



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

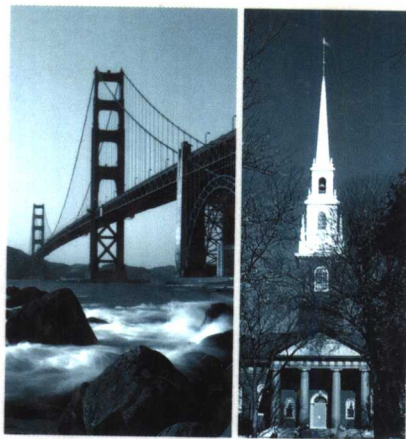
AN INTEGRATED ENGLISH COURSE

主 编 何兆熊

本册主编 朱永生

第四册

Book 4



教师用书

Teacher's Book

上海外语教育出版社 外教社
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



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第

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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,该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成一本十分实用、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,华东师范大学的张锲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一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,使学生在学习英语的同时,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。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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UNIT 1

An Integrated English Course (4)

TEXT

I

Never Give In, Never, Never, Never

TEXT EXPLANATIONS

ANALYSIS

This text is an inspiring speech made by Winston Churchill, Great Britain's ex-Prime Minister and famous orator, when he visited Harrow School on October 29, 1941. The whole speech can be divided into three parts. Part I (Paragraph 1) is the opening remarks in which Churchill summarized the great events that had happened in the world with Great Britain in particular and then talked about the purpose of his visit — to encourage the whole nation to fight against the Nazis. Part II (Paragraphs 2-5) is the body of the speech in which he analyzed the world situation and how other countries looked at Britain and then called on the British people not to give in. Part III (Paragraphs 6-8) is the closing remarks in which, by changing a word in the additional verse of the school song, he expressed his conviction that this nation was determined to fight for the victory of this great war.

Paragraph

ANALYSIS

I

In this paragraph, Churchill reviewed the great events that had happened in the world, particularly in Great Britain. Then he led the audience to the intention of this visit — to encourage the British people to keep on fighting against the Fascists.

The following questions may be asked:

- 1) What was Churchill's intention of singing some of their songs?

At the initial stage of the Second World War, Great Britain was fighting in isolation against Nazi Fascists. Some British people doubted whether their nation could win the war with their own efforts. Churchill wanted to convey the conviction of the government to the British people through these songs and encourage them not to give in.

- 2) Why did Churchill use ill-favoured words such as *ups and downs* and *misfortunes* when talking about the menace of the enemy?

Because he wanted to inspire patriotic spirit in the people, encourage them to face the difficult situation and fight bravely against the Nazis.

LANGUAGE WORK

1. ups and downs ⇨ a mixture of good things and bad things

The organization has experienced its *ups and downs* since it was founded in 1999.

Sitting beside the window, he recalled the *ups and downs* of his parenthood.

2. the very great improvement ⇨ the better armament of the British forces and assistance from the United States. At the beginning of the Battle of Britain initiated by Germany on July 10, 1940, especially after the blitz of London, British military forces were poorly armed. Then they obtained military aids from the United States and improved their armament. In addition, Britain was no longer alone in the war. In 1941, the United States began to involve itself in the war. On 7 July 1941, American troops joined British troops in the occupation of Iceland. August 9-13, 1941, U. S. President Franklin D. Roosevelt and British Prime Minister Winston Churchill met at Placentia Bay, off the coast of Newfoundland, and signed the Atlantic Charter, a document outlining the Allied war aims.

3. position ⇨ situation at a particular time

It is time those companies revealed more about their financial *position*.

Their soccer team is going to be in a very difficult *position* if nothing particular shows up.

4. the unmeasured menace of the enemy ⇨ the immense or incalculable threat or danger of the enemy attack
5. ... you are beginning to feel impatient that there has been this long lull ... ⇨ ... you are beginning to be anxious because there has been no progress of the war in such a long quiet period
- ...

Paragraphs

ANALYSIS

2-5

In this part, Churchill concentrated on the purpose of his speech, i. e. to inspire the people all over the country, men and women, old and young, to maintain the relentless spirit of this nation and to fight for the final victory of this great war.

Questions to be considered:

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

- 1) What did Churchill mean by saying “we must learn to be equally good at what is short and sharp and what is long and tough”?

By saying this he meant to make the British people fully aware that they should not only be able to fight and win short and quick battles but also be ready to fight and win hard and enduring wars.

- 2) Why did Churchill quote Kipling as saying “treat those two impostors just the same”?

Because he tried to enlighten the British people from another perspective by implying that they should treat triumphs and disasters of the war in the same way. Sometimes triumphs were just overt phenomena, which could mislead people to a wrong conception. And disasters were not as frightening as they seemed to be, and we should not feel discouraged. The massive air force of Nazi Fascists was strong in appearance, but it could be defeated sooner or later.

- 3) What lesson had they learnt?

The lesson learnt throughout the past ten months was that when facing great difficulties, one should never give in. With the reasonable combination of imagination and courage, the British people could overcome any kind of difficulties and smash any attack of the mighty enemy.

- 4) Why did Churchill say the mood was different?

Because ten months ago, Hitler's air forces struck Britain and the whole nation was thrown into disorder and unease. Many other nations thought that this nation would be conquered soon just as what had happened to France. But when they gathered in the same school ten months later, they had accumulated, in addition to better armament, sufficient strength and confidence to fight against the Nazi troops.

LANGUAGE WORK

6. what is short and sharp and what is long and tough ➡ difficulties and hardships of any kind, imminent or distant, temporary or long-lasting
7. noble chance of war ➡ impressive opportunities of war
8. throwing our minds back to our meeting here ten months ago ➡ recollecting our meeting at Harrow School ten months ago
Please *throw your mind back to* 1945, when people all over the world were engaged in a great and cruel war against the Fascists.
9. ... appearances are often very deceptive ... ➡ ... surface phenomena tend to be misleading ...
10. meet with ➡ experience; undergo
Attempts to find civilian volunteers have *met with* embarrassing failure.
Efforts to put the Russian space programme into market have *met with* little success.
11. ... imagination makes things out far worse ... ➡ ... what one imagines tends to be worse than reality ...
make out ➡ see or understand
12. pray to be given that extra courage to carry this far-reaching imagination ➡ wish to be equipped with excessive courage to accomplish or realize this effective and influential blue-print

13. convictions of honour and good sense ➡ strong beliefs in honour and good judgement of duty and justice
14. never yield to the apparently overwhelming might of the enemy ➡ never give in or surrender to the seemingly strong enemy
15. ... our account was closed ... ➡ ... we were completely defeated by enemy troops ...
16. Very different is the mood today. ➡ How other nations view Britain and how the British people think and feel about the war is quite different today from ten months ago.
17. Britain ... had drawn a sponge across her slate. ➡ Britain ... was completely wiped out.
18. ... our country stood in the gap. ➡ ... our country shouldered the responsibility in isolation.

At the critical moment of world economic recession, a powerful government is needed to *stand in the gap*.

19. ... we have only to persevere to conquer. ➡ ... we have no choice but to hold on until victory comes.

Paragraphs

ANALYSIS

6-8

In this concluding part, Churchill reiterated his inspirations by changing a word in a verse of a traditional song.

The following question could be asked:

Why did Churchill replace the word "darker" with "sterner"?

Because he had a strong conviction of victory. The word "darker" carries a pessimistic tone, for it indicates "a period of unpleasant and frightening time" and implies hopelessness in a difficult period. But the word "sterner", although it has the identical referent, suggests the bright side of the situation and shows Churchill's optimistic view. By changing the word, Churchill wanted to convey to the British people the message that although there were still great difficulties ahead, Great Britain would prevail in the end.

LANGUAGE WORK

20. that extra verse written in my honour ➡ the verse that is added to a school song in my honour. The verse is:

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!

21. each of us according to our stations  each of us according to our social positions

KEY TO EXERCISES

Text comprehension

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

B.

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

1. T. Refer to the last sentence of the first paragraph.
2. T. Refer to the second paragraph.
3. F. Refer to Paragraphs 4. Imaginative people sometimes are pessimistic, as they see things far worse than they are and foresee more dangers than there will be.
4. F. Refer to Paragraph 5. At the beginning of the German continual, intense air raids, many nations thought that Britain was finished. But to their surprise, Britain stood the ordeal and this miracle changed the view of those nations.

III. Answer the following questions.

1. Because he understands that the war is long and tough; it is not to end in months but in years. He tells the people there that however long the war lasts, the final victory belongs to Britain. But at the same time he makes it clear that not every day is an opportunity to take action; they have yet to wait and persevere.
2. For one thing when Britain came under the heavy air attacks by Germany, many other nations thought that Britain was finished. As the country stood the ordeal to their great surprise, those nations changed their view. For another, people now start to see the hope of the final victory as long as they persevere to the end, as opposed to their pessimistic mood in the past as evidenced by the term "darker days" in a school song and by the author's suppression of his desire to change it.
3. Because the author has a strong conviction of victory! The two terms have different implications. When used in the text to refer to the days of war, "darker days" emphasizes the dark/negative side of the event and shows the user's pessimism. "Stern days", though identical in its reference, suggests the bright side and shows the user's optimism.

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

1. ... Britain has been in too long a period of stillness without taking any particular action against the enemy!
2. ... we are sure to experience both Triumph and Disaster, and we must treat them as the