

Integrative English



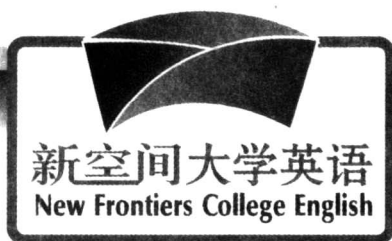
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综合教程 ≈ 2



西安交通大学出版社
XI'AN JIAOTONG UNIVERSITY PRESS

Integrative English



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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

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”规划教材)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

《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,形式各异,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,保证在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:

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,这样就能更保持原作的特色,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

Learn from Failure



Warming-up Activities

Oral Task

Dialogue (*Philip meets Martin on the campus and finds him particularly gloomy, and asks him what's the matter.*)

Philip: Hey, Martin, you look miserable. Anything wrong?

Martin: Oh, nothing really. I'm just fed up with my life here.

Philip: How come?

Martin: I'm bored to death with the routine life: getting up, taking classes, having meals, sleeping and then getting up again.

Philip: Don't you know people are envious of the simple and carefree life of students?

Martin: Carefree life? Examinations are always a headache for me. And I have failed twice in my English examination. I am losing heart.

Philip: Try and look on the bright side. Things will get better and better.

Martin: Really? I'm not sure. I'm feeling like a failure and want to give up.

Philip: Everyone experiences failure of some kind at some point. It's how you respond to and deal with it that is important. The only real failure is failing to learn from failure.

Martin: You mean I should find out where my problem lies and try to overcome it, instead of just complaining and criticizing.

Philip: Yes, absolutely right. You're feeling better now. I'm sure.

Martin: Yes, much better. Thank you for your advice.

Listening Task

1. Listen to the passage and answer the following questions.

1. Why was the first semester the most difficult for the speaker?
2. What did the speaker want to do after experiencing failure?
3. Why did the speaker say that the US marine he met was "the best college counselor I ever had"?
4. What message does the speaker want to tell us?
5. What will determine the effect of failure on us?

2. Listen to the passage again and fill in the blanks with the appropriate words from the recording.

Lack of success can be considered failure 1 we fail to learn something from the experience. Our most significant growth often emerges from 2. Do not be afraid of failure. Faced and conquered, it will 3 you to become stronger, more focused and 4 of yourself, more prepared for the future and 5 from the doom of repeating the past.

Pre-reading Task

1. Recall the most unforgettable failure in your life and exchange your experience with your classmates.
2. How do you feel when you fail? Why is it difficult for people to get over failure?
3. What's your view on failure and success? How will they affect one's life?
4. Do you agree that "Failure is the mother of success."?

Text

Learn from Failure

Alice Reinbach

1 It was a few minutes before air time and the talk-show host was about to begin his radio program. He poured himself a cup of coffee and then, turning to me, said something surprising:

2 “You know, this job never gets any easier,” said this knowledgeable man who for years presided over an extremely popular call-in show. “Every time I go on the air, I have to overcome a fear that I’ll fail; that the show won’t be any good.”

3 He paused. “But I’ve found out something interesting about failing. And that is, you can build on success but you really learn only from failure.”

4 A few days later, a letter arrived that seemed, in a way, to continue this line of thought. Written by a young man I know quite well, the letter concerned itself with the idea that adversity might offer, in the long run, more rewards than getting what you thought you wanted. My correspondent wrote:

5 “What I guess I’m learning from my difficult situation is a deeper sense of who I am. And what I’m capable of when it comes to handling disappointment. I think—at least I hope—I’ll come out of this a stronger person.”

6 Then last week, in what seemed a curious completion of the philosophy lurking beneath both these remarks, I came across this unattributed quotation in a book on mountain climbing:

7 “Today is a new day, you’ll get out of it just what you put into it. If you have made mistakes, even serious mistakes, you can make a new start whenever you choose. For the thing we call failure is not the falling down but the staying down.”

8 Few among us can claim the distinction of not knowing the sting of falling down, of “failure”: the promotion not gotten; the honor not won; the job lost; the praise denied. We’ve all known the loss of self-esteem that

comes with such moments. And because the wound of failure is a deep one, we seldom risk sharing our feelings about such moments.

9 “Success does not necessarily build character—sometimes it doesn’t even build self-confidence,” says a friend, one judged by the world to be successful. “But most people I know—including myself—can point to a disappointment or a failure that resulted in what I call a quantum leap of self-knowledge and self-confidence. The confidence comes from knowing that you can get through ‘failure’ and come out stronger on the other side.”

10 Still, she admits that it is a “painful process to go through.”

11 Some successful people find that they become “addicted” to honors and accolades. And when they don’t get them—when they’re just doing well at their job—not sensationally well—they feel depressed.

12 “It’s taken me a long time to understand that prizes and honors, while wonderful to receive, have a short shelf life,” says one successful journalist. “I have found that the sense of achievement you get from ‘winning’ needs to be constantly renewed. It’s easy to feel good about yourself when you’re winning. It’s not winning that’s hard. But that’s when you learn to dig deeper and do your best work. Not for the rewards of success but for the rewards of self-respect.”

13 A few years back, I found myself needing to dig down deep (and not for the first time in my life) to find a firmer foundation upon which to build my understanding of what success is and what failure is. And my friend was right: It is quite a painful experience to confront the loss of some trapping or another that seems bound up with success.

14 But eventually what emerged from the digging was a sense of something akin to freedom. A realization that there’s a feeling of accomplishment and success that comes from mastering the pain of failure. And then getting on with the job.

15 Honors and accolades are wonderful. Promotions are wonderful. Success, however you define it, is wonderful. But none of them, in my experience, really teaches you anything of lasting value about yourself.

16 Adversity, on the other hand, can be an inspirational teacher.

17 It is written somewhere that you stand on the summit for only a few moments, and then the wind blows your footprints away.

18 Life’s like that, too.

Notes

1. The text is taken from *Effective Reading in a Changing World* with some abridgement.
2. *Air time* refers to the time when a radio or TV program is to be broadcast.
3. A *call-in show* is a radio or TV program during which people may call the host or hostess to take part in the discussion or ask for help and consultation.
4. A *quantum leap* or *quantum jump* refers to a sudden alteration in the energy level of an atom or molecule together with the emission or absorption of radiant energy. In the text the phrase is used in a figurative way, indicating a sudden and extensive change or breakthrough.
5. *Shelf life* originally refers to the length of time a packaged food, chemical preparation, etc. can be stored without deteriorating. In the text when the author says, "Prizes and honors have a short shelf life," he means that prizes and honors are not perpetual and that one cannot rest on one's laurels.

New Words

talk-show *n.* a television or radio show in which famous people talk to each other in an informal way and are asked questions about different topics 谈话节目, 脱口秀

host /həʊst/ *n.* presenter of a TV or radio show (广播, 电视的) 节目主持人

knowledgeable /ˈnɒlɪdʒəbl/ *adj.* (of a person) knowing a lot 知识渊博的, 有见识的

preside /ˈprɪziːd/ *vi.* to be in charge (of), lead 主持, 主管

extremely /ɪk'striːmlɪ/ *adv.* exceedingly, very 极端地, 非常地

overcome /əʊvəˈkʌm/ *vt.* to fight successfully against, to defeat 战胜, 克服

correspondent /kɒrɪˈspɒndənt/ *n.* a person with whom another person exchanges letters regularly 通信者

philosophy /fɪ'lɒsəfi/ *n.* 哲学, 哲学体系

lurk /lɜːk/ *vi.* to exist unseen or secretly 潜藏; 潜伏, 埋伏

unattributed /ˌʌnə'trɪbjuːtɪd/ *adj.* anonymous, with name unknown 未署名的, 未注明出处的

quotation /kwəʊteɪʃ(ə)n/ *n.* a sentence or phrase taken from a book, poem, or play, which is repeated by someone else 引语, 引文

sting /stɪŋ/ *n.* a sharp pain caused (as if) by a plant or animal 刺, 刺痛, 刺伤

deny /dɪˈnaɪ/ *v.* to refuse to give 拒绝给予; 否认

self-esteem /ˈselfiːstɪːm/ *n.* one's feeling about oneself

自尊, 自尊心

risk /rɪsk/ *vt.* to take the chance of (a possible unpleasant result) 冒……的危险

addicted (pp.) /ədɪktɪd/ *adj.* dependent on something (esp. a drug) 入了迷的, 上了瘾的

honor /ˈɒnə(r)/ *n.* 荣誉, 光荣

accolade /ækəleɪd/ *n.* strong praise and approval 荣誉, 奖励, 赞美

award /əˈwɜːd/ *n.* a prize 奖, 奖品

sensationally /sen'seɪʃənəli/ *adv.* amazingly 耸人听闻地, 惊人地

depressed (pp.) /dɪˈprest/ *adj.* sad and without hope 沮丧的, 抑郁的

journalist /dʒɜːnəlɪst/ *n.* the reporter 新闻记者, 报界人士

renew /rɪˈnjuː/ *v.* to start something again (使) 更新, (使) 恢复

self-respect /ˈselfrɪsˈpekt/ *n.* a feeling of confidence and pride in one's own ability and worth 自尊, 自重

foundation /faʊnˈdeɪʃ(ə)n/ *n.* the basis 基础, 根本

painful /peɪnful/ *adj.* causing pain 疼痛的, 使痛苦的

trappings /ˈtræpɪŋz/ *n.* (复) the extra things, such as decorations and luxury items, that go with power, wealth, or a particular job (官职标志的) 服饰, 装饰品

bound (pp.) /baʊnd/ *adj.* closely connected 密切相关的; 被束缚的

eventually /ɪˈventʃuəli/ *adv.* finally, at last 最后, 终

于

emerge /ɪmɜːdʒ/ vi. to come out, to appear 浮现, 出现; (事实) 暴露

akin /əˈkɪn/ adj. similar 类似的, 同族的

accomplishment /əˈkʌmplɪʃmənt/ n. the achievement 成就, 成绩

promotion /prəˈməʊʃ(ə)n/ n. (an) advancement in

rank or position 提职, 提升

lasting /lɑːstɪŋ/ adj. existing for a long time 持久的, 永恒的

inspirational /ɪnspəˈreɪʃənəl/ adj. encouraging 鼓舞人心的

summit /ˈsʌmɪt/ n. the top 顶点, 最高点



Phrases and Expressions

to pour sb. a cup of coffee / tea 为某人倒一杯咖啡/茶

to preside over (a meeting or show) 主持(会议或节目等)

to be addicted to sth. 对……上瘾, 着迷

to get / have a sense of achievement 有成就感

to feel good about... 对……感到满意

to be bound up with 与……密切相关

to be akin to 与……相近, 相似

to blow away 吹走, 驱散

It is written somewhere that... 据某处记载……

Post-reading Activities



Understanding the Text

Choose the best answer to each of the following questions.

- In Para. 2, "You know, this job never gets any easier," here the host means his job is _____.
 A. much more difficult than before B. as difficult as before
 C. not as difficult as before D. not as easy as before
- In Para. 3, "You can build on success but you really learn only from failure." The sentence means _____.
 A. failure can offer more rewards than success
 B. success can be used as a foundation for one's further progress
 C. failure is as important as success in building people's self-confidence
 D. failure and success will co-exist in one's life
- In Para. 5, "I'll come out this a stronger person." Here "this" means the speaker's _____.
 A. disappointment B. difficult situation
 C. success D. deep sense of himself
- In Para. 8, "Few among us can claim the distinction of not knowing the sting of falling down, of 'failure'." This sentence means _____.
 A. almost everybody knows what it is to fail
 B. few people know what it is to fail
 C. nobody knows what it is to fail
 D. everyone knows what it is to fail
- In Para. 9, "Success does not necessarily build character" The sentence means

-
- A. success can not help one to develop good character
B. success is necessary for one to develop good character
C. success is not a necessary condition to develop good character
D. people have to rely on success to develop good character
6. According to the author, why do some successful people feel depressed?
A. They fail in their jobs.
B. They are not doing well in their jobs.
C. They yearn for honors and praises.
D. They are bored with too many honors and praises.
7. According to the successful journalist, it's hard to _____.
A. get prizes and honors
B. constantly renew the sense of achievement
C. be satisfied with oneself
D. accept one's failure
8. To prove his idea, the author cites examples from the following EXCEPT _____.
A. a journalist
B. a friend
C. a young man
D. a mountain climber
9. In Para. 17, "... you stand on the summit for only a few moments, then the wind blows your footprints away." What does the sentence imply?
A. The wind on the mountain top is very great.
B. No one can leave his footprints on the mountain top.
C. Success is always accompanied by failure.
D. Success is not everlasting.
10. Which of the following statements is FALSE according to the text?
A. Failure hurts a person so much that he/she is unwilling to talk about it.
B. It is difficult and painful to recover from failure.
C. Failure can help one know his/her ability to cope with it.
D. Failure is so encouraging and helpful that success is not so useful in one's life.

Vocabulary

1. Replace the italicized parts with words from the text that best retain the original meaning.

1. He knows a lot about Gothic art.
2. It is said that the President will make a speech on the radio tonight at 9 o'clock.
3. Electors should choose candidates who are the most qualified, not always the most popular.
4. Guess what! I met unexpectedly one of my middle-school classmates at the bus station.
5. The president refused to admit that he had known in advance of this scandal.
6. Anna became depressed by the hardships she had experienced.
7. His life in the countryside laid a solid basis for his life-like portrayal of farmers in his

novels.

8. He appeared from behind the tree and frightened me greatly.
9. The learner of a foreign language has to get rid of many difficulties.
10. In the end he realized he was wrong and had to eat his words.

2. **Fill in the blanks with suitable words or phrases from the list given below. Change the form where necessary.**

bound up with	build on	concern itself with	summit
get on with the job	good	in a way	
on the other hand	shelf life	lasting value	

1. He now understands that his fate is _____ that of the country.
2. The presidents of the two countries will hold a _____ meeting next week.
3. That country's economy is completely _____ agriculture.
4. We have to overcome this wound of failure and _____.
5. Books of this kind usually have a short _____.
6. The article _____ the problem of illiteracy (文盲现象) in the rural areas of our country.
7. It won't be any _____ just to sit there and complain. We must do something right now.
8. From his failure this time, he learned something of _____.
9. Elementary schooling is, _____, more important than secondary schooling.
10. Food here is cheaper than in Britain, _____, clothing is more expensive.

Cloze

Choose an appropriate word from the following list to fill in each of the following blanks. Each word can be used only ONCE. Change the word form where necessary.

addition	adversity	along	calls	different
experienced	everything	from	however	later
learned	made	misconception	name	paved
share	so	to	what	who

The Joy of Failure

There is a common misconception(误解) in the world today that successful individuals are geniuses 1 make all the correct decisions and succeed at 2 they do. Wayne Root warns that this 3 is damaging to our minds, our attitudes, and our future progress in life; in 4, it's a theory that couldn't be farther from the truth! The truth is that the road 5 the top is often 6 with landmines.

In fact, many of our culture's most successful people 7 many failures along the way. So if you've experienced some failures, you are just in the illustrious company of many famous figures who have had their own 8 of failures before, like Abraham Lincoln, Babe Ruth, Mickey Mantle, Johnny Carson, and Dr. Norman Vincent Peale—just to