



展望(Prospect)全国高等院校英语专业系列精品教材

基础英语教程 第四册

段云礼 刘梦雪 主编

*Integrated English
Students' Book 4*



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出版说明

“展望 (Prospect) 全国高等院校英语专业系列精品教材”由对外经济贸易大学出版社联合多所我国重点本科大学推出。教材根据针对全国本科院校英语专业设计,内容涵盖英语专业必修和选修课教学,包括基础技能、语言学、文学、文化、商务等方面,囊括当前我国高校英语专业所开设的大部分课程,并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点,为英语教学提供更多的选择。

展望系列教材在内容选材上反映了各个学科领域的最新研究成果,除了帮助学生打下扎实的语言基本功外,在编写上更着力培养学生分析问题、解决问题的能力,并提高学生的思辨能力和人文、科学素养,培养健康向上的人生观,使学生真正成为我国新时代所需要的英语专门人才。

本系列教材的作者为中的学科带头人和一线优秀教师,教材充分体现了当今大学英语专业教育的发展方向和水平。具体书目包括《基础英语教程 1-4》、《基础英语教程辅导用书 1-4》《英语听力 1-2》、《英语口语 1-2》、《英语视听说》、《英语阅读 1-2》、《英汉/汉英口译基础教程》、《大学英汉翻译教程(第三版)》、《大学汉英翻译教程》、《英语写作》、《学术类论文写作手册(第三版)》、《经贸英语文章选读》、《经贸英语翻译》、《经贸英语口语译》、《商务英语写作》、《跨文化交际》、《国际商务礼仪》、《英美国家概况》、《英国文学简史》、《美国文学简史》、《英美文学作品选读》、《实用英语文体学教程》、《英语语言学教程》、《英美报刊高级阅读教程》等。教材选配 PPT 课件(网站下载),并根据教材自身特点选配教学参考书或者 MP3 光盘,建设立体化教学资源。本系列教辅资料请登录 <http://www.uibep.com/> 下载。

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前 言

基础英语是一门英语技能课,其主要目的在于培养和提高学生综合运用英语的能力。本课程主要通过语言基础训练与篇章讲解分析,使学生逐步提高语篇阅读理解能力,了解英语各种文体的表达方式和特点,扩大词汇量和熟悉英语常用句型,具备基本的口头与笔头表达能力。《基础英语教程》共分四册,是为高等院校英语专业一、二年级学生编写的英语基础课程教材,旨在全面提高学生的听、说、读、写、译等各个方面的能力。本教材三、四册由南开大学,天津职业技术师范大学,天津外国语大学,天津科技大学的教师合作编写。本教材的课文均选自第一手英文资料,文章题材多样,涵盖的主题包括社会、经济、文化、教育、人文、生态、科技、体育、健康、励志、休闲等,有助于扩大学生的视野,培养学生跨文化意识和提高学生的人文素养。

本教材每册包括 14 个单元,每个单元包括主题相关的两篇文章及相应练习。教材内容设计注重对学生听、说、读、写、译等方面能力的训练。本书配有辅导用书(另册出版),每个单元内容包括: Sparkling lines, Listening activity, Pre-reading questions, Culturally speaking, Text comprehension, Language work, Translation exercises, Grammar workshop, Extended activities, Writing practice。

Sparkling lines 与课文主题相关的一些闪亮的句子。旨在引导学生进入本单元主题,提高语言鉴赏水平。

Listening activity 听力内容与本单元主题相关,旨在通过听力形式进一步引入相关主题,补充相关主题表达及词汇,帮助学生提高学生英语听力。

Pre-reading questions 与课文主题相关的话题讨论,培养学生批判性思维,独立发表见解的能力,提高学生口语表达能力。

Culturally speaking 针对课文中出现的一些涉及文化的表达,补充相关的背景知识或进行较详细的解释。

Text comprehension 设计的问题既包括对课文结构体裁整体的理解,也包括对课文细节及具体语言点的理解,帮助学生提高各项阅读理解能力。

Language work 包括多种形式的词汇练习,帮助学生学习,巩固并拓展词汇,提高词汇运用能力。

Translation exercises 包括英汉互译两个练习,课文句子的英译汉翻译旨在帮助学生提高对课文字面的局部意义的理解,课后汉译英帮助学生巩固所学词汇的运用能力。

Grammar workshop 针对某一重点语法项目进行练习, 增加语言的准确运用能力。

Extended activities 包括听写和口语互动两个练习。听写练习旨在提高学生的精听水平及理解, 词汇, 拼写等能力。口语互动练习是基于文章的阅读理解后进一步对相关主题的讨论拓展活动。激发学生独立思辨及与他人合作学习及交流沟通的能力。

Writing practice 包括逐步的写作讲解及相关主题的写作练习, 帮助学生提高写作能力, 进一步提高语言综合运用能力。

Text B 是与 **Text A** 主题相关的文章, 文章后有相关阅读理解及讨论练习, 帮助学生进一步了解相关主题, 拓展语言知识。

本教材第三、四册具体分工如下: 段云礼、刘梦雪负责编写组织、协调和统稿定稿工作; 李媛霞负责 **Building vocabulary**, **Language work I** 和 **Translation exercise I**; 陈欣妍负责 **Pre-reading questions** 和 **Text comprehension I-II**; 江治刚负责 **Language work III**, **Extended activities II**, **Text B** 中的词汇释义标注及课后的 **Questions for discussion**; 刘宁负责 **Culturally speaking**; **Language work II**; 郑蕴蓉负责 **Sparkling lines** 和 **Translation exercise I**; 骆玮负责 **Listening activity**, **Extended activities I**, 刘梦雪负责 **Grammar workshop** 和 **Writing practice**。

本教材配有辅导用书, 包括学生用书的编者为各自负责的练习编写的参考答案及补充材料。编者还共同负责了教师用书中每单元的词汇释义。此外, 教材还配有课件, 包括各位编者各自负责的练习答案及相关辅助材料。骆玮, 郑蕴蓉, 刘梦雪负责三四册课件中音频及视频材料的选用及剪辑。刘梦雪负责了全书课件的编辑整理工作。

编者

2013年8月

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Unit 1

Sparkling lines

A thing of beauty is a joy forever: its loveliness increases; it will never pass into nothingness.

—John Keats

Beauty is a manifestation of secret natural laws, which otherwise would have been hidden from us forever.

—Johann Wolfgang von Goethe

Listening activity



Key words: Chopin, Warsaw, Poland, patriot

Choose the best answer to each of the following questions as you listen to the passage.

1. Which of the following information is TRUE about Chopin?

A. Chopin was not born in Warsaw, Poland.

- B. Chopin was born into a small but graceful house.
C. Chopin began to write music since the age of 8.
2. Why did Chopin tour in Europe?
A. Russian rulers exiled many artists including Chopin.
B. He was looking for child prodigy.
C. The passage didn't tell.
3. Why is Chopin considered as a patriot?
A. He introduced Polish music to France.
B. He had a heart surgery and left his heart in his motherland.
C. He had his friends to bring his heart back to Poland.
4. What can be found in Chopin museum?
A. His passport and identification card.
B. His full collection of music including the rare items.
C. A hi-tech system to guide music lovers.
5. Which of the following statements is TRUE concerning the establishment of the museum?
A. French government donates a great deal to the music for the large number of music lovers in France.
B. The leader of the museum was so responsible that she went out of her way to collect items.
C. People from Chopin's hometown finally provided him a home.

Text A

The Exhibition*Dianne Emminger***Pre-reading questions**

1. A museum is an institution that cares for a collection of artifacts and other objects of scientific, artistic, cultural, or historical importance. What factors can attract people to visit a museum?
2. Do you like visiting museums? Do you have any good recommendation to your classmates?

- 1 It was on a dismal, rainy Sunday afternoon in a local art gallery that I learned how a conscious attempt at art appreciation can, at times, render one unaware of simple, gentle things. A large exhibition was being presented, and the gallery was crowded. Some rather good local artists exhibited their works there, and this was a particularly fine collection, one of the most diverse exhibitions the gallery had ever hosted. It also drew a very diverse crowd, and as I strolled through the spacious halls, I alternately focused my attention on patrons and paintings.
- 2 Pearl-draped elderly women, reeking of perfume, promenaded the halls, at times speaking of art, at times of their bridge games. On the wall, an extravagant ballroom scene hung, displaying aristocratic beauties in flowing silk gowns. Unkempt, long-haired men and sandal-footed women, with toddlers clinging to their hips, nodded appreciatively at the contemporary selections. Above them, bold brush strokes and shapeless forms brought an artist's thunderstorm to life. A few middle-aged men in golf attire slumped dejectedly on marble benches, while their scooting children made a game out of sliding on polished floors. On a pillar hung a solitary painting of stern-faced Dutchmen, staring down from

their austere meeting room, as if distracted by the commotion below.

- 3 Now, I don't profess to know anything about painting, so I like to follow close behind those who do. Thus, I followed that day, hoping to learn something about art appreciation. I studied each canvas intently, trying hard to comprehend what genius there was behind the bold, blue streak transecting the yellow circle and to understand why my favorite ocean scene was unimaginative. By the time I reached the end of the fourth hall, I no longer knew what I liked and disliked, and, perhaps, I didn't care.
- 4 But as I turned the corner, there appeared a small child, a girl of about six, crouched near one of the walls, playing quietly. The rain had decreased to a drizzle, and the sun had come out. The window opposite her was dotted with tiny raindrops, and each prismatic one refracted the sunlight and sent dancing, rainbow-colored lights bouncing on the gallery wall. Each clinging droop shimmied when struck by falling drizzle, and the light on the wall darted out, then back. Some droplets sent out tiny armlike appendages that touched others, and the rainbow colors kissed and parted. The heavier drops crept down the window pane, pulling others within, until their combined weight became so great that they would race, helter-skelter, down the glass. On the wall, small rainbows scurried and darted, changing speeds, changing shapes.
- 5 The group I had been following moved farther down the hall, praising a nearby painting—"Such color! Such form! Such movement!" They didn't notice the child and the lights, nor did the child notice them. She was holding out a small hand watching the speckles of color scurry down a finger, up a thumb, across her palm. She removed her hat and tried to catch a rainbow inside. She twisted her head sideways and upside down to see the colors from another angle. Her eyes gleamed like the lights. Such innocence was in this child. She didn't know how the brush danced in the hands of the artist, only how the colors danced on the wall.
- 6 The crowd of connoisseurs could still be heard. "Look at this one! The color seem alive! The artist has such imagination!" the entranced child didn't look; her fingers merely traced circles around the tiny specks of color on the wall. And so she remained until, having been located by her mother, she was quickly rushed away to look at paintings, the reason for which she had been brought to the gallery.
- 7 If I could paint, I would have painted those rainbow lights, that child, the wall. I would have permanently preserved the lively exhibition of colored lights that dwarfed great works of art in one young mind. And I would hang that canvas in that very same gallery

for the art connoisseurs, for the sandal-footed mothers, for the perfumed bridge player, and especially for the little girl, that she might never let sophistication in art appreciation prevent her from seeding unsophisticated beauty.

718 words

Building vocabulary

dismal	['dizm(ə)l]	<i>adj.</i>	causing a mood of gloom or depression
render	['rɛndə]	<i>v.</i>	to cause to be or become; make
patron	['peitr(ə)n]	<i>n.</i>	a customer of a shop, restaurant, etc., especially a regular one
reek	[ri:k]	<i>v.</i>	to smell strongly and unpleasantly; stink
promenade	[.prɒmə'na:d]	<i>v.</i>	to take a leisurely public walk, ride, or drive so as to meet or be seen by others
extravagant	[ik'stravəg(ə)nt]	<i>adj.</i>	lacking restraint in spending money or using resources
unkempt	[ʌn'kɛm(p)t]	<i>adj.</i>	(especially of a person) having an untidy or dishevelled appearance
sandal	['sand(ə)l]	<i>n.</i>	a light shoe with either an openwork upper or straps attaching the sole to the foot
stroke	[strəʊk]	<i>n.</i>	a line made by a single movement of a pen, pencil, or paintbrush in one direction across paper or canvas
slump	[slʌmp]	<i>v.</i>	[with adverbial] sit, lean, or fall heavily and limply
dejected	[di'dʒɛktɪd]	<i>adj.</i>	sad and depressed; dispirited
scoot	[sku:t]	<i>v.</i>	[no object] <i>inf.</i> go or leave somewhere quickly
austere	[ɔ'st.ə]	<i>adj.</i>	severe or strict in manner or attitude
commotion	[kə'məʊʃ(ə)n]	<i>n.</i>	a state of confused and noisy disturbance
transect	[tran'sekt]	<i>v.</i>	to cut across or make a transverse section in
drizzle	['driz(ə)l]	<i>n.</i>	a thin stream of a liquid ingredient trickled over

prismatic	[prɪz'matɪk]	<i>adj.</i>	something relating to or having the form of a prism or prisms
droop	[dru:p]	<i>v.</i>	to bend or hang downwards limply
shimmy	['ʃɪmi]	<i>v.</i>	to move effortlessly
appendage	[ə'pendɪdʒ]	<i>n.</i>	a thing that is added or attached to something larger or more important
scurry	['skʌrɪ]	<i>v.</i>	(of a person or small animal) move hurriedly with short quick steps
speckle	['spek(ə)l]	<i>n.</i>	a small spot or patch of colour
connoisseur	[,kɒnə'sɜ:]	<i>n.</i>	an expert judge in matters of taste
entrance	[m'trɑ:ns]	<i>v.</i>	to fill (someone) with wonder and delight, holding their entire attention

Culturally speaking

What is exhibition?

An exhibition, in the most general sense, is an organized presentation and display of a selection of items. In practice, exhibitions usually occur within museums, galleries and exhibition halls, and World's Fairs. Exhibitions include whatever as in major art museums and small art galleries; interpretive exhibitions, as at natural history museums and history museums, for example; and commercial exhibitions, or trade fairs.

The word “exhibition” is usually, but not always, the word used for a collection of items. Sometimes “exhibit” is synonymous with “exhibition”, but “exhibit” generally refers to a single item being exhibited within an exhibition.

Exhibitions may be permanent displays or temporary, but in common usage, “exhibitions” are considered temporary and usually scheduled to open and close on specific dates. While many exhibitions are shown in just one venue, some exhibitions are shown in multiple locations and are called travelling exhibitions, and some are

online exhibitions.

Though exhibitions are common events, the concept of an exhibition is quite wide and encompasses many variables. Exhibitions range from an extraordinarily large event such as a World's Fair exposition to small one—artist solo shows or a display of just one item. Curators are sometimes involved as the people who select the items in an exhibition. Writers and editors are sometimes needed to write text, labels and accompanying printed material such as catalogs and books. Architects, exhibition designers, graphic designers and other designers may be needed to shape the exhibition space and give form to the editorial content. Exhibition also means a scholarship.

Text comprehension

I. Decide which of the following is the best answer to each of the questions according to your understanding of the text.

- What did the author learn on a dismal, rainy Sunday afternoon in a local art gallery?
 - He learned something about art appreciation.
 - He learned how a conscious attempt at art appreciation can make one neglect simple, gentle things.
 - He realized that this was one of the most diverse exhibitions the gallery had ever hosted.
 - The greatest art work is usually made by Nature.
- "Above them, bold brush strokes and shapeless forms brought an artist's thunderstorm to life." (Para.2) The painting might fall into the category of _____.
 - abstract art
 - cubism
 - romantic art
 - renaissance art
- The author studied each canvas intently, trying hard to _____.
 - comprehend the genius there was behind the paintings
 - understand why the ocean scene was unimaginative
 - find the secret behind the bold, blue streak transecting the yellow circle
 - find out what he liked and disliked
- Small rainbows on the wall were created when _____.

- A. the rain had decreased to a drizzle and the sun had come out
 B. heavier drops race, helter-skelter, down the window pane
 C. some droplets sent out tiny arm-like appendages that touched others
 D. tiny prismatic raindrops refracted the sunlight and sent dancing, rainbow-colored lights bouncing on the gallery wall
5. "She didn't know how the brush danced in the hands of the artist, only how the colors danced on the wall." (Para 5) It implies that _____.
 A. the artwork of Nature was more fascinating than that of artists for the girl
 B. she did not notice the paintings in the gallery at all
 C. she was completely entranced by the colors danced on the wall
 D. she did not know how to appreciate the paintings by artists

II. Answer the following questions.

1. What does the description of diverse visitors in the gallery reveal to the readers?
2. What was the author's purpose of visiting the gallery? Had he fulfilled his purpose this time?
3. Why was the author attracted by a little girl of about six when he turned around the corner? What was the girl doing?
4. What does the author intend to tell readers by describing the little girl in the local gallery?
5. The British poet William Wordsworth once declared that "the Child is father of the Man". He meant that the gifts of childhood endow adults with some of their finest qualities. What is your view on that? (Open answers)

Language work

1. Fill in the blank of each sentence with a word or phrase from the box in its appropriate form.

dismal	render	commotion	droop	scurry
extravagant	unkempt	entrance	crouch	stroll

1. Last Friday she _____ the audience with her classical Indian singing.
2. The imprisonment of the union leaders caused a _____ in Parliament.
3. Over 70,000 people arrived in the Olympic Stadium in spite of _____ weather to witness the Opening Ceremony of the Games of the 15th Olympiad.
4. She slopped about her room, _____ and dishevelled, in her tawdry dressing-gown.
5. In the months ahead the Supreme Court will have an opportunity to _____ important judgments about gun rights, anti-terror laws, freedom of speech and punishment for juvenile criminals
6. The shy pup who cringes and skitters away from you when you _____ down to pet her.
7. Known for their tendency to curl up their feathery leaves and _____ when touched, sensitive plants are easy to start from seed and require little care beyond regular watering.
8. As the warm night began to cool, we watched people _____ through the park.

II. Choose a word or phrase that best completes each of the following sentences.

1. The _____ melody recalls the audience some memories in the war and even ladies begin to weep.
A. dismal B. furious C. dark D. dismay
2. A world of _____ creatures is in a harmonious cycle and can keep the balance.
A. different B. diverse C. diverted D. diced
3. Our yard is _____ enough for a party holding 20 guests.
A. room B. plenty C. spacious D. commodity
4. We cleaned the classroom and worked on duty _____.
A. alternately B. turningly C. alternatively D. alteringly
5. In 798 art center, one of the trees has been _____ with red ribbons to celebrate the new year coming.
A. colored B. draped C. drifted D. dripped
6. His statement reeks _____ hypocrisy and arouses the sharp feedback on the Internet.
A. with B. of C. to D. /
7. Don't be so _____, spend your money more carefully or our budget can't afford it.
A. extra B. extrovert C. unlimited D. extravagant