易程度配有英文转述和语法点拨,从而培养您对长难句的分析能力。此外,加上我们细心编写的“课文译文”板块,相信本书能全面提高您的阅读理解能力和翻译能力。

三、技能层面

经过细致严谨的研究,我们在本书中为《现代大学英语(第二版)精读》配备了详尽、权威的课后习题答案,并且在关键部分给出了详细的点拨与解析,帮助您举一反三,掌握习题所练技能。在课后习题之外,我们还设置了“实战与模拟”板块,选篇来自专四、专八历年真题及其题源网站,有效针对专四、专八等考试,备考先发制人!

本书附赠“长喜英语平时作业系统”,学生可随时随地登录网站(www.changxi.org)进行在线互动学习和测试。文章学习、词汇练习、课后测试一体化的学习模式更能让学生在知识竞争的校园中轻松应对英语课程的学习,真正为学生创造一个立体、多元、便捷的语言学习环境。

在英语学习过程中,精读的重要性不言而喻,衷心希望本书能够帮助您透彻理解课文,切实提高英语阅读能力。

目 录

Unit 1

Text A Half a Day

语篇分析	2
人文知识	2
语言点拨	3
课文译文	5
课后习题答案	6
实战与模拟	11

Text B Making the Grade

语篇分析	14
人文知识	15
语言点拨	15
课文译文	16
实战与模拟	18

Unit 2

Text A The Boy and the Bank Officer

语篇分析	22
人文知识	22
语言点拨	23
课文译文	24
课后习题答案	25
实战与模拟	31

Text B My Bank Account

语篇分析	33
人文知识	33
语言点拨	34
课文译文	34
实战与模拟	36

Unit 3

Text A Message of the Land

语篇分析	40
人文知识	40
语言点拨	40
课文译文	43
课后习题答案	44
实战与模拟	50

Text B The Son from America

语篇分析	53
人文知识	53
语言点拨	54
课文译文	54
实战与模拟	57

Unit 4

Text A The Midnight Visitor

语篇分析	60
人文知识	60
语言点拨	60
课文译文	62
课后习题答案	63
实战与模拟	70

Text B Double Cross

语篇分析	72
人文知识	72
语言点拨	73
课文译文	74
实战与模拟	76

Unit 5

Text A The Nightingale and the Rose

语篇分析	78
人文知识	78
语言点拨	79
课文译文	80
课后习题答案	82
实战与模拟	86

Text B The Nightingale

语篇分析	88
人文知识	88
语言点拨	89
课文译文	90
实战与模拟	93

Unit 6

Text A The Green Banana

语篇分析	98
人文知识	98
语言点拨	99
课文译文	100
课后习题答案	101
实战与模拟	105

Text B Cutting Across Cultures

语篇分析	108
人文知识	109
语言点拨	109
课文译文	110
实战与模拟	111

Unit 7

Inter-Lesson (I)

Exercises	114	Test Paper	115
-----------------	-----	------------------	-----

Unit 8

Text A The Kindness of Strangers

语篇分析	120
人文知识	120
语言点拨	121
课文译文	123
课后习题答案	125
实战与模拟	130

Text B Just a Little Scratch

语篇分析	131
人文知识	131
语言点拨	132
课文译文	132
实战与模拟	134

Unit 9

Text A After Twenty Years

语篇分析	138
人文知识	138
语言点拨	139
课文译文	140
课后习题答案	142
实战与模拟	148

Text B Hearts and Hands

语篇分析	151
人文知识	151
语言点拨	152
课文译文	152
实战与模拟	153

Unit 10

Text A Mandela's Garden

语篇分析	158
人文知识	158
语言点拨	159
课文译文	160
课后习题答案	161
实战与模拟	166

Text B The Road to Literacy

语篇分析	168
人文知识	168
语言点拨	169
课文译文	169
实战与模拟	170

Unit 11

Text A Maheegun My Brother

语篇分析	176
人文知识	176
语言点拨	177
课文译文	179
课后习题答案	181
实战与模拟	186

Text B A Secret for Two

语篇分析	189
人文知识	189
语言点拨	190
课文译文	190
实战与模拟	192

Unit 12

Text A Christmas Day in the Morning

语篇分析	194
人文知识	194
语言点拨	195
课文译文	196
课后习题答案	199
实战与模拟	204

Text B "Yes, Daddy, I Promise."

语篇分析	207
人文知识	207
语言点拨	208
课文译文	209
实战与模拟	210

Unit 13

Text A The Greatest Invention

语篇分析	214
人文知识	214
语言点拨	215
课文译文	216
课后习题答案	218
实战与模拟	223

Text B Galileo, the Stargazer Who Defied the World

语篇分析	226
人文知识	226
语言点拨	227
课文译文	228
实战与模拟	230

Unit 14

Inter-Lesson (II)

Exercises	234
-----------------	-----

Test Paper	235
------------------	-----

Unit 15

Text A Clearing in the Sky

语篇分析	240
人文知识	240
语言点拨	241
课文译文	242
课后习题答案	244
实战与模拟	248

Text B The Clearing

语篇分析	251
人文知识	251
语言点拨	252
课文译文	252
实战与模拟	255

Unit 16

Text A The Monsters Are Due in Maple Street

语篇分析	258
人文知识	259
语言点拨	259
课文译文	261
课后习题答案	267
实战与模拟	272

Text B Who Shall Dwell?

语篇分析	274
人文知识	274
语言点拨	275
课文译文	275
实战与模拟	277



Unit

1

Text A **Half a Day**

Text B **Making the Grade**

Text A

Half a Day

译文在
本书 P5

语篇分析

本文为一篇记叙文。作者从孩子的视角按照时间顺序描述了一个小男孩从早上上学到下午放学这段时间内的活动、情感变化以及在这段时间内校外世界发生的翻天覆地的变化。作者通过戏剧性的手法描述了小镇的变化之快,旨在反映当时整个国家正以惊人的速度发展着,同时还反映出近代工业发展对过去宁静田园生活的破坏。

第一部分(1~7段):描写了小男孩由于对家的依恋以及对学校的某些顾虑而产生不愿上学的情绪。

第1~2段:交代背景——在父亲的陪同下和母亲的目送中,“我”将第一次去上学。

第3~5段:谈到“我”以为上学是一种惩罚,并不知道上学有什么好处。

第6~7段:描述要进校园时“我”犹豫不决的心情。

第二部分(8~16段):描写了小男孩第一天的学校生活及其真实感受:他发现在学校里生活很开心,但同时也会受到纪律的约束。

第8~14段:“我”的顾虑消失,开始觉得校园生活丰富多彩。

第15~16段:“我”意识到校园也有严明的纪律。

第三部分(17~20段):小男孩在放学后发现外面的世界发生了巨大变化,而他自己也变成了一位老人。

第17~18段:“我”放学后却发现外面的世界全变了样。

第19~20段:不知不觉间,“我”也成了暮年老人。

人文知识

Paradise

In a broad sense, paradise is an ideal or perfect place; while in a narrow sense, it refers to the garden of Eden, which is described in the Book of Genesis as the place where the first man, Adam, and his wife, Eve, lived after they were created by God. Literally, the Bible speaks about a garden in Eden (Gen. 2:8). This garden forms part of the Genesis myth and theodicy of the Abrahamic religions, often being used to explain the origin of sin and mankind's wrongdoings. Based upon Scripture, the 17th century English poet John Milton wrote *Paradise Lost*, an epic poem in blank verse. This epic is generally considered one of the greatest works in the English language. Later in life, Milton wrote a much shorter sequel to *Paradise Lost* entitled *Paradise Regained*. However, the reputation of the sequel never equaled its antecedent.

天 堂

从广义上讲,“天堂”指理想的或完美的地方;而从狭义上讲,它指的是伊甸园。在《创世纪》中,伊甸园被描述为上帝创造的人类始祖亚当和他的妻子夏娃生活的地方。从字面上看,《圣经》提及了伊甸的花园(创 2:8)。这个花园是《创世纪》神话和亚伯拉罕诸教神义论的一部分,经常被用来解释原罪和人类的恶行。基于《圣经》,17 世纪英国诗人约翰·弥尔顿写下了无韵体史诗《失乐园》。这部史诗一般被认为是英语语言中最伟大的作品之一。后来,弥尔顿为《失乐园》写下较短的续篇《复乐园》。但是,后者的声誉从未赶上前者。

语言点拨

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

【点拨】此句为简单句,clutching his right hand 为现在分词短语作伴随状语。课文中还有类似的例子,如:

My mother stood at the window watching our progress, and I turned towards her from time to time, hoping she would help. (Line 1-2, Para. 2)

“I’m not punishing you,” he said, laughing. (Line 1, Para. 4)

The bell rang, announcing the passing of the day and the end of work. (Line 1, Para. 17)

2. They did not make me happy, however, as this was the day I was to be thrown into school for the first time. (Line 2-3, Para. 1)

【英释】I wasn’t happy as I usually was when I had new clothes to wear, because it was the day I started school.

【点拨】复合句。as 引导原因状语从句,其中含有省略了关系副词 when 的定语从句,修饰 the day。定语从句中,be to do sth. 表达将来要做某事,尤其是根据官方计划或个人安排而要做的事情。

3. We walked along a street lined with gardens and fields planted with crops, pears, and date palms. (Line 2-3, Para. 2)

【点拨】lined with gardens and fields... 和 planted with crops, pears, and date palms 均为过去分词短语作后置定语。课文中类似的句子有:

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. (Line 3-4, Para. 11)

I stood there a long time, until the young boy employed at the ironing shop on the corner came up to me. (Line 1-2, Para. 19)

4. Why school? (Line 1, Para. 3)

【点拨】这是个省略句,补充完整为 Why do I have to go to school? 或 Why are you going to send me to school? 类似的问句常出现在对话中,如:— He won’t come. — Why? / — I went to an exhibition this morning. — With whom?

5. 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. (Line 1-2, Para. 5)

【英释】I did not think that it was useful to drag me away from my home and put me into the building with high walls.

【点拨】主从复合句。主句是 I did not believe, believe 后接宾语从句。there is no good to be had in doing sth. 相当于 it is no good doing sth. “做……没用”。

6. When we arrived at the gate we could see the courtyard, vast and full of boys and girls. (Line 1, Para. 6)

【点拨】本句主干是 we could see the courtyard。When 引导时间状语从句,vast and full of boys and girls 因为太长,所以位于所修饰的词 courtyard 之后。另外,形容词短语位于所修饰词之后,相当

于定语从句,如:At the party I met Sally, angry at me as always. 相当于 At the party I met Sally, who was angry at me as always.

7. You'll find me waiting for you when it's time to leave. (Line 2, Para. 7)

【英释】I will be waiting for you here at the gate after school.

【点拨】when 引导时间状语从句,主句中现在分词短语作 find 的宾语补足语。除了现在分词(短语),形容词、名词短语、介词短语、过去分词(短语)也均可以作 find 的宾语补足语。

8. A lady came along, followed by a group of men. (Line 2, Para. 11)

【点拨】简单句,过去分词短语 followed by... 作主语 A lady 的补语。过去分词短语在此相当于省略了主语和 be 动词的定语从句,省略的主语就是逻辑主语,与主句的主语一致,即 A lady。

9. 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. (Line 3-4, Para. 11)

【英释】We were required to stand in different places to form complicated shapes in the big courtyard which was surrounded by high buildings; from the wood-roofed balcony on each floor of the building people could see us.

10. I had never imagined school would have this rich variety of experiences. (Line 2-3, Para. 13)

【英释】I had never thought that the school life would be so rich and colorful.

【点拨】imagined 后接宾语从句,从句的时态为过去将来完成时。

11. Our path, however, was not totally sweet and unclouded. (Line 1, Para. 15)

【英释】School life wasn't just about fun and pleasure.

12. And while the lady would sometimes smile, she would often yell and scold. (Line 3-4, Para. 15)

【英释】Although the lady sometimes smiled at us, she usually shouted at us and scolded us.

【点拨】连词 while 在此句中引导的是让步状语从句。如:While we do not agree, we continue to be friends. / While I sympathize, I can't really do very much to help. would 用在此句中表示其所修饰的动词(smile, yell, scold)在过去经常发生。

13. 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. (Line 1-2, Para. 16)

【英释】Furthermore, it was impossible for us to change the fact that we should go to school, and our good days of staying at home would never come back.

14. Nothing lay ahead of us but exertion, struggle, and perseverance. (Line 2-3, Para. 16)

【英释】The school life that was waiting for us would be full of hard work and enduring struggle.

【点拨】简单句,使用了 nothing but 结构作主语。but exertion, struggle, and perseverance 部分太长,所以后置,正常语序是 Nothing but exertion, struggle, and perseverance lay ahead of us.

15. Those who were able took advantage of the opportunities for success and happiness that presented themselves. (Line 3-4, Para. 16)

【英释】If there came chances, those capable students would seize them to achieve success and happiness.

【点拨】复合句,主干是 Those... took advantage of the opportunities. 定语从句 who were able 修饰 those, that 引导的定语从句修饰 success and happiness.

16. Here and there stood conjurers showing off their tricks or making snakes appear and disappear from baskets. (Line 10-11, Para. 17)

【点拨】简单句,采用了倒装语序。由于此句中的主语 conjurers showing... or making... baskets 比较长,因此状语 Here and there 被提前置于句首,而主语放到了后面。此句的正常语序为 Conjurers showing off their tricks or making snakes appear and disappear from baskets stood here and there, 其中 showing off... or making... baskets 为两个并列的现在分词短语作后置定语,修饰 conjurers. Here and there 意为“到处,各处”。类似的倒装句如:Over the wall came a shower of stones.

17. Then there was a band announcing the opening of a circus, with clowns and weight lifters walking in front. (Line 11-12, Para. 17)

【点拨】简单句，句子主干是 there was a band。现在分词短语 announcing the opening of a circus 在句中作后置定语，修饰 band，相当于一个定语从句：that was announcing the opening of a circus。with clowns and weight lifters walking in front 为独立主格结构，在句中作伴随状语。

18. 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. (Line 3-5, Para. 18)

【点拨】but 连接的并列复合句。第一个分句既含有 because 引导的原因状语从句，又包含 that 引导的宾语从句；第二个分句为简单句。

19. Extremely irritated, I wondered when I would be able to cross. (Line 5, Para. 18)

【点拨】复合句，句子主干是 I wondered。when 引导的从句作 wonder 的宾语。Extremely irritated 作伴随状语。有些过去分词可以单独作状语，如：Depressed, he went to see his elder sister.

课文译文

半 日

纳吉布·马哈福兹

- 1 [语1]* 我走在父亲的一侧，牢牢地抓着他的右手。我穿着一新：黑鞋子、绿校服、红帽子。
[语2]然而我一点儿都高兴不起来，因为今天是我第一次被送去上学。
- 2 母亲站在窗前，望着我们缓缓前行，我不时地回头看她，希望她会救我。[语3]我们沿着街道走着，街道两旁是花园和田野，田野里种了庄稼、梨树和椰枣树。
- 3 [语4]“我为什么要去上学？”我问父亲，“是我做错了什么吗？”
- 4 “我不是在惩罚你，”父亲笑着说道，“上学不是一种惩罚。学校能把男孩子培养成有用的男人。难道你不想像你的哥哥们那样，成为一个有用的人吗？”
- 5 我不以为然。[语5]我才不相信把我从家里拽出来，扔进那个巨大的、高墙围绕的建筑里会对我有什么真正的好处呢。
- 6 [语6]到了学校门口，我们看到宽阔的院子里站满了男女生。“自己进去吧，”我父亲说，“到他们当中去吧。笑一笑，给其他的孩子做个好榜样。”
- 7 我紧抓着父亲的手，犹豫不决。但是父亲却轻轻地把我推开了。“拿出点儿男子气概来，”他说，“从今天起你就要真正开始自己的生活了。[语7]放学时我会在这儿等你。”
- 8 我走了几步，便看见了一些孩子的面孔。他们我一个都不认识。他们也没有一个认识我。我感觉自己像是一个迷了路的陌生人。然而，这时有些男孩开始好奇地打量我，其中一个走过来问道：“谁带你来的？”
- 9 “我爸爸。”我小声说道。
- 10 “我爸爸死了。”他简短地说。
- 11 我不知道该说些什么。这时学校的大门已经关上了，有些孩子哭了起来。铃响了，[语8]一位女士走了过来，后面跟着一群男人。[语9]那些人把我们排成几行，使我们形成一个错综复杂的队形，站在那四周高楼耸立的院子里。每层楼都有长长的阳台，阳台上带有木制顶棚，从阳台上可以俯视到我们。
- 12 “这是你们的新家，”那位女士说道，“这儿也有你们的父母。一切能带给你们快乐、对你们有益的事物，这儿都有。擦干你们的眼泪，快快乐乐地生活吧。”
- 13 这样看来我(之前)的顾虑都是毫无根据的了。从一开始我就结交了许多朋友，并且喜欢

* 注：[语1]指“语言点拨”中的第1句，后类推。

了许多女孩。[语 10] 我从未想过学校的生活会是如此的丰富多彩。

14 我们玩了各种各样的游戏,在音乐室里我们唱了第一次学会的歌。我们第一次接触到了语言的学习。我们看见了一个地球仪,旋转它,便能看见世界上的各个大洲和国家的名称。我们开始学习数字,听老师讲上帝创世的故事。我们吃了美味的食物,小睡了一会儿,醒来后又继续在友谊和爱中嬉戏、学习。

15 [语 11] 然而,校园生活并非全是甜蜜和阳光普照的。我们还必须遵守纪律,耐心听讲。学校生活也不光是嬉戏和闲荡。同学间的竞争还可能会带来痛苦、仇恨,甚至打斗。[语 12] 那位女士虽然有时面带微笑,但也经常会大声叫吼并责骂我们,更多的时候甚至会体罚我们。

16 [语 13] 另外,我们再也不能改变主意,再也不可能回到天堂一般的家里了。[语 14] 摆在我们面前的只有努力奋斗和坚持不懈。[语 15] 一旦机会来了,那些有能力的同学就会抓住它们去获取成功和幸福。

17 铃响了,宣告着一天的学校生活结束了。孩子们冲向重新打开的大门。我向我的朋友和“小甜心”告了别,走出了校门。我四处张望却未发现父亲的踪影。他可是答应我会在这儿等我的。于是我走到一边去等他。当我等了好久,他也没来的时候,我决定自己回家。我走了几步,却吃惊地站住了。我的天哪!那条两边都是花园的街道怎么不见了?消失到哪里去了?这些车辆是什么时候闯进来的?这些人又是什么时候来到街道上的?像小山似的垃圾又是怎样堆到街道两旁的?街道旁的田野又到哪儿去了?高楼林立,街道上挤满了孩子,闹声喧天。[语 16] 街头巷尾站着杂耍艺人,他们或玩着戏法,或是让蛇从篮子里出现或消失。[语 17] 接着,一个乐队奏起了音乐,宣布马戏表演的开始,小丑和举重大力士走在前面。

18 我的天!我一片茫然,头晕目眩,几乎快要疯了。从清晨到日落的这半天时间里,这一切是怎么发生的呢?或许回到家,父亲会告诉我答案的。但是,我的家又在哪里?[语 18] 我赶紧奔向十字路口,因为我记得要穿过那条街道才能到家,可是车流不息。[语 19] 我极为恼怒,不知何时才能穿过马路。

19 我久久地站在那里,直到在街角熨衣店里工作的小男孩向我走来。

20 他伸出手臂说道:“爷爷,我扶您过马路吧。”

课后习题答案*

Preview

1 Listen to the recording of the text and decide whether the statements are true (T) or false (F). (P6)

序号	答案	出处	序号	答案	出处
1	F	Para. 1; Para. 5	6	F	Line 1-2, Para. 15
2	T	Para. 4	7	T	——
3	F	Para. 5	8	T	Para. 14
4	F	Para. 13	9	T	Para. 17—Para. 20
5	T	Line 3-4, Para. 15	10	T	Para. 17—Para. 20

2 Read the text for better comprehension and complete the following tasks. (P7)

1 Explain the following sentences paying special attention to the parts in bold type. (P7)

1. My mother watched our slow and difficult movement towards the school from the window.
2. School is a place that makes boys become useful men.
3. I didn't think it was useful to take me away from home.
4. The men began arranging us into rows.

* 注:Speaking 答案略。后同。

5. Competition could cause us to suffer, to hate each other, or to fight.
6. When opportunities came along, capable students would seize them to achieve success and happiness.
7. I had waited for my father for a long time, but he didn't turn up. So I decided to go home by myself.
8. When did all these cars come into the street?
9. Then a group of people who played popular music announced the beginning of a circus...
10. ... but the line of cars would never stop shuttling.
11. ... the young man who worked at the shop which helped smoothing washed clothes with iron.

Vocabulary

1 Become familiar with the rules of word formation. (P10)

【构词点拨】一个英语单词通常可以分为三个部分：前缀(prefix)、词根(stem)及后缀(suffix)。单词中位于词根前面的部分就是前缀。前缀可以改变单词的含义。在语言学里，后缀又称词尾，通过后缀常常可以判断出一个词的词性。常见的名词后缀有：-age 意为“程度，数量”等；-er/-or/-eer，意为“从事某种职业或参与某种活动的人”；-ing 意为“结果，产物”等；-ion/-tion/-sion，表示“状态，性质，结果”等；-ism 意为“道义，主义，学说”等；-ment 意为“状态，行动”等；-ness 和 -ity/-ty 意为“状态，品质”。常见的形容词后缀有：-able/-ible 意为“能……的；可以……的”；-al 意为“有……属性的，……类型的”；-ary/-ory 意为“属于……的，与……相连的”；-ed 意为“有……特征的”；-ful 意为“充满……的”；-less 意为“没有，无”；-y 和 -ish 意为“像……一般的”。常见的副词后缀有：-ly 意为“以……方式”；-ward(s) 表示方式或动作的方向；-wise 意为“按照……方式；就……而言”。

1 Identify the parts of speech of the following words and list the suffixes used. (P10)

Noun suffixes: -tion, -ment, -ing, -ness, -or/-er

Adjective suffixes: -ful, -less, -ed

Adverb suffixes: -ly

2 Write down the corresponding adverbs, adjectives, nouns or verbs of the following words. (P10)

1. Their corresponding adverbs are: simply, hurriedly, terribly, possibly, miserably, politely, fortunately, practically, physically, favorably, roughly, seriously
2. Their corresponding adjectives are: complete, accurate, particular, total, absolute, easy, angry, miserable, exact, final
3. Their corresponding nouns are: power/powerfulness, success/successfulness, care/carefulness, tear/tearfulness, meaning/meaninglessness, home/homelessness, price/pricelessness
4. Their corresponding verbs are: express, impress, attend, celebrate, attract, spell, produce, pollute, prevent, oppose, organize, inform, appoint, require, judge

3 Translate the following expressions, paying attention to the different use of the suffixes “-ful” and “-less”. (P11)

- | | | |
|-------------|---------------|----------------|
| 1. 一个有用的词 | 8. 仔细一看 | 15. 一次富有成果的访问 |
| 2. 一条有益的建议 | 9. 多事之秋 | 16. 一支强大的军队 |
| 3. 一次痛苦的经历 | 10. 一个有害的习惯 | 17. 一个粗心的错误 |
| 4. 一个快要哭的声音 | 11. 一只对人无害的动物 | 18. 一个无家可归的孩子 |
| 5. 一场无望的战争 | 12. 一个无耻的撒谎者 | 19. 一个牙齿已掉光的老汉 |
| 6. 一颗无价的宝石 | 13. 一个无阶级的社会 | 20. 一朵无名的花 |
| 7. 一本无用的书 | 14. 很有希望的形势 | |

4 Complete the sentences by translating the Chinese in the brackets. (P11)

- | | |
|--------------------------------|---|
| 1. differ | 5. seriousness, seriously polluted |
| 2. differently, different | 6. Fortunately/Luckily, pollution, seriously, pollute |
| 3. difference | 7. attention |
| 4. serious, serious, seriously | 8. attentively, attentive |

2 Complete the following verb + noun collocations or expressions. (P12)

1. take	8. life/facts/reality/difficulties
2. find/lose	9. an event/a plan/the news/the marriage the death
3. dry	10. a country/a place/privacy
4. play	11. a river/a street/a bridge/a desert/the sea
5. take/have	12. an agreement/a conclusion/a decision/a place an end
6. tell/read/write	13. people/servants/workers/waiters
7. change/speak/read/cross	

3 Fill in the blanks with the correct forms of the phrases and expressions listed below. Some of them may be used more than once and there may be more than one correct answer. (P12)

1. on their own	3. burst into	5. brought about	7. clinging to	9. took advantage of
2. show off	4. given rise to	6. to resort to	8. gave rise to	10. in vain, make, out of

4 Translate the following sentences using words and expressions taken from the text. (P13)

- They took advantage of our helplessness and took over our company.
- Although there are still difficulties ahead of us, I am convinced that we Chinese people will have the wisdom to bring about the peaceful unification of our country on our own.
- It is wrong to focus merely on GDP. It will give rise to many serious problems.
- He loves to show off his wealth, but that is all in vain. People still avoid him as if he were poison.
- He soon fell in love with the village and was determined to make a beautiful garden out of it together with other villagers.
- We must spend more money fighting against global warming. In addition, I think we must resort to tough laws. It is not just a matter of money.
- When the police arrived at the school, the students and teachers were still in a daze.
- This corrupt official was still clinging to his power. He refused to step aside.
- When that man finally came into view, I found it was my father. I didn't know how he'd managed to find this place in the heavy snow. At that moment, I burst into tears.
- She cast a furtive glance at him from time to time. It was the first time in her life that she had found herself looking at a young man like that.

5 Fill in the blanks with the correct prepositions or adverbs. (P13)

1. of	3. for	5. up	7. up for	9. with	11. of	13. up
2. from	4. out	6. up	8. out	10. of	12. of	

6 Complete the sentences by translating the Chinese in the brackets. (P14)

【语法点拨】

使役动词的宾语补足语

使役动词是表示“使、令、让、帮、叫”等意义的不完全及物动词，主要有 leave, get, keep, make, let, help, have (让) 等。其中 make, let, help, have 主动语态的宾语补足语可以是省略 to 的动词不定式，被动语态的宾语补足语动词不定式要加上 to。leave, get, keep, make 可以接形容词作宾补，用于“leave/get/keep/make + 宾语 + 形容词”结构，表示“使……处于某种状态”。

使役动词如果宾语和其补足语在逻辑上是动宾关系，则宾语补足语须用过去分词形式。此时注意，have sb. done 结构有两种意义：一为“致使”，指主语的意志致使某事发生或被做到，如 I had my hair cut.；二为“被动”，与主观意志完全无关，意为“遭受”，如 I had my pocket stolen on the subway。如果要表示“使某人(某事)一直做某事或处于某种状态”，可用 leave/get/keep/have sb. doing sth. 结构。

- | | |
|--|--|
| 1. the door locked, very angry | 7. laugh, laugh himself |
| 2. the gate wide open, playing the <i>guzhin</i> , it very strange | 8. put these things in order, do it |
| 3. quite clear, his successor | 9. lying in the grass, covered with blood |
| 4. worried, talking to yourself | 10. interested in gardening or painting, keep him busy |
| 5. so severely polluted, pay | 11. hear her say, put off/postponed |
| 6. the ground shaking/trembling quaking, rolling down | |

7 Fill in each blank with the correct form of the appropriate word or phrase in the brackets. Note that more than one of them may be appropriate. (P15)

【词语辨析】

- ▶ **high** 与 **tall**: **tall** 表示某物或某人从顶部到底部的距离,其反义词是 **short**; **high** 表示某物高出地面的距离,其反义词是 **low**。指人的高度时一般用 **tall**; 表示细长之物(如树、竹竿、桅杆、烟囱、塔、建筑物等)的高度时,用 **high** 和 **tall** 均可; 表示抽象意义的高,一般只用 **high**。
- ▶ **big, large, huge, vast** 与 **great**: **big** 最通俗、常用,强调比正常程度、范围及规模的标准“大”,常用于修饰人、物或数量,反义词是 **little** 和 **small**。 **large** 强调远远超过标准的“大”,可指“数量、容量、体积和面积的大”,比 **big** 正式,反义词是 **small**。 **huge** 强调“尺寸、体积庞大”,“容量和数量巨大”。指体积时,比 **large** 所指的体积大,但不强调重量。 **vast** 意为“广袤无垠的、面积广阔的”,专指空间的广度,不表示重量,也不表示尺寸大小。 **great** 通常指抽象的事物,可表示数量、距离和程度的大,修饰人时,意为“伟大的”。
- ▶ **each** 与 **every**: **every** 指三者或三者以上“每个”,强调总体中的所有成员(与 **all** 很接近), **each** 指两者或两者以上的“每个”,强调总体中的个体。 **every** 可由强调整体概念的副词 **almost, nearly, practically, without exception** 等修饰, **each** 却不能。 **each** 既可用作形容词(其后接名词),也可用作代词(单独使用或后接 **of** 短语); 而 **every** 却只能用作形容词(其后接名词),不能用作代词(即不能单独使用或后接 **of** 短语)。
- ▶ **matter** 与 **affair**: **matter** 侧重指需要留心的要事或问题、难题。 **affair** 意为“事情、事件”。表示个人的事,通常用 **affair**; 复数 **affairs** 一般指商业事务及政府的日常事务。
- ▶ **country, nation** 与 **state**: **country** 尤指地域意义的国家,侧重指“版图、疆域”,有“国家、国土”的含义。人们一般说到国家大都用 **country** 表示。 **country** 还可以表示有某种特色的地区和乡村、乡下。 **nation** 指一个主权国家的国民,或者说长期由独立的政府统一管理的人群。侧重指“人民、国民; 民族”。 **state** 指政治意义上的国家,侧重指“政权、政府”。
- ▶ **few, a few, little** 与 **a little**: **few** 和 **a few** 之后接可数名词的复数形式。 **few** 表示数量很少或几乎没有,强调“少”,含有否定意义; **a few** 表示数量虽然少但毕竟还有,强调“有”,含有肯定意义。 **little** 和 **a little** 之后接不可数名词,两者区别跟 **few** 和 **a few** 之间的区别相似。
- ▶ **everything, something, anything** 与 **nothing**: **everything** 意为“每件事,一切事”,可用于肯定句、疑问句或否定句中。 **something** 意为“某事,某物”,常用于肯定句中,也可用于征求对方意见的疑问句中。 **anything** 意为“某事,任何事”,一般用于否定句或疑问句中。 **nothing** 意为“没有什么,没有东西”。
- ▶ **everybody, anybody, somebody** 与 **nobody**: **everybody** 意为“每个人”; **anybody** 意为“任何人”,常用于疑问句或否定句中; **somebody** 意为“有人,某人”,常用于肯定句中,此外 **somebody** 还有“重要人物,大人物”的意思; **nobody** 意为“无人,没有人; 小人物,无名小卒”。

- | | |
|--|---|
| 1. high/tall, huge | 7. state |
| 2. vast, high | 8. a few, big/huge/great, high |
| 3. tall, big/large | 9. everything, something |
| 4. every, affairs | 10. Anybody, any, nothing, nothing, nothing |
| 5. matter, countries/nations, big/huge | 11. little, few, a little, a few |
| 6. affair, nation, matter | |