

# 现代大学英语精读教师用书

主编

外语教学与研究出版社

北京



## 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

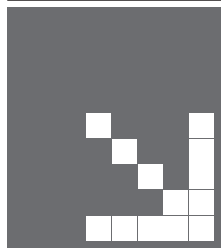
基本功。但如果能正确使用本教参，学生对照汉语和英语两种文本，对于正确理解课文应该会有积极的意义，对日后翻译技巧的培养应该也是有利的。不过需要说明的是：翻译是一种艺术，翻译家历来提倡的“信、达、雅”这三点我们可能无法全部做到。一来限于我们的水平；二来我们的目的主要在于帮助使用者通过对照译文更好地掌握课文。所以我们只能力求忠实于原文，不敢有更高要求。

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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# Unit 1

## 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	for the first time
ahead of	from the first moments
at home	from time to time
be convinced	here and there
be employed	in a daze
be full of	in addition
be irritated	in front (of)
(street) be lined with gardens	in half a day
be over and gone	in vain
(fields) be planted with trees	nothing but
be surrounded by	on one's own
between morning and sunset	on the corner
for a long time	on the surface

### 4. Verb phrases

arrive at	reach out one's arm
bring about	resort to
burst into tears	return to
cling to	rush towards
come along	show off
come into view	smile at
come over	sort people into ranks
come to a halt	step aside
come up to sb	stretch out one's arm
disappear to	take advantage of
fall in love with	take over
fool around	take sb across
form people into	tear sb away from
give rise to	throw into
glance at	turn towards
go on with	wait for
hurry towards	wake up
let up	walk along a street
look around	walk alongside
make a man out of sb	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/flame(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.

**33. And while the lady would sometimes smile, she would often yell and scold.** (para. 15)

Though the lady sometimes smiled at us, she often shouted at us and scolded us.

**would:** used to show that a past action occurs pretty often

**while:** a conjunction of concession

*More examples:*

While I did well in class, I was poor at sports.

While I understand what you say, I can't agree with you.

**34. Even more frequently she would resort to physical punishment.** (para. 15)

She used physical punishment more than she scolded us.

**physical punishment:** sth that causes physical pain or discomfort to the pupils, especially beating. Physical punishment (体罚) was a common practice in the old days when people believed in the saying: "Spare the rod and spoil the child."

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

eg Try not to resort to violence.

They had to resort to threats when they failed to persuade them to leave.

**35. 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. Our childhood was gone, never to come back.

**there is no question (of sth happening/sb doing sth):** there is no possibility

eg There is no question of their dismissing you at the moment.

**the paradise of home:** a metaphor comparing home to paradise

*Similar expressions:*

He's a shrimp of a man. (He's very short.)

**36. 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. This was what I imagined our schooldays would be like. / The kind of life that was waiting for us at school would be full of exertion, struggle and perseverance.

**but:** a preposition, meaning "except", often used with negative words

eg The prisoners were given nothing but cornbread to eat.

No one but Tina was absent from class today.

**nothing but:** only

eg Right now he thinks about nothing but his research.

She ate nothing but an apple for lunch.

**but exertion, struggle, and perseverance:** This prepositional phrase modifies “nothing”. Normally such phrases are placed right after “nothing”, but that would make the subject of the sentence too long.

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

When opportunities came along, capable students would seize them to achieve success and happiness.

**take advantage of sth:** to make use of sth (such as an opportunity) well

eg We must take full advantage of our trip to Britain.

The farmer took advantage of the good weather and got all the wheat in.

*Note:* “To take advantage of sb” means to treat sb who is generous or helpful unfairly

eg The couple asks Jane to babysit so often that I think they are taking advantage of her.

**present itself/themselves:** (*formal*) (opportunity or problem) to occur often when you don't expect it/them

eg The opportunity presented itself and she took advantage of it.

Problems have presented themselves one after another since then.

### 38. I said goodbye to friends and sweethearts and passed through the gate. (para. 17)

I said goodbye to friends and girls I was fond of and went out of the gate.

### 39. When I had waited for a long time in vain... (para. 17)

When I had waited for my father for a long time, but he didn't appear/turn up...

**in vain:** uselessly; without a successful result

eg They searched in vain for the missing child. (They searched for the missing boy, but did not find him.)

His parents tried in vain to persuade him to quit smoking.

### 40. on one's own (para. 17)

alone; by oneself; without help

eg Today young people like to live on their own.

At college, we ought to learn how to work on our own.

**41. ... came to a startled halt.** (para. 17)

... greatly surprised by the changes I discovered, I stopped suddenly.

**come to a halt:** to stop

eg The car came to a halt just before it hit an old man.

Work came to a halt when the power/electricity was suddenly cut off.

cf **to bring sth to a halt:** to cause sth to stop

eg Air traffic in the country was brought to a halt by heavy snowstorms.

**42. When did all these cars invade it?** (para. 17)

When did all these cars come into the street? / When did so many cars appear in the street?

**invade:** to enter a place in large numbers, especially when unwanted or in a way that causes confusion

eg The city was invaded by football fans during the World Cup.

**43. 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 it come from?

**(sth) find its way:** to arrive or get to a place

**44. High buildings had taken over...** (para. 17)

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

**(sth) take over (from sth else):** to become more important, successful, or powerful than the other thing, and finally replaces it

eg Cars gradually took over from horses.

Personal computers have taken over from typewriters.

**45. ... here and there stood conjurers showing off their tricks, or making snakes appear from baskets.** (para. 17)

This is an inverted sentence. The subject is “conjurers”; the main verb is “stood”.

Inversion occurs because the subject is too long. The two present participle phrases “showing...” and “making...” modify the subject “conjurers”.

**here and there:** in various places

**46. Then there was a band announcing the opening of a circus...** (para. 17)

**announcing...:** that was announcing...

**47. ... with clowns and weight lifters walking in front.** (para. 17)

The “with + noun + doing” construction is used adverbially modifying “announcing”.

**48. ... but the stream of cars would not let up.** (para. 18)

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

**let up:** (*informal*) (of an unpleasant situation) to stop or become less serious

**49. Extremely irritated, I wondered when I would be able to cross.** (para. 18)

I was very angry and didn't know when I could cross the street.

The past participle phrase “extremely irritated” denotes the state the boy, or the old man, was in when he was waiting to cross the street.

**IV Translation of Text A****半日**

纳吉布·马福兹

我走在爸爸的身旁，紧紧抓住他的右手。我的衣着全是新的：黑色的鞋子，绿色的校服和红色的帽子，可我一点儿都不高兴，今天，我就要第一次给扔进学校里去了。

妈妈站在窗口注视着咱们爷俩的步伐，我时不时回头看她，希望她能出来干预。可咱们还是沿着马路继续往前走，马路的两旁是果园和庄稼地，地里种着各种作物，还有梨树和椰枣树。

“为什么我得去上学？”我问爸爸，“我做错什么事了？”

“我可不是在惩罚你，”他笑着说，“上学不是一种处罚，学校是把孩子培养成有用人才的地方。难道你不同意像你的几个哥哥那样，成为有用的人吗？”

他的话没有让我信服，我真看不出愣把我从家里拉出来，扔进那个筑着高墙的大房子里有什么好处。

来到了校门口，咱们看到宽大的庭院里全是孩子，男孩和女孩都有。“你自己进去吧，”爸爸说，“跟他们呆在一起，笑一个，给他们做个榜样。”

我迟疑不决，紧紧抓住爸爸的手，可他轻轻地把我推开，“拿出男子汉的样子来，”他说，“你的人生从今天真正开始，放学时，我会在这里等你。”

我往前迈了几步，那些孩子的面庞映入了我的眼帘。可我谁也不认识，他们也不认识我，我感到自己是个迷了路的陌生人。后来几个男孩开始好奇地瞥了我一眼，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。这会儿，大门已经关上了，好多孩子一下子哭了起来。接着，铃响了，一位女士走了过来，身后跟着一群男士。他们开始把我们分成若干排，在四周高楼耸立的院子里，我们排成了复杂的队列。高楼的每一层都有带木顶的、狭长的阳台，从每个阳台上，都可以清楚地看到我们的队形。

“这是你们的新家，”那位女士说，“这里也有爸爸和妈妈，有能使你们快乐、对你们有益的一切。擦干眼泪，高高兴兴在这里生活吧！”

看来，我原先的疑虑是毫无根据的了。一开始，我就交了好多朋友，并且喜欢上了好多女孩子。我没想到学校生活会如此丰富多彩。

我们玩各种各样的游戏，在音乐教室里我们第一次唱歌，老师给我们上了第一节语文课。我们见到了地球仪，它能转动，显示出各个大洲和各个国家；我们又开始学数字，听老师讲造物主的故事。午饭吃的是美味的食物，饭后小睡片刻，醒来后又接着交朋友、“谈恋爱”、玩耍、学习。

不过，学校生活并不都是这么甜蜜、充满阳光的。我们得处处留心，要有耐心。上学不全是玩耍和胡闹，同学之间的竞争会带来痛苦、仇恨，或者引起打斗。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斥责，更多时候她会对我们进行体罚。

除此之外，此时改变主意为时已晚，我们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。那些能干的同学抓住机遇，获得成功，得到幸福。

铃响了，宣告了学校一天的结束，学习暂告一段落。孩子们奔向再次打开的大门，我与我的那些朋友和知心女孩告别，迈出了校门。我环顾四周，但没发现爸爸的影子，他答应过要在门外等我的。我走到路边等他，等了很长时间，他还是没有来，这时我决定自己回家，还没走几步，我就惊讶地停了下来，天哪！那条两边有果园的马路怎么没了？它跑到哪里去了？这些汽车是什么时候闯到街上来的？这些人又是在什么时候跑到马路上来休息的？堆积如山的垃圾怎么忽然占满了路的两侧？路边的庄稼地又到哪里去了呢？取而代之的是高楼大厦，马路上到处都是孩子，喧嚣声使空气都嗡嗡起来。到处都是杂耍艺人在卖艺，他们或变戏法或是耍弄筐里爬进爬出的蛇。接着，乐队奏响了马戏的序曲，小丑和举重大力士走在了最前面。

天啊！我感到迷糊，感到周围的一切都在转动，我真急了。这一切变化怎么可能发生在从早上到日落的半天中呢？我到家后会从爸爸那儿找到答案的，可是，我的家在哪儿呢？我急匆匆地赶到十字路口，因为我记得要穿过马路才能到家，但车流不息。我十分恼火，不知道什么时候才能过去。

我在原地站了半天，直到在街角熨衣店工作的那小伙子向我走来。

他伸出胳膊，对我说：“老爷爷，我换您过去吧。”

## V Key to Exercises

### Preview

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

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. F | 2. T | 3. F | 4. F | 5. T  |
| 6. F | 7. T | 8. T | 9. T | 10. T |

### Vocabulary

- 1** Become familiar with the rules of word formation.

- 1** Identify the parts of speech of the following words and list the suffixes used.

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.

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”.**

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

**4 Complete the sentences by translating the Chinese in the brackets.**

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

**2 Complete the following verb + noun collocations or expressions.**

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



**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.

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

**4** Translate the following sentences using words and expressions taken from the text.

1. They **took advantage of** our helpless situation and **took over** our company.
2. Although there are still difficulties ahead of us, I am sure that we Chinese people will have the wisdom to bring about the peaceful unification of our country **on our own**.
3. It is wrong to put emphasis on **nothing but** GDP. It will **give rise to** many serious problems.
4. He loves to **show off** his wealth, but that is all **in vain**. People still avoid him as though he were poison.
5. He soon **fell in love with** the village and was determined to make it a beautiful garden together with other villagers.
6. We must spend more money fighting against global warming. In addition, we must **resort to** tough laws. It is not just a matter of money.
7. When the police arrived at the school, the students and teachers were still **in a daze**.
8. This corrupt official was still **clinging to** his power. He refused to step aside.
9. When the man finally **came into view**, I found it was my father. I didn't know how he managed to find this place in the blinding snow. At that moment, I **burst into** tears.
10. She glanced 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.

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

**6 Complete the sentences by translating the Chinese in the brackets.**

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

**7 Fill in each blank with the correct form of the appropriate word or phrase in the brackets. Note that more than one of the words may be appropriate.**

- |  |   |
|--|---|
| 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              |   |

## Grammar

**1 Combine each pair of the sentences following one of the examples.**

1. Those who went to the lecture hall early had the front seats.
2. A dictionary is a book that explains the meaning and usage of words.
3. A library is a building or an organization that has a collection of books for people to read or borrow.
4. The man employed at the drug store is my cousin.
5. Those who want to join the drama club please sign up here.
6. I was born in a village surrounded by hills on three sides.
7. In the center of the room stood a large table covered with the cleanest tablecloth I had ever seen.
8. Those who had the least to give often gave the most.

9. Good teachers are those who encourage students to work on their own and think for themselves.

**2** Fill in the blanks with the correct form of the word(s) in the brackets.

- |                              |                                       |
|------------------------------|---------------------------------------|
| 1. had overslept             | 7. was, had been                      |
| 2. had invited               | 8. became, had read                   |
| 3. was born, had left        | 9. returned, came                     |
| 4. had gone, told            | 10. met, had once treated, said, was, |
| 5. had worked, were admitted | had done, forgave, asked              |
| 6. loved, had always been    |                                       |

**3** Fill in each blank of the passage with ONE suitable word.

- |          |               |            |              |             |
|----------|---------------|------------|--------------|-------------|
| (1) easy | (2) beginning | (3) But    | (4) suddenly | (5) worried |
| (6) If   | (7) master    | (8) number | (9) habit    | (10) go     |

**4** Translate the following sentences into English.

- Before I came to/entered college, I had never thought life at college would be so rich and interesting.
- Most of the Chinese college students born in the 1990s are the only child of their families.
- All those who know him admire him for his work.
- I missed the class because I didn't know it had moved up to Thursday.
- In some countries, those who are overweight will be punished one way or another.
- Soon after the fire, those who had lost their homes were taken to a place of safety.
- When we met again, we found we both had changed a lot.
- A team of experts headed by Professor Li will soon come and help farmers solve their problems.
- The field planted with tomatoes used to be wasteland.
- Our teacher told us to read books written by such masters as Mao Dun and Ba Jin.

**5** Identify and correct the mistake(s) in each of the sentences.

- Every day, my father **takes** me to school himself.
- Hardships can **turn** a boy **into** a man. / Hardships can **make** a man **out of** a boy.
- We **tried to persuade** him not to do that, but in vain.
- Last week, I read an interesting story that **had taken** place during WWII.
- He **searched** his room **for** the book but didn't find it.

6. I tried to put on a brave face, but **failed**.
7. We must **take advantage of** the opportunities coming our way.
8. When I was a small boy, I **would** often sit for hours playing with the few toys I had.
9. Sixteen years of teaching school **made/have made** an experienced educator out of a timid girl.
10. Before I came, I **had imagined** college **was** a paradise where I could relax after the stressful three years of high school.



# Unit 2

## Text A

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# The Boy and the Bank Officer

Philip Ross

## I Introduction

### 1 Background

Modern societies cannot do without banks. Banks keep, lend and issue money as well as offering many other financial services. They also help to regulate the economy with changes in interest rate and in money supply. However, traditionally, poor people and people who sympathize with them have regarded banks as evil, as enemies of the poor. Such suspicions and misgivings obviously still linger on. This article seems to prove that the prejudices of people like the author are ungrounded.

### 2 Structure

The text can be roughly divided into two parts; the second part can be further divided into several sections.

**I. The unfavorable opinion of the narrator's friend on banks (actually that of the narrator's): They act like churches. (para. 1)**

**II. The narrator's experience at a West Side bank in New York at lunchtime (paras. 2–32)**

**A. The narrator's impression of the bank officer and the boy (paras. 2–4)**

1. The bank officer looked like a man in power there.
2. The boy didn't look like a customer in a West Side bank.

**B. The narrator's interest in the boy and his argument with the bank officer (paras. 5–9)**

1. The boy couldn't understand why the bank officer wouldn't let him withdraw money from his savings account.
2. The bank officer insisted that the boy bring a letter from his parents if he wanted to do so.

**C. The narrator's attempt to help the boy (paras. 10–23)**

1. The narrator argued with the bank officer for the boy.
2. The bank officer wouldn't listen.
3. The boy left.

**D. The narrator realized why the bank officer rejected the boy's request to withdraw money. (paras. 24–32)**

1. The bank officer criticized the narrator for interference.
2. The bank officer explained why he hadn't allowed the boy to withdraw money.

### 3 Teaching Tips

- 1) This is basically an interesting anecdote with an unexpected ending. The author obviously made a fool of himself because he did not really know what was happening, and he made this mistake because he had been prejudiced against banks. So help students enjoy the humor, but don't try to read too much into it morally.
- 2) The text is mainly made up of dialogs between the author and the bank officer. Draw students' attention to the features of colloquial English: the use of contractions (缩略词), the use of short and often incomplete sentences, and the use of informal words.

- 3) Banks are extremely useful and important institutions, but if they are not run properly, they can do us a lot of harm, too. They do not always represent our interests. They can actually play all kinds of tricks. And many people have had unpleasant experiences with banks. Ask students to discuss in what way they think we should improve our bank services.
- 4) Draw students' attention to the polite language used by the bank officer and the angry and sarcastic tone expressed by the author.
- 5) For oral practice, students are advised to turn the story into a short play and act it out.
- 6) Encourage students to make a list of all words and expressions related to banks and bank services (such as collocations or phrases related to "bank", "account", "money") that appear in both Text A and Text B. The teacher might encourage students to add what they know to the list.

Here is a suggested list of such useful words and expressions related to banks and bank services:

bank business	withdraw money	make a loan
state-owned banks	put in money	give a loan
private banks	take out money	raise a loan
investment banks	make money	increase the interest rate
savings banks	earn money	lower the interest rate
bank rules	pay money	repay a loan
branch office	save money	have a balance of
banker	change money	open an account
bank officer	convert money	close an account
bank manager	borrow money	a checking account
bank director	lend money	a savings account
bank teller	send a money order	an account book
customer	remit money	current account
deposit money	write a check	put money in one's account

- 7) This text is relatively easy and not so long. It is suggested to play up Text B if possible.

## **II Language Focus**

### **1. Key words**

to look, to seem

## 2. Word formation

- 1) **noun suffixes:** -ence, -er (referring to things)
- 2) **adjective suffixes:** -ish, -ous, -y
- 3) **prefix:** over-
- 4) **compound words (复合词)**
- 5) **conversion (词性转换):** nouns → verbs

## 3. Verb patterns

hand over

happen to be/do

hear of

move in on sb

shake sb down

take out money from the bank

think about

turn to sb

## 4. Idioms and expressions

a series of

afraid of

as to

aware of

because of

in the first place

next to

no other... but

on duty

on the case

the other day

too... to...

## 5. Verb + noun collocations

attend a/the meeting

deposit money

follow the rules

have a balance

hold one's attention

hold sth in one's hand

make an arrest

make the rules

obey the rules

open an account

represent one's interests

waste time

wear an expression of

wear a sweater

withdraw money

## 6. Synonym discrimination (同义词辨异)

say, speak, talk, tell

take, bring

question, problem

before, ago

since, because

since, after



matter, affair

remember, memorize

## 7. Grammar

- 1) *ought to do sth* and unreal conditional clauses (present)
- 2) *shouldn't have done sth*

### III Detailed Discussion of the Text

1. **passion** (para. 1)

a strong feeling or emotion

2. **a candy store or a grocery store** (para. 1)**candy store:** a store which sells candies**grocery store:** (*AmE*) a store that sells food and daily things used in the home; a supermarket3. **The only difference is that a bank's goods happen to be money which is yours in the first place.** (para. 1)**goods:** (usually used in plural form) things produced in order to be sold**happen to do/be:** to do/be sth by chance

eg I happen to know something about medicine, so he could not fool me.

She happened to be away, so we did not see her.

When the fire broke out, I happened to be passing by.

**in the first place:** used to introduce a series of points in an argument or to talk about what should have been done

eg 1) I didn't go because, in the first place, I didn't have time. In the second place, I was not feeling very well.

2) —What did I say wrong?

—You shouldn't have told him in the first place!

3) —I didn't know the quality was so poor.

—You shouldn't have bought it in the first place.

4. **If banks were required to sell wallets and money belts, they might act less like churches.** (para. 1)

The word “church” has certain associations. People usually think of a church as the spokesman of God, as a powerful organization that controls your life and can interfere in your

life. Therefore the author thinks it is ridiculous for banks to act like churches.

**wallet:** a small flat case men carry in their pocket, for holding money (“Purse” is usually what women use.)

**money belt:** a belt with a pocket in it for holding money

*Note:* This sentence is in the subjunctive mood (虚拟语气) which shows that unfortunately such is not the case today.

5. **I began thinking about my friend the other day as I walked into a small, overlit branch office on the West Side.** (para. 2)

**began thinking:** English verbs are used in certain patterns. The word “begin” for example is often followed by a gerund (动名词), and many verbs can be used in the same pattern such as: start, finish, stop, like, love, hate, mind, enjoy, etc.

**the other day:** recently

**overlit:** too brightly lit, having too much light

*Note:* “over-” is a useful prefix (前缀) which means “too much”.

*More examples:*

overeat, oversleep, overwork, overburden, overweight, overkill, overcrowded,  
overdo, overdressed

**branch office:** 分行, 支行, 营业所

6. **I had come to open a checking account.** (para. 2)

For the definition of “checking account”, see Notes on the Text for this unit.

**open an account:** Draw the students’ attention to some common collocations of “account”:  
open an account, close an account, settle an account, etc.

7. **... the only officer on duty was a fortyish black man with short, pressed hair, a pencil mustache, and a... suit.** (para. 3)

**fortyish:** about forty. The suffix “-ish” here means “approximately”.

**pressed hair:** a hair style, with the hair straightened (黑人头发本来是自然卷曲的)

**a pencil mustache:** a thin mustache looking like a line drawn with a pencil

8. **Everything about him suggested a carefully dressed authority.** (para. 3)

Everything about him—his clothes, his manner, etc indicated that he was a carefully dressed man who had an important position and who exercised power.

It is important, from the bank’s point of view, for its officers to give customers this impression.

*Note:* The word “suggest” here means “indicate”. It should not be translated as “建议”.

### 9. ... who was wearing a V-necked sweater, khakis, and loafers. (para. 4)

**V-necked sweater:** a sweater with the opening at the neck shaped like the letter V

Explain that the suffix “-er” often refers to things as well as to people, such as sweater, loafer, can opener, pain killer, cooker, boiler, bomber, duster, dish washer, etc.

### 10. a kid from a prep school (para. 4)

a kid from a preparatory school

**preparatory school:** (*AmE*) a private school that prepares students for college

### 11. to hold my attention (para. 5)

to keep my attention

Draw students’ attention to the collocations of “attention”: to pay attention to, to give attention to, to draw attention to, to catch attention, to attract attention, to get attention, to have one’s attention, etc.

### 12. because of (para. 5)

Ask the students to turn “because of” into “because” in the following sentences:

He prefers to live in warm places because of his poor health.

She made a terrible mistake because of her ignorance of the law.

Many people there can’t even find enough water to drink because of pollution.

### 13. He was holding... savings account book and wearing an expression of open dismay. (para. 6)

For the definition of “savings account”, see the Notes on the Text for this unit.

**wearing an expression of open dismay:** looking very worried, disappointed and upset

### 14. ... a fourteen year old is not allowed to withdraw money... (para. 7)

... a fourteen-year-old person is too young to take money out of his account...

Drill the passive voice “(not) to be allowed to do sth”.

Ask the students to respond to the following questions:

Was the boy allowed to deposit money in the bank? (withdraw money/open an account/close the account)

Why did he come to withdraw money so often? (He was forced to...)

What was the boy advised to do? (be asked/told to do)

**15. “But that doesn’t seem fair,” the boy said, his voice breaking.** (para. 8)

Note that “doesn’t seem fair” is not as strong as “is not fair”. This shows the boy is afraid of the bank officer.

**his voice breaking** = with his voice breaking

**breaking:** changing the tone of his voice because of his emotion 嗓音都变了

**16. Now if you will excuse me.** (para. 9)

This expression is used when one wants to go back to one’s work, or to attend to other customers, or just to end the conversation.

**17. I didn’t think twice.** (para. 11)

I didn’t think very carefully; I said without hesitation.

*More examples:*

Next time you must think twice before you make such a promise.

This will teach her a lesson. Now she will think twice before she borrows money.

**18. I was going to open an account...** ( para. 11)

Pay attention to the tense used here. The sentence means “I originally planned to open an account, but now I’ve changed my mind.”

**19. Excuse me?** (para. 11)

This is used when you disagree with somebody but still want to be polite about it. It means “But why? I don’t understand.”

**20. ... this boy is old enough to deposit his money.** (para. 13)

Draw students’ attention to the use of “enough” in this pattern (the position is after the adjective it modifies).

Ask students to complete the following sentences:

She (He, Mr Li, etc) is (not) old (strong, tall, quick, rich, etc) enough to...

**21. And since there doesn’t seem to be any question as to whether it’s his money..., the bank’s so-called policy is... ridiculous.** (para. 13)

**since:** used here to give the reason for something (既然)

*More examples:*

Since you already know something about it, let me tell you the whole story.

Since you are all here, let's discuss it now.

Since you are so busy, why do you spend so much time watching TV?

**as to** (whether, who, which, etc): concerning, about

eg Even today historians still can't decide as to why he started the war.

It is still unclear as to who was responsible for this terrible mistake.

She was uncertain as to why she was offered that job.

("As to" is quite formal. It can be dropped in the above examples and should be dropped in conversation.)

**so-called:** used when you think the name given is wrong or improper

Don't use "so-called" when the name/noun is in quotes.

### 22. **It may seem ridiculous to you... but that is the bank's policy and I have no other choice but to follow the rules.** (para. 14)

**may... but...:** used to show that although one thing is true, something else that seems very different is also true

eg You may be rich, but you can't buy everything.

I may be stupid, but I am not as stupid as you think.

You may lead a horse to water, but you can't force it to drink.

### 23. **... in a voice rising slightly in irritation, ...** (para. 14)

... in a little louder voice which showed that the man was a little annoyed and impatient, ...

### 24. **... I have no other choice but to follow the rules.** (para. 14)

... I can't but act according to the rules. / I can't do it in any other way. / There is nothing else I can do.

*More examples:*

He had no choice but to leave the company.

She had no choice but to sell the house.

We have no choice but to continue our reform.

### 25. **during this exchange** (para. 15)

during this exchange of words/during this argument

### 26. **a balance of about \$100** (para. 15)

**balance:** referring to the amount of money one has in one's bank account

**27. I had my opening.** (para. 16)

I found a good chance to do or to say something.

**28. I moved in for the kill.** (para. 19)

I began to prepare to kill, destroy or defeat my enemy.

The author uses this exaggerated expression for humorous effect. What he meant was that he thought now he had a strong argument to silence the bank officer.

**29. How do you explain that?** ( para. 20)

What can you say to support this ridiculous logic?

**30. I zeroed in on the officer.** (para. 20)

Originally, “to zero in on sb” means “to aim a gun at a target”. The author again uses this exaggerated expression for humor.

**31. rear pocket** (para. 23)

a pocket at the back of one’s trousers; hip pocket

*Compare:* rear mirror; rear door; rear hospital (后方医院)

**32. ... you really shouldn’t have interfered.** (para. 24)

The word “shouldn’t” here is used to express a criticism.

*More examples:*

You shouldn’t have been so careless. (You were careless.)

I shouldn’t have told him. (I told him.)

She shouldn’t have taken that job. (She took that job.)

**33. Well, it damn well seemed to me then...** (para. 25)

**damn well:** used here to emphasize how sure or determined one is about something

It is slang and you should not use it in polite society.

**34. And who might that be?** (para. 27)

This is a polite way of asking for information. But here it is meant to be sarcastic.

**35. Look, we're just wasting each other's time.** (para. 29)

Look, let's stop talking about this because it's a waste of time. / You're just talking nonsense.  
I don't want to listen to you any more.

**36. some neighborhood bully** (para. 30)

A bully is a person who uses his strength or power to frighten or hurt someone who is weaker.

**37. ... has been shaking the boy down...** (para. 30)

... has been getting money from the boy by using threats...  
“To shake down” is a slang expression.

**38. to hand it over** (para. 30)

to give it (the money) to that bully

**39. too scared to tell anyone** (para. 30)

so scared that he didn't tell anyone

*More examples:*

He was too excited to sleep.

She was too tired to work.

The story is too good to be true.

**40. Anyway, the police are on the case...** (para. 30)

Anyway, the police are working on the case... (doing sth about it)

**anyway:** often used in spoken English when you want to change the subject or return to the previous subject, to give additional information, to finish saying something, or to continue without all the details

**41. Not that I ever heard of.** (para. 32)

I've never heard of such a rule.

—Does he have any relative here?

—Not that I know of.

## IV Translation of Text A

### 男孩与银行办事员

菲利浦·罗斯

我有一个朋友，他对银行深恶痛绝。“银行就像糖果店或杂货店一样，不过是一家商店而已，”他说，“唯一不同的是，银行经营的碰巧是钱，而这钱原本就是你的。要是让银行去卖钱包或者贴身腰包，他们也许办起事来会少一些教堂做派。”

有一天当我走进一家位于纽约西区的银行营业所时，就不禁想起了这个朋友。这家营业所不大，但灯光亮得刺眼。我是来开设一个活期账户的。

当时正值午饭时间，唯一当班的办事员是一个四十来岁的黑人，一头短发吹得很平整，蓄着淡淡的一字胡，穿着一身笔挺的棕色西装。从上到下都让人觉得是一位穿着考究的权威人士。

此时这位办事员正站在一个小柜台后面，面对着一个白人男孩。那男孩身上穿着一件尖领的套头衫，下面是一条卡其布裤子，脚上穿着一双平底便鞋。他有一头淡淡的金发，我想我之所以格外注意到他是因为他看上去更像是预科学校里的孩子，而不是一个站在西区银行里的客户。

接下来发生的事情让我继续关注这个孩子。

他手拿一张摊开的储蓄账户存折，一脸绝望的表情。“可是不明白，”他对办事员说，“我自己开的账户，为什么我自己不能取钱呢？”

“我已经和你解释过了，”办事员对他说，“十四岁的孩子没有父母开的字条是不允许取钱的。”

“可那实在没有道理，”男孩说，这时他的声音都发颤了，“这是我的钱。是我存进去的。这是我的存折。”

“这我知道，”办事员说，“但那是规定。我很抱歉。”

他说着就带着微笑转向我。“我能为您效劳吗，先生？”

我丝毫也没犹豫。“我本打算开一个新账户的，”我说道，“但是在看到这里发生的一切以后，我想我改主意了。”

“对不起，我不明白您的意思？”他说。

我说：“如果我对这里发生的事情没理解错的话，你是说这个男孩按年龄可以在你们银行里存钱，但是却不能够取钱。而这是不是他的钱或者是不是他的账户似乎都不存在疑问，那么你们银行所谓的政策显然是太荒谬了。”

“在您看来可能荒谬，”他回答道，嗓门显然由于感到不快稍微大了一点。“但那是银行的政策，我没有别的选择，只能按规定办事。”

在我们的这阵唇枪舌战中，那男孩一直满怀希望地站在我身边，可现在我和他一样无助了。这时我突然注意到，他一直攥在手里的那张摊开的存折上显示有100美元的余额。而且那上面还显示了一系列小额的存取记录。



我这下找到了突破口。

“你以前自己来取过钱吗？”我问那男孩。

“取过，”他说。

于是我使出了我的杀手锏。

“你对此作何解释？”我把矛头直指那个办事员，“为什么你们过去让他取钱，现在又不让了呢？”

他看上去很恼火。“因为出纳员以前没注意到他的年龄，现在他们注意到了。这真是再简单不过了。”

我转身对男孩耸了耸肩，说：“你这是被骗了，你应该让你的父母来这里抗议。”

男孩子垂头丧气。他默默地把存折放进后面的裤兜，走出了银行。

办事员转身面对着我。“唉，”他说，“您刚才真不该瞎掺和。”

“不该掺和？”我大声说道，“嘿，我倒是觉得他正需要有人来代表他的利益说话。”

“刚才已经有人在代表他的利益了，”他轻声地说道。

“请问那个人是谁？”

“我们银行。”

我简直无法相信这个白痴会说这样的话。“行了，”我最后说道，“我们不过是在浪费彼此的时间。可是也许你愿意确切地说明一下，银行是如何代表那个男孩的利益的？”

“当然，”他说道。“我们今天早上接到通知，说附近有个恶棍这一个月来一直在敲诈这个孩子。那个家伙逼着他每个礼拜都从银行里取钱给他。这个可怜的孩子显然因为害怕不敢告诉任何人。那才是他苦恼的真正原因。他不知道那个家伙会怎么对付他。不过，好在警察现在已经在办这个案子了，他们可能今天就会逮捕那个家伙。”

“你是说根本没有规定说年龄太小了就不能从储蓄账户中取钱？”

“我从没听说过。好了，先生，您需要我们提供什么服务呢？”

## V Key to Exercises

### Preview

**1** Listen to the recording of the text and choose the statement that best reflects your understanding.

1. C      2. D      3. A      4. B      5. C

## Vocabulary

### 1 Become familiar with the rules of word formation.

#### 1 Give the parts of speech of the following words and guess the meaning.

- |                             |                |
|-----------------------------|----------------|
| 1. <i>n</i>                 | 11. <i>n</i>   |
| 2. <i>n</i>                 | 12. <i>n</i>   |
| 3. <i>v</i> past participle | 13. <i>adv</i> |
| 4. <i>v</i> past participle | 14. <i>adv</i> |
| 5. <i>v</i> past participle | 15. <i>adj</i> |
| 6. <i>n</i>                 | 16. <i>adj</i> |
| 7. <i>n</i>                 | 17. <i>n</i>   |
| 8. <i>n</i>                 | 18. <i>n</i>   |
| 9. <i>adj</i>               | 19. <i>n</i>   |
| 10. <i>adj</i>              | 20. <i>n</i>   |

#### 2 Guess the meaning of the following words and see how they are formed.

- |         |          |
|---------|----------|
| 1. 头痛   | 8. 雪靴    |
| 2. 钞票   | 9. 手册    |
| 3. 祖国   | 10. 店员   |
| 4. 伤心   | 11. 夜总会  |
| 5. 握手   | 12. 交叉火力 |
| 6. 山体滑坡 | 13. 意志力  |
| 7. 月光   |          |

#### 3 Translate the following expressions, paying attention to the different use of the suffix

“-y”.

- |              |              |
|--------------|--------------|
| 1. 繁星密布的天空   | 10. 有钱人      |
| 2. 狂风暴雨肆虐的大海 | 11. 雨季       |
| 3. 棉花般的雪     | 12. 银发       |
| 4. 多山地区      | 13. 红润的面颊    |
| 5. 落基山脉      | 14. 多刺的鱼     |
| 6. 肉嘟嘟的鼻子    | 15. 瘦骨嶙峋的女孩儿 |
| 7. 多毛的胸部     | 16. 气味难闻的奶酪  |
| 8. 浓密的眉毛     | 17. 咸味食品     |
| 9. 卷曲的头发     | 18. 华而不实的语言  |

**4 Translate the following sentences, paying special attention to the words in bold type.**

1. 一个男子突然站了起来，用他的鞋子朝他扔过去。幸亏他及时**低头**躲了过去。
2. 我们在他回家前把房间**通通风**吧。
3. 她虽然八十好几了，但还能**穿针引线**。
4. 我们必须勇敢**面对**这个危险。总有人要在我们这里浑水**摸鱼**的。
5. 她清楚地知道，如果她把那钱**放进口袋**，她**就会**倒大霉。(head for: 很可能遭受 [不幸]; 会招致)
6. 会议是由一个刚刚**平步青云**，掌握大权的妇女主持的。
7. 正如老话所说，**剥猫皮**可以有**很多**办法。(不必墨守成规。)
8. 一对年轻的恋人坠入爱河，仅因此，他们被人们用石头活活**砸死**。
9. 我希望贫富差距能够缩小。前两天我见到一个饿急了年轻人在一家饭馆里**狼吞虎咽****地吃**残羹剩饭。
10. 桌子上的食品看起来是如此的诱人，我都**流口水**了。

**2 Complete the following verb + noun collocations or expressions.**

1. have/keep/open/close
2. have/keep/show/lose
3. attend/hold/chair/have/open/close
4. change/read/speak
5. give/hold
6. make/send/save/pay/earn/deposit/withdraw/change/borrow/lend
7. wear/show/give/use
8. obey/follow/make/change/break
9. have/spend/keep/waste/kill/save/count/lose
10. protect/represent/consider

**3 Complete the sentences by translating the Chinese in the brackets according to the sentence patterns in bold.**

1. is that we can't find enough foreign markets
2. is that without democracy there is no harmonious society
3. is that we should give/allow students more freedom
4. is not strong enough to send him to prison
5. reliable enough to be her husband
6. is not big enough to hold so many people
7. There doesn't seem to be any different opinion
8. Because at that time there seemed to be enough food for everybody

9. Because there didn't seem to be any good reason at the time
10. because he was being followed at that time
11. my car is being repaired/fixed
12. I hear it is being criticized by many people
13. a good doctor, but he doesn't know much about history
14. an excellent English professor, but she doesn't know everything
15. we may be poor, but we are no beggars
16. I shouldn't have told her in such a hurry
17. I shouldn't (have gone)
18. we should have listened to them

**4 Fill in the blanks with the correct forms of the words and phrases listed below.**

- |                            |                           |
|----------------------------|---------------------------|
| 1. move in on, happened to | 5. Because of, hand over  |
| 2. aware of                | 6. the other day, on duty |
| 3. heard of                | 7. on the case, as to     |
| 4. think twice             | 8. in the first place     |

**5 Fill in the blanks with the correct prepositions or adverbs.**

- |               |              |
|---------------|--------------|
| 1. on         | 5. down upon |
| 2. into       | 6. up        |
| 3. up         | 7. up to     |
| 4. forward to |              |

**6 Translate the following sentences into English.**

1. It seemed impossible to me, but all the others looked very confident.
2. We looked around. There wasn't a building standing in sight. The earthquake seemed to have destroyed everything.
3. —He seems to be in low spirits these days. I wonder why.  
—I think it's because he doesn't seem to be making much progress in his studies. He is afraid of being looked down upon by his classmates.
4. —What are you looking for, Dick?  
—I seem to have lost my key. How annoying!
5. If you find a word that does not seem to make any sense in the sentence, you should look it up in the dictionary. That's the only way to learn to use a word.
6. They went on arguing for hours. Neither was willing to listen to the other. I suddenly

remembered someone saying “Discussion is an exchange of knowledge while argument is an exchange of ignorance.”

7. The situation there seems to be very complicated. The government has promised to look into it.
8. My grandpa seems to be getting better and better, but he still needs somebody to look after him.
9. Economists have already come to the conclusion that the crisis seems to be coming to an end. World economy is looking up.
10. When I got well I looked at my bank account. To my sadness, I found my balance was almost zero. All my savings in the past three years were gone.

**7** Fill in each blank with the correct form of the appropriate word in the brackets. Note that more than one word may be appropriate.

1. say, ago
2. before, remember/recall
3. spoke, say
4. speak/tell, after, speak
5. After, since
6. bring/take, since/because (Use “bring” if she was coming to you, and “take” if she was leaving you.)
7. question, since/when
8. Remember, bring
9. matter, problem

## Grammar

**1** Study the given patterns and rewrite the following sentences after the example.

1. You ought to invite him to sing at the New Year Party.
2. You ought to do something a bit more challenging.
3. We ought to start preparing for celebrations.
4. You ought to relax and stop worrying about him.
5. If I knew their phone number, I would surely call them.
6. If I was in charge here, I would help you.
7. If I was offered the job, I would take it for sure.
8. If I had a warm coat with me, I wouldn't feel so cold.

9. If his parents could afford it, they would support him at college.
10. Ted might be able to solve these problems if he were here with us.

**2 Rewrite the following sentences by using subjunctive mood after the example.**

1. Jack shouldn't have done that/thrown the exam paper to the floor.
2. People shouldn't have wasted water like that.
3. Joe shouldn't have lied to his parents. / He shouldn't have spent his parents' hard-earned money like that.
4. I shouldn't have given up so easily.
5. Jim should not have jumped the queue. / He shouldn't have behaved like that.
6. Li Tong's parents shouldn't have read her private letter without her permission.
7. I don't think the students should have overacted. (They should have called the security on campus.)

**3 Fill in each blank of the passage with ONE suitable word.**

- |                 |               |             |                         |
|-----------------|---------------|-------------|-------------------------|
| (1) types/kinds | (2) lending   | (3) for     | (4) is                  |
| (5) pay         | (6) opening   | (7) balance | (8) store/keep/save/put |
| (9) changes     | (10) withdraw |             |                         |

**4 Translate the following sentences using one of the patterns listed in Grammar exercises 1-2.**

1. You ought to try a different method.
2. I think you ought to talk with our writing teacher about it.
3. We ought to report the theft to the police immediately.
4. You ought to go and see your parents more often now that they are not in good health.
5. You shouldn't have shouted at the elders like that.
6. You shouldn't have been late for such an important meeting.
7. Isn't Jim your friend? You shouldn't have turned down/rejected his offer of help.
8. As a college student, you shouldn't have spent all your free time playing computer games.
9. If I failed this time, I would try for the second time.
10. If global warming continued, these islands would disappear.
11. If I had a million *yuan*, I would buy my parents an apartment.
12. If I were elected president of the students' union, I might organize a piano competition.

**5 Identify and correct the mistake(s) in each of the sentences.**

1. No one **knew** what **had happened/was happening** there. / No one **knows** what **is happening/has happened** there.
2. My parents had a good reason to be angry with me. I **shouldn't have lied** to them in the first place.
3. The new Prime Minister is well **aware that** his government is faced with a lot of problems. / The new Prime Minister is well **aware of the problems** his government is faced with.
4. If you **won** the prize, what would you do with the money?
5. The guest was greeted **with** a bunch of flowers at the airport.
6. The teller **was arguing** with a young customer about something when the narrator entered the bank.
7. The narrator thought the **bank's policy** was ridiculous.
8. **It was understandable** for her to be angry with me. / **She had a good reason** to be angry with me.
9. I shouldn't have lied to her **in the first place**.
10. He had no choice but to do what he **was told to**.



# Unit 3

## Text A

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# Message of the Land

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## I Introduction

### 1 Background

#### 1. Genre (type of writing)

This text is different from the previous two, which are both stories. In teaching stories, we must first help students to follow the plot and find out what the author intends to get across to the reader—the thesis, which is often implied, and not directly stated. Readers often have different ideas about the thesis of a story.

The present text is an essay in a very broad sense of the word, for it was written down by the writer who interviewed a farmer and his wife. Since the end of World War II it has become popular for writers to interview people, record what they say and, after some, not too much, editing, publish these people's stories in book form.

#### 2. Style

The style of such writing is colloquial, the language straightforward, and the sentences generally short. When we read the text, we feel as if we were sitting face to face with the couple, listening to their stories and experiences, sharing their joys and sorrows.



Note the figures of speech the farmer and his wife use. They are vivid, expressive and appropriate. Here are a few examples:

... and it is *like a knife piercing my heart*. (para. 2)

... and it is no longer fertile, *bleeding* year after year, and *like us getting old and exhausted*. (para. 3)

When each of them has a pair of jeans, they are *off like birds on the wing*. (para. 9)

### 3. Urbanization

Urbanization is the process by which more and more people leave the countryside to live and work in cities. We find in the farmer and his wife qualities that are shared by many who till the land—love of the land, love of physical labor, and above all, love of family. We are also impressed by their honesty and kindness and by their simple life. Their children, however, are quite different. The way they leave the land is typical of many young people born and brought up in the countryside. They don't see any attraction in farming and, as soon as possible, leave for the city to seek their fortune. As a result, farming is left to the old people. This is true not only in Thailand but also in many other developing countries.

## 2 Structure

The text can be roughly divided into two parts; both can be further divided into several sections.

### I. What the farmer's wife says (paras. 1–7)

#### A. Her family and their land (paras. 1–3)

1. How she inherited the land.
2. How her four children live and work in cities.
3. How she and her husband persisted in working on their land.

#### B. Changes in the village the farmer's wife does not like (paras. 4–7)

1. People have to pay their neighbors for services.
2. Plastic things have replaced village crafts.
3. Young people copy fashions of city people.
4. She thinks certain things, such as religious beliefs and traditions should not change.
5. She wouldn't change and doesn't complain about their hardships.

## II. What the farmer says (paras. 8–11)

A. The reason for his silence—he knows the root of all evils (paras. 8–9)

B. His worry—who he will give his land to when he dies (para. 10)

C. His love of the land (paras. 10–11)

1. He finds joy in farming.
2. He never wants to leave his land and hopes he can pass on the land's secret message to his grandchildren.

## 3 Teaching Tips

### 1. Rice cultivation

To help students, mostly born in the 1990s, understand the hardships of paddy rice farming, we could give them a brief account of how rice is cultivated with the help of pictures.

Rice is cultivated basically in two ways. Rice farmers in developing countries usually sow seeds in small seedbeds, then hand-transplant the seedlings into flooded fields that have been plowed and leveled (=made flat and smooth) by water buffalo-drawn plows. One advantage of transplanting seedlings instead of planting seed is that the young plants help limit weeds by shading them from needed sun. In industrialized countries, seed is sown with a machine or cast from an airplane into machine-leveled fields that are then flooded. Herbicides are the primary method of weed control.

Transplanting rice seedlings by hand is a hard job, for the farmers have to stand in muddy water, barefoot, and push the seedlings into the mud with their fingers, a few at a time.

### 2. Discussion

- What kind of people do you think the farmer and his wife are? What fine qualities do you find in them?
- Compare the farmer with his wife. What do they have in common? In what ways are they different?
- Do you think the farmer and his wife are conservative (保守) in some way? Explain.
- What do you think is the land's secret message the farmer wants to pass to his grandchildren?
- Do you agree with all that the farmer and his wife say?
- Do you think it's reasonable for young people in the countryside to leave for the city to seek better opportunities for themselves?

## II Language Focus

### 1. Key words

to get, to put

### 2. Word formation

1) **prefixes:** un-, re-, fore-

2) **suffixes:** -able, -en

3) **compound words:**  $n + v + -er \rightarrow n$ , eg hairdresser;  
 $adj + n + -ed \rightarrow adj$ , eg old-fashioned

### 3. Verb patterns

1) link  $v + adj$  (as predicative)

2) verbs frequently used with this pattern: be, become, feel, get, go, grow, keep, look, remain, seem, smell, sound, taste, turn

### 4. Idioms and expressions

a pair of	hundreds of
a strip of land	in a certain way
as for	in infancy
as soon as	in one's day
be able to	in rags
be at peace with	in spite of
be filled with	no longer
be good for	not only... but..., too
be the way with sb	now and then
be willing to	only if
even if	used to
from morning till dusk	year after year

### 5. Verb phrases

barter for	occur to
belong to	pass on
complain of	put on
feel a pity for	spring up

## 6. Verb + noun collocations

attract people	mind one's own life
build a house	paint lips or nails
bully people	pierce one's heart
catch crabs	plant rice
condemn a person	plough the field
dig a well	reap the rice
gather flowers	replace sth
insult people	smell the scent
litter the place	till the soil

## 7. Grammar

- 1) *ought to do sth*
- 2) *shouldn't have done sth*
- 3) unreal conditional clauses (present)

# III Detailed Discussion of the Text

## 1. They belonged to my parents and forefathers. (para. 1)

**belong to sb:** to be owned by sb

- eg This computer belongs to my roommate, Wang Lin.  
Who does the bag on the seat belong to?

## 2. ... it was I who stayed with my parents till they died. (para. 1)

Learn how to use the emphatic form "it is/was... that/who...".

*More examples:*

- It was my sister who went to teach in a village school upon graduation.  
It was in Shanghai that I first met Professor Li.

## 3. My husband moved into our house as is the way with us in Esarn. (para. 1)

(When we got married) my husband came to live in our house. It was the tradition here in Esarn that the bridegroom should come to live with the bride's family.

"As" here introduces a defining relative clause, and functions as its subject, representing what is stated in the main clause.