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研究生英语系列教程

总主编 刘鸿章

Intensive
Multidimensional Course

Approaching Proficiency
Teacher's Book

多维教程·熟谙

教师用书

主编 王同顺



高等教育出版社
HIGHER EDUCATION PRESS

面向 21 世纪课程教材
Textbook Series for 21st Century

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内 容 简 介

本书是教育部“高等教育面向 21 世纪教学内容和课程体系改革计划”的研究成果,是面向 21 世纪课程教材和教育部“九五”规划教材。本书是《研究生英语系列教程》基础阶段《多维教程·熟谙·教师用书》。书中不仅提供了学生用书中课文的背景材料、练习参考答案、课文参考译文,而且对课文知识点进行了详细的讲解,提供了充足的例句。此外,还提供了大量与课文主题相关的材料和文章,供教师授课时选择。

本书可供从事高等学校非英语专业研究生英语教学工作的教师备课之用,书中材料亦可作为高等学校非英语专业研究生的英语课外阅读材料,供教师灵活选择。

图书在版编目(CIP)数据

多维教程·熟谙:教师用书/王同顺主编。—2版。
北京:高等教育出版社,2003.8
(研究生英语系列教程/刘鸿章主编)
ISBN 7-04-012130-1

I.多... II.王... III.英语—研究生—教学参考资料 IV.H31

中国版本图书馆CIP数据核字(2003)第055780号

策划编辑 邓中杰 责任编辑 邓中杰
封面设计 王凌波 责任印制 陈伟光

出版发行 高等教育出版社
社 址 北京市西城区德外大街4号
邮政编码 100011
总 机 010-82028899

购书热线 010-64054588
免费咨询 800-810-0598
网 址 <http://www.hep.edu.cn>
<http://www.hep.com.cn>

经 销 新华书店北京发行所
印 刷 北京外文印刷厂

开 本 787×960 1/16
印 张 20
字 数 500 000

版 次 2000年12月第1版
2003年8月第2版
印 次 2003年8月第1次印刷
定 价 31.00元

本书如有缺页、倒页、脱页等质量问题,请到所购图书销售部门联系调换。

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总 序

在“科教兴国”的基本方针指引下，我国的研究生教育有了蓬勃的发展。随着各层次、各类型研究生教学的开展，英语教学也面临着越来越高的要求。《研究生英语系列教程》就是为了适应这一新的形势而编写的系统教材。

《研究生英语系列教程》是以教育部（原国家教委）颁布的《非英语专业研究生英语教学大纲》为依据，根据我国研究生教学的实际情况和国家对21世纪高级技术与管理人才的要求进行编写的。考虑到目前我国研究生层次多，其入学英语水平参差不齐，需要以不同水平为起点，因此本系列教程的编写原则是：既从当前研究生的实际水平出发，也力求满足新世纪对高层次人才的期望；既重视培养学生扎实的语言技能，更注重提高其全面的应用能力；既注意语言教育，更重视素质教育。

本系列教程具有以下特点：

1. 在编写中注意吸收我国在长期的研究生英语教学和教材编写中积累的丰富经验，同时充分采纳国外的先进教学理论和方法，力求有所继承又有所创新，使本系列教程成为具有中国特色的新一代研究生英语教材。

2. 本系列教程统一设计，分工编写，涵盖了自研究生课程班学生、硕士生至博士生的全部教学过程。各个分册目的明确，相互衔接，系统性强。由于我国研究生入学时的英语起点不一，对英语的教学目的和要求也不尽相同，因此各分册又相对独立，有利于在教学中根据学生的实际情况和水平灵活使用。既可以从第一册开始，也可以从后续教材开始，可以使用全套教材，也可以针对本专业需要有所选择地使用。

3. 研究生阶段培养的是高层次的专业人才，其英语教材应体现先进性和学术性。本系列教程务求内容新颖、知识性强，并且具有学术英语(English for academic purposes)的特点。同时，语言是交际工具，非英语专业研究生掌握英语的目的是为了进行国际信息交流和从事各种涉外业务活动，研究生英语教学也必须重视学以致用原则。为此，本系列教程讲求实用，选材广泛，具有鲜明的时代特征。

本系列教程由基础阶段教材和提高阶段教材组成。

基础阶段

《多维教程》：包括3册教材，即：《探索》、《熟谙》、《通达》。本教程以课文为核心，通过语言知识和技能的各种综合训练，提高学生理解和应用英语的能力，从

而达到熟练掌握和运用英语的目的。《多维教程》配有教师用书。

《听说教程》：包括2册教材，即：《进阶听说》、《熟练听说》。本教程通过听说能力的强化训练，着重提高学生的听力和口头表达能力，以适应在各种场合用英语进行交际的需要。2册教材各配有3盒录音带。

《泛读教程》：包括2册教材，即：《泛读教程》第一册、《泛读教程》第二册。本教程旨在使学生通过大量阅读英语文章，提高阅读技能和熟巧，培养学生独立阅读原著的能力。

《实用写作教程》：1册。本教程以练习写作应用文为重点，通过由段落至文章的循序渐进的强化训练，培养学生的书面表达能力。

提高阶段

《国际交流英语教程》：包括3册教材，即：《国际会议交流英语》、《论文写作与发表》、《文献阅读与翻译》。本教程通过各种语言技能的综合训练和介绍学术交流的有关知识，培养学生以英语为工具进行对外学术交流的实际能力。

《英美文学名篇选读》：1册。本教程通过介绍各种体裁和题材的英美文学作品，培养学生对英美文学的欣赏能力和语感，从而有助于提高学生的文化素养和英语水平。

本系列教程可供非英语专业的硕士生和博士生使用，也可供研究生课程班和MBA班学生使用，还可供具有相当于或接近于本科英语四级水平的英语自学者使用。

《研究生英语系列教程》由上海交通大学、清华大学、哈尔滨工业大学、浙江大学为主的数十位有长期研究生教学经验的骨干教师分工编写。本系列教程已列为教育部面向21世纪课程教材和普通高等教育“九五”规划教材。高等教育出版社对本系列教程的编写和出版给予了鼎力支持，投入了很大力量。本系列教程在编写过程中还得到各有关院校领导的关怀和广大研究生英语教师的支持。我们全体编写人员在此谨表示衷心的感谢。

本系列教程的编者怀着为我国的研究生英语教学改革略尽绵力的心情，集思广益，通力合作，编写了这套可供各类研究生使用的大型系列教材。由于这是第一次尝试，经验不足，水平有限，缺点在所难免。我们诚挚地希望广大师生和读者提出批评与建议，以便使这套系列教材在今后修订中不断得到改进和完善。

刘鸿章

1999年3月20日于上海

前 言

随着21世纪的到来,我国对高层次专业人才的需求将越来越大,要求也越来越高。为了适应国家和社会的需要,非英语专业研究生的英语教学也必须加快改革的步伐,以培养出更多的全面掌握英语、善于以英语为工具进行专业研究和工作的高级人才。

作为《研究生英语系列教程》基础阶段的主干教材,《多维教程》以培养学生的语言交际能力为目标,从课文入手,对学生进行读、听、说、写、译综合训练,从而全面提高学生实际应用语言知识和语言技能的能力。本教程不囿于孤立地强调“精读”,而是强调“以阅读带动综合培养”,这就是其定名为《多维教程》的缘由。

我们认为,目前非英语专业研究生的英语教学中有两个问题值得重视:其一是要强调学生应用能力的提高。学习英语的目的是为了使用英语,理解是使用,表达也是使用。二者之间,后者往往滞后于前者,对外语学习者来说后者也困难得多,因此表达能力的培养显得尤其重要,这也是学生日益迫切的需要。其二是要从学生的实际出发,因材施教。由于目前学生的入学英语水平差距甚大,班级的高低不一定代表英语水平的高低,甚至硕士生和博士生也不一定截然分为两个英语水平层次。按部就班、齐头并进式的教学只会导致时间和精力浪费。因此我们主张根据学生的实际水平来选用教材。《多维教程》各分册的编写既循序渐进也相对独立,这就便于在教学中有选择地使用。这是一个新的尝试,希望能更有利于有针对性地进行教学。

《多维教程》的选材均来自20世纪90年代后期的英美原著,广泛地涉及当前社会、政治、经济、文化、科技等题材,具有很强的现实性和学术性,同时饶有趣味,启迪思维。

英语是一门实践性很强的课程,其教材中的练习至关紧要。《多维教程》新颖而多样化的练习与课文有机结合,既利于学生语言知识和技能的单项训练,更注重其综合训练。有的练习(如:Comprehension)需要结合阅读、讨论和书写等多种手段完成,这就既能巩固所学知识与技能,又富有启发性。

总之,《多维教程》严格贯彻《非英语专业研究生英语教学大纲》制定的目标,在以语言基本功训练为主的同时,着重培养学生实际应用语言的能力。它以阅读教学为出发点,使学生通过语言的应用习得语言和掌握语言技能,语言的习得又促进应用能力的提高,从而达到学以致用目的。

《多维教程》分《探索》、《熟谙》和《通达》三册,以相当于大学本科英语四级的程度为起点,各册循序渐进,涵盖研究生课程班学生、硕士生和博士生的整个基础阶段。教师在教学中可以按学生的实际水平循序使用三册,或选用其中的两册甚至一册。

为了强化学生读、听、说、写、译的能力,建议同时选用《研究生英语系列教程》中相应的配套教材。本教程的后续教材是《研究生英语系列教程》中的提高阶段教材。

三册教程的安排如下:

《探索》供相当于以大学本科英语四级为起点,供有初步听、说、读、写、译能力的硕士研究生或研究生课程班学生使用。全书共12课。本书从对课文的理解着手,侧重于围绕基本语言能力的综合训练。本书的练习从各个角度用不同的形式和题型帮助并引导学生理解课文的内容,深入了解课文的主题思想与作者的意图。本书的课文包括不同的题材和体裁,内容有一定的思想性、趣味性与启发性,有利于学生在巩固所学内容、提高基本技能的同时加强文化素质的培养。每一课的主课文前有有关课文主题的讨论题,以减少阅读理解时的障碍,使学生逐步进入课文内容。主课文之后,除了理解和讨论的练习外,还配有与课文主题相关的、能巩固课文中出现的词汇和句型的各种语言活动。本书使本科阶段与研究生阶段紧密衔接,可为学生学习《熟谙》打下良好的基础。

《熟谙》是《探索》的后续教材,供略高于大学英语四级水平,有一定的听、说、读、写、译能力的硕士研究生使用。但这并不意味着必须学完《探索》再学《熟谙》。教师可以根据学生的实际水平考虑是否两册教材都用。《熟谙》共12课。本书既注重对课文的理解也注重语言的表达与应用。《探索》使学生有了探索语言的能力,《熟谙》则使学生在巩固这些语言能力的基础上,得到进一步的提高,以达到基本熟练运用语言的程度。本书的编写形式与《探索》大体相似,但语言的难度与深度有明显的增加,主课文的内容更为广泛。学生在语言知识与能力不断提高的过程中,知识面也在不断地扩大,从而在不同的问题上都能够较熟练地用英语来表达自己的思想,为《通达》阶段的学习打好更坚实的基础。

《通达》适用于已掌握相当扎实的英语知识和具有较好的听、说、读、写、译能力的学生,全书共12课,分为两大部分。本书以语言应用能力的培养为重点,提供听、说、读、写、译等各种训练(如讨论、演说、写作、英汉互译等等),以便充分开展教学活动,从而不仅能引导学生深入理解课文的内容,还可以帮助他们提高应用英语的熟巧。本书的课文包括不同的体裁和题材,涉及21世纪面临的各种热点问题。每一课的主课文前有激发学生学习兴趣的有关讨论题,还有利用课文原句编写的、根据上下文猜测词义的练习,以减少阅读课文时的生词量,并取得逐步进入课文意境的效果。每课除主课文外,还提供了与其主题相关的文章,使学生能在主题更广泛的基础上投入各种培养语言能力的活动。

鉴于《多维教程》的使用对象是各级各类研究生，教师在教学中不应局限于语言知识的传授，而应侧重于语言交际能力的培养。教师应自始至终扮演语言实践活动的组织者、指导者的角色，引导学生利用自己现有的语言知识积极参与教学的全过程，以便在学习中运用语言，在语言运用中使自己的言语能力得到进一步培养和提高。学生应：

1. 完成 **Warming-up Activities** 里规定的任务。课前准备好有关问题的答案，初步了解课文内容，在课堂上做有准备的发言。完成《通达》中猜测词义练习是学生消除部分生词障碍、进一步阅读全文、了解文章大意的必要一步。

2. 主动去图书馆或上网寻找与本课题相关的资料，摘抄有关词组或语汇，补充或启发新思路、新观点，丰富自己的思想，充实讨论的内容。

3. 自学课文后的 **Phrases and Expressions, Notes on the Text**，以及 **Reading** 中的文章，为上课时积极参与教学活动做好准备。

在组织教学活动时，建议整个课文教学过程按照每课后 **Comprehension** 部分设定的步骤进行。因为 **Comprehension** 练习设计的指导思想是除了检查学生对课文的理解外，更重要的是能起到导教、导学的作用。因此这部分练习应与教师的课文讲解紧密结合，以练习带讲解，不宜在课文讲解之后孤立使用。在 **Comprehension** 练习中，部分问题没有提供答案，因为这些问题仅供学生讨论之用，学生可以根据自己不同的阅历和思想给出不同的答案，以达到讨论的目的。做完这一步仅仅意味着阅读过程的结束，在此基础上教师可根据学生的情况，做有关的语言知识点的检查或讲解。这项工作大致包括：**An Oral Summary of the Text, Sentence Paraphrasing, Long Sentence Translation into Chinese, Useful Sentence Pattern Imitation (from Chinese into English)** 等。**Vocabulary, Cloze** 等练习由教师自定方式进行。**Speaking** 练习，除了课后规定的活动外，在课文阅读教学一开始就可进行：可要求学生当堂回答，也可先分小组讨论，后班组汇报等；还可以就文中的某个 **statement** 所说的观点以个人阐述、分组讨论后汇报、全班讨论等方式进行。总而言之，一定要让学生在课堂上多开口。

在 **Related Passage** 部分，我们提供了一定量的与课文题材相关的阅读材料，其主要用途在于为教师提供更多的有关该题材的信息和语言素材，以帮助教师更好地组织好说、写活动。这些材料也可以作为学生的补充阅读材料。

《多维教程》教师用书的编写原则是：

1. 竭诚为教师服务，努力为教师有效地组织、指导整个教学过程提供便利。因此，在编排上对所有重难点、语言点都标明了在文中的段落和行数，免除教师备课查资料

之苦。在教学参考内容的选择上,除了练习参考答案之外,还提供文章背景材料,为教师提供的与话题有密切关系的人物、机构、公司、事件、历史、典故、作品等的背景知识。为了有利于开展话题的口头讨论、笔头讨论,还同学生用书课后的Reading部分相配合,增加了Related Passages部分,提供与课文主题密切相关的具有启迪作用的文章。这些资料和文章不仅能帮教师清除教学过程中因背景不明而造成的障碍,还有助于对有关话题的讨论提供更多可供选择的语料。对教师来说,了解这些资料的内容,不仅是一种知识的充实,更重要的是可以借此丰富教学内容,以适应高层次人才的语言应用能力培养中必然会涉及的思想深度的要求,有利于同学生进行比较有深度的交流,更好发挥自己在教学活动中的指导作用。

2. 针对课文中有关的语言知识点、难点进行较为详尽的解释或释义,并提供大量例句。由于注释相当详尽,教师在使用中有更大的选择余地。

应广大一线教师的要求,我们对《多维教程·教师用书》进行了修订。修订后的教师用书一分为三,与《多维教程》中《探索》、《熟语》和《通达》三分册对应。修订后的《多维教程·教师用书》在内容上作了以下调整:

- 1) 进一步完善了Background Information部分,对课文内容和作者情况均作了介绍;
- 2) 完善了Language Points部分,增加了大量难句,长句讲解;
- 3) 更换了原教师用书中Related Passages部分里的部分过时文章,并增补了注释,降低了阅读文章难度;
- 4) 增补了课文译文。

总之,《多维教程》教师用书的宗旨重在方便教师,减轻教师备课时查资料的负担。以便集中精力研究教学,把课教好。

另外,周桂芝、娄宝翠也参加了《多维教程·熟语·教师用书》的修订,承担了部分课文的翻译工作。潘海光、夏莲莲、何晓凤参加了第一版的编写工作。对他们所作的工作表示衷心的感谢。

编者

2003年5月

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Unit

1

From Competence to Commitment

Background Information

1. Introduction to the Author

Ernest Boyer (1925-1995) had a remarkable career that spanned four decades as one of the most articulate and well-reasoned voices in the history of American education. As President of the Carnegie Foundation for the Advancement of Teaching, United States Commissioner of Education and as Chancellor of SUNY, Dr. Boyer's profound influence shaped and reformed national and international understanding of education.

The following activities and titles are among his many significant achievements.

1979-1995 President, the Carnegie Foundation for the Advancement of Teaching

1985-1990 Senior Fellow, Woodrow Wilson School, Princeton University

1977-1979 United States Commissioner of Education

1970-1977 Chancellor, State University of New York, Woodrow Wilson School,
Princeton University

1962-1965 Director, Center for Coordinated Education, University of California,
Santa Barbara

1960-1962 Director, Commission to Improve the Education of Teachers, Western

College Association

1956-1960 Professor and Academic Dean, Upland College

Appointed to various national commissions under the administrations of Presidents Nixon, Ford, Carter, Regan and Bush.

Awards and recognitions include:

Charles Frankel Prize in the Humanities, 1994 (Presidential Award)

James B. Conant Education Award, 1994

President's Medal, Tel Aviv University

Distinguished Service Medal, Teachers College, Columbia University

Horatio Alger Award

Educator of the Year, 1990, *U.S. News & World Report*

Medalist, New York Academy of Public Education

Friend of Education Award, National Education Association

Education Leadership Award, 1995, Council for Advancement of Private Education

Recipient of nearly 140 honorary doctorates

Contributed to international thinking about education through a regular column in the *London Times* and through initiatives with the People's Republic of China, the former Soviet Union and other countries.

2. Introduction to the Text

What is the purpose of undergraduate education? Is it to prepare students for a career, or something more? In this essay, Ernest Boyer argues that it is not enough to merely teach undergraduates the specialized skills needed to do a particular job; rather, students need "a larger vision." He argues that they need to become familiar with issues far beyond the simple concerns of a narrow academic field, and gain an appreciation of the values and philosophy of their own culture as well as the issues shaping nations far from the university campus. In addition to learning specialized facts and skills, students should examine larger issues of right and wrong, so that each student may develop the intellectual sophistication required to make wise decisions for themselves and their society.

According to Boyer, the United States is keenly in need of citizens who are familiar with the major problems the society faces and have the knowledge and skills needed to participate in the search for solutions. Moreover, the "larger vision" advocated by Boyer

includes fostering in students the willingness to get involved by joining civic organizations and taking part in the making of government policies. Undergraduate education should strive to produce such citizens, because such participation by informed citizens is, according to Boyer, critical if “government by the people” is to endure.

Language Points

1. **They are struggling to establish themselves, but the young people also admitted to confusion: Where should they put their faith in this uncertain age?** (lines 4-6, para. 1): Although they are trying their best to get settled in a position, the young people confessed that they were confused about where to put their belief in an age when many things were uncertain.

establish sb / oneself: place sb / oneself in a position, office, etc, usually on a permanent

basis base e.g. He has **established himself** as the leading candidate in the election.

admit to: confess; recognize or acknowledge sth as true, often reluctantly

e.g. He **admitted to** the murder.

The Vice President **admitted to** taking bribes.

admit of: make it possible for sth to happen or to be true

e.g. The price quoted will not **admit of** any allowance.

His conduct **admits of** no complaint.

admit (that) v.: confess

e.g. She **admits that** she occasionally bets on horses.

The Prime Minister **admitted that** mistakes had been made.

2. **Undergraduates are searching for identity and meaning and, like the rest of us, they are torn by idealism of service on the one hand, and on the other, the temptation to retreat into a world that never rises above self-interests.** (lines 6-9, para. 1): Undergraduates are trying to make clear what kind of individuals they themselves actually are and what values they are going to realize and, like the rest of us, they, ideally, would like jobs which serve other people on the one hand, but on the other, they are also attracted

by careers which will serve their own interests.

be torn by sth: be tortured by sth or puzzled by sth; be divided by sth

e.g. There are still quite a few nations **torn by** civil war or riots.

I was **torn by** conflicting impulses.

3. **In the end, the quality of the undergraduate experience is to be measured by the willingness of graduates to be socially and civically engaged.** (*lines 1-3, para. 2*): The final quality of the undergraduate education should be measured by whether the graduates are willing to work for the society and the city or town where they live.

be engaged: be busy or occupied, be involved; be under engagement; be pledged to be married

e.g. I'm **engaged** for lunch, but I have plenty of time.

My friend has just **got engaged**, and she has a diamond ring to prove it.

4. **Man cannot behold except he be committed.** (*lines 3-4, para. 2*): Man cannot realize his own potential unless he devotes himself to the society, or man cannot see / understand reality unless he is totally dedicated.

except conj.: (*old or lit.*) unless

e.g. **Except** a man be born again, he cannot see the Kingdom of God.

5. **The idealism of the undergraduate experience must reflect itself in loyalties that transcend self.** (*lines 5-6, para. 2*): The perfect or ideal collegiate education (As undergraduates, students often have views which are idealistic, and perhaps not very practical.) must reflect loyalties that rise above self-interests.

6. **Is it too much to expect that, even in this hard-edged, competitive age, a college graduate will live with integrity, civility — even compassion?** (*lines 6-8, para. 2*): Is it excessive to expect that, even in this period of time during which there is tough competition, a college graduate will live with honesty, politeness — even sympathy?

too much: excessive; overwhelming; unreasonable

e.g. I could not finish that philosophy book, it was **too much** for me.

Is it **too much** to expect that all the participants will pass the test?

7. **Is it appropriate to hope that the lessons learned in a liberal education will reveal themselves in the humaneness of the graduate's relationship with others?** (*lines 8-11, para. 2*): Is it right to hope that the lessons learned from studying the liberal arts (the subjects such as history, language, literature, etc.) will help the graduates develop / share good personal relationships with others?
8. **Clearly, the college graduate has civic obligations to fulfill.** (*line 1, para. 3*): (Why is it appropriate to hope ...?) (Because) it is clear that a college graduate has a debt to pay to the society.
9. **There is urgent need in American teaching to help close the dangerous and growing gap between public policy and public understanding.** (*lines 1-3, para. 3*): Immediate action should be taken in American teaching to help narrow the dangerous and increasing gap between public policy and public understanding (because the public cannot understand the meaning of public policy.)

There is (an) urgent need ...

e.g. There is (an) urgent need in China's education to update its textbooks.

There is (an) urgent need to build up students' capacity rather than book learning.

10. **The information required to think constructively about the agenda of government seems increasingly beyond our grasp.** (*lines 3-5, para. 3*): The information which is needed in order to think with effectiveness about the agenda of government seems less and less understandable to us people.
11. **It is no longer possible, many argue, to resolve complex public issues through citizen participation.** (*lines 5-7, para. 3*): Many people argue that it is impossible to solve complicated public problems through the participation of the general public.
12. **drainage problems** (*lines 4-5, para. 5*): problems concerning water regulations / rights (who has the legal use of water?)
13. **For those who care about government "by the people," the decline in public understanding cannot go unchallenged.** (*lines 1-2, para. 6*): For those who care about government run by the people, the lack of public understanding of public policy cannot be accepted and must be checked.

14. **In a world where human survival is at stake, ignorance is not an acceptable alternative.** (*lines 2-3, para. 6*): In a world where human survival is threatened, we cannot take refuge in ignorance.

at stake: in a situation where sth valuable might be lost

e.g. They played much better in the next game because they felt that the honor of the school was **at stake**.

We cannot simply give in to their demands; matters of principle are **at stake**.

15. **tolerable** a. (*line 5, para. 6*): acceptable; passable; endurable

Note: tolerant a.: having or showing tolerance

e.g. A lot of the summer jobs available here are only **tolerable** if you're young and don't mind working hard.

I'm a **tolerant** man but your behaviour is more than I can bear.

16. **What we need today are groups of well-informed, caring individuals who band together in the spirit of community to learn from one another, to participate, as citizens, in the democratic process.** (*lines 1-3, para. 7*): What we need today are groups of individuals who are well-educated, care for the society, unite with a friendly feeling of learning from each other and, as citizens, take an active part in the democratic process of our government.

17. **But we are convinced that the undergraduate college, perhaps more than any other institution, is obliged to provide the enlightened leadership our nation urgently requires if government by the people is to endure.** (*lines 6-9, para. 8*): We believe that, if government by the people is to continue to exist, the undergraduate college has a greater responsibility than any other institution to provide the wise leadership which is urgently needed by our nation.

endure vi.: continue vt.: experience (with difficulties and trials)

e.g. The political system established in 1400 **endured** until about 1650.

The country is **enduring** the worst recession since the 1930s.

18. **Today's students must be informed about people and cultures other than their own.** (*lines 2-3, para. 9*): Today's students must be educated about/introduced to people and

cultures different from their own (people and cultures of other countries).

other than: different from; except

e.g. Holidays **other than** those in this brochure do not have free places for children.

The form cannot be signed by anyone **other than** yourself.

19. **The world may not yet be a village, but surely our sense of neighborhood must expand.** (*lines 1-2, para. 10*): The world may not yet be shrunk in size to a so-called “global village”, but it is certainly not enough for us only to care about the nearby countries (we should have a global perspective).
20. **Dwarfing all other concerns, ...** (*lines 6-7, para. 10*): Being the biggest concern, ... / Making all other concerns less important, ...
21. **But during our study we found on campus a disturbing lack of knowledge and even at times a climate of indifference about our world.** (*lines 1-2, para. 11*): But during our research we discovered on campus a lack of knowledge about our world which is worrying, and sometimes an uncaring attitude about our world which worries us even more.
22. **“The trouble with many colleges is that they indulge the nesting instinct by building protected little communities inside their great walls.”** (*lines 2-4, para. 13*): The problem with many colleges is that they give in to the motherly impulse to provide a protected environment by helping students form communities safely inside the school.
- indulge** vt.: give way to and satisfy (desires, etc.); overlook the faults of
- e.g. His mother **indulged** him with material possessions.
- The soccer fans **indulged** their patriotism, waving flags and singing songs.
- indulge** vi.: [+ in] allow (yourself or someone else) to have a lot of sth. enjoyable
- e.g. This was a deliberate decision by the company to **indulge in** a little nostalgia (怀旧).
- Occasionally she **indulges in** a bottle of wine or a box of chocolates.
23. **But technical skill, of whatever kind, leaves open essential questions: Education for what purpose? Competence to what end?** (*lines 1-2, para. 16*): But rote learning / book learning, of whatever kind, doesn’t answer the following important questions: Education for what purpose? Competence to what end? Here *leave sth open* means leave sth unanswered.