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*and Other Stories*, Middlesex, Eng.: Puffin Books, Penguin Books Ltd., 1962.

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- Unit 16** “Who Shall Dwell?” by H. C. Neal from *Stench of Kerosene and Other Short Stories*, selected and edited by Steve Bowles, Cambridge University Press, 1991, originally appeared in *Playboy Book of Science Fiction and Fantasy*.



# Abbreviations

abbr.	.....	abbreviation
adj.	.....	adjective
adv.	.....	adverb
AmE	.....	American English
art.	.....	article
aux.	.....	auxiliary
BrE	.....	British English
conj.	.....	conjunction
e.g.	.....	for example
esp.	.....	especially
etc.	.....	et cetera (and so on)
fml	.....	formal
infml	.....	informal
int.	.....	interjection
n.	.....	noun
num.	.....	numeral
para.	.....	paragraph
pl.	.....	plural
prep.	.....	preposition
pron.	.....	pronoun
sb.	.....	somebody
sth.	.....	something
v.	.....	verb
vi.	.....	intransitive verb
vt.	.....	transitive verb



# ... Pronunciation Table

本书采用第十四版国际音标，现将音标列表如下：

辅音		元音	
音标	例词	音标	例词
p	pot	i:	bee
b	boot	ɪ	hit
t	tent	e	pet
d	deal	æ	fat
k	black	ɑ:	large
g	gold	ɒ	dog
tʃ	check	ɔ:	door
dʒ	joke	ʊ	pull
f	fox	u:	tool
v	value	ʌ	dust
θ	throw	ɜ:	serve
ð	this	ə	about
s	boss	eɪ	brave
z	zero	əʊ	note
ʃ	foolish	aɪ	fine
ʒ	pleasure	aʊ	how
h	host	ɔɪ	soil
m	moon	ɪə	appear
n	novel	eə	fair
ŋ	sing	ʊə	sure
l	laugh		
r	rose		
j	year		
w	west		

本书采用的国际音标与老版的国际音标对照如下：

/ɒ/ = /ɔ/	/ʊ/ = /u/
/ɜ:/ = /ə:/	/əʊ/ = /əu/
/eɪ/ = /ei/	/aɪ/ = /ai/
/aʊ/ = /au/	/ɔɪ/ = /ɔi/
/ɪə/ = /iə/	/eə/ = /ɛə/
/ʊə/ = /uə/	





# 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

<b>border</b> /'bɔ:də(r)/	v. 与……接界；与……相邻
<b>circus</b> /'sɜ:(r)kəs/	n. 马戏团
<b>cling</b> /kɪŋ/	v. (clung, clung) to hold closely; to refuse to let go 抓紧；紧握
<b>clown</b> /klaʊn/	n. a person who performs in a circus, wears funny clothes and makeup, and tries to make people laugh
<b>clutch</b> /kɫʌtʃ/	v. to hold tightly 紧紧抓住；紧握住
<b>conjuror</b> /'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
<b>creator</b> /kri:'eɪtə(r)/	n. one who makes sth. for the first time 创造者； <i>the Creator</i> : (宗教)造物主
<b>crossroads</b> /'krɒsrəʊdz/	n. a place where two or more roads cross each other 交叉路口
<b>curiosity</b> /,kjʊəri'ɒsɪtɪ/	n. the desire to learn and know 好奇心
<b>daze</b> /deɪz/	n. <i>in a ~</i> : a state of being unable to think clearly 茫然状态
<b>exertion</b> /ɪg'zɜ:fən/	n. great effort 努力；尽力
<b>halt</b> /hɔ:lt/	n. a stop or pause
<b>hatred</b> /'heɪtrɪd/	n. feelings of strong dislike
<b>intricate</b> /'ɪntrɪkɪt/	adj. containing many small parts or details that all work or fit together 错综复杂的
<b>invade</b> /ɪn'veɪd/	v. to enter an area in large numbers, crowd into 涌入
<b>irritated</b> /'ɪrɪteɪtɪd/	adj. annoyed and impatient
<b>joyfully</b> /'dʒɔɪfʊli/	adv. very happily
<b>lift</b> /lɪft/	v. 抬；举； <i>weight ~ers</i> : people who compete in contests of strength by lifting heavy objects
<b>lord</b> /lɔ:d/	n. master, male ruler; <i>good Lord</i> : reference to God, used when one is suddenly surprised, annoyed or worried

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

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

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## 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. <b>Answer:</b> We walked along a street <b>lined with</b> gardens.
	School is a place. This place makes useful men out of boys. <b>Answer:</b> School is <b>a place that makes</b> useful men out of boys.
	Some people work hard. They are likely to succeed. <b>Answer:</b> <b>Those who work hard</b> 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. Last week, I read an interesting story taken place during WWII.
5. He searched for his room but didn't find the book.
6. I tried to put on a brave face, but 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?

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2. What pleasures did he find in school?

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

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

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- 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**<sup>1</sup>: 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**<sup>2</sup>, 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.

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

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

- 8 I confronted the teaching assistant, who referred me to Professor Jayne, who listened to my **impassioned**<sup>1</sup> 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**<sup>2</sup> my need for a scholarship; I wanted justice, not pity. I was convinced that my answers **merited**<sup>3</sup> 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**<sup>4</sup> 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**<sup>5</sup>. Again, I returned to Dr. Jayne and questioned his judgment **irreverently**<sup>6</sup>. Again, he listened patiently, discussed the material with me, but wouldn't **budge**<sup>7</sup>—the C-plus stood. He seemed fascinated by my **ardor**<sup>8</sup> 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 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**: to move or change

8 **ardor**: passion 激情, 狂热

- office. I dragged out my **dog-eared**<sup>1</sup>, 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**<sup>2</sup> was routine for me.
- 17 Something changed in Dr. Jayne’s usually **joyful**<sup>3</sup> 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**<sup>4</sup> 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**<sup>5</sup>, 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 **joyful:** 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**<sup>1</sup>.
- 29 I **reviewed**<sup>2</sup> theater for the *Daily Cal*, the student campus newspaper.
- 30 I wrote a one-act play, among the first to **debut**<sup>3</sup> 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)*