



高等学校英语专业教材



# 致用英语 综合教程

学生用书

总主编◎宋天锡 总主审◎许渊冲 本册主编◎杨都林

Practical Integrated Course  
for English Majors

4



上海市  
著名商  
标市  
华东师范大学出版社  
全国百佳图书出版单位



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## 图书在版编目(CIP)数据

致用英语综合教程. 4/宋天锡等编. —上海:华东师范大学出版社,2010.6  
高等学校英语专业教材. 学生用书  
ISBN 978-7-5617-7859-3

I. 致… II. 宋… III. 英语—高等学校—教材  
IV. H31

中国版本图书馆 CIP 数据核字(2010)第 108460 号

## 致用英语综合教程 4·学生用书

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出版发行 华东师范大学出版社  
社 址 上海市中山北路 3663 号 邮编 200062  
网 址 [www.ecnupress.com.cn](http://www.ecnupress.com.cn)  
电 话 021-60821666 行政传真 021-62572105  
客服电话 021-62865537 门市(邮购)电话 021-62869887  
地 址 上海市中山北路 3663 号华东师范大学校内先锋路口  
网 店 <http://ecnup.taobao.com/>

印 刷 者 江阴市天海印务有限公司  
开 本 787×1092 16 开  
印 张 21  
字 数 534 千字  
版 次 2011 年 6 月第 1 版  
印 次 2011 年 6 月第 1 次  
印 数 3100  
书 号 ISBN 978-7-5617-7859-3/H·527  
定 价 43.00 元

出 版 人 朱杰人

(如发现本版图书有印订质量问题,请寄回本社客服中心调换或电话 021-62865537 联系)

# 前 言

《致用英语综合教程》(共四册)是一套新生代英语专业教材,殚力于语言的学能培养,供攻读英语专业的一、二年级大学本科生以及具有相应水平的英语学习者使用,特别荐引于应用型英语专业的教学。

在我国的英语教学改革中,教材的创新本来就显得有些滞后。近几年,英语专业的教学创新与教材编写无论在理论与实践的探讨上、在教学界的关注度上、在学术的活跃度上,以及在教材的更新频度上,又都不够活跃。现有的英语专业教材存在的主要问题是:有些失之于“经院式”,偏重于文学作品或20世纪以前经典作家的作品,与现实生活中真实的、鲜活的语境以及学生未来职场的实际需求相去甚远,致使学生的“书本知识”同“实际技能”不相匹配;有些则失之于凸显教师的“学术权威性”,而忽视了学生的感受,把他们置于完全被动接受的地位,表现为信息量过大、知识点过繁、练习量过多,形成了“满书灌”的问题,使学生眼花缭乱,疲于应付。单元内容大大超过规定学时的负荷,在教学实践中很容易引发“满堂灌”的弊端。针对这些问题,我们对英语专业的教学现状进行了大量调研,对国内外同类教材进行了对比、分析、思辨,认为对英语专业教材进行积极的探索与改革势在必行,于是向社会奉献出此套教科书。

## 一、编写理念

一套较好的教材应该满足以下条件:选材新而且涵盖面广;知识点的介绍重点突出、模块链接、贴近实用;项目设计以“任务型”为主,陈述简约,突出“实战”;体例力求多样化、趣味性、助推式,这也是本套教材所力求实现的特色。在教材编写的过程中,我们始终把体现学能培养与潜质开发作为编书的核心理念,多方面地帮助学生掌握学习策略、求知方法论、思辨能力、实践动手动脑能力、语言应用的创新能力。本教材之所以冠以“致用”二字,志在引导学生“学以致用”和“学以致用”也。英国著名诗人托马斯·莫尔(Thomas Moore)曾说:“One of the greatest problems of our time is that many are schooled but few are educated... Education is not the piling on of learning, information, data, facts, skills, or abilities — that's training or instruction — but is rather making visible what is hidden as a seed.”莫尔的话从一个侧面道出了对教育的本质要求。的确,教育的功能不能局限于灌输具体的知识,核心的问题是要培育“种子”并造就它释放出自己的全部潜能。教材的编著也应该具备这样深邃的认知和多维的视角。

在微观层面,我们力图在教材中既融入语言学的语用学、英汉语对比、认知语言学、二语习得、语块理论与教学相关的智慧,又吸收交际法、任务型教学、自主学习等理论的精华,让英语教学更有效果。

## 二、总体框架

1. 四册书所选用的材料都是英、美近几年最新发表的文章,涵盖政经、哲学、人文、人生、

社科、科技、企业文化、商务、时事、文学、历史、旅游、教育、军事等 30 多个领域,由易至难,梯度递升。

2. 整套书兼顾听、说、读、写、译五个方面的系统培训,重在対实际运用能力的培养与开发。在五种技能之中,又把说、读、译的能力培养作为重中之重。

3. 第一册和第二册旨在帮助学生激活并发展中学英语知识,进一步夯实基础,纠正误点,加强语感,增进悟性,逐渐由“逼迫型”学习向“自主型”学习转变;由被动式学习向主动式学习过度;由“负重型”学习向“欣赏型”学习升华。前两册的练习集中于听力、口语、阅读、语块链接、基础语法的操练,同时设计了较为浅易的影视光盘,以期激发学生的学习兴趣。第三册和第四册侧重于帮助学生全面提升基本技能,特别是提升句法技能以及写与译的技能。同时,适当引进一些英语专业四级和八级考试的内容,指导学生提高必要的应试能力。阅读练习和影视材料逐步增加难度。

4. 每册书包括 15 个单元(第 8 课之后设计了“Review”作为独立的单元,对前 8 课书进行复习性练习与巩固提高)。

### 三、单元设计及使用建议

#### 1. 单元设计

第一册的单元设计(共分四大部分):

第一部分:听说(1. 短文听写与跟读;2. 命题会话)

第二部分:阅读理解(Text A 为精读课文;Text B 为泛读课文;Text C 用于改错以及回答 True/False 问题);阅读理解技巧学与练;文化背景

第三部分:基础语法学与练(词法、句法、语气);高频语块表达;文化词

第四部分:作业;美文背诵;影视欣赏

第二册的单元设计(共分四大部分):

第一部分:听说(1. 短文听写与跟读;2. 命题会话)

第二部分:阅读理解(Text A 为精读课文;Text B 为泛读课文;Text C 用于改错以及回答 True/False 问题);阅读理解技巧学与练;文化背景

第三部分:基础写作学与练(包括应试作文和应用文);高频语块表达;文化词

第四部分:作业;美文背诵;影视欣赏

第三册的单元设计(共四大部分):

第一部分:听说(1. 短文听写与跟读;2. 命题会话)

第二部分:阅读理解(Text A 为精读课文;Text B 为泛读课文;Text C 用于改错以及回答 True/False 问题);人文知识介绍;文化背景

第三部分:英译汉技巧学与练;高频语块表达;文化词

第四部分:作业;美文背诵;影视欣赏

第四册单元设计(共四大部分):

第一部分:听说(1. 短文听写与跟读;2. 命题会话)

第二部分:阅读理解(Text A 为精读课文;Text B 为泛读课文;Text C 用于回答 True/

False 问题及撰写摘要);人文知识介绍及如何写文章摘要;文化背景

第三部分:汉译英技巧学与练;高频语块表达;文化词

第四部分:作业;美文背诵;影视欣赏

## 2. 使用建议

(1) 每个单元用6个学时完成,其中建议听说部分用1.5学时完成;阅读部分用2.5学时完成;练习(含指导学生观看影视)用2个学时完成。

(2) 一个学期如果完成不了15个单元的教学,建议挑着讲,但最好不要落下“Review”。

(3) “Review”单元,最好布置学生先自己做题,然后再有针对性地进行讲解。还可以设计一次小测验。

我们对教材中所引用的所有资料和图片的原创者及相关机构表示深切的谢意。感谢何自然教授(广东外语外贸大学)和黄任教授(上海外国语大学)的支持与建议。我们还对华东师范大学出版社外语编辑部主任李恒平先生心怀一份特别的感激之情,没有他的全程悉心指导与襄赞,此书的成功编写和出版是不可能的。

我们随时欢迎英语界的专家们以及广大使用者对本书提出批评和建议。

宋天锡

2010年3月于北京

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# Bookmap

| Unit                              | Mini Oral Task  | Translation Focus   |
|-----------------------------------|---|---|
| 1. The Third Day                  | Interview: Famous Scientists  | Employment of high frequency words and expressions for good English                     |
| 2. Mont Blanc                     | Talk Show: Social Problems  | Freedom from glaring mistakes   |
| 3. The Egdon Heath                | Talk Show: Do You Love Science?                                     | Trying to make English rendering of Chinese as communicative as possible                |
| 4. Let's Go to the Library!       | Dialog: Do You Like to Go to the Library?                           | Producing good English free from Chinglish expressions                                  |
| 5. Man Searches for Life in Space | Debate: Hardship Experience Is Necessary for the Young to Mature    |   |
| 6. Modern America                 | Interview: Human Civilization                                       | Employment of conjunctives  |
| 7. What is a Great Book?          | Conversation: Reading Selectively or Extensively                    | Producing correct English with proper punctuation marks                                 |
| 8. Nature                         | Speech: Nature and Man  | Employment of "there be" structure  |
| Review                            |   |   |
| 9. Detective Fiction              | Press Interview<br>Detective Fiction in the West and China          | The employment of passive voice   |
| 10. A Rose for Emily              | Dialogue: Rose & Love   | Producing good English without being trapped by false equivalents                       |
| 11. The Chinese Novel             | Conversation: The Four Great Classical Novels of Chinese Literature | Producing good English by making your sentence patterns varied                          |
| 12. Equity Markets                | Dialogue: Is the Share Market Driven by Greed?                      | Translation of some Chinese sentences with subjects hidden (1)                          |
| 13. Values                        | Pair Work: Chinese Values vs American Values                        | Translation of some Chinese sentences with subjects hidden (2)                          |
| 14. The Museum                    | Speech: China's Museums   | Producing good English by structurally integrating the information of the original text |
| 15. Painting                      | Talk Show: How Much Do You Know about Painting?                     | Producing correct English which is at least sound in structure                          |



| Highly-recommended Words  | Movie Appreciation              |
|---------------------------|---------------------------------|
| sell, send, serve         | <i>A Beautiful Mind</i>         |
| say, sample, see          | <i>Invictus</i>                 |
| reserve, resolve, reward  | <i>Harry Potter</i>             |
| set, show, sociable       | <i>Night at the Museum (I)</i>  |
| victim, virtue, weigh     | <i>Star Walk</i>                |
| up, use, value            | <i>Pearl Harbor</i>             |
| read, realize, reason     | <i>Roman Holiday</i>            |
| qualify, quick, reach     | <i>The Wizard of Oz</i>         |
|                           |                                 |
| prepare, present, pursue  | <i>Gone with the Wind</i>       |
| reinforce, remove, render | <i>Waterloo Bridge</i>          |
| tact, take, technology    | <i>BBC Wild China : Tibet</i>   |
| think, tune, turn         | <i>Wall Street</i>              |
| possible, power, practice | <i>Spider-Man</i>               |
| play, policy, pollute     | <i>Night at the Museum (II)</i> |
| persuade, pick, picture   | <i>The Da Vinci Code</i>        |

# Unit 1 The Third Day



## Snapshots of This Unit

- \* Dictation for Listening and Imitation Show: Technology and the Future (I)
- \* Mini Oral Task: Interview: Famous Scientists
- \* Text A (for intensive reading): The Third Day  
Text B (for reading skill training): Charles Darwin  
Text C (for T/F choice and summary): Buckleys
- \* Cultural Background: Helen Adams Keller
- \* Translation Focus: C-E translation: Employment of high frequency words and expressions for good English
- \* Highly-Recommended Words to Be Mastered: sell; send; serve
- \* Behind the Word: give and take
- \* For Your Recitation: The Four Freedoms
- \* Movie Appreciation: *A Beautiful Mind*

## Part One



## Listening and Speaking

### I Dictation

Listen to the following passage. Altogether the passage will be read to you four times. During the first reading, which will be read at normal speed, listen and try to understand the meaning. For the second and third readings, the passage will be read sentence by sentence, or phrase by phrase, with intervals of 15 seconds. The last reading will be read at normal speed again and during this time you should check your work. You will then be given 2 minutes to check through your work once more.

#### Tips:

warning *n.* 警告, 预告, 通知  
prediction *n.* 预言, 预报  
go broke 破产, 身无分文

terrestrial *adj.* 陆地的, 陆生的, 地球的,  
人间的  
supersonic *a.* 超音波的

### II Mini Oral Task

#### Interview: Famous Scientists

#### (Tips:

A: Scientists throughout history contributed greatly to the various areas of science, such as astronomy, biology, physics, mathematics, chemistry, and medicine; from telescopes to phonographs to telephones, each scientific invention had a huge impact on advancing the interests of worldwide civilization. All the conveniences we enjoy today come from

the inventions of scientists. But could you list the famous scientists you know?

B: There is a long list. Newton, Einstein and others are perhaps among the most famous.

A: Do you know how Newton found universal gravitation?

B: Oh, you mean the story about the fallen apple . . .

A: It is interesting indeed. And how about scientists in China?

B: We have Cai Lun who invented paper making, Zhang Zhongjing who invented the seismograph, Li Shizhen who wrote *Compendium of Materia Medica*. In modern time we have Yang Zhenning and Li Zhengdao who won the Nobel Prize. I am sure there will be a lot more outstanding scientists emerging in the near future.)

## Part Two



## Reading

### TEXT A (for intensive reading)

#### The Third Day

Helen Keller

1. **dawn** [dɔːn] *n.* the first light of day

2. **perpetually** [pə'petʃʊəli] *adv.* seemingly uninterrupted

3. **inanimate** [ɪn'ænimət] *adj.* belonging to the class of nouns denoting nonliving things

4. **haunt** [haʊnt] *n.* a frequently visited place

5. **toil** [toɪl] *v.* to work hard

6. **lacy** ['leɪsi] *adj.* made of or resembling lace

7. **span** [spæn] *v.* to cover or extend over an area or time period

8. **chug** [tʃʌg] *v.* to make a dull, explosive sound

9. **scurry** ['skʌrɪ, 'skɜː] *v.* to move about or proceed hurriedly

10. **snort** [snɔːt] *v.* to make a snorting sound by exhaling hard

The following morning, I should again greet the **dawn**<sup>1</sup>, anxious to discover new delights, for I am sure that, for those who have eyes which really see, the dawn of each day must be a **perpetually**<sup>2</sup> new revelation of beauty.

This, according to the terms of my imagined miracle, is to be my third and last day of sight. I shall have no time to waste in regrets or longings; there is too much to see. The first day I devoted to my friends, animate and **inanimate**<sup>3</sup>.

The second revealed to me the history of man and Nature. Today I shall spend in the workaday world of the present, amid the **haunts**<sup>4</sup> of men going about the business of life. And where can one find so many activities and conditions of men as in New York? So the city becomes my destination.

I start from my home in the quiet little suburb of Forest Hills, Long Island. Here, surrounded by green lawns, trees, and flowers, are neat little houses, happy with the voices and movements of wives and children, havens of peaceful rest for men who **toil**<sup>5</sup> in the city. I drive across the **lacy**<sup>6</sup> structure of steel which **spans**<sup>7</sup> the East River, and I get a new and startling vision of the power and ingenuity of the mind of man. Busy boasts **chug**<sup>8</sup> and **scurry**<sup>9</sup> about the river — racy speed boat, stolid, **snorting**<sup>10</sup> tugs. If I had long days of sight ahead, I should spend many of them watching the delightful activity upon the river.

I look ahead, and before me rise the fantastic towers of New York, a city that seems to have stepped from the pages of a fairy story. What an **awe-inspiring**<sup>11</sup> sight, these glittering **spires**<sup>12</sup>. These vast banks of stone and steel-structures such as the gods might build for themselves! This animated picture is a part of the lives of millions of people every day. How many, I wonder, give it so much as a second glance? Very few, I fear, their eyes are blind to this magnificent sight because it is so familiar to them.

I hurry to the top of one of those gigantic structures, the Empire State Building, for there, a short time ago; I “saw” the city below through the eyes of my secretary. I am anxious to compare my fancy with reality. I am sure I should not be disappointed in the **panorama**<sup>13</sup> spread out before me, for to me it would be a vision of another world.

Now I begin my rounds of the city. First, I stand at a busy corner, merely looking at people, trying by sight of them to understand something of their lives. I see smiles, and I am happy. I see serious determination, and I am proud, I see suffering, and I am compassionate.

I stroll down Fifth Avenue. I throw my eyes out of focus, so that I see no particular object but only a **seething**<sup>14</sup> **kaleidoscop**<sup>15</sup> of colors. I am certain that the colors of women’s dresses moving in a throng must be a gorgeous spectacle of which I should never tire. But perhaps if I had sight I should be like most other women — too interested in styles and the cut of individual dresses to give much attention to the **splendor**<sup>16</sup> of color in the mass. And I am convinced, too, that I should become an **inveterate**<sup>17</sup> window shopper, for it must be a delight to the eye to view the myriad articles of beauty on display.

From Fifth Avenue I make a tour of the city — to Park Avenue, to the slums, to factories, to parks where children play. I take a stay-at-home trip abroad by visiting the foreign quarters. Always my eyes are open wide to all the sights of both happiness and misery so that I may probe deep and add to my understanding of how people work and live. My heart is full of the images of people and things. My eye passes lightly over no single **trifle**<sup>18</sup>; it strives to touch and hold closely each thing its gaze rests upon. Some sights are pleasant, filling the heart with happiness; but some are miserably pathetic. To these latter I do not shut my eyes, for them, too, are part of life. To close the eye on them is to close the heart and mind.

My third day of sight is drawing to an end. Perhaps there are

11. **awe-inspiring** [ˈɔːn, spaɪərɪŋ] *adj.* impressive; making you feel respect and admiration

12. **spire** [ˈspaɪə] *n.* a tall tower that forms the superstructure of a building (usually a church or temple) and that tapers to a point at the top

13. **panorama** [ˌpænəˈrɒzmə] *n.* a picture (or series of pictures) representing a continuous scene

14. **seething** [ˈsiðɪŋ] *adj.* in constant agitation

15. **kaleidoscope** [kəˈlaɪdəskəʊp] *n.* a complex pattern of constantly changing colors and shapes

16. **splendor** [ˈsplendə] *n.* the quality of being magnificent or splendid or grand

17. **inveterate** [ɪnˈvetərət] *adj.* having a habit of long standing

18. **trifle** [ˈtraɪfl] *n.* something of small importance

19. **hilariously** [hɪ'leəriəsli] *adv.*  
in a hilarious manner

20. **overtone** [ˈoʊvətəʊn] *n.* (usually plural) an ulterior implicit meaning or quality

21. **respite** [ˈrespait, -pit, rɪ'spaɪt] *n.* a (temporary) relief from harm or discomfort

many serious pursuits to which I should devote the few remaining hours, but I am afraid that on the evening of that last day I should again run away to the theater, to a **hilariously**<sup>19</sup> funny play, so that I might appreciate the **overtones**<sup>20</sup> of comedy in the human spirit.

At midnight my temporary **respite**<sup>21</sup> from blindness would cease, and permanent night would close in on me again. Naturally in those three short days I should not have seen all I wanted to see. Only when darkness had again descended upon me should I realize how much I had left unseen. But my mind would be so crowded with glorious memories that I should have little time for regrets. Thereafter the touch of every object would bring a glowing memory of how that object looked.

Perhaps this short outline of how I should spend three days of sight does not agree with the program you would set for yourself if you knew that you were about to be stricken blind. I am, however, sure that if you actually faced that fate your eyes would open to things you had never seen before, storing up memories for the long night ahead. You would use your eyes as never before. Everything you saw would become dear to you. Your eyes would touch and embrace every object that came within your range of vision. Then, at last, you would really see, and a new world of beauty would open itself before you.

I who am blind can give one hint to those who see — one **admonition**<sup>22</sup> to those who would make full use of the gift of sight: Use your eyes as if tomorrow you would be stricken blind. And the same method can be applied to the other senses. Hear the music of voices, the song of a bird, the mighty strains of an **orchestra**<sup>23</sup>, as if you would be stricken deaf tomorrow. Touch each object you want to touch as if tomorrow your **tactile**<sup>24</sup> sense would fail. Smell the perfume of flowers, taste with relish each **morsel**<sup>25</sup>, as if tomorrow you could never smell and taste again. Make the most of every sense; glory in all the facets of pleasure and beauty which the world reveals to you through the several means of contact which Nature provides. But of all the senses, I am sure that sight must be the most delightful.

(1151 words)

## Notes to TEXT A

1. **Helen Keller**: Helen Keller is a very famous American blind-mute writer and her name has had special meaning for millions of people in all parts of the world.
2. **The Empire State Building**: The Empire State Building is a 102-story landmark Art Deco skyscraper in New York City at the intersection of Fifth Avenue and West 34th Street.
3. **Fifth Avenue**: Fifth Avenue is a major thoroughfare in the center of the borough of Manhattan in

New York City, USA.

### Glossary in Chinese

- |              |           |             |
|--------------|-----------|-------------|
| 1. 黎明        | 10. 喷出    | 18. 琐事      |
| 2. 永恒地,持久地   | 11. 使人敬畏的 | 19. 引人发笑地   |
| 3. 无生命的,无生气的 | 12. 尖塔    | 20. 寓意;言外之意 |
| 4. 常去的地方     | 13. 全景    | 21. 缓解      |
| 5. 辛苦工作      | 14. 川流不息的 | 22. 警告      |
| 6. 花边的,丝带的   | 15. 万花筒   | 23. 管弦乐队    |
| 7. 跨越        | 16. 壮丽    | 24. 有触觉的    |
| 8. 发出轧轧声前进   | 17. 成癖的   | 25. 少量      |
| 9. 急赶        |           |             |

### Phrases and Expressions in TEXT A

- be anxious for/to do sth.** : be longing for 渴望(做……)某事  
e. g. He was anxious for her safety.  
他担心她的安全。  
e. g. He is anxious to enter for the competition.  
他很想去参加比赛。
- look ahead**: to think of and prepare for future needs 展望未来  
e. g. We must look ahead before we go further in the matter.  
在进一步进行这件事情之前,我们必须考虑得长远一些。  
e. g. We are looking ahead to a prosperous future.  
我们预料将会有一个繁荣昌盛的未来。
- be blind to**: to turn a blind eye to 对……视而不见/不了解  
e. g. She was blind to the silent worship in his eyes.  
她没有觉察出他眼里流露出的无言的敬慕之情。  
e. g. We must not be blind to the suffering of others.  
我们不能对他人的痛苦视而不见。
- strive to do sth.** : to try hard to do sth. 竭尽全力做某事  
e. g. We should all strive to reunify our motherland and revitalize our nation.  
我们要共同奋斗,实现祖国统一和民族振兴。  
e. g. We must strive to push the national economy forward.  
我们一定要把国民经济搞上去。
- descend upon/on**: to fall upon/come down on/land on 突然到达;袭击(突然降临)  
e. g. A terrible silence descended upon the whole hall.  
一阵可怕的寂静突然笼罩了整个厅堂。  
e. g. The robbers descended on the village.  
强盗突然袭击那村子。

### Exercises for TEXT A

#### 1. Answer the following questions according to TEXT A.

- (1) Why should the author again greet the dawn the following morning?
- (2) Why will she have no time to waste in regrets or longings?
- (3) Why are the author's eyes open wide to all the sights of both happiness and misery?
- (4) Of all the senses, what is the most delightful?

(5) If you were blind, what would you do?

**2. Choose the best word or expression for the following sentences.**

- (1) It is important that the hotel receptionist \_\_\_\_\_ that guests are registered correctly.  
A. make sure      B. has made sure      C. made sure      D. must make sure
- (2) Despite the wonderful acting and well-developed plot the \_\_\_\_\_ movie could not hold our attention.  
A. three-hours      B. three-hour      C. three-hours'      D. three-hour's
- (3) While shopping in a department, \_\_\_\_\_ I left my purse lying on a counter of handbags.  
A. initially      B. frustratedly      C. fortunately      D. accidentally
- (4) To survive in the intense trade competition between countries, we must \_\_\_\_\_ the qualities and varieties of products we make to the world-market demand.  
A. improve      B. guarantee      C. enhance      D. gear
- (5) He soon received promotion, for his superiors realized that he was a man of considerable \_\_\_\_\_.  
A. ability      B. future      C. possibility      D. opportunity
- (6) As a salesman, he works on a (an) \_\_\_\_\_ basis, taking 10% of everything he sells.  
A. income      B. salary      C. commission      D. pension
- (7) The project, \_\_\_\_\_ by the end of 2000, will expand the city's telephone network to cover 1,000,000 users.  
A. accomplished      B. being accomplished  
C. to have been accomplished      D. having been accomplished
- (8) He wasn't appointed chairman of the committee, \_\_\_\_\_ not very popular with all its members.  
A. to be considered      B. considering  
C. being considered      D. having considered
- (9) We'd like to \_\_\_\_\_ a table for five for dinner this evening.  
A. preserve      B. reserve      C. retain      D. sustain
- (10) My sister's professor had her \_\_\_\_\_ her paper many times before allowing her to present it to the committee.  
A. rewritten      B. to rewrite      C. rewrite      D. rewriting
- (11) In my opinion, you can widen the \_\_\_\_\_ of these improvements through your active participation.  
A. dimension      B. magnitude      C. volume      D. scope
- (12) An Olympic Marathon is 26 miles and 385 yards, approximately \_\_\_\_\_ from Marathon to Athens.  
A. distance      B. the distance      C. is the distance      D. the distance is
- (13) Last year, the crime rate in Chicago has sharply \_\_\_\_\_.  
A. slipped      B. descended      C. lessened      D. declined
- (14) Jack is good, kind, hard-working and intelligent; \_\_\_\_\_, I can't speak too highly of him.  
A. as a result      B. in a word      C. by the way      D. on the contrary
- (15) In the past, most foresters have been men, but today, the number of women \_\_\_\_\_ this field is climbing.  
A. engaging      B. devoting      C. registering      D. pursuing
- (16) Contrast may make something appear more beautiful than it is when \_\_\_\_\_ alone.  
A. seen      B. is seen      C. to be seen      D. having been seen
- (17) He \_\_\_\_\_ to his customers and halved the price.  
A. leaked      B. drew      C. quoted      D. yielded
- (18) The same factors push wages and prices up together, the one \_\_\_\_\_ the other.  
A. increasing      B. emphasizing      C. reinforcing      D. multiplying
- (19) It is important that enough money \_\_\_\_\_ to fund the project.

A. be collected

B. must be collected

C. was collected

D. can be collected

(20) Safeguards must be provided \_\_\_\_\_ radioactive gas leakage and reactor failure.

A. to

B. with

C. against

D. on

**3. Cloze.**

Wise buying is a positive way in which you can make your money go further. The (1) \_\_\_\_\_ you go about purchasing an article or a service can actually (2) \_\_\_\_\_ your money or can add (3) \_\_\_\_\_ the cost.

Take the (4) \_\_\_\_\_ example of a hairdryer. If you are buying a hairdryer, you might (5) \_\_\_\_\_ that you are making the (6) \_\_\_\_\_ buy if you choose one (7) \_\_\_\_\_ look you like and which is also the cheapest (8) \_\_\_\_\_ price. But when you get it home you may find that it (9) \_\_\_\_\_ twice as long as a more expensive (10) \_\_\_\_\_ to dry your hair. The cost of the electricity plus the cost of your time could well (11) \_\_\_\_\_ your hairdryer the most expensive one of all.

So what principles should you (12) \_\_\_\_\_ when you go out shopping?

If you (13) \_\_\_\_\_ your home, your car or any valuable (14) \_\_\_\_\_ in excellent condition, you'll be saving money in the long (15) \_\_\_\_\_.

Before you buy a new (16) \_\_\_\_\_, talk to someone who owns one. If you can, use it or borrow it to check if it suits your particular (17) \_\_\_\_\_.

Before you buy an expensive (18) \_\_\_\_\_, or a service, do check the price and (19) \_\_\_\_\_ is on offer. If possible, choose (20) \_\_\_\_\_ three items or three estimates.

(1) A. form

B. fashion

C. way

D. method

(2) A. save

B. preserve

C. raise

D. retain

(3) A. up

B. to

C. in

D. on

(4) A. easy

B. single

C. simple

D. similar

(5) A. convince

B. accept

C. examine

D. think

(6) A. proper

B. best

C. reasonable

D. most

(7) A. its

B. which

C. whose

D. what

(8) A. for

B. with

C. in

D. on

(9) A. spends

B. takes

C. lasts

D. consumes

(10) A. mode

B. copy

C. sample

D. model

(11) A. cause

B. make

C. leave

D. prove

(12) A. adopt

B. lay

C. stick

D. adapt

(13) A. reserve

B. decorate

C. store

D. keep

(14) A. products

B. possession

C. material

D. ownership

(15) A. run

B. interval

C. period

D. time

(16) A. appliance

B. equipment

C. utility

D. facility

(17) A. function

B. purpose

C. goal

D. task

(18) A. component

B. element

C. item

D. particle

(19) A. what

B. which

C. that

D. this

(20) A. of

B. in

C. by

D. from

**TEXT B** (for reading skill training)**Charles Darwin**

Life aboard a crowded sailing ship was very hard. The food was terrible. Darwin was constantly seasick. The only time he was really happy was when the Beagle landed and he could go ashore to collect specimens of plants, insects, rocks and small animals. Since the Beagle was already,



1. **crate** [kret] *n.* a rugged box (usually made of wood); used for shipping

crowded, he had to put his specimens in **crates**<sup>1</sup> and send them back home to England.

Darwin's health was permanently affected by the miserable conditions on board the *Beagle*, but he never regretted making the trip. He later said, "It was by far the most important event of my life, and determined my whole career." The career of Charles Darwin turned out to be a most unusual one. His theories on the origin and development of living things created the biggest sensation of the 19th century and completely changed the science of biology. Even today, a hundred years later, scientists and scholars are still arguing about Darwin's theories.

In Darwin's time most people believed that the earth and everything living on the earth had been created just a few thousand years before. And they believed everything had remained in its original form; nothing had changed since the day of creation. This was known as the Theory of Special Creation.

But there were some scientists who disagreed. Charles Lyell, the famous geologist, was one. A well-known French biologist named Lamarck was another. These men argued that the Earth and its inhabitants were millions of years old. They said that in the beginning, only a few simple forms of life existed. All plants and animals now living arose from those first simple forms. They have been changing and developing down through the centuries. This slow process of change and development is called evolution.

Charles Darwin was attracted by the Theory of Evolution. But, as a scientist, he could not accept a theory without facts to back it up. He spent the next 23 years gathering those necessary facts. He studied thousands of plants and animals he had collected on his long sea voyage. Had such an endless variety of shapes and forms all been on earth since the day of creation? Why were there so many different ones? Why was this one found only in cold climates and that only in warm places?

And then there were the fossils he had dug up — **skeletons**<sup>2</sup> of strange plants and fish and insects that had lived and died centuries ago. Why didn't similar creatures exist today? These and many other questions **puzzled**<sup>3</sup> Darwin. He could not completely accept the Theory of Evolution until he found the answers. He studied other men's experiments, and gathered all the available information about plants and animals — where they live, how they reproduce, how they adapt themselves to different climates and different living conditions. He did many experiments of his own, breeding pigeons, lizards and bees. He found that special breeding could change the characteristics of animals. He believed that a similar change of characteristics was often caused by "Nature".

By 1859 Darwin was convinced that he had enough facts to prove the Theory of Evolution. He put them all together in a book called *On the Origin*. If only he had known what a storm that book was going stir!

To put it briefly, Darwin's book said there is no such thing as special

2. **skeleton** [ˈskelɪtən] *n.* the hard structure (fiber, bones and cartilages) that provides a frame for the body of an animal or a plant

3. **puzzle** [ˈpʌzəl] *v.* to confuse sb. by presenting a difficult problem