

Integrative English



新空间大学英语
New Frontiers College English

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综合教程 3



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总序

在中国,英语的教与学,无论是教师或是学生,不可谓不重视,各方面的投入也很多,然而其效果之差,人皆知之。相当多的人在学了几年英语之后便陷入了一种尴尬的局面:单词认识了不少,语法规则背了不少,可是英语却读不懂,说不出,写不成,无法用英语进行真正的交际,因而由厌倦变灰心,继而最终放弃,不但浪费了宝贵的年华,而且当需要使用英语时又常常会后悔不已。

面对这种情况,作为英语教育工作者,我们一直在探求提高英语教学效果的有效途径,比如如何针对中国学生英语学习的特点和规律,创新教材体系,激发学生和教师的积极性和主动性,营造良好的语言实践环境,促进学生语言综合运用能力的提高。“新空间大学英语”系列教材就是为此所作的一次尝试。

“新空间大学英语”系列教材编写依据是教育部《全国大学英语教学基本要求(课程标准)》,同时参考教育部《高职高专教育英语课程教学基本要求》,并根据发展的需要有一定的前瞻性。

“新空间大学英语”系列教材的对象为大学本科、专科院校非英语专业对英语综合应用能力要求较高的专业及高职高专英语专业等相关专业。

“新空间大学英语”系列教材从中国学生的实际出发,注重培养学生的扎实语言技能,全面提高学生的英语综合运用能力。将英语阅读和交际性相结合,正确处理听、说、读、写、译的关系,听说与读写并重,强调英语教学应从实际出发,博采众长,讲究实效。

“新空间大学英语”系列教材的编写吸收了当代语言学和教学理论研究的最新成果,它是一套开放性的、立体式的现代化教材。其《综合教程》在词汇量等方面略有超越,选取有一定难度的文章来激发学生的学习热情,增加学生的语感,为启发学生深入思考提供充裕的素材,帮助学生提高阅读能力、分析和解决问题的能力。《泛读教程》选材难度控制严格,有助于提高学生的阅读速度,扩大学生的知识面,增强其对英语国家文化的了解。《听说教程》以系统的训练方法帮助学生打牢听说基础,激发学生的学习兴趣,提高学生的整体语言水平。“新空间大学英语”系列教材在教学理念方面走的是综合创新之路,使教师在教学上有更大的弹性,有助于发挥教师的潜力,培养教师的创造力,为教师施展才能提供了广阔的空间,创造出各种新颖的教学法。

“新空间大学英语”系列教材包括:《综合教程》、《泛读教程》、《听说教程》,并配有相关教师参考书。

《综合教程》全书共分四册,每册使用一学期。《综合教程》既继承传统的英语精读的优点,又强调英语语言知识和技能的综合训

总序

练,全面培养学生的听、说、读、写、译的能力。全套教材以阅读材料为主线,配合课文设计了形式各异,内容生动的练习和活动。学生可以把学习过程中获得的信息和语言知识在活动和练习中运用,达到熟练掌握英语的目的。

《泛读教程》全书共分四册,每册使用一学期。其题材广泛,文字新颖,思想性好。旨在使学生通过大量阅读来扩充词汇,提高阅读技能,培养学生获取信息的能力,提高人文素质。

《听说教程》全书共分四册,每一册使用一学期。通过听说能力的综合训练,着重提高学生的听力和口头表达能力,以适应用英语进行交际的需要。

与“新空间大学英语”系列教材配套的教材还有:

《全新英语语法》编写角度新颖,语法体系完整,面向教学需求,重在语言运用,其目的是帮助学习者系统学习语法,打好语法基础,提高语言运用能力。

《全新英语写作》(国家级“十一五”规化教材)力求理论从简,首次提出实践类写作和翻译类写作的观点;强调写作实践和表达能力的培养,使学生在例文分析和仿写的过程中学会根据不同的目的而采用恰当的语篇体裁和写作技巧,从而达到准确地表达思想,流畅地进行交际。

《全新英语语音》从中国人学习英语语音的难点和特点入手,将语音学习与英语听力、口语和语法、词汇结合起来。本书教学设计新颖,练习多样,生动活泼,实用高效,有助于学生积极参与课堂活动和教师组织教学,使学生学会用地道的语音语调进行自然流畅的交际。

本系列教材是解放军外国语学院英语教师和其他大专院校的教师通力合作的成果。西安交通大学出版社对教材的编写和出版投入了很大的力量,给予了大力的支持,解放军外国语学院音像出版社总编赵小江同志作了大量的前期工作。对此,我们全体编写人员表示衷心的感谢。

本系列教材的编者怀着为中国英语教学尽力的心情,编写了这套教材。教材的编写是一项开创性工作。由于我们经验不足,水平有限,缺点在所难免。我们诚挚地希望广大师生和读者提出批评和建议,使本教材在今后的修订中得到进一步完善。

丛书总主编

2007年3月

前言

《综合教程》是“新空间大学英语”系列教材的主干教材之一。全套教材共四册,可供四个学期使用。

《综合教程》以精选课文为主要语言输入渠道,配以各种练习和课堂活动,形式多样,内容丰富,信息量充足,便于学生将学习过程中获得的语言知识系统化,并达到熟练运用英语的目的。

每册 12 课。每课围绕课文设置热身活动、生词表、注释、课后练习和补充练习。

热身活动包括三个部分:(1)以校园生活为主线,结合当课学习内容而设计的简短日常对话;(2)选择与课文内容有关的材料,以听的形式引导学生了解本课主题;(3)设计若干思考题,让学生了解与课文有关的一些背景知识和相关话题,为更好地理解课文做必要的准备。

生词表汇集当课的新词以及常用短语的英汉双解。注释是对课文中的语言难点和相关背景知识做必要的解释和介绍。课后练习是为巩固和复习所学课文的重点内容和语言知识而设计,包括课文内容理解选择题,目的是培养和训练学生对课文的整体把握和对关键细节的理解;词汇练习采用词语替换和填空两种形式,对课文中出现的高频词和短语进行强化训练;完形填空和改错是为训练和检验学生英语水平而配备的综合练习;中译英句子翻译主要训练学生使用新学词汇和短语的能力。说写练习引导学生拓宽思路,保证有话可说和充分讨论的基础上,提高口头和笔头表达能力。

补充练习包括:(1)语音。将必要的语音练习进行分项和综合训练,如元音、辅音、重音、连读、失去爆破等,目的是让学生打好语音基础,为进一步学好英语创造更好的条件。(2)词汇。由构词法和词汇辨析组成。构词法主要通过词根、词缀的学习来了解英语的构词规律,扩大词汇量,提高猜测词义的能力。词义辨析主要取与课文有关的词汇,将近义词、形近词等进行用法辨析,提高用词的精确性。(3)语法。将英语语法知识分项进行全面讲解,包括动词时态、词类、名词、代词、动词等。(4)结构。主要将课文中出现的具有实用价值的英语结构和句型进行讲解和练习,以便学生能使用地道的英语句式来表达思想。每课最后还有英语学习的小贴士,相信读者会有意外的收获。

本教材具有以下特色:

前言

1. 注重实用性。教材体系及内容由知识型向能力型转变,以加强学生综合运用英语的能力。如每个单元增加了情景对话部分;各项练习也是围绕培养学生语言技能和交际能力而设计。

2. 内容的前瞻性。本书内容的选材多为上世纪90年代的作品,部分为本世纪的文章,内容新,贴近现代生活。虽然有些单词和短语超出了大纲范围,但我们学习的目的是掌握英语,对于这些生难词我们刻意予以保留,不作处理,这样就更能保持原作的特色,也使得文章具有前瞻性的特点,使学生走出校门后所将要接触到的材料更接近。

3. 发挥主观能动性。课文生动、内容丰富、内涵深刻,能激发学生的学习兴趣,有助于学生就某些问题运用所学的语言知识发表自己的看法。如写作和口语相结合,学生可以进行讨论,易于上口,易于操练。

4. 注重语言基础知识的学习和训练。如语言、语法和词汇在每个单元中进行单独操练,以使学生在语言基础知识的掌握上积少成多,集腋成裘。

5. 与各种语言考试挂钩。虽然学生在校的学习成绩不与任何英语统考挂钩,但很多学生为了在寻找工作时增加竞争力,他们在上学期间会参加各种英语考试,如CET, TOEFL, IELTS, PETS等,因此本套教材在练习设计上考虑到了各种英语考试的题型特点。

6. 便于自主学习。为方便自学和教学,本教材还编写了教学参考书,内容和编排上与课堂教学同步,阅读教学参考书如同身临课堂。教参内容包括课前准备、相关背景知识、语言点、长难句解析、课文译文、练习答案等。

《综合教程》由解放军外国语学院、浙江工商大学、郑州经贸职业学院等院校经验丰富的老师参与编写。本册部分练习的原作者为郑庆珠、李志钦、张金凤、刘孜群、陈存军,在此向他们表示衷心的感谢。

编写教材是一项十分艰巨和复杂的劳动,囿于编者的水平和经验,错误之处在所难免,恳请使用者不吝赐教。

编者

2007年3月

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1

What Makes a Leader



Warming-up Activities

Listening Task

Listen to the passage twice and fill in the blanks numbered from 1 to 7 with the exact words you have just heard. For blanks numbered from 8 to 10 you are required to fill in the missing information. You can either use the exact words you have just heard or write down the main points in your own words.

When a person is deciding if he respects you as a leader, he does not think about your (1) _____. He observes what you do so that he can know who you really are. He uses this (2) _____ to tell if you are an (3) _____ and trusted leader, or a self-serving person who misuses his (4) _____ to look good and get promoted. Self-serving

leaders are not as effective because their employees only (5) _____ them, not follow them. They succeed in many areas because they (6) _____ a good image to their seniors at the (7) _____ of their people.

The basis of good leadership is honorable character and selfless service to your organization. (8) _____. A respected leader concentrates on what he is, what he knows and what he does.

What makes a person want to follow a leader? (9) _____. To gain respect, they must be ethical. (10) _____.

Pre-reading Task

Discuss with your classmates the following questions.

1. Can you name a few great Chinese or foreign leaders?
2. What personality traits can you find in these leaders respectively?
3. What is the role of a leader in our life?
4. What is the relationship between a leader and the mass?

Text

What Makes a Leader

Michael Korda

1 Not every President is a leader, but every time we elect a President we hope for one, especially in times of doubt and crisis. In easy times we are ambivalent—the leader, after all, makes demands, challenges the status quo, shakes things up.

2 Leadership is as much a question of timing as anything else. The leader must appear on the scene at a moment when people are looking for leadership, as Churchill did in 1940, as Roosevelt did in 1933, as Lenin did in 1917. And when he comes, he must offer a simple, eloquent message.

3 Great leaders are almost always great simplifiers, who cut through argument, debate and doubt to offer a solution everybody can understand and remember. Churchill warned the British to expect “blood, toil, tears and sweat”; FDR told Americans that “the only thing we have to fear is fear itself”; Lenin promised the war-weary Russians peace, land and bread. Straightforward but potent messages.

4 We have an image of what a leader ought to be. We even recognize the physical signs: leaders may not necessarily be tall, but they must have

bigger-than-life, commanding features—LBJ’s nose and ear lobes; Ike’s broad grin. A trademark also comes in handy: Lincoln’s stovepipe hat, JFK’s rocker. We expect our leaders to stand out a little, not to be like ordinary men. Half of President Ford’s trouble lay in the fact that, if you closed your eyes for a moment, you couldn’t remember his face, figure or clothes. A leader should have an unforgettable identity, instantly and permanently fixed in people’s minds.

5 It also helps for a leader to be able to do something most of us can’t; FDR overcame polio; Mao swam the Yangtze River at the age of 72. We don’t want our leaders to be “just like us”. We want them to be like us but better, special, more so. Yet if they are too different, we reject them. Adlai Stevenson was too cerebral. Nelson Rockefeller, too rich.

6 Even television, which comes in for a lot of knocks as an image-builder that magnifies form over substance, doesn’t altogether obscure the qualities of leadership we recognize, or their absence. Television exposed Nixon’s insecurity, Humphrey’s fatal infatuation with his own voice.

7 A leader must know how to use power (that’s what leadership is about), but he also has to have a way of showing that he does. He has to be able to project firmness—no physical clumsiness (like Ford), no rapid eye movements (like Carter).

8 A Chinese philosopher once remarked that a leader must have the grace of a good dancer, and there is a great deal of wisdom to this. A leader should know how to appear relaxed and confident. His walk should be firm and purposeful. He should be able, like Lincoln, FDR, Truman, Ike and JFK, to give a good, hearty, belly laugh, instead of the sickly grin that passes for good humor in Nixon or Carter. Ronald Reagan’s training as an actor showed to good effect in the debate with Carter, when by his easy manner and apparent affability, he managed to convey the impression that in fact he was the President and Carter the challenger.

9 If we know what we’re looking for, why is it so difficult to find? The answer lies in a very simple truth about leadership. People can only be led where they want to go. The leader follows, though a step ahead. Americans wanted to climb out of the Depression and needed someone to tell them they could do it, and FDR did. The British believed that they could still win the war after the defeats of 1940, and Churchill told them they were right.

10 A leader rides the waves, moves with the tides, understands the

deepest yearnings of his people. He cannot make a nation that wants peace at any price go to war, or stop a nation determined to fight from doing so. His purpose must match the national mood. His task is to focus the people's energies and desires, to define them in simple terms, to inspire, to make what people already want seem attainable, important, within their grasp.

11 Above all, he must dignify our desires, convince us that we are taking part in the making of great history, give us a sense of glory about ourselves. Winston Churchill managed, by sheer rhetoric, to turn the British defeat and the evacuation of Dunkirk in 1940 into a major victory. FDR's words turned the sinking of the American fleet at Pearl Harbor into a national rallying cry instead of a humiliating national scandal. A leader must stir our blood, not appeal to our reason . . .

12 A great leader must have a certain irrational quality, a stubborn refusal to face facts, infectious optimism, the ability to convince us that all is not lost even when we're afraid it is. Confucius suggested that, while the advisors of a great leader should be as cold as ice, the leader himself should have fire, a spark of divine madness.

13 He won't come until we're ready for him, for the leader is like a mirror, reflecting back to us our own sense of purpose, putting into words our own dreams and hopes, transforming our needs and fears into coherent policies and programs.

14 Our strength makes him strong; our determination makes him determined; our courage makes him a hero; he is, in the final analysis, the symbol of the best in us, shaped by our own spirit and will. And when these qualities are lacking in us, we can't produce him; and even with all our skill at image-building, we can't fake him. He is, after all, merely the sum of us.

Notes

1. The author, Michael Korda (1933 -) was born in London. Following service in the Royal Air Force, he entered Oxford University. In 1956 he interrupted his studies to aid the Hungarian uprising against the Russian invasion. He returned to Oxford and graduated in 1958. Korda moved to New York and worked at a number of odd jobs. He has written a number of popular books, including *Power*, *Male Chauvinism*, *Charmed Lives*, and *Queenie*. This essay first appeared in *Newsweek*.
2. Churchill (Sir Winston Leonard Spencer Churchill 1874 - 1965) 邱吉尔 (British statesman and writer, prime minister, 1940 - 1945, 1951 - 1955, and Winner of Nobel Prize for Literature, 1953.)
3. FDR (Franklin Delano Roosevelt 1882 - 1945) 富兰克林·德兰诺·罗斯福 (The 32nd President of the United States 1933 - 1945, Roosevelt became president in March 1933 at the depth of the Great Depression. He was reelected for an unprecedented three more terms, and died in office in April 1945,

less than a month before the surrender of Germany in World War II. Despite an attack of poliomyelitis(骨髓灰质炎), which paralyzed his legs in 1921, he was a charismatic optimist whose confidence helped sustain the American people during the strains of economic crisis and world war.)

4. LBJ (Lyndon Baines Johnson 1908 – 1973) 约翰逊 (the 36th President of the United States 1963 – 1969)
5. Ike (Dwight David Eisenhower 1890 – 1969) 艾森豪威尔 (American general and the 34th President of the United States 1953 – 1961, he was the principal architect of the successful Allied invasion of Europe during World War II and of the subsequent defeat of Nazi Germany.)
6. JFK (John Fitzgerald Kennedy 1917 – 1963) 约翰·菲茨杰拉德·肯尼迪 (The 35th President of the United States 1961 – 1963, he was assassinated in Dallas, Texas.)
7. Ford (Gerald Rudolph Ford 1913 – 2006) 福特 (the 38th President of the United States 1974 – 1976)
8. Adlai Stevenson (Adlai Ewing Stevenson 1900 – 1965) 史蒂文森 (As an American political leader, he ran for American President twice, but failed. He was well known for his eloquent speeches and statements. As a speaker, he appealed to reason and had an unusual command of language and a sharp and subtle wit.)
9. Nelson Rockefeller (1908 – 1979) 洛克菲勒 (An American public official, who served one term as vice president of the United States and four terms as governor of New York.)
10. Nixon (Richard Milhous Nixon 1913 – 1994) 尼克松 (The 37th President of the United States 1969 – 1974, he is remembered for his achievements in foreign policy and for the Watergate affair and related scandals, in which he became so involved that he was forced to resign his office.)
11. Humphrey (Hubert Horatio Humphrey 1911 – 1978) 汉弗莱 (the 38th vice President of the United States 1965 – 1969)
12. Carter (James Earl Carter, Jr. 1924 –) 卡特 (the 39th President of the United States 1977 – 1981)
13. Truman (Harry S. Truman 1884 – 1972) 杜鲁门 (the 33rd President of the United States 1945 – 1953)
14. Reagan (Ronald Reagan 1911 – 2004) 里根 (the 40th President of the United States 1981 – 1988)
15. Lenin (Nikolai Lenin 1870 – 1924) 列宁 (Russian Leader of the Communist revolution of 1917; premier of the USSR 1917 – 1924)



New Words

ambivalent /æm'bɪvələnt/ *adj.* having or showing mixed feelings about a certain object, person or situation (对同一人、物、事)有矛盾心理的(尤指既爱又恨)

status quo /'stetəs'kwəʊ/ *n.* situation or state of affairs as it is now 现状

eloquent /'eləkwənt/ *adj.* able to impress or persuade an audience 有说服力的,雄辩的

simplifier /'sɪmplɪfaɪə/ *n.* someone or something that can make things easier, plainer or less full of detail 能够删繁就简的人;简化物

toil /tɔɪl/ *n.* hard or lengthy work 辛苦,劳累

potent /'pəʊtənt/ *adj.* having a strong effect 有力的,有效的

weary /'wiəri/ *adj.* exhausted, tired; no longer

interested 疲倦的,厌倦的

commanding /kə'mɑ:ndɪŋ/ *adj.* having the authority to give formal orders 有权威的,指挥的

lobe /ləʊb/ *n.* lower soft part of the outer ear 耳垂

stovepipe hat /'stəʊvpaɪp/ *n.* a man's tall silk hat, esp. worn on formal occasions 礼帽(一种高筒狭边男用丝绒帽)

rocker /'rɒkə(r)/ *n.* chair mounted on rockers or with springs so that it can be rocked by the sitter 摇椅

unforgettable /ʌnfə'getəb(ə)l/ *adj.* (of an experience) too strong in effect, good or bad, to be forgotten 令人难忘的

identity /aɪ'dentɪtɪ/ *n.* who or what sb/sth is 本身,本体,身份,特征

permanently /'pɜ:mənəntli/ *adv.* lasting or expected

to last for a long time or for ever 永久地, 持久地
 polio /'pəʊliəʊ/ *n.* (= poliomyelitis) infectious disease caused by a virus in which the spinal cord becomes inflamed, often resulting in paralysis 小儿麻痹症
 cerebral /'serɪbr(ə)l/; (US) sə'ri:brəl/ *adj.* intellectual rather than emotional; of the brain 理智的; 大脑的
 knock /nɒk/ *n.* [口] express unfavorable opinions about someone or something 指摘, 挑剔
 magnify /'mægnɪfaɪ/ *vt.* make (sth) appear larger; exaggerate 夸大, 扩大
 substance /'sʌbstəns/ *n.* most important or essential part of sth; essential meaning 实质; 要义
 obscure /ə'bskjʊə/ *vt.* hide; make difficult to see 遮掩, 使不明显
 insecurity /'ɪnsɪkjʊərəti/ *n.* sense or feeling of being unsafe 不安全感, 不安全
 infatuation /ɪn'fætjʊeɪʃən/ *n.* being filled with an intense but usually foolish love 迷恋, 着迷
 clumsiness /'klʌmzɪnɪs/ *n.* being awkward and ungraceful in movement or shape 笨拙
 purposeful /'pɜ:pəsful/ *adj.* directed towards a (special) purpose; having or showing determination or will-power 有目的的; 意志坚强的
 hearty /'hɑ:ti/ *adj.* showing warm and friendly feelings; enthusiastic 诚挚的, 衷心的, 亲切的
 belly laugh /'belɪ lɑ:f/ *n.* [口] deep loud unrestrained laugh 捧腹大笑
 affability /æfə'bɪləti/ *n.* being polite and friendly and 蔼, 亲切
 challenger /'tʃælɪndʒə(r)/ *n.* person who challenges, esp. in sport 挑战者
 attainable /ə'teɪnəbl/ *adj.* that can be attained 可得



Phrases and Expressions

to appear on the scene 出现在现场
 to cut through 剪断, 刺穿; 抄近路穿过
 as big / large as life 与原物一般大小
 to come in handy 派得上用场, 迟早有用
 to come in for 遭受(谴责), 受到(批评、处分)

到的
 dignify /'dɪgnɪfaɪ/ *vt.* make (sth) seem worthy or impressive; give dignity to 使威严, 使高贵
 sheer /ʃɪə(r)/ *adj.* complete, thorough, utter 全然的, 纯粹的
 rhetoric /'retərɪk/ *n.* elaborate language which is intended to impress but is often insincere, meaningless or exaggerated 华丽的文词, 浮夸的言语
 evacuation /ɪ'vekjʊeɪʃən/ *n.* act of removing sb. from a place of danger to a safer place, esp. in time of war 疏散, 撤退
 humiliating /hju:'mɪlɪtɪŋ/ *adj.* feeling ashamed, disgraced 羞辱的, 可耻的, 不光彩的
 scandal /'skænd(ə)l/ *n.* action, state, etc. that is disgraceful or shameful 丑闻, 丑行
 irrational /ɪ'ræʃən(ə)l/ *adj.* not guided by reason; illogical or absurd; not capable of reasoning 无理性的, 失去理性的
 stubborn /'stʌbən/ *adj.* determined not to give way; strong-willed; obstinate 顽固的, 固执的
 infectious /ɪn'fekʃəs/ *adj.* (of a disease) caused by bacteria, etc. that are passed on from one person to another; quickly influencing others (疾病) 传染的, 感染的; 有感染力的
 Confucius /kən'fju:ʃəs/ *n.* 孔子
 divine /dɪ'vaɪn/ *adj.* of, from or like God or a god 神的, 神圣的
 coherent /kəʊ'hɪərənt/ *adj.* being naturally or reasonably connected; easily understood 一致的, 连贯的
 fake /feɪk/ *vt.* make (something false) so that it seems genuine 伪造, 捏造

to pass for 被认为……, 被当作……
 in simple terms 以简单的措辞
 above all 最重要, 首要, 首先
 a rallying cry (起号召作用的) 战斗口号
 in the final / last analysis 归根到底