

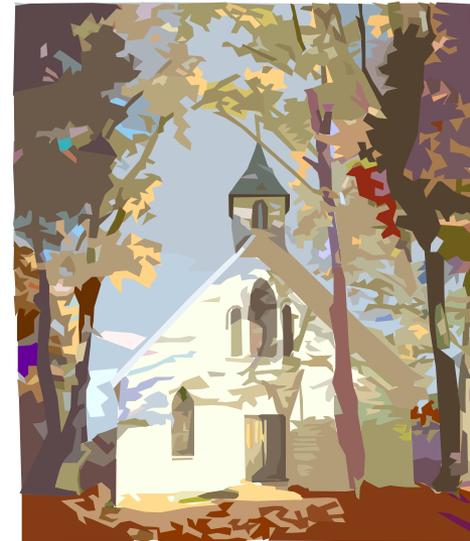
Lesson one

Half a Day

*Warm-up*

# Contents

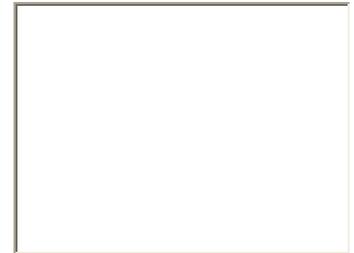
- I. Film clips 🗣️
- II. A poem 🗨️
- III. Culture tips 🗨️



# I. Film clips

 **Directions: Watch this film clip and then answer the following questions.**

- 1. Why is Forrest denied by the public school?**
- 2. How does Ms. Gump try to persuade the headmaster to admit her son?**
- 3. What does Forrest's mother say to him?**



To be continued on the next page.

# *I. Film clips*

**My momma  
always said life  
was like a box of  
chocolates... you  
never know what  
you're gonna get.**

*Forrest Gump*



The end of Film clips.



## *II. A poem*

### First Day at School

It's hard to explain, the way I feel;

A place unknown but is so real!

A soft voice welcomes me to the place,  
I look up to see a lady's smiling face.

I'm led to a table that is covered with  
shapes,



To be continued on the next page.

## *II. A poem*

A young girl my age says Hi I am Grace,  
I am three, but soon will be four.  
I am a big girl and not afraid any more.

I forever trying new things and learning  
everyday.

And the best thing is I having fun while  
I play!



To be continued on the next page.

## *II. A poem*

Days go on and I encounter many new experiences and friends,  
I feel like I'm on a roller coaster,  
which never seems to end.

Today I wrote my name for the very first time,  
My teacher hugs me and gives the most gracious smile.



To be continued on the next page.

## *II. A poem*

I feel full of pride; confident I can do anything if I try.

If you come to Kindy you are sure to find inside,  
Happy smiles from children that continually shine!

—Julie Mc Millan



The end of A poem.



## *III. Culture tips*

### Education in Britain



Schools	Stages of education	Aims
Play School Nursery School	Preschool education For 2—5 year-old	Children mostly play, with some early learning.
Infant School Junior School	Primary education for 5/6—12/13	Children learn some basic skills in reading, writing, arithmetic, art, etc.
Comprehensive School or Grammar School	Secondary education for 12/13—16/18	Students study a wide range of subjects in arts, sciences and technical areas.
College or University	Further/Higher education for 18+	Students study for degrees/diplomas in specialized academic areas.

The end of Culture tips.



# *Background Information*

# *Contents*

**I. Author**

**II. His works**

**III. The world in his works**

**IV. Creator of the Universe**

**V. Different names of God**



# *I. Author*



**Naguib Mahfouz was born on the 11th Dec. 1911 in an old quarter of Cairo, the youngest son of a merchant. He studied philosophy at King Faud I (now Cairo) University, graduating in 1934. He worked in university administration and then in 1939 he worked for the Ministry of Islamic Affairs. He was later Head of the State Cinema Organization at the Ministry of Culture. He also worked as a journalist.**



To be continued on the next page.

# *I. Author*

**Although widely translated, his works are not available in most Middle Eastern countries because of his support of Sadat's Camp David initiative. In 1994 he survived an assassination attempt by Islamic extremists. He is married, has two daughters and lives in Cairo.**



To be continued on the next page.

# *I. Author*

**Camp David Accords:** popular name for the historic peace accords in 1978 between Israel and Egypt. The official agreement was signed on Mar. 26, 1979, in Washington, D.C. by Israeli Prime Minister Menachem Begin and Egyptian President Anwar al-Sadat, with U.S. President Jimmy Carter signing as a witness. Under the pact, which was denounced by other Arab states, Israel agreed to return the Sinai to Egypt, a transfer that was completed in 1982. In a joint letter the two nations also agreed to negotiate Palestinian autonomy measures in the Israeli-occupied West Bank and Gaza Strip, but in fact no progress was made on this issue before Sadat's assassination in Oct., 1981.



To be continued on the next page.

# *The University of Cairo*



The end of Author.



## II. *His works*

**Naguib Mahfouz was the first Arab to win the Nobel prize for literature, in 1988. He has been described as "a Dickens of the Cairo cafés" and "the Balzac of Egypt".**

**He is now the author of no fewer than 30 novels, more than 100 short stories, and more than 200 articles. Half of his novels have been made into films which have circulated throughout the Arabic-speaking world.**



*Al-Mahfouz speaking on TV*

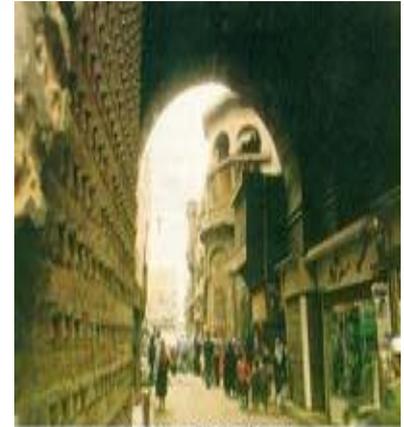


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## II. *His works*

***The Cairo Trilogy* in 1957 made him famous throughout the Arab world as a depicter of traditional urban life.**

**Each book in the trilogy was named after a suburb of Cairo. The first, *Palace Walk*; 宫间街 The second, *Palace of Desire* 思宫街, The third book, *Sugar Street* 甘露街.**



The site of "The Trilogy"



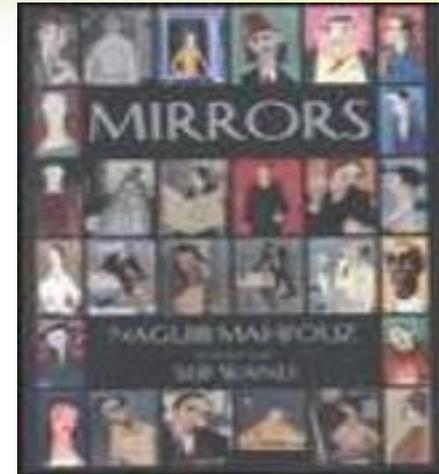
The end of His works.



### *III. The world in his works*

**The picture of the world as it emerges from the bulk of Mahfouz's work is very gloomy indeed, though not completely disappointing. It shows that the author's social utopia is far from being realized.**

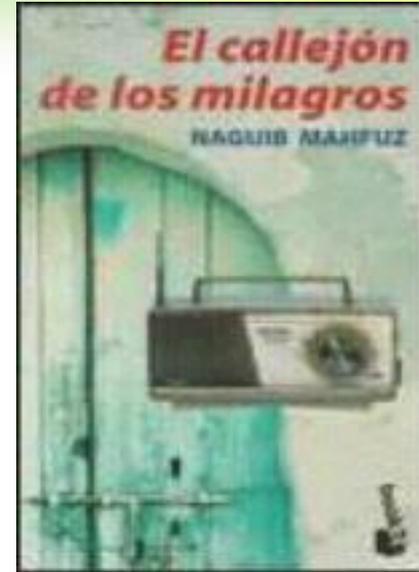
**Mahfouz seems to conceive of time as a force of oppression. His novels have consistently shown time as the bringer of change, and change as a very painful process, and very often time is not content until it has dealt his heroes the final blow of death.**



To be continued on the next page.

### *III. The world in his works*

**To sum up, in Mahfouz's dark description of the world there are only two bright spots. These consist of man's continuing struggle for equality on the one hand and the promise of scientific progress on the other; meanwhile, life is a tragedy.**



The end of The world in his works.



## *IV. Creator of the Universe*

**I have made the earth, and created man upon it: I, even my hands, have stretched out the heavens, and all their host have I commanded. Isa 45:12**

**I am the creator of the Universe.  
I am the Father and Mother of the Universe.  
Everything came from me.  
Everything shall return to me.  
Mind, spirit and body are my temples,  
for the Self to realize in them  
My Supreme Being and Becoming.  
prayer for the new age—Maitreya**

Christians believe that the world was created by God. So here "Creator" means God.



## *V. Different names of God*

**Answer: EL: God "mighty, strong, prominent"  
(Gen 7:1; Isa 9:6)**

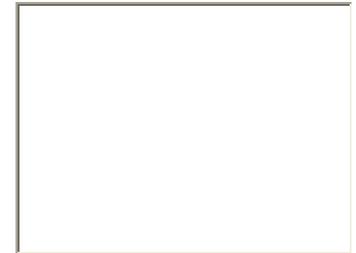
**ELOHIM: God "Creator, Mighty and Strong"  
(Gen 17:7; Jer 31:33)**

**EL SHADDAI: "God Almighty or" "God All  
Sufficient" (Gen 49:24; Mic 2:1)**

**ADONAI: "Lord" (Gen 15:2; Judges 6:15)**

**YAHWEH / JEHOVAH: "LORD" (Deut 6:4; Dan  
9:14)**

**YAHWEH-YIREH: "The Lord will Provide" (Gen  
22:14)**



To be continued on the next page.

## *V. Different names of God*

**YAHWEH-ROPHE: "The Lord Who Heals" (Isa 61:1)**

**YAHWEH-NISSI: "The Lord Our Banner" (Exo 1:15)**

**YAHWEH-M'KADDESH: "The Lord Who Sanctifies" (Lev 20:8)**

**YAHWEH-SHALOM: "The Lord Our Peace" (Judges 6:24)**

**YAHWEH-ELOHIM: "LORD God" (Gen 2:4; Psa 59:5)**

**YAHWEH-TSIDKENU: "The Lord Our Righteousness" (Jer 33:16)**

**YAHWEH-ROHI: "The Lord Our Shepherd" (Psa 23:1)**



To be continued on the next page.

# V. *Different names of God*

**YAHWEH-SHAMMAH: "The Lord is There"**  
(Eze 48:35)

**YAHWEH-SABAOTH: "The Lord of Hosts"** (Isa 1:24; Psa 46:7)

**EL ELYON: "Most High"** (Deut 26:19)

**EL ROI: "God of Seeing"** (Gen 16:13)

**EL-OLAM: "Everlasting God"** (Psa 90:1-3)

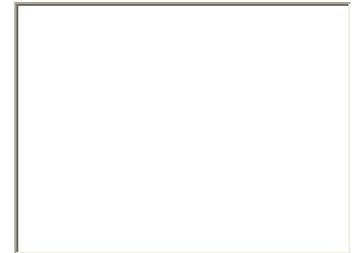
**EL-GIBHOR: "Mighty God"** (Isa 9:6)



# I. *Text Analysis*

- ◆ *Plot* of the story
- ◆ *Setting* of the story
- ◆ *Protagonists* of the story
- ◆ *Theme* of the story

Discuss these questions with your partners.

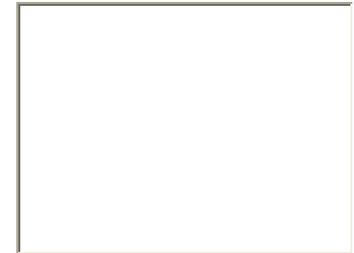


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# I. *Text Analysis*

- ◆ **Plot:** a little boy's first time to go to school
- ◆ **Setting:** { on the way to school  
at school  
on the way home
- ◆ **Protagonists:** "I" –the boy in the story

For reference.



# I. *Text Analysis*

## Thematic Analysis

**Everything is changing!**

1. All my clothes are new.
2. School makes useful men out of boys.
3. My misgivings had had no basis.
4. Our path was not totally sweet and unclouded.
5. The lady would sometimes smile, but yell and scold often.
6. The streets lined with the gardens disappeared.
7. I turned out to be a grandpa.

Change is everywhere, from my clothes, to my opinions, to my life and finally to my appearance. Not only I but also the lady and the society are changing, too.

To be continued on the next page.

# I. *Text Analysis*

## Thematic Analysis

What **changes** are conveyed?

changes on my  
part

- ⊕ clothes
- ⊕ my view on school
- ⊕ my outer appearance

changes on other  
people's part

- ⊕ the lady's attitude toward us

changes in  
the society

- ⊕ the street crowded with cars,  
high buildings, rubbish and  
children

To be continued on the next page.

# I. *Text Analysis*

## Theme of the story

The following are a few possible understandings of the message the story conveys. Which one do you agree with? Argue with your group partners.

Time goes by quickly and many things can take place in your lifetime. Before you know it, a new society is born.

- Time and tide wait for no man.
- Life is a tragedy. There is nothing permanent in life but change.
- Education can never keep up with changes in society.
- Life is short and time is precious.
- Life is a dream. Do not take anything seriously.

The end of Thematic Analysis.



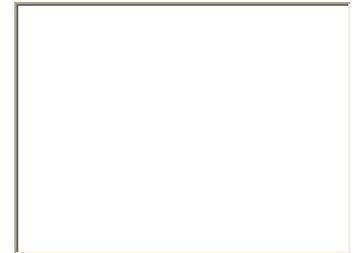
# I. *Text Analysis*

## Structure of the text

Part 1 (*paras. 1—7*) about: The boy's misgivings about school.

Part 2 (*paras. 8—16*) about: How the boy felt about school.

Part 3 (*paras. 17—20*) about: Walking out of the school, he found time had changed everything.



The end of Structure.



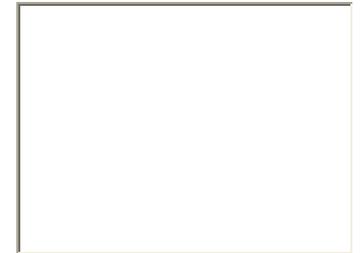
# I. *Text Analysis*



## Further discussion on the text

Read the following suggestions made by the father. Which ones do you agree with and which ones not? Have you ever been given some suggestions by your parents when entering the university? List them out.

- School is a place that makes useful men out of boys.
- Don't you want to be useful like your brothers?
- Put a smile on your face and be a good example to others.
- Be a man.
- Today you truly begin life.



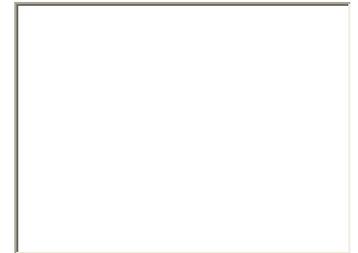
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# I. *Text Analysis*



## Further discussion on the text

- # How did the boy feel the first day he went to school?
- # What happened the first day at school?
- # How did the boy like school life?
- # Was school life just a matter of playing and fooling around?
- # What did he see on his way home?



The end of Further Discussion.



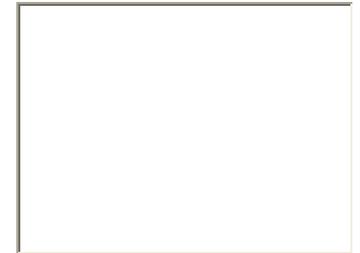
## II. Writing Devices



Now observe the following paragraph carefully. What strikes you most?

*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. (Para. 11)*

**The great use of short and simple sentences!**



To be continued on the next page.

## II. Writing Devices

More examples:

*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 its surface? How did these hills of rubbish find their way to cover its 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. (Para. 17)*

*Good God! I was in a daze. My head spun. I almost went crazy. ... (Para. 18)*

**Why did the author prefer to use short and simple sentences?**



To be continued on the next page.

## II. *Writing Devices*

echoing the style of the text (The story is told as a reflection. Thinking is sometimes disconnected.)

1. the effect of one person's thoughts/thinking

echoing the theme of the text

2. the effect of rapid change of things and a feeling of confusion

the abundant use of short and simple sentences to achieve

To be continued on the next page.

## II. *Writing Devices*

The short sentence, ordinarily containing one concisely worded assertion, is good to give point and crispness to a thought. When you wish to make an important definition, statements of weighty truth, or an emphatic assertion, short sentences are often appropriate.

The following short sentences are quotable, emphatic, and to the point:

Economy is the art of making the most of life.

—G. B. Shaw

Love is as necessary to the human being as food and shelter.

**In what cases should we use short sentences?**



### *III. Sentence Paraphrase 1*

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

More examples from the text

present participle as adverbial modifier

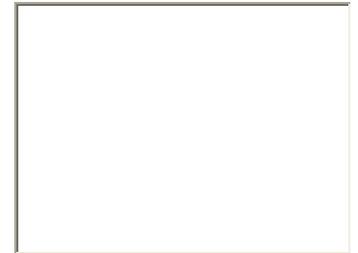
**I walked next to my father, holding his right hand.**

go to 2

To be continued on the next page.

### III. Sentence Paraphrase

1. My mother stood at the window *watching our progress*, and I turned towards her from time to time, *hoping she would help*. (2)
2. “I’m not punishing you,” he said, *laughing*. (4)
3. The bell rang, *announcing the passing of the day and the end of work*. (17)



[back to 1](#)

# I. Word Study

## Synonyms

hold

seize

grip

grasp

grab

snatch

## clutch (1)

*vt.* to hold sth. or sb. tightly, esp. because you are frightened, in pain, or do not want to lose something

### Examples:

- Tom fell to the ground, **clutching** his stomach.
- A woman **clutching** a baby stole an elderly woman's purse.



To be continued on the next page.



# I. *Word Study*

## **clutch at (2)**

**to try hard to hold sth., esp. when you're in a dangerous situation**

Synonym

**catch at**

### **Example:**

- **A drowning man will **clutch at** a straw.**

**(to try hard to find a sign of hope or a solution, even when they are not likely to exist in a difficult or dangerous situation)**



### *III. Sentence Paraphrase 2*

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

**“As”  
introduces an  
adverbial  
clause of  
reason.**

[More examples](#)

**But my new clothes did not bring any happiness to me, because it was the day I was forced to go to school for the first time.**

go to 3

To be continued on the next page.

### *III. Sentence Paraphrase*

1. **The moment** I saw him, I recognized he was the criminal the police were looking for.
2. **The year** I was born, my father was working towards a PhD degree.
3. **The day** Hans Christian Andersen returned to his hometown, almost all the people turned out to greet him.



[back to 2](#)

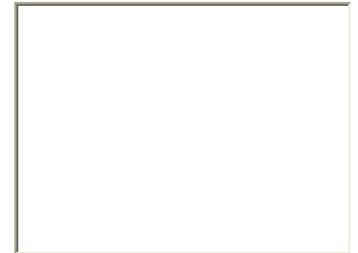
## II. *Phrases and Expressions*

**throw sb. into/out of a place**

**to force sb. to enter/leave a place**

### Examples:

- They'll **throw me out (of school)** if I fail three exams.
- Nick **got thrown out of college** in the second year for taking drugs.
- Anyone who opposes the regime is liable to **be thrown into jail/prison.**

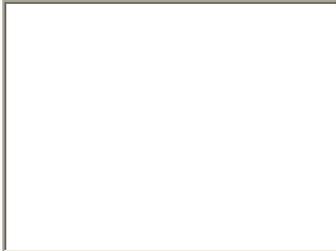


### III. Sentence Paraphrase 3

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

**present participle phrase, acting as adverbial of accompanying circumstances**

[More examples](#)



go to 4

To be continued on the next page.



### *III. Sentence Paraphrase*

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

[More examples](#)

**past participle phrase used here to modify  
“a street” and “fields” respectively. It can  
be regarded as a relative clause cut short.**

**We walked along a street, on both sides of  
which there are gardens and fields where crops,  
pears and date palms are planted.**

To be continued on the next page.

### *III. Sentence Paraphrase*

What is the language spoken in that area?

**= that is spoken**

They are problems left over by history.

**= which have been left**

back to 3



### III. Sentence Paraphrase 4

“Why school?” I asked my father. “What have I done?” (3)

elliptical question

[More examples](#)

rhetoical question

[More examples](#)

Why do I have to go to school? I don't think I've done anything wrong to be punished like this.

[go to 5](#)

To be continued on the next page.

### *III. Sentence Paraphrase*

**1. Father: We'll go to Tianjin this weekend.**

**Daughter: What for?**

**(Why this weekend?/Why Tianjin?)**

**2. – Hi!**

**– Morning!**

**– Got troubles?**

**– Sure have.**

**– Lost a friend?**

**– No, just tired.**

**– Up late last night?**

**– Yeah. Big party.**

**Elliptical questions are common in spoken English.**

**back to 4**

### III. *Sentence Paraphrase 5*

#### Rhetorical question

—one that expresses strong feeling or opinion and doesn't require an answer. It is used to say something more positively than in a statement.

- Don't you want to be useful like your brothers?
- Can't you see I'm busy? (Don't disturb me!)
- What good is a promise for an unemployed worker?
- Does nothing ever worry you? (I don't understand how you can be so carefree.)

Question form, definite answer often used in argument and/or persuasion

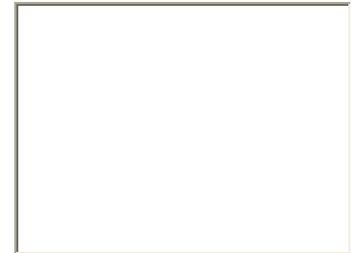
go to 6

2. *II.* *Phrases and Expressions*  
**make (a useful man) out of a  
boy**

**to make a boy become  
useful**

**Examples:**

- **The army made a man of him.**
- **The four brothers all made a success of their lives.**
- **He said the Government were frightened of nothing. The real trouble was that we were making a mountain out of a molehill (小题大做).**



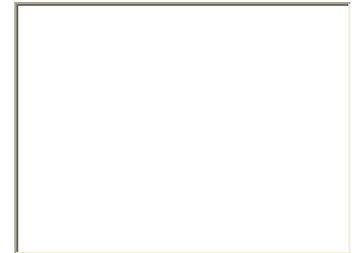
# I. Word Study

**convince**

**vt. to make sb. feel certain that sth.  
is true**

## Examples:

- I couldn't **convince** him **of** his mistake.
- How can I **convince** you **of** my sincerity?
- I managed to **convince** them **that** the story was true.
- a **convincing** argument
- **convincing** evidence



### III. Sentence Paraphrase 6

**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.**

**(5)**  
to (make sb.) leave a place  
unwillingly because one has to

**gerund as the object of the preposition**

**I didn't think it was useful to take me away from home and put me into that building with high walls.**

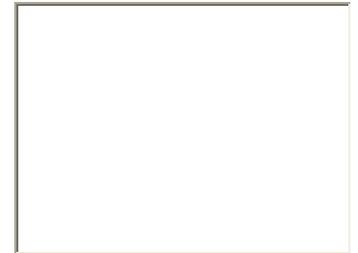
go to 7

[More examples](#)

To be continued on the next page.

### *III. Sentence Paraphrase*

1. We had difficulty in **finding a parking lot**.
2. There's no point in **waiting**.
3. I'm not keen on **gambling**. I'm too afraid of **losing**.
4. I have no objection to **hearing your story again**.



back to 6

## II. *Phrases and Expressions*

**There is no good to be had in doing sth.**

**= It is no good/use doing sth.** [Related phrases](#)

### Examples:

- **There is no good to be had in** buying a boat when you don't have enough spare time to use it.
- I don't see **there is any good to be had in** downsizing the company.



To be continued on the next page.



## II. *Phrases and Expressions*

it is no (not much) good

it is no (not any, hardly any, little) use

it is useless

it is not the slightest use

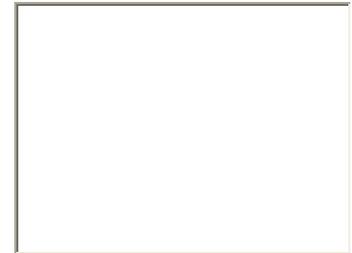
it is worth (worthwhile)

there is no (good, use)

**+doing**

### Example:

- **There is no good denying** that women are playing an important role in the world today.



### III. *Sentence Paraphrase 7*

... we could see the courtyard, vast and full  
of boys and girls. (6)

adjective phrase as an  
attributive modifier

[More examples](#)

... we could see the courtyard, which is huge  
and crowded with boys and girls.

go to 8

To be continued on the next page.

### *III. Sentence Paraphrase*

1. There's nothing **wrong with the computer.**
2. Can you recommend some books **easy for freshmen to read?**
3. I met Sally, **angry at me as always,** at the party.
4. It was a conference **fruitful of results.**

When used as an attribute modifier, adjective phrases are often placed after the noun.

back to 7

# I. Word Study

## Synonyms

huge  
immense  
enormous  
gigantic  
massive  
giant  
colossal  
mammoth  
tremendous  
titanic

## vast (1)

a. extremely large; spreading a great distance

### Examples:

- The **vast** plains of this country spread for hundreds of miles.
- He is very valuable to his employer because of his **vast** experience in the business.



To be continued on the next page.



# I. *Word Study*

## vast (2)

### Examples:

- The group of actors was brought from New York to London at **vast** expense.
- The refugees came across the border in **vast** numbers.
- The **vast** majority of young people don't take drugs.



## II. *Phrases and Expressions*

### **cling to**

**to hold tightly; not release one's grip on**

Collocations

#### **Examples:**

- The little child **clung to** his mother for comfort.
- Some of the victims of the fire climbed out of the building, **clung to** the window ledges for a minute or two and then dropped to their death a hundred feet below.

To be continued on the next page.

## II. *Phrases and Expressions*

Cf.

- **cling to the belief**
- **cling to the hope**
- **cling to one's own view**
- **cling to the habit**
- **cling to one's possessions**

Cf.

- 固守信念
- 抱着一线希望
- 坚持己见
- 固守着某种习惯
- 坚守财产不肯放弃



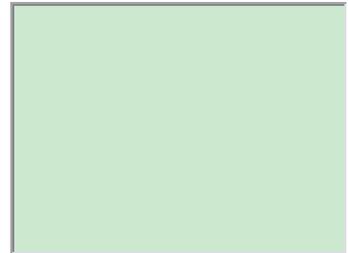
### III. Sentence Paraphrase 8

**You will find me waiting for you when it's  
time to leave. (7)**

**find + obj  
+ v-ing**

**object  
complement**

[More examples](#)



I'll come to fetch you when school is over. I'll be waiting for you here at the gate.

[go to 9](#)

To be continued on the next page.

### *III. Sentence Paraphrase*

1. When I entered the room, I **found him reading** something aloud.
2. I **found a tree lying** across the road.
3. If she **catches you reading** her diary, she'll be furious.
4. His remark **left me wondering** what he was driving at.
5. The words immediately **set us all laughing**.

This structure is very common in verbs like "see, hear, feel, watch, notice".

[back to 8](#)

## II. *Phrases and Expressions*

### **burst into**

**to begin, suddenly and/or violently, to cry, laugh, sing, etc.**

Collocations

#### **Example:**

- **Aunt Annabel, who has been nervous and jumpy lately, suddenly **burst into tears**.**



To be continued on the next page.

## II. *Phrases and Expressions*

- As the comic got into his stride, the audience **burst into hoots of laughter/a guffaw**.
- The aircraft crashed into the hillside and **burst into flames**.
- The orchards seemed to have **burst into blossom** overnight.
  - The entire hall **burst into thunderous cheers/applause**.
- Everyone on the bus **burst into song** as we got closer to home.

### Translation

1. 哄堂大笑
2. 突然起火
3. 竞相开放
4. 发出雷鸣般的欢呼 / 掌声
5. 突然唱起歌来

### Similar expressions



To be continued on the next page.

## II. *Phrases and Expressions*

- As they left the club the revellers **broke into song/loud curses.**
- I mentioned the incident later to a tailor friend and he **burst out laughing/crying.**



### III. Sentence Paraphrase 9

A lady came along, followed by a group of men. (11)



**past participle as an adverbial modifier of manner**

A lady came toward us; arriving after her were a group of men.

[More examples](#)

go to 10

To be continued on the next page.

### III. *Sentence Paraphrase*

**Now use the correct form of each verb to fill in the blanks.**

***combine, give, guide***

- 1. Guided**
- 2. Given**
- 3. Combined**

1. \_\_\_\_\_ by the teachers, all the students are studying very hard.
2. \_\_\_\_\_ enough time, I'll complete the job in time.
3. \_\_\_\_\_ with practice, theory may be learned easily.

[back to 9](#)

### *III. Sentence Paraphrase 10*

**We were formed into an intricate pattern in the great courtyard... (11)**

**We were made to stand in different places to form regular lines or shapes in the big courtyard.**



[go to 11](#)

# I. Word Study

## intricate

a. containing many detailed parts which make it difficult to understand

### Examples:

- It is an **intricate** idea and would need a lot of **intricate** work.
- A touch of paranoia妄想 is not a bad thing to bring to the computer-software business, where shifting alliances, rapid technological changes and **intricate** co-dependencies make plotting long-term strategies hazardous.

### Translation

踏入电脑软件这个行业，带点妄想并不是件坏事，因为在这个行业里，业者间分分合合，科技日新月异，互依的关系错综复杂，制定长期发展策略反倒危险。



### *III. Sentence Paraphrase 11*

**... from each floor we were overlooked by a long balcony roofed in wood. (11)**

**... on one side of the courtyard was a building with a long wood-roofed balcony on each floor where we could be seen.**

**Or**

**... from the balcony on each floor of the building people could see the pattern into which we formed.**



[go to 12](#)

# I. Word Study

## 5. overlook

**vt. a. to have a view of sth. from above**

**b. to fail to see or notice; pay no attention to**

### Synonyms

neglect  
ignore

### Examples:

- Our room **overlooks** the ocean.
- My garden is **overlooked** by the neighbours.
- I'm afraid I **overlooked** your name; I'll add it to the list immediately.
- I'll **overlook** your mistake this time.



### *III. Sentence Paraphrase 12*

**Well, it seemed that my misgivings had had no basis. (13)**

**Well, perhaps my doubt, worry and fear about what school would be like were all groundless.**

**Or**

**Well, it seemed that I was wrong to think that school was a dreadful place.**

go to 13



# I. *Word Study*

## variety (1)

***n.* number or range of different things**

**Examples:**

- The T-shirts are available in **a wide variety of** colors.
- The students come from **a variety of** different backgrounds.



To be continued on the next page.



# I. Word Study

## variety (2)

***n.* quality of not being the same, or not being the same at all times**

- There was little she could do to add **variety** to her daily routine.
- She didn't like the work, because it lacked **variety**; she was doing the same things all the time.
  - **Variety** is the spice of life.  
(=Doing a lot of different things, meeting different people, etc. is what makes life interesting.)

### Word formations

vary (*v.*)  
 various (*a.*)  
 varied (*a.*)  
 variable (*n. & a.*)  
 variation (*n.*)  
 variant (*n.*)

### Examples

To be continued on the next page.

# I. *Word Study*

- 1) Customs **vary** from country to country.
- 2) Human nature, in all its many and **varied** forms, is very complex and hard to understand.
- 3) Of all the **various** ways of cooking an egg, I like boiling best.
- 4) There are wide regional **variations** in house price.
- 5) There are too many **variables** in the experiment to predict the result accurately.
- 6) Consumers' preferences are so **variable** that planning is almost impossible.

Translation



To be continued on the next page.



# I. Word Study

- 1) 风俗随国家不同而有所**变化**。
- 2) 人类本性，多种多样，**变化多端**，复杂难解。
- 3) 在**各种各样**做鸡蛋的方法中，我最喜欢煮鸡蛋。
- 4) 房价有很大的地方性**差异**。
- 5) 实验存在太多的**变量**，无法准确预测实验结果。
- 6) 消费者的喜好是如此**反复无常**以致于不可能形成什么计划。



### III. Sentence Paraphrase 13

**It was not all a matter of playing and  
fooling around. (15)**

**completely**

**to waste time instead of doing  
sth. that you should be doing**

**What we did at school wasn't just playing  
and wasting time doing nothing useful.**

[go to 14](#)



## II. *Phrases and Expressions*

6. **a matter of  
a subject/situation that  
involves sth.**

**Examples:**

- Learning is **a matter of** seeing much, suffering much and studying much.
- The King's mental state was becoming **a matter of concern.**
- Personally I can't stand rock music, but I suppose it's all **a matter of opinion.**
- I can't say which wine is best—it's **a matter of personal taste.**



## II. *Phrases and Expressions*

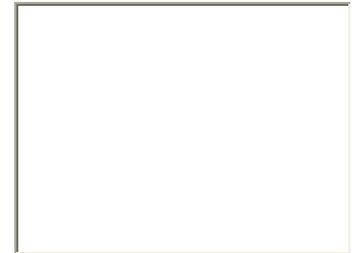
### **fool around/about**

to waste time behaving in a silly way

[Related expressions](#)

#### Examples:

- He spent the whole afternoon just **fooling around**.
- Stop **fooling around** otherwise you'll never amount to anything.



To be continued on the next page.



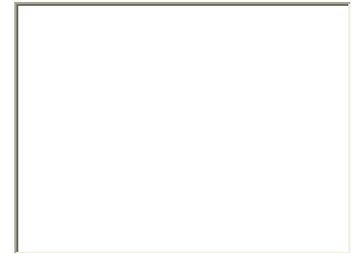
## II. *Phrases and Expressions*

Cf.

- He noticed a strange-looking person **hanging about** the bus stop.
- I **hung around** the station for an hour but he never showed up.
- The children **lingered on** at the zoo until the closing time.

### Translation

1. 闲逛; 闲荡
2. 等候
3. 逗留



## II. *Phrases and Expressions*

**bring about**  
to make sth. happen

"bring" phrases

**Examples:**

- Computers have **brought about** many changes in workplace.
- I offered to act as mediator and try to **bring about** a reconciliation between the two parties.
- That unpopular measure finally **brought about** the downfall of the government.

To be continued on the next page.

## II. *Phrases and Expressions*

### Cf.

- **bring down**
- **bring forth**
- **bring forward**
- **bring on**
- **bring out**
- **bring off**
- **bring in**
- **bring home to sb.**

### Cf.

- 打倒； 击落； 降低
- 使产生
- 提出； 使涌现出； 显示
- 引起， 导致； 使发展（或前进）
- 使（意义等）明白表示出来
- 使成功； 完成
- 收（庄稼）等； 引来， 引进（风尚等）
- 使某人深切地感到（或清楚地认识到）



## II. *Phrases and Expressions*

### **give rise to**

**to be the reason why sth. esp. sth. bad or unpleasant happens**

#### **Examples:**

- Two phenomena are **giving rise to** world-wide concern—mass unemployment and mass migration into cities.
- Most people argued that poverty had **given rise to** the crimes in the town.



## II. *Phrases and Expressions*

**resort to**  
to make use of ; to turn to sth. (esp.  
sth. bad) as a solution

### Examples:

- There is no right to **resort to** violence when you don't get your way.
- Terrorists **resorted to** bombing city centers as a means of achieving their political aims.
- Differences and disputes should be resolved through dialogue and negotiation rather than by **resorting to** force or terrorist actions.



### *III. Sentence Paraphrase 14*

**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. (16)**  
↓  
there is no possibility of

**Besides, it was impossible for us to quit school and return to the good old days when we stayed home playing and fooling around all day. Our childhood was gone, never to come back.**

go to 15



### *III. Sentence Paraphrase 15*

**Nothing lay ahead of us but exertion, struggle, and perseverance. (16)**

**only**

**We would have to do our best and keep working very hard until we finished school. This is what I imagined our school days would be like.**

**Or**

**The kind of life that was waiting for us at school would be full of exertion, struggle and perseverance.**

go to 16



### III. Sentence Paraphrase 16

**Those who were able took advantage of the opportunities for success and happiness that presented themselves.**

(16)

**relative clause  
modifying "those"**

**relative clause  
modifying  
"opportunities"**

**If there came opportunities, capable students would seize them to achieve success and happiness.**

go to 17

## II. *Phrases and Expressions*

### take advantage of

to use a particular situation to do or get what you want

欺骗或捉弄  
某人

[More phrases](#)

#### Examples:

- I **took advantage of** the weather to paint the shed.
- Don't lend them the car—they're **taking advantage of** you!

To be continued on the next page.

## II. *Phrases and Expressions*

- For certain types of work wood **has/ gains/wins advantages over** plastic.
- New tax regulations had **given them an advantage over** their commercial rivals.
  - You **have the advantage of** me.
- Candidates with computer skills will be **at an advantage.**
  - Do take more exercise. It is **to your advantage.**

### Translation

1. 胜过; 优于
2. 给某人优势
3. 较某人有利; 比某人强
4. 处于优势
5. 对某人有利; 有利于某人



# I. Word Study

## present (1)

v. (reflex) to appear; attend

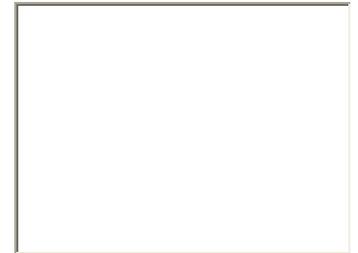
### Examples:

- When the chance to study at Harvard **presented itself**, I jumped at it.
- He was ordered to **present himself** at the chairman's office at nine o'clock next morning.

### Word formations

presentation (n.)

presentable (a.)



To be continued on the next page.

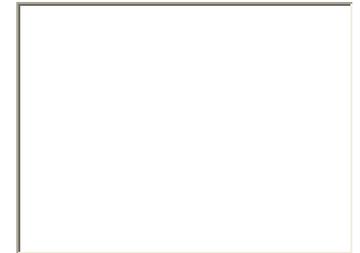


# I. *Word Study*

## present (2)

- v. **a.** to give; offer; put forward; submit  
**b.** to show or reveal  
**c.** to put on; produce (a play)

- David's manager **presented him with** the award for best sales in the region.
- His sudden resignation **presents us with** a tricky situation.
- The National Theatre is **presenting** "King Lear" next month.



# I. Word Study

## trace (1)

- n. a. a small sign that shows that sb. or sth. was present or existed**  
**b. very small amount**

### Synonyms

**Track**

轨迹

**Vestige**

遗迹

痕迹

- [a] It vanished/disappeared/without **trace**.**
- [a] Petra's lost all **trace** of her German accent.**
- [a] Age has left its **traces** on his face.**
- [b] There are **traces** of poison in the man's blood.**
- [b] A mere **trace** of smile passed over her face.**

To be continued on the next page.

# I. *Word Study*

## trace (2)

- v. **a.** to follow the marks to find sb. or sth.  
**b.** to find the origin of sth.  
**c.** to study or describe the history, development or progress of sth.

### Examples:

- She had given up all hope of **tracing** her missing daughter.
- The style of these paintings can be **traced back to** early medieval influences.
- His book **traces** the changing nature of the relationship between men and women.

### Synonyms

discover  
find  
track down

### Word formation

traceable (a.)



## II. *Phrases and Expressions*

**in vain**

**without the desired result**

**Examples:**

- I tried **in vain** to get Sue to come with us.
  - Don't let your time go by **in vain**.
- **In vain** did he try to convince the jury of his innocence.



### *III. Sentence Paraphrase 17*

**How did these hills of rubbish find their  
way to cover its sides? (17)**



**to arrive or get to a  
place**

**How did the street come to be covered with  
so much rubbish on both sides? Where did  
they come from?**



go to 18

## II. *Phrases and Expressions*

**find one's way to  
to arrive or get to a place**

Related phrases

**Examples:**

- After being lost for two days, the little dog finally **found its way back to** its owner's house.
- Because of the dense fog, the traveller couldn't **find his way to** his camp.



To be continued on the next page.



## II. *Phrases and Expressions*

- **make one's way to/towards the door**
- **bow her way out of the room**
- **push her way out of the hall**
- **shoulder her way through the crowd**
- **worm his way into the organization**
  - **beg her way back home**
- **inch one's way up the mountain**

### Translation

1. 艰难地向门走去
2. 边鞠躬边退出房间
3. 挤出大厅
4. 推搡着挤出人群
5. 混入组织
6. 一路乞讨回家
7. 一步一步挪上山



### *III. Sentence Paraphrase 18*

**Here and there stood conjurers showing  
off their tricks or making snakes appear  
from baskets. (17)**

**an inverted sentence  
due to long subject**

**Conjurers stood everywhere. They were  
showing off their tricks or making  
snakes appear from baskets.**

[More examples](#)

go to 19

To be continued on the next page.

### *III. Sentence Paraphrase*

1. **There are some exceptions to this reaction.**
2. **Were there no air on the earth, there would be no life on it.**
3. **In no case should we waste our time.**
4. **There goes the bell.**
5. **Away hurried the customers.**

back to 18

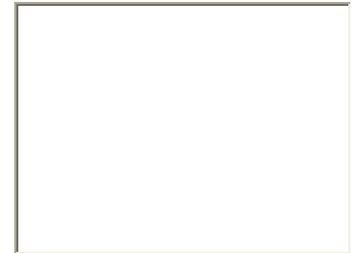
## II. *Phrases and Expressions*

### **show off**

- a.** to attract attention to
- b.** to try to impress people and make them admire your abilities, achievements or possession

#### **Examples:**

- It was said that Mrs. Perkins only went to church to **show off** her new clothes.
- She was always at any function or gathering where her accomplishments could be **shown off**.
- Pay no attention to Susan—she's just **showing off**.



### III. Sentence Paraphrase 19

**Then there was a band announcing the opening of a circus, with clowns and weight lifters walking in front. (17)**

**“With+n.+doing” construction is used adverbially modifying “announcing”.**

**Then there was a band that was announcing the opening of a circus. The clowns and weight lifters were walking in its front.**

[More examples](#)

To be continued on the next page.

### *III. Sentence Paraphrase*

**1. He stood there with a stick in his hand.**

**(with + n. + prep.)**

**2. Paul soon fell asleep with the light still**

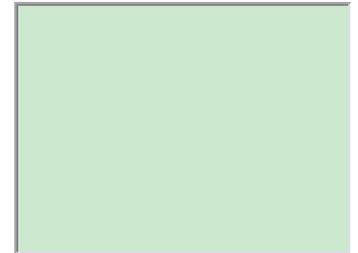
**burning. (with + n. + participle)**

**3. She can't go out with all these dishes to**

**wash. (with + n. + to do)**

**4. He was lying on the bed with all his**

**clothes on. (with + n. + adv.)**



The end of Sentence Paraphrase.



# I. Word Study

## daze

**n.** a confused state of mind

**v.** to make (sb.) feel stupid or unable to think clearly

### Examples:

- I've been wandering around **in a daze** all day.
- If someone gave you a heavy blow on the head, you would probably feel **dazed**.
- **Dazed** survivors staggered from the wreckage.



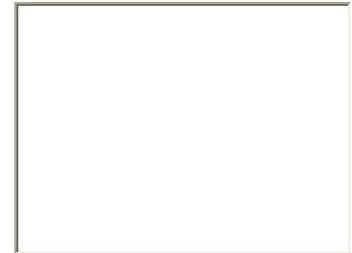
## II. *Phrases and Expressions*

### **let up**

- a. to stop or become less strong or serious**
- b. to slacken one's efforts**

#### **Examples:**

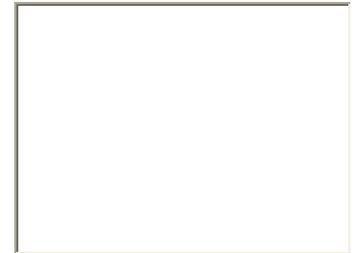
- **When will the rain **let up**?**
- **Keep plodding away at your task, no matter how difficult it is; don't **let up** on it.**



# III. Word Building

**List:**

- 1. Prefix:** uni-  
over-
- 2. Root:** var(i)



# III. Word Building

## uni-: one; single

<b>uniaxial</b>	.....▶	(有) 单轴的
<b>unicorn</b>	.....▶	独角兽
<b>unicameral</b>	.....▶	(议会) 一院 (制) 的
<b>unicellular</b>	.....▶	单细胞 (组成) 的
<b>unicycle</b>	.....▶	单轮脚踏车
<b>unidirectional</b>	.....▶	单向性的
<b>unilateral</b>	.....▶	一方的; 单边的
<b>uniped</b>	.....▶	独脚的; 独腿的
<b>unipod</b>	.....▶	独脚架
<b>unipolar</b>	.....▶	单级的
<b>unisexual</b>	.....▶	单性的; 雌雄异体的



# III. Word Building

**over- (1): to excess;  
too much**

**overtalk**

过分多言

**overpraise**

过奖

**overpay**

多付（钱款）

**overuse**

使用过度

**overdrink**

饮酒过甚

**overeat**

吃得过多

**overwork**

过度劳累

**overcharge**

索价太高



To be continued on the next page.



# III. Word Building

**over- (2): above; across;  
beyond**

<b>overbridge</b>	跨线桥; 天桥
<b>overcoat</b>	外套; 外衣
<b>overshoe</b>	套鞋
<b>overfly</b>	飞越
<b>oversea(s)</b>	海外的
<b>overleap</b>	跳过
<b>overlook</b>	俯视



To be continued on the next page.



# III. Word Building

## over- (3): **upset**

**overturn**

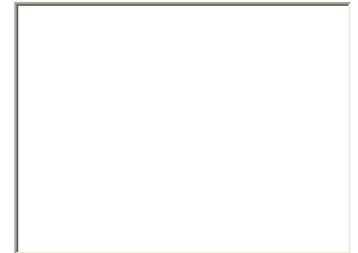
倾覆， 倾倒

**overthrow**

推翻

**overset**

翻转； 翻倒



# III. Word Building

## **var(i): diverse; to change**

**vary**

(使) 不同; (使) 变化

**variation**

变异; 差异

**various**

不同的; 各式各样的

**variety**

变化性; 多样性

**varied**

各种不同的; 多变化的

**variable**

变量; 变数

**variant**

不同的; 变异的; 替换的



## IV. Grammar

### modal verb—**would**

#### 1. to express past habits

On Sundays he **used to/would** get up early and go fishing. He **used to/would** spend the whole day by the river and in the evening **used to/would** come home with marvellous stories of the fish he had nearly caught.

“Would” is used to describe a past routine.

#### 2. to express a characteristic action, usually one which annoys the speaker

Bill objects/objected.—He **would** object! (He always objects.)

To be continued on the next page.

# *IV. Grammar*

## **modal verb—would**

### **3. to comment on a past action**

—He actually got a job as an astrologer.

—I **wouldn't** have thought that it was possible to do that.

### **4. to express past intention**

He knew he **would** be late.

He said that he **wouldn't** lend me a penny.



To be continued on the next page.



# IV. Grammar

modal verb—**would**

## 5. **would** think so/not

—Will it be expensive?

—I **would** think so./I should think it **would**.

(= probably “Yes”)

or: I **wouldn't** think so./I **would** think not.

(= probably “No”)

By this sort of answer the speaker implies that he doesn't really know but that this is his impression. It is less confident than I think.



# I. *Oral Work*



Topics for debating:

**Do you think the world is changing  
for the better or for the worse?  
Give your reasons.**

The end of Debating.

