



普通高等教育“十一五”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（修订版）

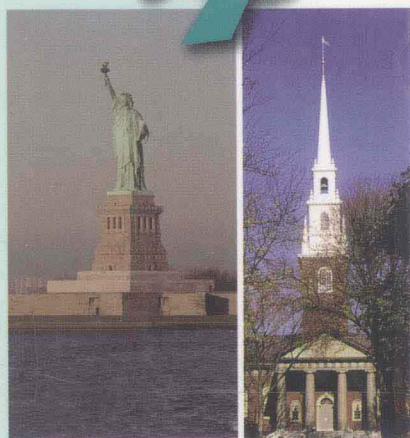
综合教程

第2版
Second Edition

学习手册

主编 朱青

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W 上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS
www.sflep.com



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图书在版编目(CIP)数据

综合教程(4)学习手册/朱青主编. —2版.
—上海: 上海外语教育出版社, 2012
新世纪高等院校英语专业本科生系列教材
ISBN 978-7-5446-2748-1

I. ①综… II. ①朱… III. ①英语—高等学校—教学参考资料 IV. ①H31

中国版本图书馆CIP数据核字(2012)第180259号

出版发行: **上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 李 欣

印 刷: 上海新艺印刷有限公司

开 本: 787×1092 1/16 印张 13.75 字数 392千字

版 次: 2012年10月第1版 2012年10月第1次印刷

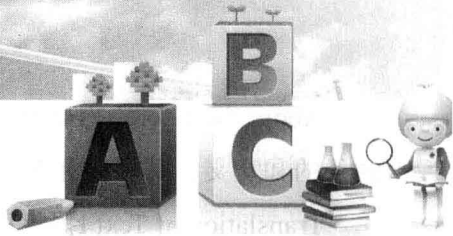
印 数: 3 000 册

书 号: ISBN 978-7-5446-2748-1 / H · 1326

定 价: 25.00 元

本版图书如有印装质量问题,可向本社调换

前言



“新世纪高等院校英语专业本科生系列教材(修订版)”为普通高等教育“十一五”国家级规划教材,选材广泛新颖,编写理念先进科学,体系完整宏大。各册循序渐进,全面培养学生的英语综合能力,并恰当地融合了对学生的素质教育,有助于其发展成为高素质的复合型人才。

该系列教材中,《综合教程》(第2版)为主干教材,共有8册。为了充分发挥学生课后的学习积极性和主观能动性,帮助学生更好地学习课本,获得知识,提高英语能力,在《综合教程》的基础上,上海外语教育出版社组织编写了配套的《综合教程学习手册》。

本套辅导书基本框架如下:

Background Information旨在介绍与单元课文内容相关的文化知识点,帮助学生更好地理解课文内容。

与Text I相关的内容有以下几个部分: Summary of the Text; Key Words and Expressions; Sentence Highlights; Stylistic Features (自第三册起); About the Exercises in the Student's Book; Translation of Text I。

Summary of the Text帮助学生対课文的主要意图和内容进行分析归纳,训练学生的逻辑思维能力和对课文的整体把握。

Key Words and Expressions对重点、常用词汇和词组的用法作出简要解释,给出例句及其译文,并适当提供相关的构词法解析、派生词、近义词、反义词等,帮助学生掌握相关词汇和词组的正确用法,掌握一定的构词法知识,有效扩大词汇量。

Sentence Highlights挑选课文中的难句或经典句,对其中的语言点进行简要解释并给出全句译文,培养学生细致观察语言的能力,为其深入理解课文打下基础。

Stylistic Features旨在引导学生把握课文的文体风格、篇章结构以及突出的修辞手段及其文体效果,培养学生的语用能力和对名篇名句的赏析能力。

About the Exercises in the Student's Book旨在帮助学生了解学生用书中每个练习的目的和意义，并提供相关的答案和解释，使学生的练习活动更具成效。

Translation of Text I提供课文的完整译文，旨在帮助学生正确理解课文的意思，使学生更加全面地了解段落之间的逻辑关系和语篇的整体意义。

Text II是对Text I主题的扩展和深化。对Text II的辅导包含两个部分：Key Words and Expressions和Sentence Highlights，旨在帮助学生学习词汇并理解课文。

本书为第四册，供英语专业二年级第二学期使用。

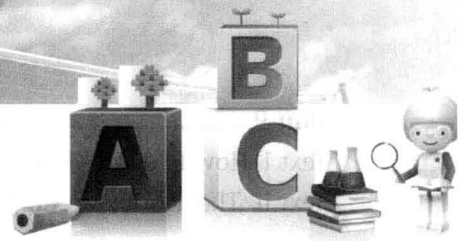
本书由上海外国语大学教师编写，具体分工如下：朱青负责Unit 1、Unit 3、Unit 5、Unit 7、Unit 10、Unit 11、Unit 13和Unit 14；许江媛负责Unit 2、Unit 4、Unit 6、Unit 8和Unit 12；杨忠伟负责Unit 9；薛初晴负责全书Text I的译文，并对所有中文内容进行了审校；朱青负责全书的统稿、定稿工作。

在本书编写过程中，上海外国语大学何兆熊教授提供了宝贵的建议和帮助，在本书出版之际，谨向他表示深深的感谢。

编者

2012年6月

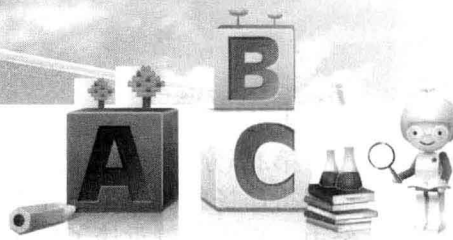
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UNIT 1



BACKGROUND INFORMATION

Harrow School

Harrow School is one of the most famous English public schools. It was founded at Harrow in Middlesex by John Lyon in 1571 to train boys for service in the church. It was a free parish grammar school until about 1660, when fee-paying students from outside the parish were admitted.

Seven British prime ministers have been pupils at Harrow, including Winston Churchill, Robert Peel, and Lord Palmerston, as well as the first prime minister of India, Jawaharlal Nehru. Its most distinguished poet was Lord Byron, its greatest dramatist Richard Brinsley Sheridan.

The education given at Harrow School is a general one, and includes classics, mathematics (made compulsory in 1837), modern languages (introduced 1851–1855), English literature and history (begun in about 1869), science and economics, etc. From Harrow School, Winston Churchill had a struggle to satisfy the entrance requirements for Sandhurst.

The collection of songs enshrining its traditions is one of the interesting features in the life of the school.

TEXT I NEVER GIVE IN, NEVER, NEVER, NEVER

I. Summary of the Text

本文是英国政治家、演说家、前首相丘吉尔1941年10月29日在母校哈罗公学发表演讲时的演说辞。

全篇结构紧凑，一气呵成。全文共可分为3部分。第1部分即第1段。在这部分中，丘吉尔回顾了自从他上一次访问母校至今的10个月中包括英国境况在内的世界局

势发生的巨变。

第2部分，即全文的主体部分，包括第2—5段。在这部分中，丘吉尔鼓励英国人民保持昂扬的斗志，不屈不挠地和敌人作战，为了夺取战争的最终胜利而作不懈的努力。丘吉尔着重谈了他所悟出的一些真理，即不要被事情的表象所蒙蔽，因为表象往往具有欺骗性。想象力丰富的人可能会把危险和困难想象得比实际更多。他大声疾呼，英国人民决不能屈服于敌人的淫威，千万不要被貌似强大的敌人所吓倒。

第3部分，即全文的结尾，包括最后3段。在这部分中，丘吉尔将哈罗公学校歌中的一段略作修改，来激励全体英国人民永不言败，绝不屈服，以达到“歌以明志”的目的。这里，丘吉尔将歌词中的“黑暗”改为“严峻”，其实是用一种更为积极的心态来面对现实。同时，他更是站在历史的高度来看问题、想问题，因为眼下看似极为艰苦的日子其实是上帝赐予我们的一个机遇，让我们每个人都能尽自己所能出一份力，让这段日子永留史册，颇有“天将降大任于斯人也”的意味在其中。

II. Key Words and Expressions

1. catastrophic (para. 1)

adj. 灾难性的【同disastrous】 *e.g. One of the most catastrophic consequences of climate change could be a rise in sea level.* 气候变化带来的最具灾难性的后果之一可能是海平面上升。

扩展 catastrophe **n.** 灾难，大祸；灾难性的结局
catastrophically **adv.** 灾难性地

2. ups and downs (para. 1)

悲欢；成败；盛衰 *e.g. There have been many ups and downs in our marriage, but we still love each other.* 我们的婚姻一波三折，但我们仍然彼此相爱。

3. misfortune (para. 1)

n. 不幸的遭遇(可数)；不幸(不可数)【反fortune】 *e.g. The worst misfortune that can happen to a person is caused by breaking a mirror as it brings seven years of bad luck!* 一个人可能遭遇的最糟的厄运是打碎一面镜子，因为这将带来7年的霉运。

4. desperately (para. 1)

adv. 极其(严重、危急等)，……得要命 *e.g. Her case was desperately serious.* 她的情况极其危急。

扩展 desperate **adj.** 绝望的；极度的

5. menace (para. 1)

n. 威胁【同threat】 *e.g. In our pioneering days this aggressiveness was essential to survival. Now it can be a menace to society.* 在拓荒时代，我们的这种进攻性对于生存是必不可少的。现在它对于我们的社会可能是一种威胁。

6. **lull** (para. 1)

n. 暂时的平静 *e.g. It seems things are settling down. But only time will tell if it is no more than a lull before another storm.* 一切似乎都尘埃落定，归于平静。但只有时间才能证实这是否仅是另一场暴风雨来临前的平静。

搭配 lull before the storm 暴风雨来临前的平静

7. **crisis** (para. 2)

n. 危机(复数crises) *e.g. I was on the verge of a terrible crisis in my life.* 我濒临人生中一场可怕危机的边缘。

8. **put through** (para. 2)

实现，完成，处理完 *e.g. At the moment we are trying to put through a mass literacy programme.* 目前，我们正在努力完成一项规模庞大的扫盲工程。

9. **deceptive** (para. 3)

adj. 有欺骗性的【同misleading】 *e.g. The water is deceptive; it's much deeper than it looks.* 这水有点骗人，实际深度比看起来深得多。

辨析 deceptive和deceitful

deceptive的意思是“有欺骗性的”、“造成假象的”，即某人或事物的外表给人以错误印象，从而误导别人信以为真，一般不包含欺骗的主观故意。而deceitful的意思是“欺诈的”、“不老实的”，一般都包含招摇撞骗的主观故意。

10. **triumph** (para. 3)

n. 胜利 *e.g. Helen Keller's triumph over deafness, blindness and muteness was a miracle.* 海伦·凯勒战胜了聋哑和失明，这是一个奇迹。

辨析 triumph, victory和conquest

这3个词都包含了获胜的事实，或者在战斗、战争或竞争中取得胜利的事实。

① triumph表示一种很有价值的胜利或者成功，因为它具有决定性、重要性或者很完美。例如：*If a man has a talent and learns somehow to use the whole of it, he has gloriously succeeded, and won a satisfaction and a triumph few men ever know.*

② victory指敌人或者对手的最终失败时最常用。例如：*Victory at all costs, victory in spite of all terror, victory however long and hard the road may be; for without victory there is no survival.*

③ conquest指征服、镇压或者对某人或事物实现统治或控制。例如：*Conquest of illiteracy comes first.*

11. **make out** (para. 4)

使……显得 *e.g. He's not so bad as they make him out to be.* 他不像他们说的那么坏。

12. **imaginative** (para. 4)

adj. 有想象力的 *e.g.* *The imaginative child made up fairy stories.* 那个想象力很丰富的孩子编织了童话故事。

辨析 **imaginative**和**imaginary**

imaginative是针对想象力的利用,指想象力丰富的、新主意多的,例如:*The artist's imaginative use of color delighted the critics*(这位画家对于颜色的富有想象力的运用取悦了评论家)。**imaginary**常常用来指想象中的事物,一般是虚幻或虚构的,例如:*All characters in the book are imaginary*(这本书中的人物都是虚构的)。

13. **far-reaching** (para. 4)

adj. (影响)深远的,广泛适用的 *e.g.* *This will surely have a far-reaching influence on the development of education in China.* 这对于中国教育的发展必将产生深远的影响。

14. **address oneself to** (para. 4)

向……讲话 *e.g.* *He addressed himself to the crowd.* 他向人群讲话。

15. **conviction** (para. 4)

n. 信念(可数,不可数) *e.g.* *She will not go against her convictions.* 她不会背叛自己的信念。

16. **apparently** (para. 4)

adv. 看来,似乎;显然 *e.g.* *Apparently unrelated and contradictory theories appear to coexist in economics.* 经济学中看似不相关并且互相矛盾的理论同时存在。

17. **overwhelming** (para. 4)

adj. 压倒一切的,无法抗拒的 *e.g.* *The task won't be so overwhelming if you break it down into small, easy-to-accomplish steps.* 如果你把这项任务分解成若干容易完成的小步骤,那它就不会那么难以对付了。

18. **liquidate** (para. 4)

vt. 清除,消灭,杀害 *e.g.* *Strong censorship helped liquidate opposition to the regime.* 严格的审查制度有助于清除对于这个政权的反对。

19. **stand in the gap** (para. 5)

挺身而出;挺身挡住(或保护) *e.g.* *The "Citizen of the Year" award is presented annually to people who have demonstrated a commitment to their communities and have taken a stance against crime or have stood in the gap for others.* “年度公民奖”每年颁发一次,奖励那些对社区做出贡献、面对犯罪坚持自己的立场,或为了他人挺身而出的人。

20. **flinch** (para. 5)

vi. 退缩 *e.g.* *He did not flinch in the face of danger but fought back bravely.* 面对危险他不但没有退缩,反而勇敢地反击。

21. **doubt** (para. 5)

vt. 怀疑 *e.g.* *I doubt the truth of this report.* 我怀疑这份报告的真实性。

辨析 **doubt**和**suspect**

doubt表示对某人或事物的真实性等的不确定(= feel uncertain about), 隐含的意思是对此持否定和质疑的态度, 例如: *I doubt my ability to do the job* (即不太相信自己的能力); **suspect**指在缺乏充分证据的情况下对某事物的存在或真实性作出判断(= have an idea or impression of the existence, presence, or truth of sth. without certain proof), 隐含之意是对此持肯定的态度, 认为其存在, 例如: *I began to suspect a trap* (即倾向于认为存在陷阱的可能性)。

22. **persevere** (para. 5)

vi. 坚持不懈; 锲而不舍 *e.g.* *Talent is worthless unless you persevere in developing it.* 除非你坚持不懈地锻炼你的才能, 否则它就是毫无用处的。

23. **verse** (para. 6)

n. 歌的一段; 诗节 *e.g.* *Most British people have trouble remembering any more than the first verse (= part of the song) of the national anthem.* 大多数英国人只能记住他们国歌的第一段, 再多就困难了。

24. **compliment** (para. 6)

vt. 赞扬, 恭维 *e.g.* *Her guests complimented her on her cooking.* 她的客人们对她的厨艺大加赞扬。

比较 praise sb. for sth. 因为某事而表扬某人

25. **venture** (para. 6)

vi. 敢于(做某事); 大胆(做某事) *e.g.* *No one ventured to speak to the angry king.* 没有人敢斗胆和暴怒的国王说话。

26. **stern** (para. 7)

adj. 严酷的 *e.g.* *The past year has been a stern test of the ability of British industry.* 过去的一年对于英国的工业产能是一个严酷的考验。

27. **station** (para. 8)

n. (过时的用法) (社会)地位(可数, 不可数) *e.g.* *Actors and actresses were once of humble station in society.* 演员的社会地位曾经很低。

III. Sentence Highlights

1. The ten months that have passed have seen very terrible catastrophic events in the world — ups and downs, misfortunes — 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? (para. 1)

过去的10个月中全世界发生了可怕的、灾难性的事件——盛衰浮沉、厄运磨难——但是，今天下午，这个10月的下午，在座有哪一位不会因为这段时间所发生的一切，因为我们家国境况的改善，而心存感激呢？

在这句中，丘吉尔用了反问句 (rhetorical question) “can anyone sitting here ... not feel deeply thankful for ...? ”。反问句的特点是：不期待听话人或读者的回答，目的在于强调或达到某种劝说的效果。这类句子往往引导听话人或读者思考这个问题隐含的答案是什么。例如：How much longer must our people endure this injustice?

be / feel thankful (to sb.) for: be / feel grateful (to sb.) for

e.g. *You should always be thankful to your parents for giving you a good education.*

2. We had the unmeasured menace of the enemy and their air attack 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!** (para. 1)
- 我们曾面临着敌人的巨大威胁，而他们至今对我们**狂轰滥炸**，你们自己对于这种袭击都有亲身感受；我料想你们已经开始按捺不住了，因为这么长的一段时间里，我们碌碌无为，按兵不动。

beat upon: hit with a lot of force [拍打；(雨)打；(日)晒；(风)吹]

e.g. *The waves beat upon the shore.*

turn up: appear 【同show up】

e.g. *The missing boy turned up at his friend's house.*

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 Kipling well says, we must “...meet with Triumph and Disaster. And treat those two impostors just the same.” (para. 3)

回首10个月前我们在此地的相聚，对比现在，我觉得我们可以汲取的另一个教训就是，事物的表象常常是很有欺骗性的。吉卜林说得好：我们必须“……面对胜利和灾难，以同样的方式对待这两个骗子。”（这句话的意思是说，胜利和灾难是可以互相转化、互为因果的，暂时的失败可能是灾难性的，但是，祸福是互相倚伏的，如果能够摆正心态，正确对待，发愤图强，也许最终能够赢得胜利。）

throw sb.'s mind back to: remind sb. of (勾起某人对于……的回忆)

e.g. *Some sights or sounds in his post-war college days would suddenly throw his mind back to the war.*

比较 cast one's mind back to: recall (回顾，回忆起)

e.g. *We cast our minds back just a few days to last week.*

4. ... 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. (para. 4)

绝不屈服，绝不屈服，绝不，绝不，绝不，绝不——无论事务巨细——都绝不屈服，除非你坚信屈服是光荣的明智之举。

5. 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. (para. 5)

没有退缩，也丝毫没有屈服的念头；我们发现以目前的处境来看，我们只要坚持下去就一定能够征服敌人，这一点在英伦三岛以外的人看来是一个奇迹，但我们从不怀疑这一点。

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. (para. 6)

你们当时在此地吟唱了校歌中的一段，这一段是你们为了我而特地写的，我感到不胜荣幸，而今天你们又再次唱起那一段。

7. 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. (para. 8)

让我们不用“更黑暗的岁月”这样的字眼：让我们用“更严峻的岁月”来代替。这不是黑暗的岁月；这是伟大的岁月——我们国家历史上最伟大的岁月；我们全都应该感谢上帝，因为上帝允许我们每一个人根据自己不同的地位扮演一个角色，让这些岁月成为我们民族历史上令人难忘的时刻。

IV. Stylistic Features

这篇课文是丘吉尔1941年在母校哈罗公学所作的演讲。当时正值第二次世界大战的多事之秋，丘吉尔受命于危难之际，明察世事，洞烛幽微，对风云变幻的世界局势作了透辟的分析，同时鼓励英国人民不畏强敌，共克时艰，以百折不挠的斗争精神将反法西斯战争进行到底。

纵观全文，这篇演说辞气势磅礴，铿锵有力，向我们展现了丘吉尔炉火纯青的演讲才能和高超的写作技巧。全篇极为恰当地运用了以下修辞手段：

1. 重复关键词。这篇演说辞读来让人有一气呵成、畅快淋漓的感觉。究其原因，主要是因为丘吉尔通过重复关键词来使行文非常紧凑，具体来说，就是指结构上具有粘着性 (cohesion)，意义上具有连贯性 (coherence)。重复关键词并非画蛇添足，不会令人有措辞冗赘之感。例如：标题“**Never Give In, Never, Never, Never**”；第1段中的“... when I was here last time we were quite **alone**, desperately **alone** ...”，“We were **poorly armed**. We are not so **poorly armed** today; but then we were very **poorly armed**”；第4段中的“**These are not dark days; these are great days — the greatest days our country has ever lived**”。这些关键词的重复起到了篇章纽带的作用，同时渲染了气氛，使主题更突出，语势更强烈。
2. 运用同义词和近义词。丘吉尔使用了一些同义词或近义词来避免机械地重复已经出现过的内容，以求文采，同时确保内在语义的衔接，使行文更为紧凑。例如：第2段中的“... when they very slowly make up their minds that the thing has to be **done** and the job **put through and finished**”；第4段中的“... 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**”。

- 运用反义词。丘吉尔大量使用了反义词，使得行文的紧凑感、呼应性、逻辑性、说服力及完整度均大大增强。例如：第1段中的“**ups and downs**”；第2段中的“what is **short** and **sharp** and what is **long** and **tough**”；第3段中的“... meet with **Triumph** and **Disaster**”；第4段中的“**great** or **small**, **large** or **petty**”以及第8段中的“**These are not dark** days; these are **great** days”。
- 使用隐喻。丘吉尔在这篇演说辞中还用了不少隐喻，把抽象的概念具体化、形象化，使全文更生动，更具可读性。例如：第3段中的“meet with Triumph and Disaster. And treat those two **impostors** just the same”；第4段中的“... **our account was closed** ...”；第5段中的“Britain, other nations thought, had **drawn a sponge across her slate**. But instead our country **stood in the gap**”。

由此可见，丘吉尔巧妙地运用了这些修辞手段，使全文紧凑、流畅，富有感染力，使人读后备感鼓舞。他的慷慨陈词令人感奋不已，堪称演说辞中的不朽典范。

V. About the Exercises in the Student's Book

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.

- T (Refer to the last sentence of Paragraph 1.)
- T (Refer to Paragraph 2.)
- F (Refer to Paragraph 4. Imaginative people sometimes are pessimistic, as they see things far worse than they are and foresee more dangers than there will be.)
- 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.)
- T (Refer to Paragraph 8.)

III. Answer the following questions.

- Refer to Paragraph 2. 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.

- Refer to Paragraph 3. Because he thinks that both Triumph and Disaster are deceptive in that people can make things out far worse than they really are when they have a disaster and they can lose their vigilance when they are in triumph.
- 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.
- Refer to Paragraph 7. Because he 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 optimism and pride in having the chance to rise to the challenge.
- Refer to Paragraph 8. Yes, I do. By paying a visit to Harrow School and making a speech there, Churchill not only encouraged the audience of his speech but the British people in general to continue to fight rather than surrender to their enemy.

IV. Explain in your own words the following sentences.

- 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, but must avoid clouding our judgment through exaggerating their importance.
3. Never give in unless we are convinced that it is honourable and sensible for us to do so.
4. Other nations thought that Britain was completely conquered.
5. We will win as long as we hold on to the end.

Structural analysis of the text

In Part 2 (Paragraphs 2–5) Churchill outlined the lessons to be learned from these events and how they had proved other countries wrong about Britain. In Part 3 (Paragraphs 6–8) he told the audience that he wanted to change a word in the additional verse of the school song and explained why he wanted to do it.

Rhetorical features of the text

The following antonyms are used in the speech: ups — downs, short — long, triumph — disaster, great — small, large — petty, dark days — great days. Some of these antonyms (e.g. great — small, large — petty) are used to express the determination of the British people to fight on for the final victory, and some of them (e.g. dark days — great days) are used to encourage the audience not to lose hope in the face of difficulties.

Vocabulary exercises

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

1. gladden my heart
2. situation; circumstances
3. threat
4. splendid; heroic
5. sudden small movement because of pain or fear

II. Fill in the blank(s) in each sentence with a word or phrase from the box in its appropriate form.

1. put ... through
2. addressed himself to
3. was going through
4. Throwing our minds back to
5. yielded to
6. close our account

7. ups and downs

8. misfortunes

III. Fill in the blanks with the appropriate forms of the given words.

- | | |
|---------------------|----------------|
| 1. catastrophically | 2. deceptive |
| 3. convictions | 4. apparently |
| 5. Perseverance | 6. desperation |
| 7. unflinchingly | 8. courageous |

IV. Choose the word that can replace the underlined part in each sentence without changing its original meaning.

- | | | | |
|------|------|------|------|
| 1. C | 2. D | 3. A | 4. D |
| 5. B | 6. A | 7. C | 8. A |

V. Give a synonym or an antonym of the word underlined in each sentence in the sense it is used.

1. Synonym: threat (danger)
2. Antonym: happy (successful)
3. Synonym: position
4. Synonym: seemingly
5. Antonym: defeat (failure)
6. Synonym: retreat (shrink, withdraw)
7. Synonym: praise (commend, laud)
8. Synonym: destroy

VI. Explain the meaning of the underlined part in each sentence.

- | | |
|---------------|--------------|
| 1. current | 2. shown |
| 3. frequently | 4. depressed |
| 5. try harder | 6. takes in |

Grammar exercises

I. Improve the following sentences.

1. The school teaches shorthand, bookkeeping and the use of business machines.
2. The sentence is difficult to understand not because of the technical vocabulary but because of the faulty syntax.
3. Marian could not decide whether to start college right after high school or to get a job first.
4. The Allies decided to invade Italy and then to launch a massive assault on the Normandy coast.
5. The actor was stunned not only by the noise of booing but also by the sight of flying tomatoes.
6. Smoking cigarettes can be as dangerous as playing Russian roulette.

7. The trip to the city is neither long nor expensive.
8. You must either stay home or go with us.
9. The course consists of several lectures, three written reports, and two impromptu oral presentations.
10. The requirements for a chemistry degree are not as strict as the requirements / those for a medical degree.

II. Combine the sentences in each of the following groups into one, using parallel constructions wherever possible.

1. Heidi Ross was both rich and powerful.
2. Most of the floggings and lynchings occur at harvest time, when fruit hangs heavy and ripe, when the leaves are red and gold, when nuts fall from the trees, when the earth offers its best.
3. I have nothing to offer but blood, toil, tears and sweat.
4. Black people in America have been neglected and underestimated for years, but their recent accomplishments in a variety of fields have made "black power" real and black pride possible.
5. New students will register on Monday; second-year students will register on Tuesday, and senior students will register on Wednesday.
6. The actor taught his students how to read, how to stand, how to cry and how to talk with fans.
7. We cannot be worried about or terrified of the difficulties in life.
8. The factory workers were ready, able, and determined to do a great job.

III. Fill in the blank in each sentence with the choice you think the most appropriate.

- | | | | |
|------|------|------|------|
| 1. B | 2. D | 3. D | 4. C |
| 5. C | 6. C | 7. A | 8. B |

IV. Combine the sentences in each group into one or two sentences. It may be necessary to change the wording or the order in which the information is presented.

1. Secretaries do not want flowers but the recognition of their abilities to help management to get more done at less cost, thus contributing to profitability. They would, therefore, like to be recognized as professional coworkers.
2. In Medieval times intelligent men frequently became priests. They did so to gain influential positions, for, in spite of the number of bishops from royal families, the Church was a democratic

institution in which ability could make its way.

3. I miss the open fire now that most houses have central heating. Central heating provides warmth but it does not provide a focal point in a room, which depresses me.

V. Fill in the blanks with the correct forms of the verbs given.

Trains have run / have been running very badly since the railway staff began a "go-slow" last month. Several times it has taken me nearly two hours to get home whereas in normal conditions it takes me half the time, and when I returned from Brighton last week the train was over three hours late. The passengers became furious that they literally screamed at the ticket collector as they left / were leaving the platform. I have never seen passengers behave like that before.

VI. Make sentences of your own after the sentences given below, keeping the underlined structures in your sentences.

(Reference version)

1. It seems to me that I have neglected my duty.
2. They are a bunch of noisy people, unbearably noisy, and we really have to think of moving.

Translation exercises

I. Translate the following sentences into Chinese.

1. 但我们必须学会同样善于应付短暂而干脆与漫长而艰难的局面。
2. 人们普遍认为英国人最终总是会胜出的。
3. 其他国家认为英国输得一无所有了。
4. 一年前，我们孤军作战，许多国家都以为我们被彻底打败了。

II. Translate the following sentences into English, using the phrases given in brackets.

1. I had arranged for them to meet each other at the pub, but the young man never turned up.
2. You cannot tell merely from appearances whether things will turn out unfavourable to us or not.
3. The soldier, who stood in the gap in every battle, gained the highest honors of the country.
4. The chairman spoke so forcefully that the rest of the committee yielded to his opinion.
5. They are well-to-do now, but along the way they had their ups and downs.