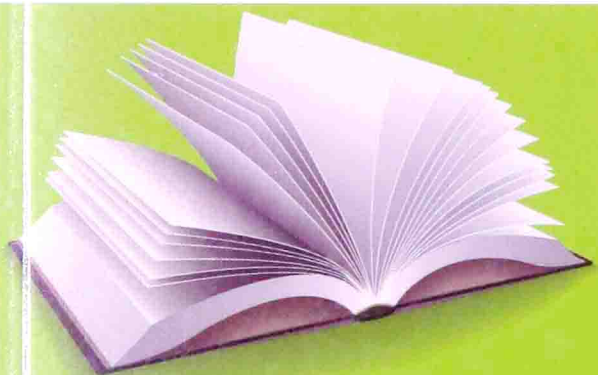


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大学英语



阅读教程

(新题型)

College English
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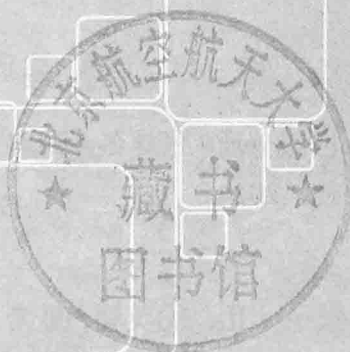
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大学英语

阅读教程

(新题型)



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本书共 15 个单元, 每个单元由同一主题的四篇文章及相关习题组成。本书通过归纳、演绎、预测、推理等阅读技能的训练使学生积极思考, 自主习得语言知识; 并通过翻译实践增强其对重点词汇和短语的理解和积累, 从而逐步提高英语读写技能。

本书对提高广大学生的阅读理解能力具有一定的指导和辅助作用, 同时, 对备考研究生入学考试的学生的英语学习具有事半功倍的效果, 是广大英语爱好者提高阅读水平的良师益友。

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前言

教育部颁布的《大学英语课程教学要求》(以下简称《要求》)对我国大学生英语阅读能力提出的一般要求如下:能基本读懂一般性题材的英文文章,阅读速度达到每分钟 70 词。在快速阅读篇幅较长、难度略低的材料时,阅读速度达到每分钟 100 词;能就阅读材料进行略读和寻读;能借助词典阅读本专业的英语教材和题材熟悉的英文报刊文章,掌握中心大意,理解主要事实和有关细节;能读懂工作、生活中常见的应用文体的材料;能在阅读中使用有效的阅读方法。

为帮助学生提高英语阅读水平,达到《要求》所提出的各项能力,并为参加全国大学英语四级考试奠定坚实的基础,我们编写了这套《大学英语阅读教程》(分为四级分册和六级分册)。本教程集阅读和练习于一体,围绕不同热点话题培养学生阅读和翻译能力。同时,贯彻以学生为中心的教学模式,充分满足学生汲取知识、提高智力和发展个性的需求,强调语言综合能力的提高和学生自学能力的培养。

本教程共 15 个单元,每个单元由同一主题的四篇文章及相关习题组成。本书通过归纳、演绎、预测、推理等阅读技能的训练使学生积极思考,自主习得语言知识;并通过翻译实践增强其对重点词汇和短语的理解和积累,从而逐步提高英语读写技能。本书具体特点如下。

1. 话题热点时尚,选材精细实用,集趣味性、知识性和科普性于一体

本书各单元都是广大学生所关心和感兴趣的话题,文章内容涉及生活的方方面面,具有一定的娱乐性和思想性。同时,所选文章在长度、难度、语言的精确性等方面均有统一要求。除精选了四级真题中的部分文章外,其余文章都出自近几年的英文原版报纸、期刊及权威网站。所选材料力求语言真实准确、地道优美,极大地满足了学生汲取原汁原味英语的需求。

2. 编写认真严谨,体例独特合理,集科学性、新颖性和实用性于一体

各单元均由阅读文章、难点注释、生词短语、语言聚焦和翻译练习五部分组成。其中,阅读部分涵盖了目前四级考试中所有的阅读题型,既有利于提高学生的阅读能力,又能使学生尽快熟悉和适应四级考试。难点注释言简意赅,详略得当。同时,生词表和注释均配有双语解释,既能拓宽学生的阅读视野,又能提高学生的语言能力。语言聚焦扼要介绍了文中所出现的重点语法、特殊句型及固定搭配,使学生能够及时复习和巩固相关的语言、语法知识。最后,为使学生学以致用,提高语言实际运用能力,本书增加了段落翻译题,满足了部分学生应试的需要。此外,书后附有统一的词汇表和词组表,并且每个单元均有答案活页,便于学生自主学习。

3. 注重微技能的训练和渗透,有利于学生在阅读中形成批判性思维能力

本书兼顾了不同层次学生的英语学习需求,体现了最新的大学英语教学理念。书中渗透了各种阅读微技能的训练和要求,有利于学生英语综合能力的提高。阅读理解问题的解答有助于学生思维能力的提高,预测、推理等技能的应用有利于增强学生在英语环境下的想象力,进而提高批判性思维能力。本书符合学生阅读和考试的需求,既体现了阅读教材的科学合理

性，又满足了实用性英语教学的客观需要。

本书集合了一批富有教学经验的一线教师的集体智慧，是各位编者不懈努力、辛勤劳动的结晶。大部分编写内容为北京化工大学英语教学中使用过的优秀素材，具有良好的教学效果和广泛的实践基础。本教程对提高广大学生的阅读理解能力具有一定的指导和辅助作用，同时，对备考研究生入学考试的学生的英语学习具有事半功倍的效果，是广大英语爱好者提高阅读水平的良师益友。

由于编写时间仓促、编者才智有限，书中若有疏漏之处，尚祈各位同仁及广大读者不吝指正。

编者
2014年6月
于北京化工大学

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Unit 1

Campus Life

I. Reading Activities (40 minutes)

Section A Bank Cloze

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. You may not use any of the words in the bank more than once.

A. enforce	F. acquire	K. widely
B. radically	G. varies	L. field
C. profession	H. sake	M. essential
D. possess	I. optional	N. involves
E. available	J. encourage	O. preference

Universities are institutions that teach a **wide variety of** subjects at advanced levels. They also carry out research work aimed at extending man's knowledge of these subjects. The emphasis given to each of these functions 1 from university to university, according to the views of the people in control and according to the resources 2 . The smaller and newer universities do not 3 the staff or equipment to carry out the vast research projects possible in larger institutions. But most experts agree that some research activity is 4 to keep the staff and their students in touch with the latest developments in their subjects.

Most students attend a university mainly to 5 the knowledge needed for their chosen 6 . Educationists believe that this aim should not be the only one. Universities have always aimed to produce men and women with judgment and wisdom as well as knowledge. For this reason, they 7 students to meet others with differing interests and to read 8 to broaden their understanding in many fields of study. After a secondary school course, a student should be interested enough in a subject to enjoy gaining knowledge for its own 9 . He should be prepared to make **sacrifices** to **study** his chosen 10 **in depth**. He should have an **ambition** to make some meaningful contribution to man's knowledge.

Section B Skimming and Scanning

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which

the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter.

Universities Branch Out

- A. As never before in their long history, universities have become instruments of national competition **as well as** instruments of peace. They are the place of the scientific discoveries that move economies forward, and the **primary** means of educating the talent required to obtain and maintain competitive advantage. But at the same time, the opening of national borders to the flow of goods, services, information and especially people has made universities a powerful force for global integration, **mutual** understanding and geopolitical **stability**.
- B. **In response to** the same forces that have driven the world economy, universities have become more self-consciously global: **seeking** students from around the world who represent the entire range of cultures and values, sending their own students abroad to prepare them for global careers, offering courses of study that address the challenges of an interconnected world and collaborative（合作的）research programs to advance science for the benefit of all humanity.
- C. Of the forces shaping higher education none is more sweeping than the movement across borders. Over the past three decades the number of students leaving home each year to study abroad has grown at an annual rate of 3.9 percent, from 800,000 in 1975 to 2.5 million in 2004. Most travel from one developed nation to another, but the flow from developing to developed countries is growing rapidly. The **reverse** flow, from developed to developing countries, **is on the rise**, too. Today foreign students earn 30 percent of the doctoral degrees awarded in the United States and 38 percent of those in the United Kingdom. And the number crossing borders for undergraduate study is growing as well, to 8 percent of the undergraduates at America's best institutions and 10 percent of all undergraduates in the U.K.. In the United States, 20 percent of the newly hired professors in science and engineering are foreign-born, and in China many newly hired faculty members at the top research universities received their graduate education abroad.
- D. Universities are also encouraging students to spend some of their undergraduate years in another country. In Europe, more than 140,000 students **participate in** the Erasmus program each year, taking courses for credit in one of 2,200 participating institutions across the continent. And in the United States, institutions are helping place students in summer internships（实习）abroad to prepare them for global careers. Yale and Harvard have led the way, offering every undergraduate at least one international study or internship opportunity — and providing the **financial** resources to make it possible.
- E. Globalization is also reshaping the way research is done. One new trend **involves** sourcing **portions** of a research program to another country. Yale professor and Howard Hughes Medical Institute investigator Tian Xu directs a research center focused on the genetics of human disease at Shanghai's Fudan University, **in collaboration with** faculty colleagues from both schools. The Shanghai center has 95 employees and graduate students working in a 4,300-square-meter laboratory **facility**. Yale faculty, postdoctors and graduate students visit regularly and attend videoconference seminars with scientists from both campuses. The arrangement benefits both

countries; Xu's Yale lab is more productive, thanks to the lower costs of conducting research in China, and Chinese graduate students, postdoctors and faculty get on-the-job training from a world-class scientist and his U. S. team.

- F. As a result of its strength in science, the United States has consistently led the world in the commercialization of major new technologies, from the mainframe computer and the integrated circuit of the 1960s to the Internet infrastructure (基础设施) and **applications** software of the 1990s. The link between university-based science and industrial application is often indirect but sometimes highly **visible**: Silicon Valley¹ was **intentionally** created by Stanford University, and Route 128 outside Boston has long housed companies spun off (派生出) from MIT² and Harvard. Around the world, governments have encouraged copying of this model, perhaps most successfully in Cambridge, England, where Microsoft and scores of other leading software and biotechnology companies have set up shop around the university.
- G. For all its success, the United States remains deeply hesitant about **sustaining** the research-university model. Most politicians recognize the link between **investment** in science and national economic strength, but support for research funding has been **unsteady**. The budget of the National Institutes of Health doubled between 1998 and 2003, but has risen more slowly than inflation since then. Support for the physical sciences and engineering barely **kept pace with** inflation during that same period. The **attempt** to make up lost ground is welcome, but the nation would be better served by steady, predictable increases in science funding at the rate of long-term GDP growth, which is on the order of inflation plus 3 percent per year.
- H. American politicians have great difficulty recognizing that admitting more foreign students can greatly **promote** the national interest by increasing international understanding. **Adjusted** for inflation, public funding for international exchanges and foreign-language study is well below the levels of 40 years ago. **In the wake of** September 11, changes in the visa process caused a **dramatic decline** in the number of foreign students seeking admission to U. S. universities, and a **corresponding surge** in **enrollments** in Australia, Singapore and the U. K.. Objections from American university and business leaders led to improvements in the process and a reversal of the decline, but the United States is still seen by many as unwelcoming to international students.
- I. Most Americans recognize that universities **contribute to** the nation's well-being through their scientific research, but many fear that foreign students **threaten** American competitiveness by taking their knowledge and skills back home. They fail to grasp that welcoming foreign students to the United States has two important positive effects: first, the very best of them stay in the States and — like immigrants throughout history — strengthen the nation; and second, foreign students who study in the United States become ambassadors for many of its most **cherished** values when they return home. Or at least they understand them better. In America as elsewhere, few instruments of foreign policy are as effective in promoting peace and stability as welcoming international university students.
1. The way research is carried out in universities has changed as a result of globalization.
 2. Around the world, governments encourage the model of linking university-based science and industrial application.

3. In the past thirty years, the growing movement of students across borders is multidirectional.
4. The benefits from enrolling more foreign students are not fully appreciated by the U.S. government, which leads to its low investment in international exchanges.
5. Academic institutions are functioning as a strong power to advance globalization and promote international respect and peace.
6. The present-day universities have taken various measures to become global by enrolling overseas students as one of them.
7. The enrollment of international students will have a positive impact on America rather than bring threat to its competitiveness.
8. Not a few universities prepare their undergraduates for global careers by offering them chances for international study or internships abroad.
9. More students turn to universities in other countries instead of the American ones because of the changes in the visa process.
10. The U.S. federal funding for research has not been sufficient and steady for years although many politicians realize the importance of financing science.

Section C Reading In-depth

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice.

Passage 1

By almost any measure, there is a **boom** in Internet-based instruction. In just a few years, 34 percent of American universities have begun offering some form of distance learning (DL), and among the larger schools, it's closer to 90 percent. If you doubt the popularity of the trend, you probably haven't heard of the University of Phoenix³. It **grants** degrees entirely on the basis of online instruction. It **enrolls** 90,000 students, a statistic used to support its claim to be the largest private university in the country.

While the kinds of instruction offered in these programs will differ, DL usually signifies a course in which the instructors post syllabi (课程大纲), reading assignments, and schedules on Websites, and students send in their assignments by e-mail. Generally speaking, face-to-face communication with an instructor is **minimized** or **eliminated** altogether.

The attraction for students might at first seem obvious. Primarily, there's the convenience promised by courses on the Net: you can do the work, as they say, in your pajamas (睡衣). But figures **indicate** that the reduced effort **results in** a reduced **commitment** to the course. While dropout rates for all freshmen at American universities is around 20 percent, the rate for online

students is 35 percent. Students themselves seem to understand the weaknesses **inherent** in the setup. In a **survey conducted** for eCornell, the DL division of Cornell University, less than a third of the respondents expected the quality of the online course to be as good as the classroom course.

Clearly, from the schools' perspective, there's a lot of money to be saved. Although some of the more **ambitious** programs require new investments in servers and networks to support collaborative software, most DL courses can run on existing or minimally upgraded (升级) systems. The more students who enroll in a course but don't come to campus, the more the school saves on keeping the lights on in the classrooms, paying doorkeepers, and maintaining parking lots. And, while there's evidence that instructors must work harder to run a DL course for a variety of reasons, they won't be paid any more, and might well be paid less.

1. What is the most striking feature of the University of Phoenix?
 - A. All its courses are offered online.
 - B. Its online courses are of the best quality.
 - C. It boasts the largest number of students on campus.
 - D. Anyone taking its online courses is sure to get a degree.
2. According to the passage, distance learning is basically characterized by _____.
 - A. a considerable flexibility in its academic requirements
 - B. the great diversity of students' academic backgrounds
 - C. a minimum or total absence of face-to-face instruction
 - D. the casual relationship between students and professors
3. Many students take Internet-based courses mainly because they can _____.
 - A. earn their academic degrees with much less effort
 - B. save a great deal on traveling and boarding expenses
 - C. select courses from various colleges and universities
 - D. work on the required courses whenever and wherever
4. What accounts for the high drop-out rates for online students?
 - A. There is no strict control over the academic standards of the courses.
 - B. The evaluation system used by online universities is inherently weak.
 - C. There is no mechanism to ensure that they make the required effort.
 - D. Lack of classroom interaction reduces the effectiveness of instruction.
5. According to the passage, universities show great enthusiasm for DL programs for the purpose of _____.
 - A. building up their reputation
 - B. cutting down on their expenses
 - C. upgrading their teaching facilities
 - D. providing convenience for students

Passage 2

A few years ago, in one of the most **fascinating** and disturbing experiments in behavioural

psychology, Stanley Milgram of Yale University tested 40 subjects for their willingness to obey instructions given by a leader in a situation in which the subjects might feel a personal distaste for the actions they were called upon to perform. Specifically, Milgram told each volunteer 'teacher-subject' that the experiment was in the noble cause of education, and was designed to test whether or not punishing pupils for their mistakes would have a positive effect on the pupils' ability to learn.

The teacher-subject were placed before a panel (仪表板) of thirty switches with labels **ranging from** '15 volts of electricity (slight shock)' **to** '450 volts (danger-severe shock)' in steps of 15 volts each. They were told whenever the pupil gave the wrong answer to a question, a shock was to be administered, beginning at the lowest level and increasing in severity with each **successive** wrong answer. The supposed 'pupil' was in reality an actor hired to **simulate** all possible reactions when receiving the shocks. Milgram told the teacher-subject to ignore the reactions of the pupil, and to administer whatever level of shock was called for, according to the rule **governing** the experimental situation of the moment.

As the experiment unfolded, the pupil would **deliberately** give the wrong answers to questions **posed** by the teacher, thereby bringing on various electrical punishments, even up to the danger level of 300 volts and beyond. Many of the teacher-subjects **hesitated** over administering the higher levels of punishment, and turned to Milgram with questioning looks and/or complaints about continuing the experiment. In these situations, Milgram calmly explained that they were to ignore the pupil's cries for mercy and **carry on with** the experiment. What Milgram was trying to discover was the number of teacher-subjects who would be willing to administer the highest level of shock, even in the face of strong personal and moral disgust against rules and conditions of the experiment.

Prior to carrying out the experiment, Milgram explained his idea to 39 psychiatrists and asked them to **predict** the average percentage of people who would be willing to administer the highest shock level. The overwhelming agreement was that **virtually** all the teacher-subjects would refuse to obey the experimenter. The psychiatrists felt that 'most subjects would not go beyond 150 volts' and only 4% would go up to 300 volts. Furthermore, they thought that only about one in 1,000 would give the highest shock.

What were the actual results? Over 60% of the teacher-subjects continued to obey Milgram up to the 450-volt limit! In repetitions of the experiment in other countries, the percentage of **obedient** teacher-subjects was even higher, reaching 85 % in one country. How can we possibly **account for** this vast difference between what calm, rational, knowledgeable people predict in the comfort of their study and what pressured, confused, but cooperative teachers' actually do in the laboratory of real life?

6. In Milgram's experiment, the teacher-subjects _____.
 - A. were tested whether or not they were suited to teaching
 - B. were told they were testing whether punishment helped learning
 - C. were told they were tested for their willingness to obey given instructions
 - D. were tested whether or not given instructions would affect their personal taste
7. The teacher-subjects were instructed to _____.

- A. stop administering a shock when a pupil asked them to
 B. criticize pupils who gave successive wrong answers
 C. reduce the shock level after a correct answer is given
 D. give punishment according to the rules of the experiment
8. From paragraph three, we learn that _____.
 A. though reluctant, the teacher-subjects were persuaded and continued the experiment
 B. many teacher-subjects questioned the real purpose of Milgram's experiment
 C. some teacher-subjects felt disgusted about the cruel experiment and stop
 D. the pupils didn't expect the teacher-subjects would punish them beyond the danger level
9. Before the experiment took place, the psychiatrists _____.
 A. believed that a shock of 150 volts was too dangerous
 B. failed to agree on how the teacher-subjects would respond to instructions
 C. underestimated the teacher-subjects' willingness to observe experimental procedure
 D. thought that many of the teacher-subjects would administer a shock of 450 volts
10. At the end of the experiment, we know that _____.
 A. less than 40 % teacher-subjects failed to finish the experiment
 B. the actual results of Milgram's experiment repeated in different countries differed
 C. Milgram's experiment solved an important question in education
 D. under pressure many teacher-subjects surrendered their personal and moral code to authority

II. Notes

1. Silicon Valley is a nickname for the South Bay portion of the San Francisco Bay Area in Northern California, United States. It is home to many of the world's largest technology corporations, as well as thousands of small startups. 硅谷
2. MIT (Massachusetts Institute of Technology), founded in 1861, is a private research university in Cambridge, Massachusetts known traditionally for research and education in the physical sciences and engineering, and more recently in biology, economics, linguistics, and management as well. 麻省理工学院
3. University of Phoenix is the largest private university in North America offering online university education. 凤凰城大学

III. Word Bank

sacrifice *n.* giving up of sth, usually in return for sth more important or valuable 放弃, 牺牲 (某事物, 为得到更重要或更有价值的事物)

ambition *n.* a cherished desire; a strong drive for success 野心, 雄心; 抱负, 志向

primary *adj.* of first rank or importance or value; of being the essential or basic part 主要的; 基本的

- mutual *adj.* common to or shared by two or more parties 互相的
- stability *n.* the quality of being enduring and free from change or variation 稳定性
- seek *vi. & vt.* to try to get or reach 寻求; 寻找
- reverse *adj.* opposite from what you expect or to what has just been described 相反的
- financial *adj.* relating to or involving money 金融的; 财政的
- involve *vt.* to engage as a participant; have as a necessary feature or consequence 参与; 涉及; 卷入, 陷入
- portion *n.* part or share into which sth is divided 部分
- facility *n.* sth designed and created to serve a particular function 设施, 设备
- application *n.* a program that gives a computer instructions that provide the user with tools to accomplish a task 应用程序
- visible *adj.* capable of being seen; or open to easy view 明显的; 看得见的
- intentionally *adv.* with intention; done with purpose 有意地; 故意地
- sustain *vt.* to lengthen or extend in duration or space; maintain 支撑, 承担; 维持, 保持
- investment *n.* laying out money or capital in an enterprise with the expectation of profit 投资
- unsteady *adj.* subject to change or variation 不稳定的
- attempt *vt.* to make an effort to do sth 试图 (尤指做困难的事)
- promote *vt.* to contribute to the progress or growth of; give a promotion to; try to sell (a product) 促进; 提升; 推销
- adjust *vt.* to adapt oneself to new or different conditions; alter so as to achieve accuracy or conform to a standard 使适应, 使适合; 调节, 校正
- dramatic *adj.* sensational in appearance or thrilling in effect 引人注目的; 激动人心的
- decline *vi.* to grow worse; grow smaller 衰退; 下降
n. change toward sth smaller or lower 下降
- corresponding *adj.* related to or connected with sth 相当的, 相应的
- surge *n.* a sudden or abrupt strong increase 猛增
- enrollment *n.* the process of enrolling at school or other institution 登记, 注册
- threaten *vt. & vi.* to pose a threat to; present a danger to 威胁
- cherish *vt.* to keep sth pleasant in your mind for a long period of time 珍藏
- boom *n.* an increase in amount, frequency, or success 增长
- grant *vt.* to give sth formally or legally 授予
- enroll *vt.* to register formally as a participant or member 登记; 使加入; 把……记入名册
- minimize *vt.* to reduce sth to the lowest possible level 使减到最少, 最小化
- eliminate *vt.* to remove sth completely 根除
- indicate *vt.* to be a signal for or a symptom of 表明; 象征
- commitment *n.* the act of binding yourself (intellectually or emotionally) to a course of action 承诺, 保证
- inherent *adj.* in the nature of sth though not readily apparent 内在的; 遗传的
- survey *n.* an investigation of the opinions, behavior, etc. of a particular group of people, which is usually done by asking them questions 调查
- conduct *vt.* to do sth in an organized way 进行, 实施
- ambitious *adj.* having a strong desire for success or achievement 野心勃勃的; 有雄心的
- fascinating *adj.* capable of arousing and holding the attention 迷人的; 吸引人的

successive *adj.* in regular succession without gaps 连续的

simulate *vt.* to create a representation or model of 模仿, 模拟

govern *vt.* to impose regulations; direct or strongly influence the behavior of 统治; 支配; 控制

deliberately *adv.* with intention; in an intentional manner 故意地

pose *vt.* to create a threat, a problem or a danger that has to be dealt with 造成 (问题或危险)

hesitate *vi. & vt.* to pause or hold back in uncertainty or unwillingness 踌躇, 犹豫

predict *vi. & vt.* to tell in advance 预言; 预知

virtually *adv.* almost or very nearly, so that any slight difference is not important 事实上

obedient *adj.* doing what you are told to do; willing to obey 顺从的, 服从的

a wide variety of 多种多样的; 种种

study... in depth 深入研究某事

as well as (除……之外) 也, 既……又

in response to 对……做出反应

be on the rise 呈上升趋势

participate in 参与, 参加

in collaboration with 与……合作

keep pace with 并驾齐驱; 赶上; 跟上

in the wake of 随着……而来

contribute to 有助于

result in 导致, 结果是

range from... to 范围从……到 (都有)

carry on with 继续进行, 继续从事

prior to 在……之前

account for 说明 (原因、理由等); (在数量、比例上) 占

IV. Language Focus

carry out research work 开展研究工作

give the emphasis to... 重视……

keep sb in touch with the latest developments 让某人了解最新的发展情况

with judgment and wisdom as well as knowledge 既有知识, 又有判断力和智慧

make some meaningful contribution to 对……做出有意义的贡献

address the challenges of 应对…… (带来的) 挑战

obtain and maintain competitive advantage 获得并维持竞争优势

Of the forces shaping higher education, none is more sweeping than... 在影响高等教育发展的各种力量中, ……是影响最广泛的

lead the way 带头, 示范

as a result of its strength in science 由于在科技方面的强势

remain deeply hesitant about 对……仍然迟疑不决

have great difficulty (in) doing 在做……方面有很大的困难

from the schools' perspective 从学校的角度来看

in the noble cause of education 为了教育的崇高事业

have a positive effect on 产生积极影响

The overwhelming agreement was/is that... 绝大多数同意……

V. Translation

对中国大学生来说,大学校园生活是非常重要的生活经历。学校提供了多种多样的文化、教育、体育以及社交活动,学生可从中选择参加。虽然功课和成绩很受重视,但活跃的社交生活和学习一样,也是大学生活的一部分。这些校园活动的开展理念是:鼓励每位成员展示自己的才能并互相尊重。学生从这些活动学会了团队协作,也学到了交际技能,这些对他们未来的个人生活和职业生涯都会产生积极的影响。