

学生用书 STUDENT'S BOOK

GENERAL COLLEGE ENGLISH

通用大学英语读写教程

READING AND WRITING COURSE

BOOK3

第三册



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GENERAL COLLEGE ENGLISH

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通用大学英语读写教程

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前言

根据教育部有关大学英语教学的新精神,结合大学英语教学的特点与现状以及21世纪社会、经济发展对大学英语教学提出的新要求,我们精心编写了本套《通用大学英语》教程(含《听说教程》和《读写教程》)。本套教程着眼于加强学生的英语基本功训练、提高其语言综合运用能力、培养其科学和人文精神。

一、编写原则

1. 努力贯彻教育部新颁布的《大学英语课程教学要求》(试行)的精神,同时注意与全国研究生入学英语统一考试的要求相衔接;
2. 借鉴已有的一些大学英语教材的编写经验,继承优良传统,反映新世纪大学英语教学的新发展和新要求;
3. 精选课文,确保语言的规范性和文章的思想性、现代性、可读性及趣味性,体现科学和人文精神的相互结合;
4. 注重系统的语言基础训练和综合能力培养,突出听、说、读、写、译的训练;
5. 《听说教程》运用当代英语教学最有效的模式,遵循语言教育规律,突出交际教学法,倡导教学互动和学生自主学习,既可先听后说,又可听说并重,强调信息输入,提高输出能力;
6. 《读写教程》注重文章的阅读理解和写、译的系统训练,强调打好语言基础和训练学生的语言基本功;
7. 课文精练,练习适量,以好教、好学、效果好为原则。全套教程通过控制词汇量、语篇的长度和难度、听力材料的语速和语流等方式,循序渐进,合理地设计难度。

二、学生用书的结构和编写特点

1. 《听说教程》共四册,每册八个单元,各单元由两篇课文组成,每篇课文包括四个部分:

Part A: 技能训练,重点是让学生了解、掌握听力技巧;

Part B: 课内听说训练,听的部分由两个文本组成,每个文本下分设两个练习题;说的部分以话题为基础,由学生自主进行练习;

Part C: 课外听说训练,巩固听力与会话技能;

Part D: 趣味练习,寓教于乐,让学生在轻松的气氛中学习英语。

此外，书中还附有两套测试题，可作为期中和期末考试的模拟试题。

全套教材循序渐进，重点突出：

- (1) 第一册的话题围绕校园生活展开，引导学生在德、智、体等方面开展话题；第二册把学生的视线引入周围的世界，考虑人与人、人与社会的关系；第三册主要引导学生以社会人的眼光观察客观世界；第四册以新闻报道为重点，从更广的角度向学生介绍全球的热点问题；
- (2) 重视综合技能的训练。第一册包括辨音和语音基础知识的训练，帮助学生克服可能产生的听说困难和障碍；第二、三册尝试分析听力的本质，点明要领，帮助学生掌握听力技巧；第四册进入新闻听力训练阶段，培养学生对具有相当长度和难度的有声信息的理解、记录和记忆的能力；
- (3) 本教程题材广泛，与学生的生活、思想紧密相关，有助于引起学生的兴趣，激发其用英语进行口头交际的愿望；
- (4) 口语技能训练覆盖《大学英语课程教学要求》（试行）有关说的能力要求，目标具体明确，且有范例和提示，便于教师课堂操作及学生在教师的启发下进行表达；
- (5) 听说练习形式丰富多样，内容生动活泼，力求从多方面训练和提高学生的听说能力，帮助学生逐步提高自学能力。

2.《读写教程》共四册，每册八个单元，每单元由两部分组成：正课文A，后有生词、短语、课文注释和练习；副课文B，后有生词、短语、课文注释和练习。为使学习内容和形式生动活泼，每单元后还配有与主题相关的诗歌、名言、警句或谚语等。此外，书中还附有两套期中、期末自测题，以及Glossary。

本教程是学生学习语言知识、获取信息和提高读、写、译等能力的主要教程，因而课文多选用英美著名作家的经典名篇、权威的英文杂志文章等，富于哲理性、知识性、可读性和趣味性。选文覆盖了人文社科和理工农医等各个领域，对于培养学生的科学精神、人文素质、语言能力与文化意识很有帮助。全套四册共选文64篇，其中语言文学类占39%，社会文化类占30%，科学技术类占31%。

在练习的编排上，贯彻“三重两基”的训练原则，即重阅读、重写作、重翻译和加强词汇、语法等基础训练的原则，着重加强学生语言综合运用能力的训练，体现如下：

- (1) A、B课文的阅读理解练习在整个单元的练习中占有较大比重，突出了阅读理解的重要性；
- (2) 各单元的练习较系统地加强写作基本功训练，并有明确的要求：第一册着重进行简单句、并列句和复合句的写作训练；第二册着重进行段

落写作训练；第三册着重进行记叙文、描述文和应用文的写作训练；第四册着重进行议论文和说明文等的写作训练；

- (3) 翻译也是本教程强调的一个重要教学内容，其训练内容和方式为：第一、二册主要运用课文中学到的英语词汇、短语和句型，对汉语短语和句子进行英译或对英语长句、难句进行汉译；三、四册主要进行段落、短文的英汉互译；
- (4) 词汇、短语的学习是掌握语言的基础，全套教程的总词汇量和短语数量完全符合教育部关于大学英语教学的“一般要求”，训练形式多样、生动有趣，易于学生掌握和运用；
- (5) 按照大学英语教学的客观规律，我们从英语教学的实际出发，在1~2册的基础阶段仍保留了一些主要语法学习项目；此外，每册配有两套用于学生巩固所学内容和检测教学情况的测试题。

三、教师用书的编写特点和结构

《通用大学英语》的教师用书采用新颖的“学教合一”的编写方式，便于教师使用，其特点如下：

1. 《听说教程》的教师用书除了学生用书上的内容外，还为教师提供了练习答案、文化背景注释及听力部分的录音文字；
2. 《读写教程》的教师用书除了学生用书中的内容外，还为教师提供了文化背景介绍、语言难点和重点的解释、主要语法项目解析、写作练习讲解、练习答案和A、B课文的参考译文等；
3. 全套教程配有相应的录音磁带、光盘和多媒体电子课件等，既方便教师教学，也便于学生自学。

四、适用对象、学习对策和目标

《通用大学英语》既适合大学非英语专业基础阶段的教学，也适合具有一定基础的其他英语学习者自学。

全套教程分为《听说教程》和《读写教程》两个系列各四册。《听说教程》可一个学时完成一篇课文，其中每篇课文的前两部分在课堂内完成，后两部分由学生在课外完成。《读写教程》每单元可安排4~6学时完成，也可视情况灵活掌握。

编 者
2004年8月

Contents

UNIT 1	ON LEADERSHIP	1
Text A	Grant and Lee	1
Text B	What It Takes to Be a Leader	14
UNIT 2	PARENTING	21
Text A	Motherly and Fatherly Love	21
Text B	Daddy Tucked the Blanket	31
UNIT 3	THE POWER OF THE WRITTEN WORD	39
Text A	Moon on a Silver Spoon	39
Text B	The Future of Reading	51
UNIT 4	BUSINESS ENGLISH	59
Text A	We Are Tongue-tied	59
Text B	Doing Business Abroad	70
	TEST PAPER ONE	77
UNIT 5	FEMINIST ISSUES	87
Text A	Gun Crazy	87
Text B	To Be a Woman and a Scholar	100
UNIT 6	LANGUAGE STYLES	109
Text A	Your Speech Is Changing	109
Text B	"Yonder's My Best Friend"	121

UNIT 7	INVENTIONS	129
Text A	From the Stone Age to the Phone Age	129
Text B	Cool!	141
UNIT 8	WHAT IS HAPPINESS?	149
Text A	Competition and Happiness	149
Text B	The Secret of True Happiness	160
TEST PAPER TWO		165
APPENDIX I		175
Key to Test Paper One		175
Key to Test Paper Two		177
APPENDIX II		179
Glossary		179

Unit 1

On Leadership

TEXT A

Ulysses S. Grant and Robert E. Lee, both military leaders during the U.S. Civil War, were very different men. But, in spite of their differences, they shared a common goal — one nation, with liberty and justice for all.

GRANT AND LEE¹

Bruce Catton

When Ulysses S. Grant and Robert E. Lee met in the parlor of a modest house at Appomattox Court House, Virginia, on April 9, 1865, to work out the terms for the surrender of Lee's Army of Northern Virginia, a great chapter in American life came to a close, and a great new chapter began.

These men were bringing the Civil War to its virtual finish. To be sure, 5 other armies had yet to surrender, and for a few days the fugitive Confederate government would struggle desperately and vainly, trying to find some way to go on living now that their chief support was gone. But in effect it was all over when Grant and Lee signed the papers. And the little room where they wrote out the terms was the scene of one of the poignant, 10 dramatic contrasts in American history.

They were two strong men, these oddly different generals, and they represented the strengths of two conflicting currents that, through them, had come into final collision.

Back of Robert E. Lee was the notion that the old aristocratic concept 15

might somehow survive and be dominant in American life.

Lee was tidewater Virginia², and in his background were family, culture and tradition — the age of chivalry transplanted to a New World which was making its own legends and its own myths. He embodied a way of life that had come down through the age of knighthood and the English country squire. America was a land that was beginning all over again, dedicated to nothing much more complicated than the rather hazy belief that all men had equal rights and should have an equal chance in the world. In such a land Lee stood for the feeling that it was somehow of advantage to human society to have a pronounced inequality in the social structure. Lee embodied the noblest elements of this aristocratic ideal. For four years, the Southern states had fought a desperate war to uphold the ideals for which Lee stood. In the end, it almost seemed as if the Confederacy fought for Lee; as if he himself was the Confederacy — the best thing that the way of life for which the Confederacy stood could ever have to offer. He had passed into legend before Appomattox.

Grant, the son of a tanner on the Western frontier, was everything Lee was not.³ He had come up the hard way and embodied nothing in particular except the eternal toughness and sinewy fiber of the men who owed reverence and obeisance to no one, who were self-reliant to a fault, who cared hardly anything for the past but who had a sharp eye for the future.

The frontier men were the precise opposites of the tidewater aristocrats. Back of them, in the great surge that had taken people over the Alleghenies and into the opening Western country, there was a deep, implicit dissatisfaction with a past that had settled into grooves. They stood for democracy, not from any reasoned conclusion about the proper ordering of human society, but simply because they had grown up in the middle of democracy and knew how it worked. Their society might have privileges, but they would be privileges each man had won for himself. Forms and patterns meant nothing. No man was born to anything, except perhaps to a chance to show how far they could rise. Life was competition.

Yet along with this feeling had come a deep sense of belonging to a national community. The Westerner who developed a farm, opened a shop, or set up in business as a trader, could hope to prosper only as his own community prospered — and his community ran from the Atlantic to the Pacific and from Canada down to Mexico. If the land was settled, with town and highways and accessible markets, he could better himself. He saw his fate in terms of the nation's own destiny. As its horizons expanded, so did his. He had, in other words, an acute dollars-and-cents stake in the continued growth and development of his country.

And that, perhaps, is where the contrast between Grant and Lee becomes most striking. The Virginia aristocrat lived in a static society which could endure almost anything except change. Instinctively, his first loyalty would go to the locality in which that society existed. He would fight to the limit of endurance to defend it, because in defending it he was defending everything that gave his own life the deepest meaning. 60

The Westerner, on the other hand, would fight with an equal tenacity for the broader concept of society. He fought so because everything he lived by was tied to growth, expansion, and a constantly widening horizon. What he lived by would survive or fall with the nation itself. He could not possibly stand by unmoved in the face of an attempt to destroy the Union. He would combat it with everything he had, because he could only see it as an effort to cut the ground out from under his feet. 65

So Grant and Lee were in complete contrast, representing two diametrically opposed elements in American life. Grant was the modern man emerging; beyond him, ready to come on the stage, was the great age of steel and machinery, of crowded cities and a restless burgeoning vitality. Lee might have ridden down from the old age of chivalry, lance in hand, silken banner fluttering over his head. Each man was the perfect champion of his cause, drawing both his strengths and his weaknesses from the people he led. 70 75

Yet it was not all contrast, after all. Different as they were — in background, in personality, in underlying aspiration — these two great soldiers had much in common. Under everything else, they were marvelous fighters. Furthermore, their fighting qualities were really very much alike. 80

Each man had, to begin with, the great virtue of utter tenacity and fidelity. Grant fought his way down the Mississippi Valley in spite of acute personal discouragement and profound military handicaps. Lee hung on in the trenches at Petersburg after hope itself had died. In each man there was an indomitable quality ... the born fighter's refusal to give up as long as he can still remain on his feet and lift his two fists. 85

Daring and resourcefulness they had, too; the ability to think faster and move faster than the enemy. These were the qualities which gave Lee the dazzling campaigns of Second Manassas and Chancellorsville and won Vicksburg for Grant. 90

Lastly, and perhaps greatest of all, there was the ability, at the end, to turn quickly from war to peace once the fighting was over. Out of the way these two men behaved at Appomattox came the possibility of a peace of reconciliation. It was a possibility not wholly realized, in the years to come,

but which did, in the end, help the two sections to become one nation again — after a war whose bitterness might have seemed to make such a reunion wholly impossible.⁴ No part of either man's life became him more than the part he played in their brief meeting in the McLean house at Appomattox. Their behavior there put all succeeding generations of Americans in their debt. Two great Americans, Grant and Lee — very different, yet under everything very much alike. Their encounter at Appomattox was one of the great moments of American history.

(1,227 W)

New Words

(未标有符号的词汇为一般要求的词汇; 标有符号▲的为较高要求的词汇; 标有符号●的为更高要求的词汇。)

- parlor /'pɑ:lə/ *n.* 客厅; 起居室
- modest /'mɒdɪst/ *a.* not very big, expensive, etc.; unpretentious in appearance 不太大的; 朴实无华的
- virtual /'vɜ:tʃuəl/ *a.* actual 实质上的, 实际上的
- fugitive /'fju:dʒɪtɪv/ *a.* trying to escape 逃亡的
- desperately /'despəreɪtli/ *ad.* in a desperate way 不顾一切地; 绝望地
- poignant /'pɔɪnjənt/ *a.* painfully sharp; deeply moving 强烈的; 深深打动人
- contrast /'kɒntrɑ:st/ *n.* 对比, 对照
- oddly /'ɒdli/ *ad.* strangely 奇特地
- conflicting /kən'fliktɪŋ/ *a.* being contradictory or contrary to each other 相冲突的
- current /'kʌrənt/ *n.* 潮流, 水流; 思潮
- aristocratic /,æɪrɪstə'kræɪtɪk/ *a.* of the noble class 贵族的
- tidewater /'taɪd,wɔ:tə/ *a.* 有潮水域地区的; (美国) 弗吉尼亚州东部的
- chivalry /'ʃɪvəlri/ *n.* 骑士制度; 骑士气概(品质)
- ▲ transplant /træns'plɑ:nt/ *v.* move sth. from one place to another 移植, 移栽
- ▲ legend /'ledʒənd/ *n.* 传说, 传奇故事
- myth /mɪθ/ *n.* 神话
- ▲ embody /ɪm'bɒdi/ *v.* indicate; include 体现; 包含
- knighthood /'naɪthud/ *n.* (总称) 骑士; 侠义精神
- squire /'skwaɪə/ *n.* (英) 乡绅
- ▲ dedicate /'dedɪkeɪt/ *v.* devote (esp. oneself) to a special task or purpose 把...献给; 把(时间、精力等)用于

- hazy /'heɪzɪ/ *a.*
inequality /,ɪnɪ'kwɒləti/ *n.*
- ▲ uphold /ʌp'həʊld/ *v.*
- tanner /'tænə/ *n.*
frontier /'frʌntiə/ *n.*
- ▲ eternal /ɪ'tɜːnəl/ *a.*
toughness /'tʌfnɪs/ *n.*
- sinewy /'sɪnjuː/ *a.*
fiber /'faɪbə/ *n.*
- reverence /'revərəns/ *n.*
- obeisance /əʊ'beɪsəns/ *n.*
- ▲ surge /sɜːdʒ/ *n.*
- ▲ implicit /ɪm'plɪsɪt/ *a.*

- ▲ groove /gruːv/ *n.*
democracy /dɪ'mɒkrəsi/ *n.*
- ordering /'ɔːdəɪŋ/ *n.*
privilege /'prɪvɪlɪdʒ/ *n.*
trader /'treɪdə/ *n.*
- prosper /'prɒspə/ *v.*
accessible /ək'sesəbl/ *a.*

- ▲ destiny /'destɪni/ *n.*
horizon /hə'reɪzən/ *n.*
acute /ə'kjuːt/ *a.*
stake /steɪk/ *n.*
static /'stætɪk/ *a.*
instinctively /ɪn'stɪŋktɪvli/ *ad.*
- tenacity /tɪ'næsəti/ *n.*
combat /'kɒmbæt/ *v.*
emerge /ɪ'mɜːdʒ/ *v.*

- burgeon /'bɜːdʒən/ *v.*
- vitality /vaɪ'tæləti/ *n.*
- lance /lɑːns/ *n.*
silken /'sɪlkən/ *a.*
banner /'bænə/ *n.*
- ▲ flutter /'flʌtə/ *v.*

- champion /'tʃæmpɪən/ *n.*
- ▲ underlying /ˌʌndə'laɪɪŋ/ *a.*

- vague; indistinct 模糊的, 不明的
不平等
- maintain; give support to 支持, 维护
制革工, 鞣皮工
边界; 开发地区的边缘
- constant; always existing 永久的, 永恒的
吃苦耐劳; 坚忍
- muscular; strong 肌肉发达的, 强壮的
纤维; 品质, 性格
崇敬, 尊敬
敬礼; 敬意
急剧上升, 猛增
- implied though not plainly expressed 不言明的, 含蓄的
沟, 槽
民主; 民主制
安排, 管理
特权; 优惠
商人
- thrive 繁荣, 兴旺
that can readily be reached, entered, used or understood 易接近、进入、使用或理解的
命运; 天命
地平线; 范围, 视野
intense; serious 强烈的; 严重的
利害关系
not acting or changing 静止的, 停滞的
by instinct 本能地, 天生地
顽强; 坚忍
fight against 与...战斗
come up or out into view; become known 出现; 显露
put out young shoots; bud 发芽, 生出
生命力; 生机
长矛
made of silk; soft as silk 丝制的; 丝一样的
旗, 旗帜
make small gentle movements in the air 飘扬, 飘动
冠军; 捍卫者
real but not immediately obvious 确实存在但并不显眼的

aspiration /æspə'reɪʃən/ n.

utter /'ʌtə/ a.

fidelity /fɪ'deləti/ n.

military /'mɪlɪtəri/ a.

handicap /'hændɪkæp/ n.

* trench /trentʃ/ n.

* indomitable /ɪn'dɒmɪtəbl/ a.

* resourcefulness /rɪ'sɔ:sfʊlnɪs/ n.

* dazzling /'dæzliŋ/ a.

campaign /kæm'peɪn/ n.

* reconciliation /rekənsɪli'eɪʃən/ n.

section /'sekʃən/ n.

bitterness /'bɪtənɪs/ n.

* reunion /rɪ:'juːnjən/ n.

debt /det/ n.

志向, 抱负

complete 完全的

忠诚; 尽职

of or relating to soldiers or armed forces 军事的

障碍, 不利条件

沟, 沟渠

unyielding; stubbornly persistent 不屈不挠的

足智多谋

blinding temporarily the sight by an excess of light;

very impressive and attractive 眩目的; 非凡的

战役; 运动

和解

部分

仇恨; 痛苦

团聚; 重新联合

债务; 负债; 恩义

生词总量	占课文的比例	一般要求词汇	较高要求词汇	更高要求词汇
72	5.9%	33	17	22

Phrases and Expressions

come to a close

bring ... to a finish

in effect

come into collision

come down

to a fault

in terms of

have a stake in

stand by

cut the ground out from under sb.'s feet

come to an end 结束

end 使...结束, 使完结

in fact 实际上

conflict (with) 冲撞, 碰撞

pass between people (over a long period of time)

流传下来

excessively; too much 过分地, 过度地

with respect to; in relation to 关于, 就...而言

have a strong connection with (because sb. has invested money, effort, etc. in sth., or because its success or failure will affect sb.) 与...有利害关系

watch without taking action 袖手旁观

upset the plans of sb. or make sb.'s ideas seem less impressive by doing sth. before them or having better ideas 先发制人地挫败某人的计划或在观点上压倒某人

in contrast

have ... in common

hang on

being opposite or different 相反

have the same interests, attitudes, etc. (as sb. else)
与...有共同之处

continue to do sth. although it is very difficult; persist
坚持

Proper Names

Ulysses S. Grant /ju:'lɪsɪz grɑːnt/

Robert E. Lee /'rɒbət liː/

Appomattox /,æpə'mætəks/

Virginia /və'dʒɪnjə/

New World

Allegheny /,æli'ɡeɪni/

Atlantic /ət'læntɪk/

Pacific /pə'sɪfɪk/

Canada /'kænədə/

Mexico /'meksɪkəʊ/

Mississippi /,mɪsɪ'sɪpi/ Valley

Petersburg /'pi:təzbʊ:g/

Second Manassas /mə'næsəs/

Chancellorsville /'tʃɑːnsələzvil/

Vicksburg /'vɪksbʊ:g/

尤利西斯·S·格兰特(美国第18任总统, 内战时联邦军总司令)

罗伯特·E·李(美国内战时南方军总司令)

阿波马托克斯

弗吉尼亚州

新大陆

阿勒格尼山

大西洋

太平洋

加拿大

墨西哥

密西西比河流域

彼得斯堡

第二次马纳撒斯战役

钱瑟勒斯维尔

维克斯堡

Notes on the Text

1. The text is taken from *A Stillness at Appomattox* (1953) by Bruce Catton, a Michigan-born newspaperman who became one of America's leading historians of the Civil War. *A Stillness at Appomattox* earned him both the Pulitzer Prize for the writing of history and the National Book Award.
2. Lee was tidewater Virginia: 李是弗吉尼亚州东部沿海地区的人
tidewater 指有潮水域地区, 地理上可用来泛指美国南部沿海平原。
3. Grant, the son of a tanner on the Western frontier, was everything Lee was not.: This sentence means that Grant was the exact opposite of Lee in terms of background, culture and tradition.

格兰特，这位西部边疆制革工的儿子，与李截然不同。

4. It was a possibility not wholly realized, in the years to come, but which did, in the end, help the two sections to become one nation again — after a war whose bitterness might have seemed to make such a reunion wholly impossible.: 这是在其后的岁月里未被人们充分认识到的一种可能性，但正是这种可能性最终使两个阵营重新变为一个国家——尤其是在经历了那么一场战争后，本来那场战争带给人们的苦难使这样的统一似乎完全不可能实现。

句中 It was a possibility 是主句，“which did ... help ...”是 possibility 的定语从句。



Exercises

Comprehension Check

I. Answer the following questions according to the text.

1. What ideals did Grant and Lee hold respectively?
2. Why did Grant tie his fate to that of the country?
3. Why do Americans owe a debt to Lee who fought against the Union as well as Grant?
4. How do you define a hero?

II. Find the choice that best completes each of the following statements.

1. When Grant and Lee met at Appomattox on April 9, 1865, the Confederate government _____.
A. had fallen apart
B. had surrendered to the North
C. was trying in vain to escape its doomed fate
D. was seeking support to win the losing war
2. Lee came from _____.
A. a noble family
B. a poor family
C. a humble family
D. a legendary family
3. Grant and Lee were different from each other in all of the following except _____.
A. their political views
B. their family background
C. their way of conducting the battle
D. their dedication to their cause
4. The frontier men were not afraid of changes because _____.
A. they had nothing to lose since they were not born with a silver spoon in their mouths
B. they were moving from place to place all through their life

- C. they had a better sense of equality
D. both A and C
5. The U. S. as a nation owes a great deal to the two generals for their _____.
A. military talent
B. bravery and resourcefulness
C. willingness to make peace soon after the war
D. great contribution to the expansion of the west

Vocabulary

I. Fill in the blanks with words or phrases listed below, using the proper forms.

uphold	dedicate	come to a close	modest	privilege	in terms of
to a fault	reunion	encounter	owe ... to	embody	vitality
in vain					

1. It was his chance _____ with a physicist in one of the lectures he attended in his university days that led him to doing scientific research.
2. The duty of the police is to _____ the law by arresting people who break it.
3. The Statue of Liberty _____ the freedom immigrants wanted to find in America.
4. As a junior clerk in a manufacturing company, he lives on a _____ income in a _____ house in a suburb.
5. When asked about her view on the generation gap, the author said that she _____ much _____ her parents for their great patience with her during her rebellious youth.
6. His proposal was denied, so he did all the work _____.
7. In a country where there are still not many schools, education is a _____.
8. Aunt Kathy wants everything in her house to be exactly right; she is neat _____.
9. Though weak in health, he never lost the _____ and creative power of genius.
10. The term _____, Martha dreamed of bathing in the sun on the beach of the South.

II. Replace the underlined words or phrases with the words or phrases in the text, using the proper forms.

1. Surrounded on all sides by the PLA soldiers, the enemy laid down their arms.
2. Great changes have taken place in all aspects of our life over the past two decades.
3. All the suggestions made by the technical innovators are included in the revised production plan.
4. Several investors withdrew their capital from the project, upsetting the company's plan to put its new line of products on the market in the spring.
5. As the war was about to end, reconstruction was already under way in some parts of the country.