

Contents

Acknowledgements	IX
Abbreviations	XII
Pronunciation Table	XIII
Unit 1	1
Text A Half a Day	2
Text B Making the Grade	16
Unit 2	21
Text A Message of the Land	22
Text B The Son from America	36
Unit 3	43
Text A Midnight Visitor	44
Text B Double Cross	57
Unit 4	63
Text A The Nightingale and the Rose	64
Text B The Nightingale	82
Unit 5	91
Text A The Green Banana	92
Text B Cutting Across Cultures	107
Unit 6	113
Text A After Twenty Years	114
Text B Hearts and Hands	129

Unit 7	133
Text A Like the Sun	134
Text B The Ways We Lie	149
Unit 8	153
Text A Maheegun My Brother	154
Text B A Secret for Two	171
Unit 9	177
Text A The Greatest Invention	178
Text B Galileo, the Stargazer Who Defied the World	193
Unit 10	199
Text A What Happiness Is	200
Text B Worry. Don't Be Happy.	214
Unit 11	219
Text A Christmas Day in the Morning	220
Text B "Yes, Daddy, I Promise."	237
Unit 12	241
Text A The Monsters Are Due on Maple Street	242
Text B Who Shall Dwell?	267
Grammar Terms	273

▲ Text A Half a Day

▲ Text B Making the Grade

UNIT

1



Lead-in

- 1** How did you feel when you were on your way to continue your education at a university? Was it your own idea? Were you excited, eager, and happy? Or indifferent, nervous, and worried? Why did you feel the way you did? Did your first few days' experiences at the university surprise you in any way?
- 2** No doubt you are all familiar with the English proverb which says, "Well begun, half done." Do you agree that our future is largely determined by our school education? If your answer is yes, in what sense would you say it affects our future? If your answer is no, explain why not.



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 tarboosh. 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, prickly 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 this building that stood at the end of the road like a huge, high-walled fortress, exceedingly stern and grim.

- 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."

(960 words)

Notes on the Text

1. About the author and the text

Naguib Mahfouz was born in 1911 in Cairo and died in 2006. He was the first Arabic-language author awarded the Nobel Prize for Literature (1988). He published lots of short stories and novels, many of which have been adapted for films. His works have been compared in spirit and tone with the social realism of Balzac and Dickens. His early work, *The Cairo Trilogy* (1956–1957), describes the changes in three generations of a middle-class urban Cairo family. "Half a Day," an allegorical tale, was originally written in Arabic. It first appeared in English in *The Time and the Place and Other Stories*, in 1991, translated by Denys Johnson-Davies. Allegory is a symbolic metaphorical fictional narrative that conveys a deeper meaning.

2. Cultural background

The changes described in the text about the little town and the presence of such things as prickly pears, date palms, and snake charmers, together with the introductory material on the author, suggest that the story probably takes place in an Arabic cultural setting, most likely in Egypt. The school life in the story may reflect the country's social conditions in the early 20th century, but it was also universal to a large degree.

Glossary

border /'bɔːdə/ <i>v.</i>	to touch at the edge or boundary 与……接界; 与……相邻
circus /'sɜːkəs/ <i>n.</i>	马戏团
cling /klɪŋ/ <i>v.</i>	(clung, clung) to hold closely; to refuse to let go 抓紧; 紧握
clown /klaʊn/ <i>n.</i>	a person who performs in a circus, wears funny clothes and makeup, and tries to make people laugh
clutch /klʌtʃ/ <i>v.</i>	to hold tightly 紧紧抓住; 紧握住
conjurer /'kɒndʒərə/ <i>n.</i>	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/ <i>n.</i>	one who makes sth. for the first time 创造者; <i>the Creator</i> : (宗教)造物主
crossroads /'krɒsrəʊd/ <i>n.</i>	a place where two or more roads cross each other 交叉路口
curiosity /,kjʊəri'ɒsəti/ <i>n.</i>	the desire to learn and know 好奇心
daze /deɪz/ <i>n.</i>	<i>in a ~</i> : in a state of being unable to think clearly 处于茫然状态
exceedingly /ɪk'siːdɪŋli/ <i>adv.</i>	(<i>fml</i>) extremely
exertion /ɪg'zɜːʃən/ <i>n.</i>	great effort 努力; 尽力
fortress /'fɔːtrɪs/ <i>n.</i>	a large strong building used for defending an important place 堡垒
grim /grɪm/ <i>adj.</i>	looking or sounding very serious 冷峻的; 严肃的
halt /hɔːlt/ <i>n.</i>	a stop or pause
hatred /'heɪtrɪd/ <i>n.</i>	a feeling of strong dislike

intricate /'ɪntrɪkət/ <i>adj.</i>	containing many small parts or details that all work or fit together 错综复杂的
invade /ɪn'veɪd/ <i>v.</i>	to enter an area in large numbers; to crowd into 涌入
irritated /'ɪrɪteɪtɪd/ <i>adj.</i>	annoyed and impatient
joyfully /'dʒɔɪfəli/ <i>adv.</i>	very happily
lift /lɪft/ <i>v.</i>	抬; 举; <i>weight ~ers</i> : people who compete in contests of strength by lifting heavy objects
lord /lɔ:d/ <i>n.</i>	master; male ruler; <i>good Lord</i> : used when one is suddenly surprised, annoyed, or worried
misgivings /mɪs'gɪvɪŋz/ <i>n.</i>	(<i>pl.</i>) 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 observe/obey rules 遵守规则的
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 /'pærədəɪs/ <i>n.</i>	heaven 天堂
perseverance <i>n.</i> /,pɜ:sə'veɪərəns/	determination to keep trying to do sth. in spite of difficulties 坚持不懈; 不屈不挠
prickly /'prɪkli/ <i>adj.</i>	covered with thin sharp points 多刺的; <i>~ pear</i> : 刺梨
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. esp. because no other choices are possible
revolve /rɪ'vɒl/ <i>v.</i>	to move or turn in a circle around a central point
rivalry /'raɪvəli/ <i>n.</i>	a state in which two people, companies, etc. are competing for the same thing 竞争
scold /skəʊld/ <i>v.</i>	to speak angrily to sb, esp. a child, because they have done sth. wrong
sort /sɔ:t/ <i>n.</i> <i>v.</i>	a kind or a type to put things in a particular order
spin /spɪn/ <i>v.</i>	(<i>spun, spun</i>) to turn round and round quickly, or to make sth. do this
startled /'stɑ:tld/ <i>adj.</i>	surprised and often slightly frightened
stern /stɜ:n/ <i>adj.</i>	严格的; 苛刻的
stretch /stretʃ/ <i>v.</i>	伸展; <i>~ out</i> : 伸出
sweetheart /'swi:thɑ:t/ <i>n.</i>	a person one loves
tarboosh /tɑ:'bu:ʃ/ <i>n.</i>	塔布什帽 (穆斯林男子戴的红色无边圆塔帽)
trace /treɪs/ <i>n.</i>	a sign or indication of sb. or sth. being present 迹象; 痕迹
unclouded /ʌn'klaʊdɪd/ <i>adj.</i>	without any clouds; (here) untroubled
vain /veɪn/ <i>n.</i>	<i>in ~</i> : without success; without producing a good or desired result
yell /jel/ <i>v.</i>	to shout loudly, esp. because you are frightened, angry, or excited

Language Focus

1 Observe how new words are often formed in English.

New words in English are formed in various ways. One way is called affixation (加缀法), which means making new words by adding one or more letters either to the head (called prefixes 前缀) or to the end of a word (called suffixes 后缀). Prefixes usually change the meaning of a word while suffixes mainly change the part of speech. Therefore, suffixes can be divided into noun suffixes, adjective suffixes, verb suffixes, and so on. Observe carefully and learn these word-formation rules to help enlarge our vocabulary.

For example:



2 List useful phrases from the text.

An important feature of English is the fact that words often appear in groups called phrases. There are many kinds of phrases in English, e.g. noun phrases, verb phrases, adjective phrases, adverb phrases, prepositional phrases, participial phrases, infinitive phrases, and so on; and they are used as different parts of speech in a sentence.

1. **Verb phrases** (usually verb + preposition/adverb)

Example: bring about

2. **Prepositional phrases** (usually preposition + noun)

Example: for the first time

3. **Other phrases**

Example: here and there

3 List useful verb + noun collocations from the text.

4 Underline useful sentence patterns in the text and study how they are used.

▶▶ Reading Comprehension

1 Read the text and complete the outline.

Part I (paras. 1–7)	The narrator's _____ to go to school 1. He was unwilling to go to school, for he thought that school was a(n) _____. 2. His father told him that school would make _____ out of boys.
Part II (paras. 8–16)	The narrator's rich variety of _____ at school 1. He soon began to like school because it offered him _____. 2. He found unpleasant things/challenges/difficulties, too: _____. 3. He realized what lay ahead of him: _____.
Part III (paras. 17–20)	The narrator found after school that everything seemed to have changed. 1. He didn't find his father waiting for him as he had _____ and _____ had changed. 2. He couldn't _____ home. 3. He was surprised that the boy who offered to take him across the street called him grandpa.

2 Explain the following sentences from the text, paying attention to the underlined parts.

1. I did not believe there was really any good to be had in tearing me away from my home ... (para. 5)
2. 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. (para. 11)
3. ... and there was no question of ever returning to the paradise of home. (para. 16)
4. Those who were able took advantage of the opportunities for success and happiness that presented themselves. (para. 16)

3 Answer the following questions according to your understanding of the text.

1. Why does the author use “Half a Day” as the title of the story? Notice when he is talking about the first half day at school, when he is talking about his whole school experience, and when he is talking about the present moment when he is no longer a student. Why is the story told in the first person? How old do you think the narrator is when he recalls his school days?
2. How does the boy describe what he sees along the street on his way to school? What purpose does this description serve?
3. How does the boy feel on his way to school? What are his chief misgivings? Does he understand why his father is sending him to school?
4. Do the boy’s misgivings turn out to be all true? How does he find school life? How does he like the school with all the schoolmates, teachers, and activities? Is he finally convinced that his father is right, and the school is not a punishment but a place to make useful men out of boys?
5. What are some of the unhappy experiences the children have? Why does the boy say that they have to be observant and patient? Observant and patient about what?
6. Why is it that the boy cannot find his way home that day after school? How does he like all the changes that seem to have taken place that day? How do you understand the ending?
7. When do you first notice that the narrator is no longer the small boy?
8. Allegories usually have a deeper meaning. What do you think the author is trying to tell his readers? That school life is interesting? That schooling is absolutely necessary? That life is short and time passes quickly, and therefore we must seize the day and seize the hour? Or anything else?
9. In allegories, many things are used as symbols. What are some examples you have noticed in the text?
10. In the story, we find the boy, his father, and his teachers all have something to say about the purpose of school. What do you think of their views? Explain.
11. You are now a college student. Do you believe that your school is entirely enjoyable and beneficial to you? In addition, how are you going to take advantage of the opportunities for success and happiness that present themselves?

▶ Language Exercises

1 Expand your vocabulary.

1. Group the following words according to the different types of prefixes and suffixes. Some may fit more than one category.

building	actively	unhappiness	dislike	helpful	announcement
windy	toothless	meaningful	exertion	happily	carelessness
weaken	realize	realistically	creator	creation	creative
weight lifter	conjurer	convinced	convincing	fishing	fishy
global	globalize	globalization	startled	cloudy	unclouded
irritable	irritated	irritating	irritation	employer	employment
employee	unemployed	disagree	appearance	shorten	perseverance

Words with noun suffixes: _____

Words with verb suffixes: _____

Words with adjective suffixes: _____

Words with adverb suffixes: _____

Words with negative prefixes: _____

2. Give the corresponding adverbs for the following adjectives.

- | | |
|--------------------|---------------------|
| 1) simple _____ | 8) final _____ |
| 2) complete _____ | 9) happy _____ |
| 3) easy _____ | 10) miserable _____ |
| 4) hurried _____ | 11) rough _____ |
| 5) practical _____ | 12) polite _____ |
| 6) angry _____ | 13) serious _____ |
| 7) possible _____ | |

3. Give the corresponding adjectives for the following adverbs.

- | | |
|---------------------|----------------------|
| 1) totally _____ | 8) fortunately _____ |
| 2) exactly _____ | 9) wholly _____ |
| 3) usually _____ | 10) briefly _____ |
| 4) frequently _____ | 11) probably _____ |
| 5) gradually _____ | 12) absolutely _____ |
| 6) truly _____ | 13) certainly _____ |
| 7) extremely _____ | 14) luckily _____ |

4. Give the corresponding verbs for the following nouns.

- | | |
|------------------------|-----------------------|
| 1) expression _____ | 8) appointment _____ |
| 2) organization _____ | 9) celebration _____ |
| 3) impression _____ | 10) prevention _____ |
| 4) production _____ | 11) requirement _____ |
| 5) globalization _____ | 12) attraction _____ |
| 6) attention _____ | 13) government _____ |
| 7) pollution _____ | 14) judgment _____ |

5. Complete the sentences with different forms of the words given.

differ

- Opinions still _____ among economists as to whether the economy will soon recover.
- People often think _____ because they have _____ positions.
- I can't tell the _____ between the two. They seem the same to me.

serious

- The situation is getting very _____. But the most _____ thing is that not many people take it _____.
- I know the _____ of the matter. Today our rivers and lakes are _____ polluted, and so are our land and air.

attention

- We must pay close _____ to it.
- The students all listened to the teacher very _____. But to be _____ is not enough. There should be more interaction between the students and the teacher.

2 Complete the following verb + noun collocations according to the Chinese in the brackets.

- | | |
|-----------------------------|----------------------------|
| 1. _____ a few steps (走几步) | 5. _____ life (面对生活) |
| 2. _____ one's way (迷路) | 6. _____ the street (穿过街道) |
| 3. _____ one's tears (擦干眼泪) | 7. _____ one's mind (改变主意) |
| 4. _____ a nap (小睡片刻) | 8. _____ a place (涌入某地) |

3 Fill in the blanks with the correct form of the phrases listed below.

in vain	show off	resort to	cling to
bring about	burst into	on one's own	take advantage of
find one's way	be lined with		

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 _____ a thunderous applause.
4. Clearly, it was the town's poverty that had _____ its high crime rate.
5. Both sides are willing to sit down and talk because they know it is stupid to _____ force.
6. He was caught in the rain and returned home, wet all over and trembling with his clothes _____ his body.
7. When he was in England, he _____ every opportunity to improve his spoken English.
8. He tried to make his father change his mind, but it was all _____ because his stubborn father was determined to make him a great musician.
9. Nobody knew how these strange animal bones _____ into this cave.
10. This is a well-known tourist attraction. The street _____ about a dozen 18th-century houses that survived World War II destruction.

4 Fill in the blanks with the correct prepositions or adverbs that collocate with the verbs "make" and "show."

1. Houses in that part of the country were mostly made _____ cheap material. They all collapsed in the earthquake.
2. The 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 Information Technology.
6. It was not long before people found out that the story was made _____ by the man. In truth, he had never seen a tiger on that mountain.
7. Mary worked harder than before; she knew she had to make _____ the time she had lost.

8. Mr. Brand soon made friends _____ the young people in his office.
9. It is important to make use _____ our rivers' water power, but dams can create environmental problems.
10. People made fun _____ him because he really made a fool _____ himself.
11. They had a big argument the other day and did not speak to each other for several days, but now they have already made _____.
12. Show Mr. Freeman _____ when he arrives. I need to talk to him immediately.
13. That party is being thrown in your honor; so, naturally people expect you to show _____.
14. When you settle down, I'll show you _____ and introduce you to the department managers.

5 Fill in the blanks with the correct form of the appropriate words or phrases 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 _____ (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 _____ (matter; affair).
5. Social stability has become an extremely serious _____ (matter; affair) in many _____ (country; nation; state). They will be in _____ (large; big; huge; great; vast) trouble if they don't take immediate action.
6. In a(n) _____ (affair; matter) of decades, the members of the United _____ (state; nation) jumped to almost two hundred.
7. With the reform policy, business enterprises were no longer owned by the _____ (country; nation; state) only, and prices also were no longer controlled 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. 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.

6 Study the following examples and complete the sentences by translating the Chinese in the brackets, paying attention to the object complements in the sentences.

Examples	The coach made him team captain . (noun)
	They did not make me happy . (adjective)
	You'll find me waiting for you when it's time to leave. (present participle)
	Working two weeks straight without a break left me exhausted . (past participle)
	His father wants him to go to college . (infinitive)
	Do you know someone who speaks German ? (relative clause)

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) 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. She found a young wounded soldier _____ (躺在草地上), _____ (身上全是血).
8. 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).
9. Did you _____ (听她说) yesterday that she wanted to have the meeting _____ (延期)?

7 Translate the following sentences, using the words and expressions in the brackets.

1. 他们利用我们求助无门的困境把我们公司接管了。(take)
2. 虽然前面有很多困难,但我确信我们能克服这些困难。(own)
3. 现在我们认识到以破坏生态环境来换取利益是错误的,它会引起很多严重的问题。(give rise to)
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。(show; vain)
5. 应对全球变暖不只是钱的问题,我们还必须采取严厉的法律措施。(resort)

6. 当格列佛 (Gulliver) 醒来的时候, 他还处于一种茫然不知所措的状态。他发现自己躺在地上, 胳膊和腿都动不了。(daze)
7. 很多人总是死死抓住财富不放, 以为金钱一定能给他们带来幸福。(cling)
8. 当那个人进入视野时, 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。我放声大哭起来。(come into view; find one's way; burst into)
9. 迈进大学校园的那一天, 你的人生就开启了新的篇章。(the day)
10. 把自己的错误归咎于别人是没有好处的。(there is no good)

8 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 suddenly find that time is running (4) _____. 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 time management into practice.

9 Find and correct the TWO mistakes in each exercise.

1. Every day, my father brings me to school himself, and I walk alongside him, clinging his hand.
2. There is no question to avoid hardships. Actually they can turn us to useful people.
3. We persuaded him to take the job over, but however, he wouldn't listen.
4. I read a story taken place during World War II about more than a thousand fully-armed German soldiers were found literally eaten alive by millions of killer ants in Africa.
5. The police searched for her room to look for the man, but failed in vain.
6. We must take the advantage of the opportunities coming to our way.
7. When I was a small boy, I had often sat for hours to play with the few toys I had.
8. Before I came, I imagine college would be a paradise I could relax after the three stressful years of high school.



Making the Grade

Varda One

- 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 a 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.

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

2 **budgetwise**: concerning money available 从预算方面的考虑来说

- 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.
- 8 I confronted the teaching assistant, who referred me to Professor Jayne, who listened to my **impassioned**³ 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 my need for a scholarship; I wanted justice, not pity. I was convinced that my answers **merited**⁴ 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 As**⁵.
- 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**⁶. Again, I returned to Dr. Jayne and questioned his judgment **irreverently**⁷. Again, he listened patiently, discussed the material with me, but wouldn’t **budge**⁸—the C-plus stood. He seemed fascinated by my **ardor**⁹ in discussing the course ideas, but my dreams of a scholarship and extracurricular activities were fading fast.
- 12 One more test before the final. One more chance to redeem myself. Yet another **hurdle**¹⁰ 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

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

4 **merit:** to deserve 值得; 应获得

5 **coast toward As:** to be successful at getting As without having to try hard 不费力地各科取得“优”

6 **profusely:** in large amounts

7 **irreverently:** in a way that does not show respect to sb. or sth. that other people usually respect

8 **budge:** to change one’s opinion or decision about sth.

9 **ardor:** passion 激情; 狂热

10 **hurdle:** obstacle; barrier 障碍; 困难

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 office. I dragged out my **dog-eared**¹¹, 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**¹² was routine for me.
- 17 Something changed in Dr. Jayne’s usually **jovial**¹³ 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 was the final. No matter what grade I got, it wouldn’t cancel three C-pluses. I might as well kiss the scholarship goodbye. 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.

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

12 **improvise:** 即兴发挥; 随机应变

13 **jovial:** cheerful 快乐的

- 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**¹⁴, 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.”
- 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**¹⁵.
- 29 I **reviewed**¹⁶ theater for the *Daily Cal*, the student campus newspaper.
- 30 I wrote a one-act play, among the first to **debut**¹⁷ 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.

(1,304 words)

14 **spoof**: a humorous copy that exaggerates the main features 滑稽的模仿

15 **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; 客满只剩下站票的剧场

16 **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

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

Unit Project



Choose ONE of the two tasks given and work on it as instructed.

1. Form a group and discuss the importance of school education, and then give a 5-minute report on the result of your discussion to the class.
2. What do you think an ideal school should be like? Write an essay of about 200 words on this topic.

Memorable Quotes

Colors fade, temples crumble, empires fall, but wise words endure.

—Edward Thorndike

Education today, more than ever before, must see clearly the dual objectives: education for living and educating for making a living.

—James Mason Wood

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

—Johann Heinrich Pestalozzi