



Unit

1

Text A **Half a Day**

Text B **Making the Grade**

现代大学英语

Contemporary College English

Text A



Half a Day

Naguib Mahfouz

- 1 I walked alongside my father, clutching his right hand. All my clothes were new: the black shoes, the green school uniform, and the red cap. They did not make me happy, however, as this was the day I was to be thrown into school for the first time.
- 2 My mother stood at the window watching our progress, and I turned towards her from time to time, hoping she would help. We walked along a street lined with gardens and fields planted with crops, pears, and date palms.
- 3 “Why school?” I asked my father. “What have I done?”
- 4 “I’m not punishing you,” he said, laughing. “School’s not a punishment. It’s a place that makes useful men out of boys. Don’t you want to be useful like your brothers?”
- 5 I was not convinced. 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.
- 6 When we arrived at the gate we could see the courtyard, vast and full of boys and girls.

“Go in by yourself,” said my father, “and join them. Put a smile on your face and be a good example to others.”

7 I hesitated and clung to his hand, but he gently pushed me from him. “Be a man,” he said. “Today you truly begin life. You’ll find me waiting for you when it’s time to leave.”

8 I took a few steps. Then the faces of the boys and girls came into view. I did not know a single one of them, and none of them knew me. I felt I was a stranger who had lost his way. But then some boys began to glance at me in curiosity, and one of them came over and asked, “Who brought you?”

9 “My father,” I whispered.

10 “My father’s dead,” he said simply.

11 I did not know what to say. The gate was now closed. Some of the children burst into tears. The bell rang. A lady came along, followed by a group of men. The men began sorting us into ranks. 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.

12 “This is your new home,” said the woman. “There are mothers and fathers here too. Everything that is enjoyable and beneficial is here. So dry your tears and face life joyfully.”

13 Well, it seemed that my misgivings had had no basis. From the first moments I made many friends and fell in love with many girls. I had never imagined school would have this rich variety of experiences.

14 We played all sorts of games. In the music room we sang our first songs. We also had our first introduction to language. We saw a globe of the Earth, which revolved and showed the various continents and countries. We started learning numbers, and we were told the story of the Creator of the universe. We ate delicious food, took a little nap, and woke up to go on with friendship and love, playing and learning.

15 Our path, however, was not totally sweet and unclouded. We had to be observant and patient. It was not all a matter of playing and fooling around. Rivalries could bring about pain and hatred or give rise to fighting. And while the lady would sometimes smile, she would often yell and scold. Even more frequently she would resort to physical punishment.

16 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. Nothing lay ahead of us but exertion, struggle, and perseverance. Those who were able took advantage of the opportunities for success and happiness that presented themselves.

- 17 The bell rang, announcing the passing of the day and the end of work. The children rushed towards the gate, which was opened again. I said goodbye to friends and sweethearts and passed through the gate. I looked around but found no trace of my father, who had promised to be there. I stepped aside to wait. When I had waited for a long time in vain, I decided to return home on my own. I walked a few steps, then came to a startled halt. Good Lord! Where was the street lined with gardens? Where had it disappeared to? When did all these cars invade it? And when did all these people come to rest on the surface? How did these hills of rubbish find their way to cover the sides? And where were the fields that bordered it? High buildings had taken over, the street was full of children, and disturbing noises shook the air. Here and there stood conjurers showing off their tricks or making snakes appear and disappear from baskets. Then there was a band announcing the opening of a circus, with clowns and weight lifters walking in front.
- 18 Good Lord! I was in a daze. My head spun. I almost went crazy. How could all this have happened in half a day, between morning and sunset? I would find the answer at home with my father. But where was my home? 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. Extremely irritated, I wondered when I would be able to cross.
- 19 I stood there a long time, until the young boy employed at the ironing shop on the corner came up to me.
- 20 He stretched out his arm and said, “Grandpa, let me take you across.”

Notes on the Text

1. About the author and the text

Naguib Mahfouz (纳吉布·马福兹) was born in 1911 in Cairo (开罗) and died in 2006. He was the first Arabic-language author awarded the Nobel Prize for Literature (1988). He published over 100 short stories and 30 novels, 16 of which have been adapted for films. His works have been compared in spirit and tone to the social realism of Balzac (法国著名小说家巴尔扎克) and Dickens (英国著名小说家狄更斯). His early work, *The Cairo Trilogy* (1957), describes the changes in three generations of a middle-class urban Cairo family. “Half a Day” which first appeared in English in *The Time and the Place and Other Stories*, was published in 1991. It is an allegorical tale, an example of the modern, experimental mode of writing that Mahfouz adopted in his later years.

2. Cultural background

The changes described in the text about the little town and the presence of such things as

date palms and snake charmers, plus the introductory material on the author suggest that the story most likely takes place in an Arabic cultural setting, perhaps in Egypt. The school life in the story may reflect the country's social conditions in the early 20th century but it is also universal to a large degree.

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

“Creator” means God for Christians or Allah for Muslims. It is always capitalized.

Glossary

border /'bɔ:də(r)/

v. 与……接界；与……相邻

circus /'sɜ:(r)kəs/

n. 马戏团

cling /kliŋ/

v. (clung, clung) to hold closely; to refuse to let go 抓紧；紧握

clown /klaʊn/

n. a person who performs in a circus, wears funny clothes and makeup, and tries to make people laugh

clutch /klatʃ/

v. to hold tightly 紧紧抓住；紧握住

conjuror /'kʌndʒərə(r)/

n. a person who entertains people by performing tricks in which things appear, disappear, or change as if by magic 魔术师

creator /kri:'eɪtə(r)/

n. one who makes sth. for the first time 创造者；*the Creator*: (宗教)造物主

crossroads /'krɒsrəʊdz/

n. a place where two or more roads cross each other 交叉路口

curiosity /,kjʊəri'ɒsɪtɪ/

n. the desire to learn and know 好奇心

daze /deɪz/

n. *in a ~*: a state of being unable to think clearly 茫然状态

exertion /ɪg'zɜ:ʃən/

n. great effort 努力；尽力

halt /hɔ:lt/

n. a stop or pause

hatred /'heitrɪd/

n. feelings of strong dislike

intricate /'ɪntrɪkɪt/

adj. containing many small parts or details that all work or fit together 错综复杂的

invade /ɪn'veɪd/

v. to enter an area in large numbers, crowd into 涌入

irritated /'ɪrɪteɪtɪd/

adj. annoyed and impatient

joyfully /'dʒɔɪfʊli/

adv. very happily

lift /lɪft/

v. 抬；举；*weight ~ers*: people who compete in contests of strength by lifting heavy objects

lord /lɔ:d/

n. master, male ruler; *good Lord*: reference to God, used when one is suddenly surprised, annoyed or worried

misgivings /,mɪs'gɪvɪŋz/	<i>n.</i> (pl.) feelings of doubt and fear 顾虑
nap /næp/	<i>n.</i> a short sleep
observant /əb'zɜ:vənt/	<i>adj.</i> quick to notice; (here) careful to obey rules 遵守规则的
opportunity /,ɒpə'tju:nɪtɪ/	<i>n.</i> a chance
overlook /,əʊvə'lʊk/	<i>v.</i> to see a place from above, e.g. from a high building or window 俯视
palm /pɑ:m/	<i>n.</i> 棕榈树; <i>date ~:</i> 椰枣树
paradise /'pærədəɪz/	<i>n.</i> heaven 天堂
perseverance /,pɜ:sɪ'vɪərəns/	<i>n.</i> determination to keep trying to do sth. in spite of difficulties 坚持不懈; 不屈不挠
rank /ræŋk/	<i>n.</i> a line or row of people or things 排; 列
resort /rɪ'zɔ:t/	<i>v.</i> ~ <i>to sth.:</i> to do or use sth. especially because no other choices are possible
revolve /rɪ'vɒlv/	<i>v.</i> to move or turn in a circle around a central point
rivalry /'raɪvəlɪ/	<i>n.</i> 竞争
sort /sɔ:t/	<i>n.</i> a kind or a type <i>v.</i> to put things in a particular order
startled /'stɑ:tld/	<i>adj.</i> surprised and often slightly frightened
stretch /stretʃ/	<i>v.</i> 伸展; ~ <i>out:</i> 伸出
sweetheart /'swi:thɑ:t/	<i>n.</i> a person one loves
trace /treɪs/	<i>n.</i> a sign or indication of sth./sb. being present 迹象; 痕迹
unclouded /ʌn'klaʊdɪd/	<i>adj.</i> without any cloud; (here) untroubled by
vain /veɪn/	<i>n.</i> <i>in ~:</i> without result; without success; without producing a good or desired result

Preview

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

- _____ 1. The boy comes from a poor family and is afraid of being looked down upon by other kids in school.
- _____ 2. The boy's father takes his son's education very seriously.
- _____ 3. The boy is favorably impressed by the big gates, high walls and tall buildings of the school.

- _____ 4. The boy has many misgivings about school and they all turn out to be true.
- _____ 5. The lady appears to be kind, but she can be tough and severe too.
- _____ 6. The boy likes school because he can spend all his time playing and fooling around there.
- _____ 7. The story could not really have happened in half a day.
- _____ 8. The boy seems to be particularly interested in such subjects as music, geography, language, mathematics, and natural science.
- _____ 9. The boy's father does not come to take him home as he has promised because the narrator is now no longer the little boy so many years ago. He has mixed up the present with the past. He is now actually a very old man.
- _____ 10. The narrator does not recognize the street on his way home because many years have passed and many changes have taken place in the town during his lifetime.

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

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

1. My mother stood at the window **watching our progress**.
2. It's a place that **makes useful men out of boys**.
3. I did not believe there was really **any good to be had** in tearing me away from my home.
4. The men began **sorting us into ranks**.
5. **Rivalries** could bring about pain and hatred or **give rise to** fighting.
6. Those who were able took advantage of the opportunities for success and happiness that **presented themselves**.
7. When I had waited for a long time in vain, I decided to return home **on my own**.
8. When did all these cars **invade** it?
9. Then there was a **band** announcing the opening of a circus...
10. ... but the stream of cars would not **let up**.
11. ... the young boy employed at the **ironing shop**.

2 Answer the following questions.

1. Why does the author use "Half a Day" as the title of the story? Notice when he is talking about the present moment, when he is talking about the first half day and when he is talking about his whole school experience. Why is the story told in the first person? How old do you think the narrator is when he recalls his school days? Can you imagine how an old man would want to revisit his primary school?
2. Does this story strike you as childish? How do you like the ending? Are you surprised that this is written by a Nobel Prize winner in literature?

3 Read the text again for language and complete the following tasks.

- 1 Read Paragraphs 5, 11, and 16 of the text aloud and learn them by heart. Mark out the sense groups, pauses, sentence stresses, and intonation before you start.
- 2 Underline useful sentence patterns that are new to you and study how they are used.
- 3 Find useful phrases and idioms from the text and list them below.

- 4 Find useful *verb + noun* collocations and expressions from the text and list them below.

Speaking

1 Work in pairs and ask each other the following questions.

1. Why does the boy feel so reluctant to go to school? What are his chief misgivings?
2. What does the boy see along the street on the way to school? What purpose do these descriptions serve?
3. What is the boy's first impression of the school? Is he favorably impressed by the high walls and huge buildings?
4. How does the boy like the teachers at the school?
5. How does the boy find school life? Do his misgivings turn out to be true?
6. Do you consider the boy a good student? Does he find school life beneficial?
7. Why does the boy say that they have to be observant and patient? Observant and patient about what? What are some of the unhappy experiences the children have?
8. When do you first notice that the narrator is no longer the small boy?
9. Why is it that the boy cannot find his way home?
10. How does he like the changes in the street? How do you know?

2 Work in groups and discuss the following questions.

1. Imagine that it is now fifty years after your graduation and your class is back to your university for a reunion. What would you remember and want to talk about?
2. Discuss how we should understand the moral of the text if you think there is any. What is the author's purpose in writing this story? To show that time flies and life is short? Or to show that education is important? Or to show how the world around us can change dramatically? Or what else?
3. Do you agree with the following statements? Give your reasons.
 - a) Life begins at school. School is a place that makes useful citizens out of boys and girls.
 - b) School is like a new home, and everything enjoyable and beneficial is available there for us.
 - c) School is usually a complete waste of time and money.
 - d) Nothing lies ahead of students but exertion, struggle and perseverance, and only those who are able to take advantage of the opportunities for success and happiness that can succeed.



Vocabulary

1 Become familiar with the rules of word formation.

Word formation tips (构词法)

Many words in English can be changed into different parts of speech by adding one or more letters to the head or end of the words. Those added at the head are called prefixes (前缀), while those added at the end are called suffixes (后缀). Suffixes usually indicate the part of speech while prefixes often have meanings of their own. For example:

Noun suffixes (名词后缀):

-action/-tion/-sion

Verb + -ation / tion / sion → Noun

Examples:

act → action;

discuss → discussion

Adverb suffixes (副词后缀):

-ly

Adjective + -ly → adverb

Examples:

quick → quickly;

angry → angrily

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

translation, exertion, hesitation, announcement, punishment, building, misgivings, happiness, weakness, wonderful, beautiful, useless, hopeless, happily, really, translator, Creator, announcer, conjurer, convinced, startled

Noun suffixes: _____

Adjective suffixes: _____

Adverb suffixes: _____

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

1. simple, hurried, terrible, possible, miserable, polite, fortunate, practical, physical, favorable, rough, serious

Their corresponding adverbs are: _____

2. completely, accurately, particularly, totally, absolutely, easily, angrily, miserably, exactly, finally

Their corresponding adjectives are: _____

3. powerful, successful, careful, tearful, meaningless, homeless, priceless

Their corresponding nouns are: _____

4. expression, impression, attention, celebration, attraction, spelling, production, pollution, prevention, opposition, organization, information, appointment, requirement, judgment

Their corresponding verbs are: _____

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

- | | |
|-------------------------|-------------------------|
| 1. a useful word | 11. a harmless animal |
| 2. a helpful suggestion | 12. a shameless liar |
| 3. a painful experience | 13. a classless society |
| 4. a tearful voice | 14. a hopeful situation |
| 5. a hopeless war | 15. a fruitful visit |
| 6. a priceless stone | 16. a powerful army |
| 7. a useless book | 17. a careless mistake |
| 8. a careful look | 18. a homeless child |
| 9. an eventful year | 19. a toothless old man |
| 10. a harmful habit | 20. a nameless flower |

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

- Opinions still _____ (不同) among economists as to whether the economy will soon recover.
- People often think _____ (不同地) because they have _____ (不同的) interests.
- I can't tell the _____ (不同之处) between the two. They seem the same to me.
- The situation is getting very _____ (严重的). But the most _____ (严重的) thing is that not many people take it _____ (严肃地).
- I know the _____ (严重性) of the matter. Today our rivers and lakes are _____ (严重地污染了的), and so are our land and air.
- _____ (幸运地), the _____ (污染) problem is now being taken care of. Those factories that _____ (严重地) _____ (污染) our water and air are being closed down.
- We must pay close _____ (注意) to it.
- The students all listened to the teacher very _____ (注意力集中地). But to be _____ (注意力集中的) is not enough. There should be more interaction between the students and the teacher.

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

- | | |
|----------------------|-------------------|
| 1. _____ steps | 8. face _____ |
| 2. _____ one's way | 9. announce _____ |
| 3. _____ one's tears | 10. invade _____ |
| 4. _____ games | 11. cross _____ |
| 5. _____ a nap | 12. reach _____ |
| 6. _____ a story | 13. employ _____ |
| 7. _____ one's mind | |

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.

in vain	show off	resort to	cling to
burst into	bring about	give rise to	on their own
make... out of	take advantage of		

1. Unlike high school students who have many classes to go to, university students should spend most of their time studying _____.
2. Peter loves to _____ his new fancy car, for it is just about the only property he has.
3. When the speaker stepped onto the platform, the audience _____ thunderous applause (雷鸣般的掌声).
4. Clearly it was the town's poverty that had _____ its high crime rate.
5. Global warming has already _____ great changes in some small island countries.
6. Both sides are willing to sit down and talk because they know it is stupid _____ force.
7. It had suddenly started raining when he returned home, wet all over and trembling with his clothes _____ his body.
8. The heavy rains they had last summer _____ serious flooding.
9. When he was in England, he _____ every opportunity to improve his spoken English.

10. He tried to make his father change his mind, but it was all _____ because his father was determined to _____ a great musician _____ him.

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

1. 他们利用我们求助无门的困境把我们公司接管了。
2. 虽然我们前面仍有困难，但我肯定我们中国人有智慧靠自己实现国家的和平统一。
3. 只强调国内生产总值是错误的，它会引起很多严重的问题。
4. 他喜欢炫耀他的财富，但是这完全是徒劳的，人们仍然像躲避毒药那样躲他。
5. 他不久就爱上了这个村子。他决心和村民一起把这个地方变成一个花园。
6. 我们必须花更多的钱来和全球气温上升作斗争。另外，我认为我们还必须采取严厉的法律措施。这不只是一个钱的问题。
7. 当警察到达学校的时候，学生和教师还在一种茫然不知所措的状态。
8. 这个腐败的官员还在死死抓住他的权力不放。他拒绝靠边站。
9. 当那个人最后进入视界时，我发现原来是我父亲。不知他怎么在这大雪中找到这个地方的。那时候，我放声大哭起来。
10. 她不时地偷偷朝他张望。她发现自己第一次这样看一个年轻男子。

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

1. Houses in that part of the country were mostly **made** _____ cheap material. They all collapsed in the earthquake.
2. The Great Wall wine is **made** _____ the best grapes in our country.
3. In the distance, we saw the ship **making** _____ the shore.
4. Mr. Shaw's views are changing all the time. Nobody can **make** _____ what he really means.
5. John said that he had **made** _____ his mind to study IT (Information Technology).
6. It was not long before people found out that the story was **made** _____ by the man. He had never seen a tiger on that mountain.
7. Mary worked harder than ever before; she knew she had to **make** _____ the time she had lost.
8. It is not easy to **make** _____ his handwriting. I don't know what he's trying to say here.
9. Mr. Brand soon **made** friends _____ the young people in his office.

10. It is clear that without government help, they won't be able to **make** use _____ the water power in the area.
11. Don't **make** fun _____ his pronunciation. He actually has a lot of interesting ideas in his speech.
12. He thought he was clever. He didn't know that he had only **made** a fool _____ himself.
13. They had a big argument the other day and did not speak to each other for several days, but now they have already **made** _____.

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

1. He found _____ (门锁上了) from the outside, and this made him _____ (很生气).
2. When Sima Yi saw _____ (城门大开) and Zhuge Liang _____ (弹琴的时候) on the city wall, he found _____ (这十分奇怪).
3. I think it _____ (很清楚) that he'd like to make his son _____ (他的接班人).
4. You really made me _____ (担心). I heard you _____ (自言自语) loudly in your dream last night.
5. I have never seen some of our rivers and lakes _____ (污染得如此严重). Sooner or later, it will make us _____ (付出代价) for what we have done to our environment.
6. I could feel _____ (大地在颤抖) and I could see huge rocks _____ (滚下来) from the top of the mountain.
7. Mark Twain made people _____ (发笑), but people seldom saw him _____ (自己笑).
8. Let me help you _____ (把东西放整齐). It's easy. Just watch me _____ (做吧).
9. She found a young wounded soldier _____ (躺在草地里), _____ (身上全是血).
10. I have been trying to get my father _____ (对种花养草或者画画产生兴趣), something to _____ (能使他有事干就行).
11. Did you _____ (听她说) yesterday that she wanted to have the meeting _____ (延期)?

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.

1. We came to a _____ (high, tall) building with a _____ (huge, vast) gate.
2. In this _____ (large, big, huge, vast) land, there is not a single _____ (high, tall) mountain.
3. Our oral English teacher is a _____ (high, tall) young woman with _____ (big, large, huge, vast, great) bright eyes.
4. As college students _____ (each, every) one of us must pay attention to current _____ (matters, affairs).
5. Today, water supply has become an extremely serious _____ (matter, affair) in many _____ (countries, nations, states). They will be in _____ (large, big, huge, vast) trouble if they don't take action.
6. Our relationship with Taiwan is our own _____ (matter, affair). The Chinese _____ (country, nation, state) will be reunited sooner or later. It's just a _____ (matter, affair) of time.
7. In those days, even barber shops and neighborhood stores were owned by the _____ (country, nation, state).
8. In _____ (few, a few) months, we all made _____ (big, large, huge, vast, great) progress in our studies. Everybody was in _____ (high, tall) spirits.
9. A professor is supposed to know something about _____ (everything, something, anything, nothing) and everything about _____ (everything, something, anything, nothing).
10. _____ (Everybody, Anybody, Somebody, Nobody) who wants to avoid making _____ (some, any, no) mistakes, must do _____, say _____, and be _____ (everything, anything, something, nothing).
11. People today know _____ (little, a little) about that history because it happened long ago, and _____ (few, a few) books have been written on it. I know _____ (little, a little) because my father is a historian. He has told me _____ (few, a few) things.

Grammar

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

Examples

We walked along a street. The street was lined with gardens.

Answer: We walked along a street **lined with** gardens.

School is a place. This place makes useful men out of boys.

Answer: School is **a place that makes** useful men out of boys.

Some people work hard. They are likely to succeed.

Answer: **Those who work hard** are likely to succeed.

1. Some people went to the lecture hall early. They had the front seats.
Answer: _____
2. A dictionary is a book. This book explains the meaning and usage of words.
Answer: _____
3. A library is a building or an organization. It has a collection of books for people to read or borrow.
Answer: _____
4. The man is employed at the drug store. He is my cousin.
Answer: _____
5. Some of you want to join the drama club. Please sign up here.
Answer: _____
6. I was born in a village. The village was surrounded by hills on three sides.
Answer: _____
7. In the center of the room stood a large table. The table was covered with the cleanest tablecloth I had ever seen.
Answer: _____
8. These people had the least to give. But they often gave the most.
Answer: _____
9. Those people encourage students to work on their own and think for themselves. They are good teachers.
Answer: _____

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

1. Li Ping was sorry for being late. He said he _____ (oversleep) that morning.
2. All the teachers we _____ (invite) came to watch our play.
3. When my grandfather _____ (be born), his father _____ (leave) home to join the army.
4. I didn't know Wang Ning, a high school friend of mine, _____ (go) to Moscow until his mother _____ (tell) me.
5. Both my parents _____ (work) on a farm in Heilongjiang Province for five years before they _____ (admit) to Tianjin University.
6. At high school, I _____ (love) watching movies. It _____ (always be) my dream to become a film director.
7. One of my favorite teachers in high school _____ (be) Mr. Yang, who _____ (be) a magazine editor for ten years before becoming our Chinese teacher.
8. Before he _____ (become) a law student at Peking University, my uncle _____ (read) a lot about world famous lawyers.
9. At 52, the man _____ (return) to his home village in Africa a rich banker. He _____ (come) back with a big plan: to build a school so that all the children there could receive a decent education.
10. One day on the street Hans Christian Andersen, now a well-known writer, _____ (meet) a man who _____ (once treat) him badly. The man _____ (say) that he _____ (be) sorry for what he _____ (do). Andersen _____ (forgive) the man and _____ (ask) him to think of it no more.

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

Time management is all-important for college success and learning how to plan your time is an essential lesson for first-year students.

Time is tricky. It is difficult to control and (1) _____ to waste. When you look ahead, you think you have more time than you need. For example, at the (2) _____ of a semester, you may feel that you have plenty of time on your hands. (3) _____ toward the end of the term you may (4) _____ find that time is running out. You don't have enough time to cover all your duties, so you get (5) _____. What is the answer? Control!

Time is dangerous. If you don't control it, it will control you. (6) _____ you

don't make it work for you, it will work against you. So you must become the (7) _____ of time, not its servant. As a first-year college student, time management will be your (8) _____ one problem.

Time is valuable. Wasting time is a bad (9) _____. It is like a drug. The more time you waste, the easier it is to (10) _____ on wasting time. If you seriously wish to get the most out of college, you must put the time management into practice.

4 Translate the following sentences into English.

1. 上大学之前, 我没有想到大学生活如此丰富多彩。
2. 出生于20世纪90年代的中国大学生多数是独生子女。
3. 了解他的人都因为他的出色工作而钦佩他。
4. 我那天缺课了, 因为我不知道课已提前到了周四。
5. 在某些国家, 超重的人会受到一定的惩罚。
6. 在火灾中失去家园的人们很快被安置到安全的地方。
7. 再见面的时候, 我们发现我们两人变化都很大。
8. 以李教授为首的专家们很快就会来帮助农民解决难题。
9. 现在种着西红柿的那块地以往是荒地。
10. 我们老师叫我们读像茅盾、巴金那样的大师们写的作品。

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

1. Every day, my father sends me to school himself.
2. Hardships can make a boy into a man.
3. We persuaded him not to do that, but in vain.
4. I read an interesting story taken place during WWII.
5. He searched for his room but didn't find the book.
6. But I failed in vain.
7. We must take the advantage of the opportunities coming our way.
8. When I was a small boy, I had often sat for hours playing with the few toys I had.
9. Sixteen years of teaching school makes an experienced educator out of a timid girl.
10. Before I came, I imagined college would be a paradise that I could relax after the three stressful years of high school.

Writing

According to the text, the boy's idea of school changed on his first day of school. Write a paragraph of about 150 words on how the boy changed his idea. Use the answers to the following questions as an outline.

1. Why was the boy unwilling to go to school?

2. What pleasures did he find in school?

3. What else did he learn at school that was not so pleasant?

4. How did these lessons affect his understanding of life?

- 1 In 1951, I was eighteen and traveling with all the money I had in the world—fifty dollars. I was on a bus heading from Los Angeles to Berkeley. My dream of attending the university was coming true. I'd already paid tuition for the semester and for one month at the co-op residence. After that, I had to furnish the rest—my impoverished parents couldn't rescue me.
- 2 I'd been on my own as a live-in mother's helper since I was fifteen, leaving high school at noon to care for children till midnight. All through high school and my first year of college, I'd longed to participate in extracurricular activities, but my job made that impossible. Now that I was transferring to Berkeley, I hoped to earn a scholarship.
- 3 That first week I found a waitress job, baby-sat and washed dishes at the co-op as part of my rent. At the end of the semester, I had the B average I needed for a scholarship. All I had to do was achieve the B average next term.
- 4 It didn't occur to me to take a **snap course**¹: I'd come to the university to learn something. I believed I could excel academically and take tough subjects.
- 5 One such course was a survey of world literature. It was taught by Professor Sears Jayne, who roamed the stage of a huge auditorium, wearing a microphone while lecturing to packed rows. There was no text. Instead, we used paperbacks. **Budgetwise**², this made it easier since I could buy them as needed.
- 6 I was fascinated with the concepts he presented. To many students, it was just a degree requirement, but to me, it was a feast of exciting ideas. My co-op friends who were also taking the course asked for my help. We formed a study group, which I led.
- 7 When I took the first exam—all essay questions—I was sure I'd done well. On the ground floor, amid tables heaped with test booklets, I picked out mine. There in red was my grade, a 77, C-plus. I was shocked. English was my best subject! To add insult to injury, I found that my studymates had received Bs. They thanked me for my coaching.

1 **snap course**: short course, sth. made or done quickly

2 **budgetwise**: concerning available money 预算方面的

listened to my **impassioned**¹ arguments but remained unmoved.

- 9 I'd never questioned a teacher about a grade before—never had to. It didn't occur to me to **plead**² my need for a scholarship; I wanted justice, not pity. I was convinced that my answers **merited**³ a higher grade.
- 10 I resolved to try harder, although I didn't know what that meant because school had always been easy for me. I'd used persistence in finding jobs or scrubbing floors, but not in pushing myself intellectually. Although I chose challenging courses, I was used to **coasting toward**⁴ As.
- 11 I read the paperbacks more carefully, but my efforts yielded another 77. Again, C-plus for me and Bs and As for my pals, who thanked me **profusely**⁵. Again, I returned to Dr. Jayne and questioned his judgment **irreverently**⁶. Again, he listened patiently, discussed the material with me, but wouldn't **budge**⁷—the C-plus stood. He seemed fascinated by my

ng the course ideas, f a scholarship and extracurricular activities were fading fast.

- 12 One more test before the final. One more chance to redeem myself. Yet another hurdle loomed. The last book we studied, T. S. Eliot's *The Wasteland*, was available only in hardback. Too expensive for my budget.
- 13 I borrowed it from the library. However, I knew I needed my own book to annotate. I couldn't afford a big library fine either. In 1951, there were no copying machines, so it seemed logical to haul out my trusty old Royal manual typewriter and start copying all 420 pages. In between waitressing, washing dishes, attending classes, baby-sitting, and tutoring the study group, I managed to pound them out.
- 14 I redoubled my efforts for this third exam. For the first time, I learned the meaning of the word "thorough". I'd never realized how hard other students struggled for what came easily to me.
- 15 My efforts did absolutely no good. Everything, down to the dreaded 77, went as before. Back I marched into Dr. Jayne's

1 **impassioned**: showing strong feelings 激烈的

2 **plead**: to beg for 恳求; 请求

3 **merit**: to deserve 值得, 应获得

4 **coast toward**: to be successful at sth. without having to try hard 不费力地取得成功

5 **profusely**: in large amounts

6 **irreverently**: not showing respect to sb./sth. that other people usually respect

7 **budge**: move, change

8 **ardor**: passion 激情, 狂热

- office. I dragged out my **dog-eared**¹, note-blackened texts, arguing my points as I had done before. When I came to the sheaf of papers that were my typed copy of *The Wasteland*, he asked, “What’s this?”
- 16 “I had no money left to buy it, so I copied it.” I didn’t think this unusual. **Improvising**² was routine for me.
- 17 Something changed in Dr. Jayne’s usually **jovial**³ face. He was quiet for a long time. Then we returned to our regular lively debate on what these writers truly meant. When I left, I still had my third 77—definitely not a lucky number for me—and the humiliation of being a seminar leader, trailing far behind my ever-grateful students.
- 18 The last **hurdle**⁴ was the final. No matter what grade I got, it wouldn’t cancel three C-pluses. I might as well kiss the scholarship good-bye. Besides, what was the use? I could cram till my eyes teared, and the result would be a crushing 77.
- 19 I skipped studying. I felt I knew the material as well as I ever would. Hadn’t I reread the books many times and explained them to my buddies? Wasn’t *The Wasteland* resounding in my brain? The night before the final, I treated myself to a movie.
- 20 I sauntered into the auditorium and decided that for once I’d have fun with a test. I marooned all the writers we’d studied on an island and wrote a debate in which they argued their positions. It was silly, befitting my nothing-to-lose mood. The words flowed—all that sparring with Dr. Jayne made it effortless.
- 21 A week later, I strolled down to the ground floor (ground zero for me) and unearthed my test from the heaps of exams. There, in red ink on the blue cover, was an A. I couldn’t believe my eyes.
- 22 I hurried to Dr. Jayne’s office. He seemed to be expecting me, although I didn’t have an appointment. I launched into righteous indignation. How come I received a C-plus every time I slaved and now, when I’d written a **spoof**⁵, I earned an A?
- 23 “I knew that if I gave you the As you deserved, you wouldn’t continue to work as hard.”
- 24 I stared at him, realizing that his analysis and strategy were correct. I had worked my head off, as I had never done before.
- 25 He rose and pulled a book from his crowded shelves. “This is for you.”

1 **dog-eared:** (of a book) used so much that the corners of many of the pages are turned down 卷角的 (如书等)

2 **improvising:** 即兴的, 随机应变的

3 **jovial:** cheerful 快乐的, 善交际的

4 **hurdle:** obstacle, barrier 障碍, 困难

5 **spoof:** parody, a humorous copy that exaggerates the main features 滑稽的模仿

- 26 It was a hardback copy of *The Wasteland*. On the flyleaf was an inscription to me. For once in my talkative life, I was speechless.
- 27 I was speechless again when my course grade arrived: A-plus. I believe it was the only A-plus given.
- 28 Next year, when I received my scholarship, I co-wrote, acted, sang and danced in an original musical comedy produced by the Associated Students. It played in the largest auditorium to **standing-room-only houses**¹.
- 29 I **reviewed**² theater for the *Daily Cal*, the student campus newspaper.
- 30 I wrote a one-act play, among the first to **debut**³ at the new campus theater.
- 31 I acted in plays produced by the drama department.
- 32 The creative spark that had been buried under dishes, diapers and drudgery now flamed into life. I don't recall much of what I learned in those courses of long ago, but I'll never forget the fun I had writing and acting.
- 33 And I've always remembered Dr. Jayne's lesson. Know that you have untapped powers within you. That you must use them, even if you can get by without trying. That you alone must set your own standard of excellence.

1 **standing-room-only houses:** (in a theater) where there is only room left for standing because all seats are taken 只有立脚之地的房间；（剧场）客满只剩下站票

2 **review:** to write a report and analysis of a book, play, movie, etc. 写（关于书籍、戏剧、电影等的）评论；评价

3 **debut:** (of a play, movie, etc.) to make the first public appearance 首演，初次登台

Memorable Quotes

Perhaps the most valuable result of all education is the ability to make yourself do things you have to do, when they ought to be done, whether you like it or not.

—*Thomas Henry Huxley (1825–1895)*

Not art, not books, but life itself is the true basis of teaching and education.

—*Johann Heinrich Pestalozzi (1746–1827)*



Unit

2

Text A **The Boy and the Bank Officer**

Text B **My Bank Account**

现代大学英语

Contemporary College English

Text A



The Boy and the Bank Officer

Philip Ross

- 1 I have a friend who hates banks with a special passion. “A bank is just a store—like a candy store or a grocery store,” he says. “The only difference is that a bank’s goods happen to be money, which is yours in the first place. If banks were required to sell wallets and money belts, they might act less like churches.”
- 2 I began thinking about my friend the other day as I walked into a small, overlit branch office on the West Side. I had come to open a checking account.
- 3 It was lunchtime and the only officer on duty was a fortyish black man with short, pressed hair, a pencil mustache, and a neatly pressed brown suit. Everything about him suggested a carefully dressed authority.
- 4 This officer was standing across a small counter from a young white boy who was wearing a V-neck sweater, khakis, and loafers. He had sandy hair, and I think I was especially

aware of him because he looked more like a kid from a prep school than a customer in a West Side bank.

5 The boy continued to hold my attention because of what happened next.

6 He was holding an open savings-account book and wearing an expression of open dismay. “But I don’t understand,” he was saying to the officer. “I opened the account myself, so why can’t I withdraw any money?”

7 “I’ve already explained to you,” the officer told him, “that a fourteen-year-old is not allowed to withdraw money without a letter from his parents.”

8 “But that doesn’t seem fair,” the boy said, his voice breaking. “It’s my money. I put it in. It’s my account.”

9 “I know it is,” the officer said, “but those are the rules. Now if you’ll excuse me.”

10 He turned to me with a smile. “May I help you, sir?”

11 I didn’t think twice. “I was going to open a new account,” I said, “but after seeing what’s going on here, I think I’ve changed my mind.”

12 “Excuse me?” he said.

13 “Look,” I said. “If I understand what’s going on here correctly, what you’re saying is that this boy is old enough to deposit his money in your bank but he’s not old enough to withdraw it. And since there doesn’t seem to be any question as to whether it’s his money or his account, the bank’s so-called policy is clearly ridiculous.”

14 “It may seem ridiculous to you,” he replied in a voice rising slightly in irritation, “but that is the bank’s policy and I have no other alternative but to follow the rules.”

15 The boy had stood hopefully next to me during this exchange, but now I was just as helpless. Suddenly I noticed that the open savings book he continued to grasp showed a balance of about \$100. It also showed that there had been a series of small deposits and withdrawals.

16 I had my opening.

17 “Have you withdrawn money before by yourself?” I asked the boy.

18 “Yes,” he said.

19 I moved in for the kill.

20 “How do you explain that?” I zeroed in on the officer. “Why did you let him withdraw

money before, but not now?”

- 21 He looked annoyed. “Because the tellers were not aware of his age before and now they are. It’s really very simple.”
- 22 I turned to the boy with a shrug. “You’re really getting cheated,” I said. “You ought to get your parents to come in here and protest.”
- 23 The boy looked destroyed. Silently, he put his savings book in a rear-pocket and walked out of the bank.
- 24 The officer turned to me. “You know,” he said, “you really shouldn’t have interfered.”
- 25 “Shouldn’t have interfered?” I shouted. “Well, it damn well seemed to me that he needed someone to represent his interests.”
- 26 “Someone was representing his interests,” he said softly.
- 27 “And who might that be?”
- 28 “The bank.”
- 29 I couldn’t believe what this idiot was saying. “Look,” I concluded, “we’re just wasting each other’s time. But maybe you’d like to explain exactly how the bank was representing that boy’s interests?”
- 30 “Certainly,” he said. “We were informed this morning that some neighborhood bully has been shaking this boy down for more than a month. The other guy was forcing him to take money out every week and hand it over. The poor kid was apparently too scared to tell anyone. That’s the real reason he was so upset. He was afraid of what the other guy would do to him. Anyway, the police are on the case and they’ll probably make an arrest today.”
- 31 “You mean there is no rule about being too young to withdraw money from a savings account?”
- 32 “Not that I ever heard of. Now, sir, what can we do for you?”

Notes on the Text

1. About the author and the text

Philip Ross (1939–) is an American freelance (自由职业者) writer based in New York. Many of his articles have appeared in *The New Yorker* (《纽约人》), *Reader’s Digest* (《读者文摘》) and *The New York Times* (《纽约时报》). This text is taken from *Strategies for Successful Writing*.

2. ... they might act less like churches. (para. 1)

Some people in Western society resent the way churches make rules that seem to have little to do with God's message. They think banks should just provide services, as stores do: they believe banks are too authoritarian and have no right to tell people what they can and cannot do—as churches often seem to do.

3. The West Side (para. 2)

This refers to a rather better-off neighborhood in New York City where many businesses and shops are located.

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

Traditionally, people who are in the banking business dress formally in order to give the impression that money is safe with them. They usually wear a subdued dark colored suit and a shirt and tie.

5. A checking account vs. a savings account

These are two common types of bank accounts used in the West. The checking account, also called a current account in Britain, allows people to withdraw any amount of their money at any time and make payments by writing checks (BrE: cheques) but it will pay little or no interest. A savings account may have rules as to how much notice must be given for withdrawals and the amounts that can be withdrawn or saved, but will offer higher interest rates. There are also instant access savings accounts that allow withdrawals at any time but interest rates will be lower.

Glossary**alternative** /ɔ:l'tɜ:nətɪv/*n.* choice**apparently** /ə'pærəntli/*adv.* seemingly; as it seems 看来; 似乎**branch** /brɑ:ntʃ/~ *office*: a local office (银行的) 分行; 支行**bully** /'bʊli/*n.* sb. who frightens, hurts, or threatens weaker people 仗势欺人者; 横行霸道者**conclude** /kən'klu:d/*v.* 下结论**damn** /dæm/*adv.* used for emphasis in spoken English; ~ *well*: certainly

dismay /dɪs'meɪ/	<i>n.</i> distress; a strong feeling of fear, worry or sadness that is caused by sth. unpleasant or unexpected 失望; 绝望; 气馁
fortyish /'fɔ:tɪʃ/	<i>adj.</i> about 40
guy /gaɪ/	<i>n.</i> (infml) a man
helpless /'helplɪs/	<i>adj.</i> unable to react normally to a situation because one has no power or strength
hopefully /'həʊpf(ʊ)li/	<i>adv.</i> with a feeling of optimism, i.e., expectation that the outcome will be good 怀着希望地
idiot /'ɪdɪət/	<i>n.</i> a foolish person
interfere /,ɪntə'fɪə(r)/	<i>v.</i> to deliberately (故意地) get involved in a situation that does not concern you, which may be annoying to others 干涉
irritation /,ɪrɪ'teɪʃən/	<i>n.</i> the feeling of being annoyed about sth. 恼怒
khakis /'kɑ:kɪz/	<i>n.</i> (infml) khaki is a name given to a particular grey-green color. The boy is wearing shorts of that color. 卡其布裤子
loafer /'ləʊfə(r)/	<i>n.</i> a low-cut step-in leather shoe with no laces 没有鞋带的皮便鞋; 懒汉鞋
mustache /mʌ'stɑ:ʃ/	<i>n.</i> hair growing on a man's upper lip
neatly /'ni:tli/	<i>adv.</i> in a tidy, orderly way
overlit /,əʊvə'lɪt/	<i>adj.</i> too brightly-lit; having too much light 过度照明的
passion /'pæʃən/	<i>n.</i> very strong feelings (of hate, anger, love)
prep /prep/	<i>n.</i> ~ school: (U.S.) a private school that prepares students for college
protest /'prəʊtest/	<i>v.</i> to complain
rear /rɪə(r)/	<i>adj.</i> the back part of sth.; ~ pocket: back pocket 裤子后面的口袋
sandy /'sændɪ/	<i>adj.</i> (of hair) having a yellowish-brown color
savings /seɪvɪŋz/	<i>n.</i> (pl.) 存款; a ~ account: (银行) 储蓄账户; 定期存款
series /'sɪəri:z, -rɪz/	<i>n.</i> a number of things of the same class coming one after another
shake down	<i>v.</i> to extort money, to steal money with threats
shrug /ʃrʌg/	<i>n.</i> raising one's shoulders slightly and momentarily to express doubt, ignorance, or indifference 耸肩 (表示冷淡, 怀疑等)
slightly /'slɑɪtli/	<i>adv.</i> a little
teller /'telə(r)/	<i>n.</i> (U.S.) sb. whose job is to receive and pay out money in a bank (美国) 银行出纳员
withdrawal /wɪð'drɔ:əl/	<i>n.</i> the act of taking money out of a bank account

Preview

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

1. The author's friend hates banks because _____.
 - A. they are just like candy stores or grocery stores
 - B. they don't act like churches
 - C. they act like churches
 - D. they don't sell wallets and money belts, either
2. The narrator said that everything about the bank officer suggested an authority. He was referring to all the following facts except for _____.
 - A. the officer was a middle-aged man with the manner of a cool, mature, responsible person
 - B. the officer looked very neat, with short hair and pencil moustache
 - C. the officer was carefully and conservatively dressed as bank officers usually are
 - D. the officer was alone
3. The boy first caught the author's attention because _____.
 - A. he did not look like a usual customer in a West Side bank
 - B. he was clearly looking very distressed
 - C. he was too young to have a savings account
 - D. he was having trouble with the bank officer
4. The boy could not withdraw his money because _____.
 - A. he was not old enough to do that according to the bank rules
 - B. the bank officer was trying to protect his interests, for he knew if the boy got his money he would hand it over to the neighborhood bully
 - C. he did not have a letter from his parent to prove that the money was his
 - D. the police had ordered the bank not to let him
5. The story is mainly about _____.
 - A. why the narrator finally decided not to open his account in that bank
 - B. how the narrator successfully interfered to protect the boy's interests
 - C. how the narrator made a fool of himself because he was arrogant and had always been prejudiced against banks
 - D. how the bank cleverly protected the customer's interests

2 Read the text for better comprehension and explain the parts in bold type in the following sentences.

1. The only difference is that a bank's goods **happen to** be money, which is yours **in the first place**. (para. 1)
2. I began thinking about my friend **the other day** as I walked into a small, **overlit** branch office on the West Side. (para. 2)
3. ... the only officer on duty was a **fortyish** black man with short, **pressed** hair, a **pencil** mustache, and a **neatly pressed** brown suit. (para. 3)
4. This officer was standing across a small **counter** from a young white boy who was wearing a V-neck **sweater**, khakis, and **loafers**. (para. 4)
5. He had **sandy** hair, and I think I was especially aware of him because he looked more like a kid from a **prep school** than a customer in a **West Side bank**. (para. 4)
6. He was holding an open savings-account book and **wearing an expression** of open dismay. (para. 6)
7. ... since there doesn't seem to be any question **as to** whether it's his money or his account, the bank's so-called policy is clearly ridiculous. (para. 13)
8. ... showed a **balance** of about \$100. (para. 15)
9. The boy looked **destroyed**. Silently, he put his savings book in a **rear-pocket** and walked out of the bank. (para. 23)
10. We were informed... that some **neighborhood bully** has been **shaking** this boy **down** for more than a month. (para. 30)
11. Anyway, the police are **on the case**... (para. 30)

3 Read the text again for language and complete the following tasks.

1. Read Paragraphs 8–14 in the text aloud and learn them by heart. Mark out the sense groups, pausing, sentence stresses, and intonation before you start.
2. Underline useful sentence patterns that are new to you and study how they are used.
3. Find useful phrases and idioms from the text and list them below.

4. Find useful *verb + noun* collocations and expressions from the text and list them below.

Speaking

1 Work in pairs and ask each other the following questions.

1. Where did the narrator go one day?
2. Why did he go there?
3. What did he see?
4. What drew his immediate attention? Why?
5. What did the bank officer look like?
6. What happened to the boy that made the narrator angry with the bank and made him decide he may not open a new account?
7. How did the bank officer explain to the boy why he couldn't let him withdraw his money?
8. Was that the real reason?
9. Did the narrator find out the real reason? What was it?
10. Do you think that the narrator will open a new account that day or not? Why?

2 Work in pairs and play the roles as instructed below.

1. The bank officer reports the boy's case to his manager that morning, telling him what he has been told about the bully and the boy. The manager and the bank officer discuss what they should do.
2. The boy tells the bully that he has not been able to get the money. The bully is angry, and the boy tries his best to make him believe what has happened.
3. The narrator meets his friend the following day. They start talking about banks again. His friend expresses his usual opinion that banks are not to be trusted and that people should have nothing to do with them. The narrator, however, does not agree with him this time, and tells his friend about his recent experience.

Vocabulary

1 Become familiar with the rules of word formation.

Word formation tips

1. Compound words (复合词) are formed through the combination of two or more words. For example:

blackboard	bedroom	afternoon
hard-working	housewife	maybe
so-called	seven-year-old	rear-pocket

2. It is generally agreed that there are eight parts of speech for English words: nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions and articles. Many words may fall into more than one of these categories depending upon how they are used within a sentence. For example: Such words as “**work, study, look, turn, sleep, walk, dream, visit, arrest, deposit**” can be used as both nouns and verbs.

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

- | | |
|--------------------------|--------------------------|
| 1. interference _____ | 11. awareness _____ |
| 2. reference _____ | 12. suddenness _____ |
| 3. overdone _____ | 13. willingly _____ |
| 4. overdrawn _____ | 14. blindly _____ |
| 5. overworked _____ | 15. understandable _____ |
| 6. drawer _____ | 16. homesick _____ |
| 7. pressure cooker _____ | 17. mudflow _____ |
| 8. air-conditioner _____ | 18. rainforest _____ |
| 9. continuous _____ | 19. sandstorm _____ |
| 10. advantageous _____ | 20. waterfall _____ |

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

- | | |
|---------------|----------------|
| 1. headache | 4. heartbroken |
| 2. banknote | 5. handshake |
| 3. motherland | 6. landslide |

- | | |
|-----------------|---------------|
| 7. moonlight | 11. nightclub |
| 8. snowshoe | 12. crossfire |
| 9. handbook | 13. willpower |
| 10. storekeeper | |

3 Translate the following expressions, paying attention to the different use of the suffix “-y”.

- | | |
|------------------------|----------------------|
| 1. a starry night | 10. a wealthy man |
| 2. the stormy sea | 11. the rainy season |
| 3. cottony snow | 12. silvery hair |
| 4. a hilly area | 13. rosy cheeks |
| 5. the Rocky Mountains | 14. a bony fish |
| 6. a fleshy nose | 15. a skinny girl |
| 7. a hairy chest | 16. smelly cheese |
| 8. bushy eyebrows | 17. salty food |
| 9. wavy hair | 18. flowery language |

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

- A man suddenly stood up and threw his shoes at him. Luckily he **ducked** his head in time.
- Let's **air** the room before he comes home.
- She can still **thread** a needle although she is well over 80.
- We must **face** the danger. There are always people who will **fish** in our troubled waters.
- She knew very well that if she **pocketed** that money, she would be **heading** for serious trouble.
- The meeting was **chaired** by a woman who had just **rocketed** to power.
- As the saying goes, there are many ways of **skinning** a cat.
- A young couple were **stoned** to death just because they were in love.
- I wish the gap between the rich and the poor could be **bridged**. The other day I saw a hungry young man **wolfing** down the leftovers in a restaurant.
- The food on the table looked so inviting, it made my mouth **water**.

2 Complete the following verb + noun collocations or expressions.

- | | |
|------------------------|------------------------|
| 1. _____ an account | 3. _____ a/the meeting |
| 2. _____ a/the balance | 4. _____ one's mind |

5. _____ one's attention
6. _____ money
7. _____ an expression of
8. _____ the rules
9. _____ time
10. _____ one's interests

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

Example 1 The only difference **is that...**

1. Production is not the problem. The problem _____ (是我们找不到足够的国外市场).
2. I think we have missed the point. The point _____ (是没有民主, 就没有和谐社会).
3. How can we improve our teaching? My suggestion _____ (是我们应该给学生更多的自由).

Example 2 ... what you're saying is that this boy **is old enough to** deposit his money in your bank... but...

4. —Why didn't they arrest him?
—Because their evidence _____ (不够有力, 不足以把他送进监狱).
5. —Why didn't she agree to marry him?
—Because at that time she did not think he was _____ (做她丈夫够可靠).
6. —Why can't we have our meeting in that conference room?
—Because that room _____ (不够大, 容纳不了那么多人).

Example 3 And since there doesn't **seem to** be any question as to..., the bank's so-called policy is clearly ridiculous.

7. —Do people all agree?
—_____ (似乎没有什么不同意见).
8. —Why was there so much food wasted at that time?
—_____ (因为当时好像有足够的粮食给大家吃的).

9. —Why did the boy think his father was punishing him by sending him to school?
—_____ (因为那时候好像没有什么好的理由似的).

Example 4 You **are being** cheated.

10. —Did he meet his comrade in that secret place that day?
—No, _____ (因为他当时被人盯梢了).
11. —Could you let me use your car?
—Sorry, _____ (我的车正在修).
12. —What did you think of the movie we saw the other day?
—I didn't like it at all. _____ (我听说它正被很多人批评呢).

Example 5 It **may** seem ridiculous to you... **but** that is the bank's policy...

13. —Dr. Wang told me that the American Civil War was started by the South.
—Dr. Wang may be _____ (一个好大夫，但他根本不懂历史).
14. Professor Chen says that history is a kind of literature.
—She may be _____ (一个好的英语教授，但她并不是什么都知道).
15. —Don't forget that we are poor. Beggars can't be choosers.
—Well, _____ (我们也许很穷，但我们不是要饭的).

Example 6 ... you really **shouldn't have** interfered.

16. —Did you tell her about Tom's cancer?
—Yes, but I suppose _____ (我不该那么急地告诉她).
17. —Did you go that day?
—Yes. Why, you mean _____ (我不应该去吗)?
18. —I hear that some scientists did warn that there would be an earthquake in that area.
—Looking back, _____ (我们是应该听他们的). But no scientist can be sure about earthquakes.

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

twice	as to	on duty	think
aware of	hear of	happen to	move in on
because of	hand over	a series of	on the case
the other day	in the first place		

1. The two men began to _____ me when they saw I was alone. Luckily a police officer _____ pass by just at that time.
2. Are you _____ the problems in our education system now waiting to be solved?
3. I have never _____ a true scientist who is afraid of telling the people the truth.
4. He thinks we should _____ before we agree with the plan to build _____ more water power stations on that river.
5. _____ the strong protest by the people, the president of the country was forced to _____ his power.
6. I called on an old nursing friend of mine _____. But she was _____ and had not yet come home.
7. Some of the nation's best lawyers are _____. They are offering their services free because they have no doubt _____ the ethical nature of the case.
8. Without passion, language learning is very difficult. In fact, we shouldn't have come to this school _____, if we were not interested in language.

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

1. We will not just **look** _____ whilst our next-door neighbor struggles with his enemy.
2. We must **look** _____ our population policy. It has already given rise to some new social problems.
3. Things are **looking** _____ at our factory. For the first time in the past three months, we are operating at a profit.
4. We all **look** _____ the day when our country is reunited.
5. There is no hope for a country if its intellectuals are **looked** _____.
6. Will you **look** _____ this word in the Internet?
7. Many people of that country **looked** _____ him as their spiritual leader.

6 Translate the following sentences into English.

- 在我看来，这似乎不可能，但是其他所有人看起来都很有信心。
- 我们朝四下一望，没有一个仍然矗立的建筑物了。地震似乎把一切都摧毁了。
- 他这些日子里似乎情绪很低落，不知道为什么。
——我觉得那是因为他似乎学习上没有多少进步。他怕被同学瞧不起。
- 你在找什么，迪克？
——我好像把钥匙丢了。真烦人。
- 如果你发现一个字在句中似乎说不通，你就应该查查词典。这是掌握意思的唯一办法。
- 他们继续争吵了几个钟头，两人似乎谁也不愿听对方的话。我突然想起有人说过：“讨论是知识的交流，而争吵是无知的交换。”
- 那里的形势似乎非常复杂，政府已答应进行认真调查。
- 我爷爷似乎正在好起来，但是他仍然需要有人照顾。
- 经济学家已得出结论：危机似乎很快就要结束了，世界经济正在好转。
- 这次病后，我看了看我的银行账本。使我伤心的是，账上的余额几乎是零。我前三年存在银行里的钱全花光了。

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.

- I would like to _____ (speak, say, talk) something about a book I read on Tibet three weeks _____ (ago, before).
- Have we ever met _____ (ago, before)? Ah, now I _____ (remember, recall, memorize).
- Who _____ (spoke, said, told, talked) at the meeting? What did he _____ (speak, say, tell, talk)?
- To _____ (speak, say, tell) the truth, we had a little quarrel one day last month, and _____ (since, after) that day, we did not _____ (speak, say, talk) to each other for a whole week.
- _____ (Since, After, When) I came to this university I had many difficulties at first. Then I began to work really hard and _____ (since, after) then, I have made a lot of progress.
- I told her to _____ (bring, take) her raincoat _____ (since, because) it looked like rain.
- Let me ask you a _____ (question, problem). Why is it some college graduates still cannot find jobs _____ (since, because, when) our economy is developing so fast?

8. _____ (Remember, Memorize, Recall) to _____ (bring, take) your daughter here next time. I'd like to meet her.
9. I know that it is not a _____ (matter, affair) of money, but I want you to know that money is not a _____ (question, problem).

Grammar

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

Example

Pattern 1: ought to do something

You **ought to** get your parents to come and protest. (para. 22)

(used to make a suggestion when you feel strongly that it is a good idea)

1. He's the best pop singer on campus. I suggest you invite him to sing at the New Year Party.
Answer: _____
2. You could do that with your eyes shut. I advise you to do something a bit more challenging.
Answer: _____
3. Spring Festival is coming soon. It's time for us to start preparing some celebrations.
Answer: _____
4. The boy's sure to arrive safe and sound. Relax and stop worrying about him.
Answer: _____

Example

Pattern 2: If subject + verb (simple past), subject + would/should/might + main verb

If banks **were required** to sell wallets and money belts, they **might act** less like churches.

(used when you are talking about an unlikely situation)

5. I don't know their phone number, so I can't call them.
Answer: _____
6. Sorry. I'm not in charge here. So I can't help you.
Answer: _____
7. I wasn't offered the job. So I can't take it.
Answer: _____

8. I don't have a warm coat with me, so I feel very cold.

Answer: _____

9. His parents are willing to support him at college, but they can't afford to.

Answer: _____

10. Ted isn't here with us. He probably can solve these problems.

Answer: _____

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

Example

"You know," he said, "**you really shouldn't have interfered.**" (para. 24)
(used to say that an action in the past is unacceptable or undesirable)

1. The moment he got the exam paper, Jack threw it to the floor and walked out of the room.

Answer: _____

2. Someone left the tap running, and there's water everywhere in the bathroom.

Answer: _____

3. Joe wanted to buy an expensive purse for his girlfriend. He got ¥4,000 from his parents, saying he need a new laptop.

Answer: _____

4. Yesterday I tried in vain to persuade him to quit smoking, so I gave up.

Answer: _____

5. Yesterday when a crowd was in a queue for tickets, Jim walked straight to the front and got what he wanted.

Answer: _____

6. Li Tong's parents read her letter from a male fellow student and questioned her about it.

Answer: _____

7. Some students caught a man stealing in their dorm room. In anger, they beat him black and blue.

Answer: _____

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

A bank is a company that deals in money and other types of financial activities. Banks conduct many (1) _____ of business, including helping people save money and (2) _____ to people or businesses that need money (3) _____ various purposes.

The most common activity of banks (4) _____ the collection of money through various types of deposit accounts, such as checking accounts. Most people and companies in the West (5) _____ their bills through checking accounts. Some banks require a fee for (6) _____ a checking account. Others charge fees if the account (7) _____ drops below a certain amount.

Another type of bank account is a savings account. Savings accounts allow their owners to (8) _____ money in the bank and earn a small amount of interest. The interest rate (9) _____ based on the type of savings account and on the state of the country's economy. The owner of a savings account can (10) _____, i.e., take out, money from the account as needed.

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

1. 你还是试一试别的方法吧。
2. 要不你再去和写作老师谈谈?
3. 我们还是立即向警察报告这次失窃吧。
4. 你的父母身体不好, 你多去看看他们吧。
5. 你不该对长辈那样大声嚷嚷。
6. 这么重要的会你是不该迟到的。
7. 难道吉姆不是你的朋友吗? 他提出要帮你, 你是不该拒绝的。
8. 作为一个大学生, 你不该把业余时间都花在网络游戏上。
9. 万一我这次失败了, 我还会再试第二次的。
10. 要是地球继续变暖, 这些岛屿将不复存在。
11. 我要是现在有一百万元, 我一定会给父母买一套房。
12. 要是我当选为学生会主席, 我没准会组织一次钢琴比赛。

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

1. No one knows what had happened there.
2. My parents had a good reason to be angry with me. I mustn't lie to them in the first place.
3. The new Prime Minister is well aware of that there is a lot of problems his government is faced with.
4. If you would win the prize, what would you do with the money?
5. The guest was greeted by a bunch of flowers at the airport.
6. The teller argued with a young customer when the narrator entered the bank.

7. The narrator thought the policy made up by the bank was ridiculous.
8. She was reasonable to be angry with me.
9. I shouldn't have lied to her at first.
10. He had no choice but to do what he told to.

Writing

Write a paragraph of about 150 words on how the narrator tried to help the boy. Use the answers to the following questions as an outline.

1. What did he say when the teller attended to him? Why did he say that?

2. What did he say about the bank's policy?

3. What did he do when he found the boy had both deposited and withdrawn money before?

4. Did he manage to persuade the teller to let the boy withdraw his money?

Text B

My Bank Account

Stephen Leacock¹

- 1 When I go into a bank I get frightened. The clerks frighten me; the desks frighten me; the sight of the money frightens me; everything frightens me.
- 2 The moment I pass through the doors of a bank and attempt to do business there, I become an **irresponsible**² fool.
- 3 I knew this before, but my salary had been raised to fifty dollars a month and I felt that the bank was the only place for it.
- 4 So I walked unsteadily in and looked round at the clerks with fear. I had an idea that a person who was about to open an account must necessarily **consult**³ the manager.
- 5 I went up to a place marked "Accountant". The **accountant**⁴ was a tall, cool devil. The very sight of him frightened me. My voice sounded as if it came from the grave.
- 6 "Can I see the manager?" I said, and added solemnly, "alone." I don't know why I said "alone".
- 7 "Certainly," said the accountant, and brought him.
- 8 The manager was a calm, serious man. I held my fifty-six dollars, pressed together in a ball, in my pocket.
- 9 "Are you the manager?" I said. God knows I didn't doubt it.
- 10 "Yes," he said.
- 11 "Can I see you," I asked, "alone?" I didn't want to say "alone" again, but without this word the question seemed useless.
- 12 The manager looked at me with some anxiety. He felt that I had a terrible secret to tell.
- 13 "Come in here," he said, and led the way to a private room. He turned the key in the lock.
- 14 "We are safe from interruption here," he said. "Sit down."

-
- 1 **Stephen Leacock** (1869–1944): a world-famous popular Canadian humorist, educator, lecturer, and author of more than 30 books of lighthearted sketches and essays
- 2 **irresponsible**: thoughtless, scatterbrained, foolish
- 3 **consult**: to get information or advice from a person with special knowledge
- 4 **accountant**: someone who keeps or examines the records of money received, paid and owed by a company or person 会计师

- 15 We both sat down and looked at each other. I found no voice to speak.
- 16 “You are one of **Pinkerton’s**¹ detectives, I suppose,” he said.
- 17 My mysterious manner had made him think that I was a detective. I knew what he was thinking, and it made me worse.
- 18 “No, not from Pinkerton’s,” I said, seeming to mean that I was from a **rival agency**².
- 19 “To tell the truth,” I went on, as if someone had urged me to tell lies about it, “I am not a detective at all. I have come to open an account. I intend to keep all my money in this bank.”
- 20 The manager looked relieved but still serious; he felt sure now that I was a very rich man, perhaps a son of **Baron Rothschild**³.
- 21 “A large account, I suppose,” he said.
- 22 “Fairly large,” I whispered. “I intend to place in this bank the sum of fifty-six dollars now and fifty dollars a month regularly.”
- 23 The manager got up and opened the door. He called to the accountant.
- 24 “Mr. Montgomery,” he said, unkindly loud, “this gentleman is opening an account. He will place fifty-six dollars in it. Good morning.”
- 25 I stood up.
- 26 A big iron door stood open at the side of the room.
- 27 “Good morning,” I said, and walked into the **safe**⁴.
- 28 “Come out,” said the manager coldly, and showed me the other way.
- 29 I went up to the accountant’s position and pushed the ball of money at him with a quick, sudden movement as if I were doing a sort of trick.
- 30 My face was terribly pale.
- 31 “Here,” I said, “put it in my account.” The sound of my voice seemed to mean, “Let us do this painful thing while we feel that we want to do it.”
- 32 He took the money and gave it to another clerk.
- 33 He made me write the sum on a bit of

1 **Pinkerton’s**: Pinkerton’s National Detective Agency, a private detective business started by Alan Pinkerton (1818–1844)

2 **a rival agency**: (Pinkerton’s 侦探事务所的) 竞争对手

3 **Baron Rothschild**: 罗特希尔德男爵。罗特希尔德家族是欧洲著名的银行世家，此处可能是指 Lionel Walter Rothschild (1868–1937)。

4 **safe**: 保险柜，此处指银行的银库

- paper and sign my name in a book. I no longer knew what I was doing. The bank seemed to **swim**¹ before my eyes.
- 34 “Is it in the account?” I asked in a hollow, shaking voice.
- 35 “It is,” said the accountant.
- 36 “Then I want to draw a check.”
- 37 My idea was to draw out six dollars of it for present use. Someone gave me a checkbook and someone else seemed to think that I was a man who owned millions of dollars, but was not feeling very well. I wrote something on the check and pushed it towards the clerk. He looked at it.
- 38 “What! Are you drawing it all out again?” he asked in surprise. Then I realized that I had written fifty-six dollars instead of six. I was too upset to reason now. I had a feeling that it was impossible to explain the thing. All the clerks had stopped writing to look at me.
- 39 Bold and careless in my misery, I made a decision.
- 40 “Yes, the whole thing.”
- 41 “You wish to draw your money out of the bank?”
- 42 “Every cent of it.”
- 43 “Are you not going to put any more in the account?” said the clerk, astonished.
- 44 “Never.”
- 45 A foolish hope came to me that they might think something had insulted me while I was writing the check and that I had changed my mind. I made a miserable attempt to look like a man with a fearfully quick temper.
- 46 The clerk prepared to pay the money.
- 47 “How will you have it?” he said.
- 48 “What?”
- 49 “How will you have it?”
- 50 “Oh” —I understood his meaning and answered without even trying to think— “in fifty-dollar notes.”
- 51 He gave me a fifty-dollar note.
- 52 “And the six?” he asked coldly.
- 53 “In six dollar notes,” I said.
- 54 He gave me six dollars and I rushed out.
- 55 As the big door swung behind me I heard the sound of a roar of laughter that went up to the roof of the bank. Since then I use a bank no more. I keep my money in my pocket and my savings in silver dollars in a sock.

1 **swim**: to seem to move about; float; experience a dizzy confused sensation (指故事的叙说者感到晕眩, 好似银行在眼前旋转。)

Memorable Quotes

I long to accomplish a great and noble task, but it is my chief duty to accomplish small tasks as if they were great and noble.

—*Helen Keller (1880–1968)*

Chance favors only the prepared mind.

—*Louis Pasteur (1822–1895)*

Experience is the name everyone gives to their mistakes.

—*Oscar Wilde (1854–1900)*

