



普通高等教育“十一五”国家级规划教材

新世纪高等院校英语专业本科生系列教材（修订版）

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综合教程 3

An Integrated English Course

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教师用书
Teacher's Book

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新世纪高等院校英语专业本科生系列教材

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总序

我国英语专业本科教学与学科建设,伴随着我国改革开放的步伐,得到了长足的发展和提升。回顾这30多年英语专业教学改革和发展的历程,无论是英语专业教学大纲的制订、颁布、实施和修订,还是四、八级考试的开发与推行,以及多项英语教学改革项目的开拓,无不是围绕英语专业的学科建设和人才培养而进行的,正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标,即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才”。为促进英语专业本科建设的发展和教学质量的提高,外语专业教学指导委员会还实施了“新世纪教育质量改革工程”,包括推行“十五”、“十一五”国家级教材规划和外语专业国家精品课程评审,从各个教学环节加强对外语教学质量的宏观监控,从而确保为我国的经济建设输送大量的优秀人才。

跨入新世纪,英语专业的建设面临新的形势和任务:经济全球化、科技一体化、文化多元化、信息网络化的发展趋势加快,世界各国之间的竞争日趋激烈,这对我国英语专业本科教学理念和培养目标提出了新的挑战;大学英语教学改革如火如荼;数字化、网络化等多媒体教学辅助手段在外语教学中广泛应用和不断发展;英语专业本科教育的改革和学科建设也呈现出多样化的趋势,翻译专业、商务英语专业相继诞生——这些变化和发展无疑对英语专业的学科定位、人才培养以及教材建设提出了新的、更高的要求。

上海外语教育出版社(简称外教社)在新世纪之初约请了全国30余所著名高校百余位英语教育专家,对面向新世纪的英语专业本科生教材建设进行了深入、全面、广泛和具有前瞻性的研讨,成功地推出了理念新颖、特色明显、体系完备的“新世纪高等院校英语专业本科生系列教材”,并被列入“十五”国家级规划教材,以其前瞻性、先进性和创新性等特点受到全国众多使用院校的广泛好评。

面对快速发展的英语专业本科教育,如何保证专业的教学质量,培养具有国际视野和创新能力的英语专业人才,是国家、社会、高校教师共同关注的问题,也是教材编撰者和教材出版者关心和重视的问题。

作为教学改革的一个重要组成部分,优质教材的编写和出版对学科建设的推动和人才培养的作用是有目共睹的。外教社为满足教学和学科发展的需要,与教材编写者们一起,力图全方位、大幅度修订并扩充原有的“新世纪高等院校英语专业本科生系列教材”,以打造英语专业教材建设完整的学科体系。为此,外教社邀请了全国几十所知名高校40余位著名



英语教育专家，根据英语专业学科发展的新趋势，围绕梳理现有课程、优化教材品种和结构、改进教学方法和手段、强化学生自主学习能力的培养、有效提高教学质量等问题开展了专题研究，并在教材编写与出版中予以体现。

修订后的教材仍保持原有的专业技能、专业知识、文化知识和相关专业知四大板块，品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等，总数逾 200 种，几乎涵盖了当前我国高校英语专业所开设的全部课程，并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点，提供更多的选择。教材编写深入浅出，内容反映了各个学科领域的最新研究成果；在编写宗旨上，除了帮助学生打下扎实的语言基本功外，着力培养学生分析问题、解决问题的能力，提高学生的思辨能力和人文、科学素养，培养健康向上的人生观，使学生真正成为我国新时代所需要的英语专门人才。

系列教材修订版编写委员会仍由我国英语界的知名专家学者组成，其中多数是在各个领域颇有建树的专家，不少是高等学校外语专业教学指导委员会的委员，总体上代表了中国英语教育的发展方向和水平。

系列教材完整的学科体系、先进的编写理念、权威的编者队伍，再次得到教育部的认可，荣列“普通高等教育‘十一五’国家级规划教材”。我深信，这套教材一定会促进学生语言技能、专业知识、学科素养和创新能力的培养，填补现行教材某些空白，为培养高素质的英语专业人才奠定坚实的基础。

戴炜栋

教育部高校外语专业教学指导委员会主任委员
国务院学位委员会外语学科评议组组长

语法:

鉴于目前学生的语法基础相对比较薄弱、语法意识不强的现实,我们认为基础阶段语法能力的培养亟待加强。据此第二版的语法练习较初版有所充实,每个单元都有明确的语法重点,并在教师用书里列出了相关的书目供教师参考。

翻译:

我们在第二版第一到第四册的翻译练习里增加了单句的英译汉练习。从课文里挑选出4个句子要求学生翻译成汉语,旨在帮助学生正确理解课文内容,提高汉语书面表达能力。另外对第一、二册原有的汉英单句翻译我们作了较大的改动,使之更能体现出这两册书之间的坡度。

口语活动:

在第二版里,每个单元我们都从“作讲演”、“对话”、“小组讨论”这三种形式里挑选两种,提出我们的活动建议,比初版的指令具有更大的可操作性。

写作:

在修订过程中,我们对第一到第四册的写作安排作了调整。第一册在句子层面上进行练习;第二册讲授段落写作的基本知识;第三册进入短文写作;第四册则以命题作文为主。我们认为这样的安排使这四册书的写作成为一个相对完整的体系,学生在二年级下学期能较好地达到专业四级考试的写作要求。

听力:

根据初版使用的反馈,第二版只保留第一、二册的听力练习,删去第三、四册的听力练习。

副课文:

对学生用书里副课文的注释和讨论题我们都作了不同程度的改动。在教师用书中,我们为教师提供了更多的有关作者和文章的信息,并增加了供教师参考的注释,以方便教学。每单元的副课文旨在给学生提供更多的和主课文主题相关的阅读材料,教师可以根据具体情况灵活处理,也可在教师的指导下让学生自学。

除了上述的主要修订外,学生用书的“读前问题”、“课文理解”、“综合技能”等板块以及教师用书的“课文分析”和“语言点”等部分均有不同程度的改动。在此不一一细述。

我们希望修订后的《综合教程》第一到第四册能更好地满足英语专业基础阶段教学的需要,更有利于提高基础阶段学生的语言水平和整体素质培养。

何兆熊

2010年1月

本教程配有《教师用书》，里面有学生用书的编写者们为各自负责的练习编写的参考答案。此外，我们还为每个单元的 Text I 设计了 Text explanations, 为帮助教师讲解课文以及部分词汇和句型的用法提供了相当详细的建议和参考意见。该部分的修订工作均由吴刚负责。史志康承担了《教师用书》的定稿工作。

由于时间仓促，加上水平有限，本册教材可能还存在一些问题。我们真诚地希望同行专家和广大教师不吝赐教。

编者

2010年9月

Notes

1. **About the author and the text:** The text was written by Evelyn Herald (contemporary) and it appeared in *Nutshell* magazine in 1989. Herald recalls her embarrassing experiences during her first days at college in this autobiographical essay.
2. **... I was feeling just a bit first-gradish.** (Paragraph 1): “-ish” is a suffix meaning characteristic of, like, tending to, for example, *babyish* and *bookish*. To be “first-gradish” means to have the qualities of a freshman, such as being naive, dumb and anxious, as the author was on her first day at college.
3. **It took everything I had not to stare when I caught my first glimpse of a real live college football player.** (Paragraph 2): I could not help staring at the football player who was a direct contrast to myself and represented what I had desired but failed to be. Here the word “football” refers to American football, which is similar to rugby played by the British and Australians. As the game of football is very popular in American colleges, football players are admired and even idolized by many college girls.
4. **I was in the foreground** (Paragraph 3): Foreground means, as opposite to background, the part of a scene, landscape, etc. nearest, or represented in perspective as nearest, to the viewer, or the most noticeable or conspicuous position.
5. **... I couldn't take another crunchy-chewy-salty-sweet bite.** (Paragraph 8): Here the modifier “crunchy-chewy-salty-sweet” describes the texture and taste of the junk food she ate, which was crunchy, chewy, salty and sweet. The four adjectives are chained up with hyphens to form a new modifier placed before a noun. Here are two examples: *a round-by-round report* and *a devil-may-care attitude*.
Junk food is an informal term applied to some foods which are perceived to have little or no nutritional value, or to products which, though having nutritional value, have ingredients considered unhealthy when regularly eaten. The term was coined by Michael Jacobson, director of the Center for Science in the Public Interest, in 1972.
6. **... where I collapsed in relief.** (Paragraph 9): What she meant is that she sat down in relief as no one had noticed her. “Collapsed” is a hyperbole indicating her anxiety and the contrasting reality that no one actually cared.
7. **... had lived to tell about it.** (Paragraph 10): It simply means that everyone who had done something dumb had survived the embarrassment (and so was able to recount the experience afterwards).
8. **I dressed a little differently until I found the Real Me.** (Paragraph 12): Metaphorically, she means that she tried different experiences, as if trying on different articles of clothing, until she finally determined what her life should be like.

Essay writing: An introduction

An essay is, first and foremost, a piece of nonfiction and essentially true. It may be descriptive, narrative, expositive, persuasive, or argumentative.

Secondly, unlike some other forms of writing such as newspaper stories, an essay has a definable beginning, middle, and ending. In addition, an essay is built around a central idea, normally referred to as the thesis. Basically, the thesis is the glue which binds the whole essay together. It is the point of the essay. It's what the essay is about, what it intends to show, prove, or do: the controlling purpose.

Finally, an essay consists of one, three, or more paragraphs. While a two-paragraph essay may be possible to write, the requirement that an essay should have an introduction, a body, and a conclusion makes the use of a two-paragraph format rather awkward. And the one-paragraph essay, consisting of a topic sentence, supporting details, and a closing sentence, is too brief to be considered a serious effort. But length should never be a *primary* consideration. More important is the idea that an essay should be long enough to fully discuss, argue, describe, or relate its main idea, i.e. the thesis. A well-written essay has a completeness, a wholeness about it.

The primary job of an essay, then, is to thoroughly discuss its main idea. Three or more paragraphs are normally required to adequately perform this important function, even though under certain circumstances the one-paragraph essay is acceptable.

Sample: A one-paragraph essay

Why King's College?

This paragraph will explain why I am going to King's College. The first reason I go to KC is that it is small. The classes are easy to get to on time, and if I have to run to the library, I can get there quickly. Second, KC is located in a small town. I can walk anywhere I want to go. Third, the cost of going to KC is low, and most of the books are checked out to the students in the library. Fourth, the instructors are friendly and easy to find during their office hours. These four reasons, taken together, make me more than happy to attend King's College.

Analysis of the sample:

This one-paragraph essay is complete as such and, short as it is, includes all the necessary elements of an essay. It has a very clear and definite beginning that states its purpose: "This paragraph will explain why I am going to King's College". So it goes on with the reasons in the body part: its size, its location, its cost, and its instructors. Virtually every reason is justified. Finally, it has a sound and solid conclusion that basically repeats the beginning and states that the purpose of this essay (paragraph) has been accomplished.

Task:

Write a one-paragraph essay on any topic you choose that contains:

1. a thesis,
2. a beginning,
3. a body, and
4. a reasonable end.

Students are encouraged to choose an appropriate topic for their one-paragraph essay.

But if you want to assign one to the whole class, or if they should ask you for one, below are some for your reference:

1. Why I choose to attend a college in/away from my hometown
2. The advantages of being an extrovert
3. The merits of youth

IV. Explain in your own words the following sentences.

1. Somewhere along the line people got the modern idea that fun was there for the asking, that people deserved fun, that if we didn't have a little fun every day we would turn into (sakes alive!) puritans. (Paragraph 3)
2. The god of mirth is paying us back for all those years of thinking fun was everywhere by refusing to come to our party. (Paragraph 13)

Nowadays, people believe that they can have fun whenever they want it, and that they should have fun; otherwise they would be leading a dull and bitter life as a puritan.

We have long assumed that fun was easy to have, but now we are paying a price for that shallow-mindedness, i.e., our party is hardly as much fun as it is expected to be.

Structural analysis of the text

This essay evaluates the “fun” side of American culture in an ironic way. The first five paragraphs, which form the introduction to the essay, provide a stipulative definition of “fun.” Then in the body part, the writer gives an extended definition of “fun” by pointing out what it is not. The essay concludes with an anecdote that further explains what fun is. To develop the definition, a number of methods have been employed, among which are narration, comparison and contrast.

In which paragraph does the writer switch from an ironic tone to an affirmative one concerning what fun can be?

Paragraph 12 is the turning point where the writer switches from negation to affirmation. With the last three paragraphs presented mostly affirmatively, the tone is thus turned from irony to matter-of-factness.

Rhetorical features of the text

One of the greatest strengths of this essay stems from the author's skillful use of repetition, particularly the repetition of certain patterns. For instance, “... good questions like: Was it moral? Was it kind? Was it honest? Was it beneficial? Was it generous? Was it necessary? And (my favorite) was it selfless?” (Paragraph 4) The underlined part shows the repetition of the question pattern: Was it ...? When faced with such a repetition pattern, the reader is invariably impressed by the forcefulness of the questions raised in succession, which provokes his thoughts: one who seeks after fun in everything is liable to be shallow for he regards everything in the world as something trivial and funny no matter whether it is in reality something serious and grave. Could you find another example of the repetition of a certain pattern from the text? Tell us what function it plays in the text.

Here is another example: “Think of all the things that got the reputation of being fun. Family outings were supposed to be fun. Sex was supposed to be fun. Education was supposed to be fun. Work was supposed to be fun. Walt Disney was supposed to be fun. Church was supposed to be fun. Staying fit was supposed to be fun.” (Paragraph 6) The underlined part in the quotation displays the repetition of the pattern: “... was supposed to be fun,” which shows, by way of illustration, how one might spare no effort to find fun in everything.

IV. Fill in the blank(s) in each sentence with an appropriate phrasal verb or collocation taken from the text.

1. In your mad pursuit to destroy evil, you may turn into evil yourself.
2. It never occurred to me that he was a double agent.
3. If you go on driving so rashly, you will end up in hospital.
4. They tried every means to step up production.
5. *Moby-Dick* tells the story of how Ahab, the captain of a whaling ship, is determined to pay the white whale back, for it has crippled one of his legs.
6. One is likely to feel happy if he has something to look forward to.
7. What are some of the traits that you look for in a presidential candidate?
8. At first, no ready technical data were available, but we managed to go without.

V. Give a synonym or an antonym of the word underlined in each sentence in the sense it is used.

1. Family outings were supposed to be fun.
2. Just to make sure that everybody knew how much fun we were having, we put happy faces on flunking test papers, dirty bumpers, sticky refrigerator doors, bathroom mirrors.
3. I just mean we ought to treat fun reverently.
4. Television commercials brought a lot of fun and fun-loving folks into the picture.
5. Your honeymoon was supposed to be the epitome of fundom.
6. The god of mirth is paying us back for all those years of thinking fun was everywhere by refusing to come to our party.
7. I don't want to blaspheme fun anymore.
8. It was a long way to Pam's house but every time we got weary Pam would put her hand over her eyes, scan the horizon like a sailor and say ...

Synonym:

excursion (jaunt)

Synonym:

failing

Antonym:

irreverently (disrespectfully, contemptuously)

Synonym:

advertisements

Synonym:

quintessence (embodiment)

Antonym:

grief (sadness, melancholy)

Synonym:

profane (revile)

Synonym:

examine (scrutinize)

VI. Explain the underlined phrasal verbs in your own words.

1. I examined my contract and pointed out a minor discrepancy in it. drew attention to
2. Her behavior could prove dangerous to the cause she speaks for. represents
3. The Defense Secretary was pressed to elaborate on UN policy in Bosnia. fully explain
4. His plan would not have any hope of success when he was confronted with such overwhelming opposition. challenged by
5. They had sworn to back up the president no matter how shady or underhand his dealings with foreign powers were. support
6. You look very fed up. What's wrong? bored
7. The warning failed to sink in, and he got into trouble as a consequence. be well understood
8. On her way home, she looked up an old friend of hers. visited

Text comprehension

B

I. Decide which of the following the author is most concerned with.

- People today do not write good poems or even song lyrics.
- People today do not read poems.
- Poets have turned themselves into businessmen.

II. Judge, according to the text, whether the following statements are true or false.

- Many poets have given up poetry writing since there are so few readers.

(Refer to Paragraph 2.)



- Poets have depended so heavily on inspiration from their fellow poets that they could not continue writing as many other poets have given up.

(Refer to Paragraph 2. Good poets and poems are lost forever simply because there is no market for them, or so few people read their poems.)



- The author believes that the quality of poetry composed currently is inferior.

(Refer to Paragraph 4.)



- There is, according to the author, a definite pattern for writing a poem, from where to start to how to end.

(Refer to Paragraphs 5–8.)



- To encourage people to write a poem, however rotten it may be, is the best way to promote poetry reading.

(Refer to Paragraphs 11–12.)



III. Answer the following questions.

- What's the problem with poetry, according to the author? And what does he suggest as the solution?

Refer to Paragraphs 1–2. The problem with poetry is that people find it too difficult to write a poem, so they don't even try. And even worse, they have virtually given up reading poems. The author believes that people can be encouraged to write a poem very easily, even if the poem is really rotten.

Your answers

- Why does he suggest writing a rotten poem, instead of a decent poem?

Refer to Paragraph 3. The idea is to make it easy for everyone to write at least one poem in his life.

- Why does he suggest using unusual nouns and conflicting human senses?

Refer to Paragraphs 5–6. That is a rule of thumb and the fashion of today. Unusual nouns and conflicting human senses can create profound images and feelings and a poetic atmosphere.

- How does writing a rotten poem help promote poetry reading?

Refer to Paragraphs 10–11. When you've written a poem, it will be an accomplishment, so you may feel free to read the works of your fellow poets. You will perhaps find some inspiration from their poems and therefore continue writing your poems and for this purpose keep observing the emotions of yourself and others.

- Can you compose a rotten poem in the way suggested by the author?

You can have a try anyway.

3. I decided to go to the library to seek out some information on the Roman Conquest.
4. She just can't think of any reason why her son should do that.
5. The evening ended/started with a dramatic display of fireworks.
6. Tanks are strongly built. It is a complicated and difficult process to break them up.
7. The social change within the city relates to wider developments in the country as a whole.
8. Faced with insurmountable linguistic problems, translators negotiated the boundaries between languages and came up with a compromise.

V. Give a synonym or an antonym of the word underlined in each sentence in the sense it is used.

1. Poetry has become an almost totally foreign art form to many of us.

Synonym:

unfamiliar (strange)

2. Once a person has written a poem, of whatever quality, he will feel comradeship with fellow poets and, hopefully, read their works.

Synonym:

fellowship (brotherhood)

3. Ideally, there would evolve a veritable society of poet-citizens, which would elevate the quality of life worldwide.

Antonym:

lower (degrade)

4. It won't even be mediocre.

Antonym:

exceptional (excellent)

5. I cuddled your sight in the aroma of the night.

Synonym:

caress (hug, embrace)

6. This line should be as prosaic as possible to give a "down-to-earth" mood to the poem.

Antonym:

unrealistic (impractical)

7. Now that you're a poet, feel free to read poetry by some of your more accomplished brothers and sisters in verse.

Synonym:

skilled (expert, proficient, successful)

8. Chances are, you'll find their offerings stimulating and refreshing.

Synonym:

product (composition)

VI. Explain the underlined phrasal verbs in your own words.

1. Caffeine is a stimulant which acts on the nervous system.

affects

2. Recent polls show the Democrats are gaining on the Republicans.

catching up with

3. He was insistent that he had never participated in any of their illegal activities.

been involved in

4. There's something distinctly odd about Joe, but it's difficult to nail down precisely what it is.

tell exactly

5. The Labor leader hadn't actually ruled out proposals on electoral reform.

rejected

6. It is important to get across our ideas in negotiation.

make understood

7. He went after several jobs but didn't succeed in getting any of them.

tried to get

8. When he reflected on his marriage he had to acknowledge to himself that it was a great mistake.

thought seriously about

Learning to swim was not easy for me, but in the end my persistence paid off. Not only did I learn how to swim and to conquer my fear of the water, but I also learned something about learning. Now when I am faced with a new situation I am not so nervous. I may feel uncomfortable to begin with, but I know that as I practice being in that situation and as my skills get better, I will feel more and more comfortable. It is a wonderful, free feeling when you achieve a goal you have set for yourself.

Analysis of the sample:

The sample essay begins with a general statement, "Learning something new can be a scary experience." This statement introduces the subject of the essay, which is a particular learning experience that the writer had. The use of "I" in the essay indicates that what is being described is a personal experience.

The essay is essentially a story about something that happened. The writer gives sufficient details about the people, place, and events so that the reader gets a clear idea of how she feels about them. In the essay, the writer "stood timidly" and the teacher "smiled" and was "patient." These words indicate the writer's fears and the sense of security provided by the teacher who helped her get over her fear.

In the final paragraph of the essay, the writer reflects on the larger meaning or importance of the experience described. She concludes that learning to swim has helped her to feel more confident about herself in other new situations. The idea that self-confidence comes from conquering fears conveys a meaningful message to all readers. This is the point of the story.

The essay is well-organized. After the introduction, the writer describes the experience as it happened in time — going to the pool the first day, having the first lesson, and the result of the subsequent lessons. The writer might have chosen, however, to talk about the things she learned in order of their importance or difficulty.

Task:

On the basis of an experience, write a narrative essay of three paragraphs that

1. takes the form of a story,
2. conveys a central message,
3. gives concrete and relevant details that support the central message,
4. is introduced and ended properly,
5. and has a well-organized plot with a climax, setting and characters.

The topics below may remind the students of a particular incident that they can relate in a clearly organized narrative essay.

1. A memorable wedding or funeral
2. Your first day at a new school or college
3. Your first day on a new job
4. A moment of failure or success
5. An encounter that changed your life
6. An experience that left you disillusioned
7. An embarrassing experience
8. A frightening experience
9. A memorable journey
10. Your memory of your first visit to the country (or to a large city)
11. A significant misunderstanding
12. An account of a difficult decision that you had to make
13. An act of heroism or cowardice
14. An experience that altered your view of someone
15. Your first time away from home

They think they know everything, and are always quite sure about it; this, in fact, is why they overdo everything. If they do wrong to others, it is because they mean to insult them, not to do them actual harm. They are ready to pity others, because they think every one an honest man or anyhow better than he is: they judge their neighbour by their own harmless natures, and so cannot think he deserves to be treated in that way. They are fond of fun and therefore witty, wit being well-bred insolence.

2 Such, then, is the character of the Young. The character of Elderly Men — man who are past their prime — may be said to be formed for the most part of elements that are the contrary of all these. They have lived many years; they have often been taken in, and often made mistakes; and life on the whole is a bad business. The result is that they are sure about nothing and under-do everything. They “think”, but they never “know”; and because of their hesitation they always add a “possibly” or a “perhaps”, putting everything this way and nothing positively. They are cynical; that is, they tend to put the worse construction on everything. Further, their experience makes them distrustful and therefore suspicious of evil. Consequently they neither love warmly nor hate bitterly, but following the hint of Bias they love as though they will some day hate and hate as though they will some day love. They are small-minded, because they have been humbled by life: their desires are set upon nothing more exalted or unusual than what will help them to keep alive. They are not generous, because money is one of the things they must have, and at the same time their experience has taught them how hard it is to get and how easy to lose. They are

cowardly, and are always anticipating danger; unlike that of the young, who are warm-blooded, their temperament is chilly; old age has paved the way for cowardice; fear is, in fact, a form of chill. They love life; and all the more when their last day has come, because the object of all desire is something we have not got, and also because we desire most strongly that which we need most urgently. They are too fond of themselves; this is one form that small-mindedness takes. Because of this, they guide their lives too much by considerations of what is useful and too little by what is noble — for the useful is what is good for oneself, and the noble what is good absolutely. They are not shy, but shameless rather; caring less for what is noble than for what is useful, they feel contempt for what people may think of them. They lack confidence in the future; partly through experience — for most things go wrong, or anyhow turn out worse than one expects; and partly because of their cowardice. They live by memory rather than by hope; for what is left to them of life is but little as compared with the long past; and hope is of the future, memory of the past. This, again, is the cause of their loquacity; they are continually talking of the past, because they enjoy remembering it. Their fits of anger are sudden but feeble. Their sensual passions have either altogether gone or have lost their vigour: consequently they do not feel their passions much, and their actions are inspired less by what they do feel than by the love of gain. Hence men at this time of life are often supposed to have a self-controlled character; the fact is that their passions have slackened, and they are slaves to the love of gain. They guide their lives by reasoning more than by moral



Text I

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Text II

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- NOTES
- QUESTIONS FOR DISCUSSION



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Text I

Pre-reading questions

1. How do you define "wisdom?" For your own part, do you think knowledge and wisdom are the same?
2. What are the benefits of knowledge and wisdom respectively? Could you imagine that knowledge can do any harm?
3. Do you think your experience at college helps in the growth of your wisdom?

2. We have never sought to interfere in the internal affairs of your country.
3. Having decided on the goals, the business executives descended to the particulars.
4. You must put first the fact that they are only children when you consider the case.
5. The state government imposed a tax on fuels which contributed to global warming.
6. It was considered inappropriate for a former Prime Minister to engage in commerce.
7. The spokeswoman's carefully-worded statement conferred an aura of credibility upon the administration's actions.
8. The sense of humor is mysteriously bound up with national characteristics. A Frenchman, for instance, might find it hard to laugh at a Russian joke.

V. Give a synonym or an antonym of the word underlined in each sentence in the sense it is used.

1. Most people would agree that, although our age far surpasses all previous ages in knowledge, there has been no correlative increase in wisdom.

Antonym:

following (subsequent, succeeding)

2. But agreement ceases as soon as we attempt to define "wisdom" and consider means of promoting it.

Synonym:

enhance (advance)

3. To take an even more spectacular example, which is in everybody's mind at the present time ...

Synonym:

impressive (sensational)

4. There must be, also, a certain awareness of the ends of human life.

Antonym:

unawareness (ignorance, unconsciousness)

5. But the chief lesson of history which he sought to inculcate was that from the year 400AD down to his own time Germany had been the most important nation and the standard-bearer of progress in the world.

Synonym:

instill (indoctrinate)

6. It is needed in the choice of ends to be pursued and in emancipation from personal prejudice.

Antonym:

confinement (restriction, restraint)

7. He will no doubt give you an appalling list of Mr. B's vices, partly true, partly false.

Antonym:

virtue

8. No one can view the world with complete impartiality; and if anyone could, he would hardly be able to remain alive.

Synonym:

fairness (indifference, neutrality)

VI. Explain the underlined phrasal verbs in your own words.

1. Paul's picked up a throat infection that proves very difficult to get rid of.
contracted
2. He would not stand by and watch her impulsively throw her life away.
3. The committee was set up primarily to inquire into standards of public life.
keep quiet
4. The nurse will attend to your wounds as soon as she's free.
investigate
5. We decided to abandon fishing and head for home before I froze to death.
treat
6. I must have blacked out; the next thing I remembered was two men pulling me from the car.
go
7. The service provided by this canteen is far from being satisfactory, but we shall just have to put up with it.
lost consciousness
8. The community committee offered the residents a lecture on how to dispose of the household garbage and the recyclable resources.
tolerate

7. **Nietzsche** (Paragraph 2): Friedrich Wilhelm Nietzsche (1844–1900), German philosopher. He is known for criticizing Christianity’s compassion for the weak, glorifying the “will to power,” and formulating the idea of the “Übermensch” (superman), who can rise above the restrictions of ordinary morality.
8. **He scours the world for what is ancient and dark and loves the traces of Aztec cruelty in Mexico.** (Paragraph 2): This sentence refers to Lawrence’s trip to some “wild” countries like Australia, Mexico, and New Zealand during the post-war period. The Aztec were the American Indian people dominant in Mexico before the Spanish conquest of the 16th century.



Questions for discussion

1. How do you interpret the statement, “It is necessary to be one-sided, since this facilitates the vehemence that is considered a proof of strength” (Paragraph 1)?
2. In the second paragraph, Russell seems to warn the youth against something. What is the warning?
3. What is Russell’s opinion about some people’s technique of criticism?
4. What is the major conflict between Russell’s and Lawrence’s philosophies as is exemplified by the text?

A MEMORABLE QUOTE

The good life is one inspired by love and guided by knowledge.

— Russell