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高等学校教材

English

BOOK IV

黄源深 徐青根 主编

吴晓园 秦伟刚 施建豪 赵雪如 严世清 编

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编者的话

本书为高等师范院校英语专业综合英语教材第四册,供二年级学生第二学期使用。全书有16课和2套复习题。现就其编写特点作如下说明:

(一)课文(TEXT)。本册教材中的课文以论说文为主。大部分文章出自名家之手,题材广泛,语言活泼,富有生活气息,且易于模仿。课文论点不一定全面、正确,但它们给人启迪、令人思考。正适合经过一年半专门训练,在语言基本功、知识面和独立思考能力等方面都有了很大提高的二年级学生。

(二)词汇表(WORD LIST)。本表所列的单词属于《大纲》规定为V级以上的词汇。学生可以通过各课的词汇练习以及书后的总词汇表,不断扩大自己的词汇量。

(三)学与练(STUDY AND PRACTICE)。这部分包括问答题、讨论题、会话、词汇填空和句型转换等五项练习。前三项利用课文内容加强学生口头表达能力。鉴于二年级学生已经具有一定英语会话能力,本书的会话部分提供了一组示范对话和部分特定功能意念的其他表达法,以便学生在课堂内外围绕提供的话题自由讨论。这部分的后两项操练课文中的部分常用词汇和结构。词汇填空中的动词要作时态或语态的变化。句型转换可能有几个可接受的答案。

(四)语法(GRAMMAR)。这部分按《大纲》要求,对基本语法项目作第二轮处理。所用语语法体例和术语参照了R.Quirk等编著的A Comprehensive Grammar of the English Language。

(五)英语活用(USE OF ENGLISH)。这部分练习是围绕课文内容和语言现象设计的,然而形式更活、范围更广:

(1)篇章校对(Proofreading)(单课出现)。右边带圆括号的那行必有一错。可能是句子层次上的标点、拼写、多词、漏词、词的搭配不规范、用词不当等错误,也可能是语篇连贯方面的结构词(transition)错误。少量改错需更动相关词的位置。

(2)完形填空(Cloze)。带多项选择和不带选择两种形式交替出现。在前者的选择项中,许多是同义词、近义词、同类词等,要求学生细心辨义,选择最佳答案;后者的大多数空缺词可以从英语习惯用法、词的搭配以及上下文照应方面考虑予以复原。一空一词。

(3)段落汉译英(Translation Practice B)。这项练习难度较大。为了能让学生更多地应用课文中的词汇和句型,习题内容与课文有密切联系。尽管如此,学生在独立完成这项练习之前还需要教师较多的口头提示。

(4)写作(Writing)。本书的写作部分集中练习正规书信。一般来说,商业信件较正式,所以,练习中供学生模仿的部分样件是商业信件。

(5)阅读教学(Reading Workshop)。这项练习首先旨在扩大学生的阅读量,其次是帮助学生熟悉一些设计阅读练习的技巧,以利他们将来的教学工作。教师可以结合自己的教学经验讨论1—2道学生的习作设计题。

(6)听写(Dictation)。这项练习安排在开头,但教师也可根据自己的时间安排,把它放在最后处理。

(六)本书为学生准备参加期中和期末考试安排了两套复习题。

美国韦恩州立大学Sayre Andersen教授审校了全书,华东师大外语学院和苏州大学外语学院的资料室为本书编写提供了大量的资料,我们在此一并表示衷心的感谢。我们还要感谢所有以不同方式支持过我们编写工作的朋友们。

最后,我们真诚欢迎专家同仁,以及我们的学生读者为本书多提改进意见。谢谢。

1996年6月

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Unit 1

TEXT

Every Person Has the Right to Fail

People are generally prone to what is called "the two-valued orientation." We talk about seeing both sides of a question—as if every question had only two sides. We assume that everyone is either a success or a failure when, in fact, infinite degrees of both are possible. There is a world of difference between "I have failed three times" and "I am a failure." The word failure cannot be reasonably applied to a complex, living, changing human being; it can only describe the situation at a particular time and place. 5

Obviously no one can be a whiz at everything. In fact, success in one area often precludes success in another. Certain kinds of success can indeed be destructive. The danger of too early success is particularly acute whenever a child demonstrates special talent. I recall from my childhood a girl whose skill on ice skates marked her as "Olympic material". While the rest of us were playing, bicycling, reading, making things and just loafing, this girl skated—every day after school and all weekend. Her picture often appeared in the papers, and the rest of us envied her glamorous life. Years later, however, she spoke bitterly of those early triumphs. "I never prepared myself for anything but the ice," she said. "I peaked at 17—and it's been downhill ever since." 10 15 20

Why are so many people so afraid of failure? Quite simply because no one tells us how to fail so that failure becomes a

25 growing experience. We forget that failure is part of the human condition and that, as some family therapists observe, "Every person has the right to fail."

Failure is never pleasurable. It hurts adults and children alike. But it can make a positive contribution to your life once
30 you learn to use it. Step one is to ask, "Why did I fail?" Resist the natural impulse to blame someone else. Ask yourself what you did wrong, how you can improve. If someone else can help, don't be shy about inquiring.

Failure is a better teacher than success since success
35 always encourages repetition of old behavior whereas failure can prompt fresh thinking, a change of direction. After twelve years of studying ballet a friend of mine applied to join a professional company. She was turned down. "Would further training help?" she asked. The ballet master shook his head.
40 "You will never be a dancer," he said. "You haven't the body for it." In such cases, the way to use failure is to face the reality courageously, asking "What have I left? What else can I do?" My friend put away her toe shoes and moved into dance therapy, a field where she's both competent and useful.

45 Oddly enough, failure often brings with it a peculiar kind of freedom. It is like the first dent in a new car. Whether the accident is your fault or not, you feel terrible at first. Then you relax. At last you can enjoy driving. Who cares about the second dent or the third? Similarly, even a major life failure
50 can be followed by a sense of "It's happened. I wish it hadn't, but it's over now—and I survived." Failure frees one to take risks because there's less to lose. Often there's a renewal of energy, an awareness of new possibilities.

Faced, absorbed and accepted, failure contributes to
55 personal growth and leads to improved personal relationships, too. The officially "successful" person remains closed off and

self-protective, but failure allows one to reveal simple human weakness. A woman who recently ended what seemed like a perfect marriage says that her friendships have a new closeness and warmth since her divorce. "I used to hear other people's troubles," she said, "but never tell my own. I couldn't afford to. Now I can let it all hang out. The other day someone told me, 'I used to be put off by your superwoman act. You seem softer, more open now; I like you better this way.'"

There is what might be called the noble failure—the special heroism of aiming high, doing your best and then, when that proves to be not enough, moving bravely on. As Ralph Waldo Emerson said long ago, "A man's success is made up of failures, ... I have heard that in horsemanship he is not the good rider who never was thrown, but rather that a man will never be a good rider until he is thrown."

New Words

prone /prəʊn/ <i>a.</i>	loaf /ləʊf/ <i>v.</i>
orientation /ˌɔːriən'teɪʃən/ <i>n.</i>	glamorous /'glæməərəs/ <i>a.</i>
assume /ə'sjuːm/ <i>v.</i>	triumph /traɪəmf/ <i>n.</i>
complex /'kɒmpleks/ <i>a.</i>	therapist /'θerəpɪst/ <i>n.</i>
whiz /hwɪz/ <i>n.</i>	observe /əb'zɜːv/ <i>v.</i>
preclude /prɪ'kluːd/ <i>v.</i>	pleasurable /'pleʒərəbl/ <i>a.</i>
acute /ə'kjuːt/ <i>a.</i>	contribution /ˌkɒntri'bjuːʃən/ <i>n.</i>
demonstrate /'demənstreɪt/ <i>v.</i>	impulse /'ɪmpʌls/ <i>n.</i>
Olympic /əv'ɒlɪmpɪk/ <i>a.</i>	

Idioms and Expressions

be prone to	turn somebody down	in such cases
take risk	hang out	put off

Notes to the Text

1. **a world of difference:** a great deal of difference
2. **marked her as "Olympic material":** indicated that she would be a qualified athlete for the Olympic Games
3. **I peaked at 17.:** I reached the highest level of success at the age of seventeen.
4. **family therapists:** psychologists who counsel families whose members are having difficulties with one another
5. **She was turned down.:** Her request was refused.
6. **... put away her toe shoes and moved into dance therapy, ... :** ... stopped training as a dancer and started a job of teaching patients dance skills.
7. **let it all hang out:** relax completely and have a good time without worrying about hiding emotions or behaving politely; an informal expression used mainly in American English.

STUDY AND PRACTICE

I. Understanding the Text

A. Questions on the text:

1. What does the author mean by "the two-valued orientation"?
2. To what extent is "I have failed three times" different from "I am a failure"?
3. Why cannot the word "failure" be reasonably applied to a human being?
4. What does the author try to show by citing the example of a girl marked as "Olympic material"?
5. Why are so many people so afraid of failure?

6. How can we possibly make failure contribute to our life?
7. In what way is failure a better teacher than success?
8. In what way is failure like the first dent in a new car?
9. How can failure lead to improved personal relationships?
10. What can be called "the noble failure"?

B. Discussion:

Failure is the mother of success.

II. Speaking

Function: Reminding

(Please) don't forget ...

A. Dialogue:

Mary: Jim, what are you doing on the kitchen floor?

Jim: I'm trying to fix this pipe.

Mary: With a hammer and a pair of pliers? Why don't you call a plumber?

Jim: Why should I call a plumber? I can do the job myself.

Mary: How can you do it without knowing anything about plumbing?

Jim: I'm learning fast. Besides, plumbers are expensive.

Mary: You're learning by practicing on my kitchen sink, you know.

Jim: Of course. Why pay something you don't have to?

Mary: And your clothes are getting all dirty. Can't you wear your old pants?

Jim: As a matter of fact, these are my old pants. I wear them for gardening.

Mary: That reminds me. When you've finished with this, don't forget to fix the mower.

Other Expressions for the Same Function:

I'd like to remind you

Will you (please) remember ...?

Remember(I)

You will ..., won't you? (I)

(I think) I should remind you(F)

May I remind you ...? (F)

B. Practice:

Pair Work: 1. Your partner is going away on a long bicycle journey; you are to remind him/her to do at least five things before setting off.

2. Your partner is going to an interview for a job; you are to remind him/her to do what you think is important to impress the interviewer.

III. Vocabulary and Structure

A. Words and expressions for use: (Fill in the blanks with the correct words from the word list below. Change their forms if necessary.)

promotion

complex

impulse

prone

contribution

demonstrate

triumph

observe

prepare (oneself) for

assume

apply

1. She is _____ to sudden fits of anger.

2. Amelia Earhart and Charles Lindbergh both made great _____ to aviation science.
3. He looked out through the window and _____ me walking along the boat deck.
4. This machine is a _____ of advanced technology.
5. The adoption of one choice often _____ the use of another.
6. This rule _____ to children under 16 only.
7. The fireman _____ great courage in saving the child.
8. Jack worked hard and received quick _____.
9. The mother _____ bad news since her son went to war.
10. A woman acts more on _____ than a man does.

B. Structures for use:

- a. Complete the following sentences after the models, using "as if" and the given words:**

Model 1: We talk about both sides of a question _____.

(have only two sides) →

We talk about both sides of a question as if every question had only two sides.

Model 2: He looks _____. (be going to, be ill) →

He looks as if he is going to be ill.

1. Nora talked about the contest _____. (win the grand prize)
2. He was a beautiful horse that looked _____. (come out of a painting by Xu Beihong)
3. Don't act _____. (the only pebble on the beach)
4. This pudding tastes _____. (have, plum, in it)
5. This shirt feels _____. (be made of cotton)
6. The two men look _____. (know, each other)

b. Rewrite the following sentences after the model:

Model: If it is faced, absorbed and accepted, failure contributes to personal growth and leads to improved personal relationships, too. →

Faced, absorbed and accepted, failure contributes to personal growth and leads to improved personal relationships, too.

1. If he is given the acupuncture treatment for some more time, Jack is sure to get well.
2. If we are given enough time, we can do the job better.
3. If chromium is added to steel, it will increase the metal's hardness.
4. If pumas are left undisturbed, they will not attack human beings.
5. If iron is exposed to the air, it will react with the oxygen in the air.
6. If it is divorced from life, no artistic creation can achieve greatness.

WORD STUDY

promotion

promote *v.*

- 1) to give someone a higher position or rank (and usually to pay him/her more money accordingly)

She has been promoted twice since joining the company five years ago.

- 2) to help or encourage something to develop or succeed; foster

It appeared that she was promoting good feelings between Harry and Jane.

The meeting was held to promote better understanding between the two countries.

- 3) to try to increase the sales of goods

The band are going on a nationwide tour to promote their new record.

They are promoting their new product on television.
promotion *n.*

- 1) advancement in rank or position (and also with pay increasing)

She took a computing course to improve her chances of promotion.

He worked hard in the company and received quick promotions.

- 2) (publicity) campaign that is intended to increase the sales

The new company's sales promotions haven't been very successful.

This new washing powder was backed by mass media promotion and sophisticated marketing.

- 3) the attempt to encourage something or help something to develop

The promotion of good health is the department's most important job.

These students formed a society for the promotion of computer science.

promoter *n.*

person whose job is to promote events, activities, goods, etc.

She was a tireless promoter of new causes.

prone

prone *adj.*

- 1) inclined

People are more prone to make mistakes when they are tired.

Some of his fellow-workers were prone to call him "the old guy."

- 2) likely to be affected (usually by something undesirable)

He was prone to indigestion after rich meals.

My daughter is prone to colds, especially in winter.

- 3) lying on one's front, face downwards

The kid was lying prone on the couch, fast asleep.

orientation

orientate *v.* (in American English also "orient")

- 1) to arrange or direct with a particular purpose

The students in this class are orientated towards the social sciences.

This new firm is orientated towards imports and exports.

- 2) to establish the position of ... (esp. in relation to a map or a compass)

The explorer orientated himself by remembering that the hill is due north.

The traveller stopped at the corner of the street and tried to orientate himself on the map.

- 3) to learn about the new situation one is in and prepare to deal with it

The first two days of school are often meant to orientate the freshmen to campus life.

My brother is still trying to orientate himself in the factory.

orientation *n.*

- 1) position; direction, or inclination

The orientation of the tennis court is north and south.

The school has an orientation towards practical skills.

- 2) information or training that one needs in order to understand a new situation ...

Being a new employee, I need some orientation at this stage.