



普通高等教育“十五”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

总主编 戴炜栋

综合教程

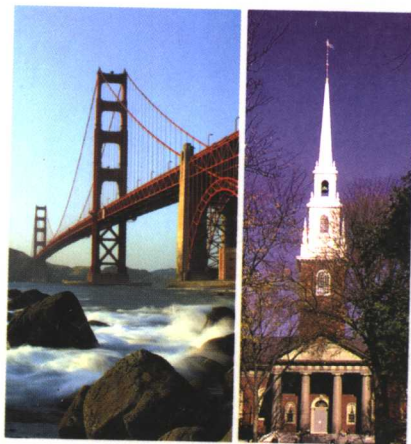
AN INTEGRATED ENGLISH COURSE

主 编 何兆熊

本册主编 朱永生

第四册

Book 4



学生用书

Student's Book

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总序

普通高等教育“十五”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

随着改革开放的日趋深入,社会各界对外语人才的需求持续增长,我国英语专业的招生规模逐年扩大,教学质量不断提高。英语专业本科生教育的改革、学科建设及教材的出版亦取得了巨大的成绩,先后出版了一系列在全国有影响的精品教材。21 世纪的到来对英语人才的培养提出了更高的标准,同时也为学科建设和教材编写提出了新的要求。随着中国加入世界贸易组织,社会需要的不是仅仅懂英语的毕业生,而是思维科学、心理健康、知识面广博、综合能力强,并能熟练运用英语的高素质的专门人才。由于中学新的课程标准的颁布,中学生英语水平逐年提升,英语专业本科生入学时的基础和综合素质也相应提高。此外,大学英语(公外)教育的迅猛发展,学生英语能力的提高,也为英语专业学生的培养提出了严峻的挑战和更新更高的要求。这就规定了 21 世纪的英语教学不是单纯的英语培训,而是英语教育,是以英语为主体,全面培养高素质的复合型人才。教材的编写和出版也应顺随这种潮流。

为了迎接时代的挑战,作为我国最大的外语教材和图书出版基地之一的上海外语教育出版社(外教社)理应成为外语教材出版的领头羊。在充分调研的基础上,外教社及时抓住机遇,于新世纪之初约请了全国 25 所主要外语院校和教育部重点综合大学英语院系的 50 多位英语教育家,在上海召开了“全国高等院校英语专业本科生系列教材编写委员会会议”。代表们一致认同了编写面向新世纪教材的必要性、可行性和紧迫性,并对编写思想、教材构建、编写程序等提出了建议和要求。而后,外教社又多次召开全国和上海地区的专家、学者会议,撰写编写大纲、确定教材类别、选定教材项目、讨论审核样稿。经过一年多的努力,终于迎来了第一批书稿。

这套系列教材共分语言知识和语言技能、语言学与文学、语言与文化、人文科学、测试与教学法等几个板块,总数将超过 150 余种,可以说几乎涵盖了当前我国高校英语专业所开设的全部课程。编写内容深入浅出,反映了各个学科领域的最新研究成果;编写体例采用国家最新有关标准,力求科学、严谨,满足各门课程的具体要求;编写思想上,除了帮助学生打下扎实的语言基本功外,还着力培养学生分析问题、解决问题的能力,提高学生的人文、科学素养,培养健康向上的人生观,使学生真正成为我国 21 世纪所需要的外语专门人才。

本套教材编写委员会由我国英语界的知名人士组成,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。教材作者均由编写委员会的专家在仔细审阅样稿后商定,有的是从数名候选人中遴选,总体上代表了中国英语教育的发展方向和水平。

鉴于该套教材编写理念新颖、特色明显、体系宏大、作者权威,国家教育部已经将其列入了“十五”重点教材规划项目。我们相信,继“高等院校英语语言文学专业研究生系列教材”之后,外教社该套教材的编写和出版,不仅会满足21世纪英语人才的培养需要,其前瞻性、先进性和创新性也将为外语乃至其他学科教材的编写开辟一条新的思路,拓展一片新的视野。

戴 炜 栋

上海外国语大学校长

前 言

《综合教程》第一至四册是为高等院校英语专业一、二年级学生编写的英语基础课教材,由上海外国语大学、复旦大学、华东师范大学和上海师范大学四所大学合作编写。

经教育部批准实施的《高等学校英语专业英语教学大纲》指出:英语专业的学生应具有扎实的语言基本功、宽广的知识面、一定的相关专业知识、较强的能力和较高的素质。这套教材正是依照这一培养目标编写的。

在四年本科教学中,前两年是基础阶段,这一阶段的主要教学任务是对学生进行全面、严格的基本技能训练,培养他们实际运用语言的能力,为进入高年级的学习打下扎实的专业基础。因此本教程十分注意对学生的听、说、读、写、译等方面能力的训练,以及对基础语法和词汇的熟练掌握和正确运用。除此之外,我们还着力在语言学习的过程中提高学生的综合素质,培养学生的思维能力,使学生在思想上、心理上更趋成熟。英语语言教学应该避免让学生单纯地作机械的重复和模仿,必须为他们开拓独立思维的空间,培养他们用外语来表达自己的思想的能力。我们在教材编写中力求体现这一精神。

随着我国中小学英语教学水平的不断提高,学生中学毕业、进入大学英语专业学习时,一般都已比较系统地掌握了英语语法的主要内容,也已经掌握了主要的语言功能。因此,本教程不把语法或语言功能作为编写的主线,而是以课文的主题和内容作为编写的基础;每一单元围绕一个中心思想,同一单元中的两篇课文基本围绕同一个主题,练习内容也都尽可能地贴近该单元的主题,目的是使学生通过一个单元的学习能就该单元的主题进行口头和笔头交际,陈述自己的观点,发表自己的意见。

本教程第一至四册的课文绝大多数为英美作者的原文,我们只在个别情况下作了删节和改动。除个别经典文章外,绝大多数的课文选自20世纪70年代以来国外原版的教科书、报纸杂志和其他读物。文篇的类型包括叙述文、说明文、论证文和描述文;涉及的主题包括社会、文化、政治、生态、科技,以及人文修养、人际关系、伦理道德、性格塑造等等。我们认为外语学习应该有助于增加学生的人文知识,提高他们的人文素养,为此,我们在选材上十分注意课文内容的人文性。

从第一册到第四册每册包括16个单元,供一个学期的教学使用。每个单元的内容构成如下:

Text I

Text comprehension

Structural analysis of the text

Rhetorical features of the text (第三、四册)

Vocabulary exercises

Grammar exercises

Translation exercises

Exercises for integrated skills

Phonetics (第一册)

Oral activities

Writing practice

Listening exercises

Text II

由于《综合教程》是英语专业基础阶段的综合英语课程的教材,该课程旨在全面提高学生的听、说、读、写、译等各个方面的能力,因而本教程包括了所有这些方面的练习;但听力课、口语课、写作课等均有自己的体系和专门技能,我们无意用本教程中相对有限的练习来替代这些课程,使用学校仍应参照大纲的要求和学校的具体情况单独开设这些课程。

为了方便教师使用,本教程配备了较为详尽的教师用书,每个单元的教师用书由两部分组成:第一部分是 Text explanations,该部分按课文内容的顺序把课文分成若干部分,每一部分包括 Analysis 和 Language work,为教师提供了进入课文教学时引导性的问题、讲解词汇时所需要的例句;第二部分是 Key to exercises,在必要之处我们对所给答案作了简单的解释。我们的意图是把教师用书编写成一本十分实用、使用方便的教学参考书。

本教程第一至四册的主编分别为上海师范大学的顾大僖教授、华东师范大学的张春柏教授、上海外国语大学的史志康教授和复旦大学的朱永生教授。上海外国语大学的赵美娟副教授负责编写了四册书的全部语法练习,华东师范大学的张钙副教授提供了四册书的全部听力练习,复旦大学的朱永生教授编写了第一册和第四册的写作练习,徐健博士编写了第二册和第三册的写作练习,上海师范大学的蔡龙权教授提供了每课词汇练习中的最后一个练习。上海外国语大学的史志康教授为每个单元提供了名人名言。

本教程的编写从一开始便得到戴炜栋教授(上海外国语大学)、李观仪教授(上海外国语大学)、孙骊教授(复旦大学)、黄源深教授(上海外贸学院)和黄次栋教授(上海师范大学)等多位英语教学界老前辈、资深专家的关心和指导,上海外语教育出版社自始至终对编写工作给予大力支持。在此,我们对他们一并表示衷心的感谢。

何兆熊

2004年5月

编写说明

《综合教程》基础阶段共分四册,本册为其中第四册,供英语专业二年级第二学期使用。

第四册共有16个单元,每个单元由Text I、Text II和相关的练习构成。建议使用本书的教师在—周时间内完成一个单元的教学任务。

本册所有的课文都选自第一手英文资料,除原文偏长需要删节以及个别冷僻词语需要替换外,一律保持原文的风貌,尽最大可能给学生提供原汁原味的英语语言素材。

本册课文内容广泛,涉及战争与和平、科技与伦理、竞争与合作、人类与自然、爱情与友谊等课题,使学生在学英语的同时,扩展个人视野,提高人文素养。

本册练习种类较多,目的在于采取不同的方式提高学生的理解能力和应用能力。

与Text I相关的练习包括11个部分:Pre-reading questions; Text comprehension; Structural analysis of the text; Rhetorical features of the text; Vocabulary exercises; Grammar exercises; Translation; Exercises for integrated skills; Oral activities; Writing practice; Listening exercises。

Pre-reading questions 与课文的话题有关,但不涉及课文的具体内容,起“热身”作用,引导学生进入本单元的主题。除了我们提供的问题外,教师还可以自行增加其他类似的问题。

Text comprehension 设计的问题都与课文直接相关,其中既有对课文字面的、局部意义的理解,又有对课文的整体把握以及对内涵和寓意的理解,从而帮助学生在课文理解方面做到既见树又见林。

Structural analysis of the text 着重课文的总体结构分析,使学生对课文的层次、话题的展开获得比较清晰的认识,从而提高学生的篇章意识。

Rhetorical features of the text 讨论的是课文中比较突出的修辞手段及其文体效果,目的在于培养学生灵活而得体地使用英语的能力。

Vocabulary exercises 包含多个词汇练习,旨在通过多种练习形式帮助学生正确把握一些积极词汇的意义,拓展用法,熟练运用。

Grammar exercises 挑选课文中出现的某一突出的语法现象进行操练,此外还包括针对某一常见语法项目的练习,从而增强学生的语法识别能力和应用能力。这个部分的最后一个练习是模仿课文中的句型造句,以增强学生的活用能力。

Translation 分汉译英和英译汉两个部分:汉译英是句子翻译练习,检查学生应用所学词汇进行翻译的能力;英译汉是段落翻译,检查学生的英语理解能力和用汉语连贯表达思想的能力。

Exercises for integrated skills 分两个部分:一是听写,综合检查学生的听力、理解、语法和拼写能力;二是填空练习,检查学生的英语搭配能力、语法能力以及对语篇的整体理解能力。

Oral activities 是为学生围绕课文内容开展口语活动而设计的练习,教师也可以另行设计,关键是促使学生开口,培养他们用英语表述自己的观点和意见、和他人交流思想、进行辩论的能力。

Writing practice 是有指导的写作练习,要求学生根据提示写出一定篇幅的短文。在这个练习中,应鼓励学生应用所学的词汇和句型,鼓励学生发表自己的观点。

Listening exercises 的编写是为了帮助学生提高英语听力。这个练习如何处理,可由教师

灵活掌握,但应以适当的方式对学生进行检查,以免遭到忽视。

Text II 是对 Text I 主题的扩展和深化,如果处理得好,前后两篇课文可以起到相辅相成的作用。Text II 只配 Questions for discussion 一个练习,所提的问题可以开拓学生的思路。就相关问题提出自己的观点和看法,有利于培养学生分析问题和解决问题的能力。

第四册的编写工作主要由复旦大学承担,并得到上海外国语大学、华东师范大学和上海师范大学的大力协助。具体分工如下:徐玉臣(复旦)负责 Pre-reading questions, Text comprehension, Text I 的 Notes; 赵美娟(上外)负责 Grammar exercises I-IV; 白红爱(复旦)负责 Grammar exercise V, Translation; 高明强(复旦)负责 Words and expressions, Vocabulary exercises I-IV; 蔡龙权(上师大)负责 Vocabulary exercise V。张锸(华师大)负责 Listening exercises; 朱永生(复旦)负责 Structural analysis of the text, Rhetorical features of the text, Exercises for integrated skills, Oral activities, Writing practice, Text II 以及 Notes, Questions for discussion。史志康(上外)为每个单元提供了 Memorable Quotes。徐健(复旦)在选材方面作出了较大贡献。第四册定稿工作由朱永生负责。在整个编写过程中,总主编何兆熊教授提供了及时的指导。

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。这个部分分工情况如下:高明强负责 Unit 1, Unit 6, Unit 7, Unit 11 和 Unit 13 等 5 个单元的课文解释;白红爱负责 Unit 2, Unit 8, Unit 10, Unit 12 和 Unit 16 等 5 个单元的课文解释;徐玉臣负责 Unit 3, Unit 4, Unit 5, Unit 9, Unit 14 和 Unit 15 等 6 个单元的课文解释。第四册教师用书的定稿工作由朱永生负责。

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
2004 年 2 月

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An Integrated English Course (4)

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UNIT 1

An Integrated English Course (4)

TEXT

I

*Never Give In, Never, Never, Never*¹

Winston Churchill²

Pre-reading questions

1. What do you know of Winston Churchill?
2. Do you know when World War II broke out? What else do you know about it?

1 Almost a year has passed since I came down here at your Head Master's kind invitation in order to cheer myself and cheer the hearts of a few of my friends by singing some of our own songs³. The ten months that have passed have seen very terrible **catastrophic** events in the world — ups and downs, **misfortunes**⁴ — but can anyone sitting here this afternoon, this October afternoon, not feel deeply thankful for what has happened in the time that has passed and for the very great improvement in the position of our country and of our home? Why, when I was here last time we were quite alone, **desperately** alone, and we had been so for five or six months. We were poorly armed. We are not so poorly armed today; but then we were very poorly armed. We had the **unmeasured menace** of the enemy and their air attack⁵ still beating upon us, and you yourselves had had experience of this attack; and I expect you are beginning to feel impatient that there has been this long **lull** with nothing particular turning up!

2 But we must learn to be equally good at what is short and sharp and what is long and tough. It is generally said that the British are often better at the last. They

do not expect to move from crisis to crisis; they do not always expect that each day will bring up some noble chance of war; but when they very slowly make up their minds that the thing has to be done and the job put through and finished, then, even if it takes months — if it takes years — they do it.

3 Another lesson I think we may take, just throwing our minds back to our meeting here ten months ago and now, is that appearances are often very **deceptive**, and as Kipling⁶ well says, we must "... meet with **Triumph** and Disaster. And treat those two **impostors** just the same."

4 You cannot tell from appearances how things will go. Sometimes imagination makes things out far worse than they are; yet without imagination not much can be done. Those people who are imaginative see many more dangers than perhaps exist; certainly many more will happen; but then they must also pray to be given that extra courage to carry this **far-reaching** imagination. But for everyone, surely, what we have gone through in this period — I am **addressing** myself to the school — surely from this period of ten months this is the lesson: *never give in, never give in, never, never, never, never — in nothing, great or small, large or **petty** — never give in except to **convictions** of honour and good sense.* Never yield to force; never yield to the **apparently overwhelming might** of the enemy. We stood all alone a year ago, and to many countries it seemed that our account was closed, we were finished. All this tradition of ours, our songs, our school history, this part of the history of this country, were gone and finished and **liquidated**.

5 Very different is the mood today. Britain, other nations thought, had drawn a **sponge** across her **slate**. But instead our country stood in the gap. There was no **flinching** and no thought of giving in; and by what seemed almost a miracle to those outside these islands, though we ourselves never doubted it, we now find ourselves in a position where I say that we can be sure that we have only to **persevere** to conquer.

6 You sang here a verse of a school song: you sang that extra verse written in my honour, which I was very greatly **complimented** by and which you have repeated today. But there is one word in it I want to alter — I wanted to do so last year, but I did not **venture** to. It is the line: "Not less we praise in darker days."

7 I have obtained the Head Master's permission to alter darker to **sterner**. "Not less we praise in sterner days."

8 Do not let us speak of darker days; let us speak rather of sterner days. These are not dark days; these are great days — the greatest days our country has ever lived; and we must all thank God that we have been allowed, each of us according to our **stations**, to play a part in making these days memorable in the history of our

race.

740 words

WORDS AND EXPRESSIONS

catastrophic / ,kætə'strɒfɪk / a.	involving or causing sudden great damage or suffering
misfortune / mɪs'fɔ:tʃən / n.	an unfortunate condition or event
desperately / 'despərətli / ad.	(of a situation) extremely or dangerously
unmeasured / ,ʌn'meʒəd / a.	not having been measured
menace / 'menəs / n.	a person or thing that is likely to cause harm; a threat or danger
lull / lʌl / n.	a temporary interval of quiet or lack of activity
deceptive / dɪ'septɪv / a.	giving an appearance or impression different from the true one; misleading
triumph / 'traɪəmf / n.	a great victory or achievement
impostor / ɪm'pɒstə / n.	one who deceives under the assumed identity
far-reaching / ,fɑ:'ri:tʃɪŋ / a.	having important and widely applicable effects or implications
address / ə'dres / v.	speak to (a person or an assembly), typically in a formal way
petty / 'petɪ / a.	of little importance
conviction / kən'vɪkʃən / n.	a strong opinion or belief
apparently / ə'pærəntli / ad.	as far as one knows or can see
overwhelming / ,əʊvə'hwelmɪŋ / a.	very great in amount
might / maɪt / n.	great and impressive power and strength, especially of a nation, large organization, or natural force
liquidate / 'lɪkwɪdeɪt / v.	put an end to; abolish or kill
sponge / spʌndʒ / n.	a gauze pad used to absorb blood and other liquids, as in surgery
slate / sleɪt / n.	a fine-grained gray or green rock easily split into smooth, flat plates
flinch / flɪntʃ / v.	avoid doing or becoming involved in (something) through fear or anxiety
persevere / ,pɜ:'sɪ'vɪə / v.	continue in a course of action even in the face of difficulty or with little or no indication of success
compliment / 'kɒmplɪment / v.	politely congratulate or praise (someone) for something
venture / 'ventʃə / v.	dare to do or say something that may be considered daring (often used as a polite expression of hesitation or apology)
stern / stɜ:n / a.	(of competition or opposition) putting someone or something under extreme pressure
station / 'steɪʃən / n.	social rank or position

1. **About this text** This text is a speech made by Churchill when he visited Harrow School on October 29, 1941. In 1888 Churchill entered this school, which was founded in 1572 by John Lyon of Preston, under a Royal Charter from Queen Elizabeth. In 1940 he came to this school for a short visit and he came again a year later to hear the traditional songs of this school. There he discovered that an additional verse had been added to one of the songs. It ran like this:

*Not less we praise in darker days
The leader of our nation
And Churchill's name shall win acclaim
From each new generation
For you have power in danger's hour
Our freedom to defend, Sir!
Though long the fight we know that right
Will triumph in the end, Sir!*

2. **About the author** Sir Winston Churchill (1874 – 1965) was a combination of soldier, writer, artist, and statesman, renowned for his courage, imagination, oratory and intellect. In World War II he served as Prime Minister of the United Kingdom from 1940 to 1945 and played a leading role in the resistance against German domination of Europe.
3. **our own songs (Paragraph 1)** Songs have been an important part of Harrow life since John Farmer wrote the first one in 1864. Fifty songs are published in the song book, available from the Harrow School Bookshop. Songs are sung by the boys in their houses from time to time, but also by the whole school to audiences of parents, former pupils or distinguished guests — the latter including many members of the royal family and previous governments.
4. **very terrible catastrophic events in the world — ups and downs, misfortunes (Paragraph 1)**
Among the catastrophic events the following are worth mentioning:
- **May 1941**, German bombers assaulted London in what turned out to be the final heavy mission of the Battle of Britain. More than 500 aircraft dropped highly explosive and incendiary bombs which resulted in many fires and caused more than 3,000 casualties. But the Battle of Britain was lost, and with it Germany's chance of winning the war had gone.
 - **1 March 1941**, Nazi extermination camps began full operation. Over 2,600,000 Polish Jews were among those killed during the course of the war. By 1945 nearly 6 million Jews and more than 3 million Communists, gypsies, socialists and other innocent people had been exterminated.
 - **1 June 1941**, British forces surrendered the island of Crete. About 18,000 allied troops had been taken off the beaches, but 17,000 men were taken prisoner; the Germans recorded 7,000 casualties including many dead.
 - **22 June 1941**, Germany declared war on and began an invasion of the Soviet Union. Italy, Finland, and Romania also joined the German battle against the Soviet Union and declared war.

Text I *Never Give In, Never, Never, Never*

- **26 July 1941**, U. S. President Franklin D. Roosevelt ordered all Japanese assets frozen. He also ordered the suspension of all trade with Japan and laid an embargo on oil. All this gave rise to the attack on American naval forces at Pearl Harbor by Japanese on 7, December 1941.
- 5. **their air attack (Paragraph 1)** On 10 July 1940 began the Battle of Britain, the first great air attack on England. On 7 September 1940, the “Blitzkrieg” (attacks from the air) of London took place, marking the first air blitz of the city. More than 900 aircraft attacked London. Between 7 September and 2 November 1940 London was attacked on fifty-seven consecutive nights and experienced further heavy raids in December 1940 and March, April and May 1941. Fifteen other British cities were subjected to major bombing attacks. Some, like Coventry, suffered extensive damage. Over 41,000 British civilians were killed and 137,000 injured during the Blitz.
- 6. **Kipling (Paragraph 3)** Joseph Rudyard Kipling (1865 – 1936), English short-story writer, novelist and poet, who celebrated the heroism of British colonial soldiers in India and Burma. Kipling was the first Englishman to receive the Nobel Prize for Literature (1907). His most popular works include *The Jungle Book* (1894) with such unforgettable characters as Mowgli, Baloo, and Bagheera. The book was adapted into screen by Zoltan Korda and André de Toth in 1942. Walt Disney’s cartoon version was produced in the 1960s.

Text Comprehension

I. Decide which of the following best states the speaker’s purpose.

- A. To alter a word in the verse of a school song written in his honor.
- B. To encourage people to hold on in the stern situation.
- C. To convince people there that Britain will win the final victory.

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

1. Britain did very little in the past months to counter-attack the enemy that had bombed the nation ferociously.
2. The British will take action and fight a long war when they have to do it although they do not want to move from one crisis to another.
3. Imaginative people are optimistic and courageous enough to conceive of what will occur next.
4. Many nations believed from the beginning that Britain would win in the end.

III. Answer the following questions.

1. Why does the author urge people to be patient?
2. What is the change in the widespread mood referred to in Paragraph 5?
3. Why does the author change “darker” into “sterner”?

IV. Explain in your own words the following sentences taken from the text.

1. ... there has been this long lull with nothing particular turning up! (Paragraph 1)
2. ... we must “ ... meet with Triumph and Disaster. And treat those two impostors just the same.” (Paragraph 3)
3. ... never give in except to convictions of honour and good sense. (Paragraph 4)
4. Britain, other nations thought, had drawn a sponge across her slate. (Paragraph 5)
5. ... we have only to persevere to conquer. (Paragraph 5)

Structural analysis of the text

This speech is fairly short compared with other speeches made by Churchill during the Second World War. But still, it has its own structural arrangement. You are required to analyze how many parts it can be divided into and what is talked about in each part.

Rhetorical features of the text

Winston Churchill was a great orator as well as a successful statesman. He knew how to use language to encourage his people to fight against their enemies. To make his short speech at Harrow School eloquent and encouraging, he used many rhetorical devices. The first thing to catch our attention is repetition, e. g. “Never, Never, Never” in the title, and “Never yield ... never yield” in Paragraph 4. Metaphor is also employed as in “Britain, other nations thought, had drawn a sponge across her slate” and “our country stood in the gap” in Paragraph 5. Another prominent feature is his use of antonyms. You are required to pick out the antonyms and analyze the function they perform in the speech.

Vocabulary exercises

I. Explain the underlined part in each sentence in your own words.

1. ... I came down here at your Head Master's kind invitation in order to cheer myself ...
2. ... can anyone sitting here this afternoon ... not feel deeply thankful for what has happened in the time that has passed and for the very great improvement in the position of our country and our home?
3. We had the unmeasured menace of the enemy and their air attack still beating upon us ...
4. ... they do not always expect that each day will bring up some noble chance of war ...
5. There was no flinching and no thought of giving in ...
6. I wanted to do so last year, but I did not venture to.