



普通高等教育“十一五”国家级规划教材
教育部推荐使用大学外语类教材

总主编 李荫华

全新版大学英语

New College English (Second Edition)

(第二版)

Reading Course 4

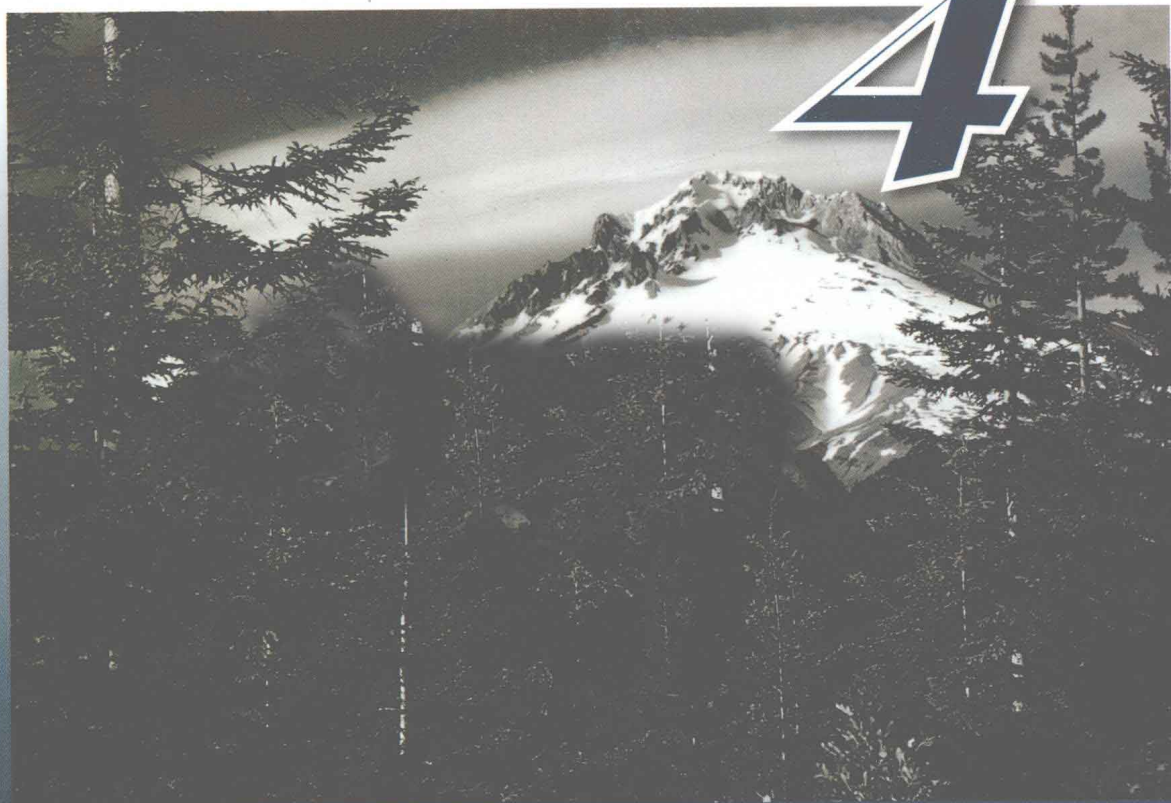
Teacher's Manual

阅读教程

(通用本)

教师手册

主编 张勇先





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4

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

图书在版编目(CIP)数据

全新版大学英语阅读教程通用本. 4/张勇先主编; 郭庆民等编. —2版.

—上海: 上海外语教育出版社, 2011

教师手册

ISBN 978-7-5446-2146-5

I. ①阅… II. ①张… ②郭… III. ①英语—阅读教学—高等学校—教学参考资料

IV. ①H319.4

中国版本图书馆CIP数据核字(2011)第037440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: 曹 娟

印 刷: 上海市崇明县裕安印刷厂

开 本: 787×1092 1/16 印张 16 字数 402千字

版 次: 2011年6月第1版 2011年6月第1次印刷

印 数: 3 100 册

书 号: ISBN 978-7-5446-2146-5 / H · 0956

定 价: 28.00 元

本版图书如有印装质量问题, 可向本社调换

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前言

《全新版大学英语》系列教材酝酿于上世纪末，诞生于新世纪初。

《全新版大学英语》系列教材依据现代外语教学理念，运用多媒体、网络等现代教育技术，立足本国，博采众长，完全自主编写而成，是一套集纸质教材(学生用书、教师手册、教学辅助用书等)、多媒体课件(助学光盘、电子教案、题库等)和网络学习系统之大成的立体化教材。

教材的编写宗旨是：遵循外语教学的客观规律，满足我国当代大学生学习的实际需求，既适用于课堂教学又便于学生上机上网自主学习，既有利于巩固语言基础又能更好地培养学生较强的英语综合应用能力，尤其是听说能力，使他们在今后学习、工作和社会交往中能用英语有效地进行口头和书面的信息交流。

教材按照《大学英语课程教学要求》编写，供大学英语课程的一般要求和较高要求层次的教学使用。

教材编写的指导方针是：充分汲取我国在外语教学中长期积累起来的行之有效的经验和方法，详尽分析、研究中国学生在英语学习过程中以及在跨文化交际中经常产生的问题，学习、借鉴国外的教学理论和方法并根据我国的教学需要和现有条件加以消化、改造、吸收，自行规划、设计，自行选材、编写。为此，本教材采用了集中外多种教学法之长的折中主义(eclecticism)教学理念。

教材的编写原则是：

1. 倡导基于课堂教学+计算机/网络的新型教学模式。教学中多媒体和网络技术的引进，既可改善语言教学环境和教学手段，又便于学生个性化学习和语言操练，有助于师生之间的沟通。但这一模式不应一成不变，它应随着各校、各班级的具体情况而有所不同。此外，在利用现代信息技术的同时，应充分发挥传统课堂教学的优势，使之相辅相成。

2. 提倡学生自主学习，同时主张充分发挥教师的主导作用。教师能否组织好教学——包括课堂教学和计算机辅助学习——是教学成败的关键。除了课堂教学，教师更应加强课外辅导，应指导学生掌握正确的学习方法和学习策略。

3. 在加强听、说的同时，充分兼顾对学生读、写、译等应用能力的培养，使学生能较好地掌握英语的书面语。这不仅是大学英语课程本身的性质所使然，更是我国多数大学生今后学习、工作的需要。而学生的外语学习，特别是说、写方面的实践活动，必须以读、听一定量的语言素材输入为前提。因此，必须通过课堂内外、网上网下、大班小班、自学面授等一系列互动互补的教学环节，才能全面提高学生的听、说、读、写、译的应用能力。

4. 选用当代英语的常见语体或文体的典型样本作为素材。选文语言规范、富有文

采、引人入胜、给人以启迪；题材广泛，以反映现实生活为主，科普内容亦占有一定比重；体裁多样；语体兼顾书面语和口语。

5. 充分考虑对学生的文化素质培养和国际文化知识的传授。大学英语课程不仅是一门语言基础课程，也是拓宽知识、了解世界文化的素质教育课程，兼有工具性和人文性。因此，教材在文化背景介绍和知识拓展方面也有相应的板块设计。

6. 主干教程——《综合教程》——采用每一单元设一主题的形式。主题选自当代生活中的重大题材，以便将语言学习贯穿在了解、思考、探讨现实生活中的各种问题的过程中，充分体现交际法的教学原则。其他教程的相应单元与该主题亦有一定的呼应。

7. 练习设计从有利于提高学生语言应用能力出发，针对我国学生的薄弱环节和实际需要，做到有的放矢；形式尽可能采用交互方式，如pair work、group discussion、debate等，或采用“任务”方式(task-based approach)。

8. 考虑到学生参加大学英语四、六级考试的实际需要，除了在各教程中均设有有一定数量的类似四、六级考题形式的练习外，还特地在《综合教程》中参照四、六级考卷设计了Test Yourself，以帮助学生熟悉考试题型。

教材框架如下：

《全新版大学英语》系列教材由纸质教材(含多媒体教学课件)和网络学习系统(即新理念大学英语网络教学系统)两部分组成。网络学习系统又包括网络课件、教辅资源、网上测试和管理平台四大部分。

纸质教材由以下教程组成：

综合教程(1—6册)(每册由8个单元组成)

听说教程(1—6册)(每册由14个单元组成)

阅读教程(高级本)(1—6册)(每册由8个单元组成)

阅读教程(通用本)(1—6册)(每册由8个单元组成)

快速阅读(1—6册)(每册由8个单元组成)

上述各教程中，1—4册供修读一般要求的学生使用，5—6册供修读较高要求的学生使用。前三种教程编有供预备级使用的教材各一册。另编有语法手册一本，供学生课外参考使用。

综合、听说教程配有相应的MP3录音光盘和网络课件。快速阅读各册也配有助学光盘。除快速阅读外，各教程均配有教师手册(综合和听说教程各册还配有电子教案)。

《全新版大学英语》系列教材问世十年以来，受到了全国高校师生的普遍欢迎，先后被列为教育部推荐使用大学外语类教材、普通高等教育“十五”国家级规划教材和普通高等教育“十一五”国家级规划教材，并获得2003年度上海市优秀教材一等奖。

然而，时代在进步，社会需求和人才培养在这十年间也发生了巨大的变化。我国的经济、政治、文化等各项建设事业，正在新的历史起点上全面向前推进；教育改革也在向纵深发展，作为大学基础课程的大学英语教学改革在过去的十年间亦在不断地深入。教育部此前特制订了《大学英语课程教学要求》，作为各高等学校组织非英语专业本

科生英语教学的主要依据；目前又颁布了《国家中长期教育改革和发展规划纲要(2010—2020年)》。鉴于当前新形势，我们对《全新版大学英语》系列教材进行了一次认真、彻底、全面的修订，使之更好地满足我国大学英语教学和改革的进一步需要。

本次修订的总体目标是：根据《大学英语课程教学要求》，在坚持并发扬第一版原有特色的基础上，通过全面修订，使新版教材更贴近教学的实际需要、更贴近广大使用者。

本次修订的重点是：梳理全书，改正讹错；适当降低原书难度；坚决删改掉教学效果差或不太符合当前教学实际的课文和练习；替换进一批更精彩的选文和更富有成效的新的练习形式；调整某些单元先后排序，使其更符合循序渐进原则；适当压缩、精简内容，做到便于教、便于学。

本次修订中，各教程编者本着认真、负责的态度，对教材进行了较大幅度的改动。《综合教程》1—4册共64篇课文，此次更新了21篇，更新量超过30%；编者还根据调研中同学们喜欢英语诗歌的反馈，尽可能多地选用了英诗中最脍炙人口的部分增补到各册中去。《听说教程》花大力气将听力材料的长度从原来的500字左右普遍缩短到250—380字，调整了材料的难易度，同时从第一册开始就帮助学生逐渐熟悉四、六级考试题型，口语部分的设计也大大方便了操作。《阅读教程》(高级本)60%以上的文章是重新选用的。《阅读教程》(通用本)也换上了许多更为精彩的文章。《快速阅读》教程考虑到学生参加大学英语四、六级考试的需要，适当增加了部分文章的长度，此外还新增了information transfer 和 gap filling 等考核学生快速阅读能力的练习形式。《语法手册》删繁就简，提高质量，方便参考、使用。如今修订工作已接近完成，各教程第二版将陆续面世。我们希望通过我们的努力和辛勤劳动，给支持我们的广大使用者献上一套高质量的精品教材。

《全新版大学英语》(第二版)系列教材仍由复旦大学、北京大学、华东师范大学、中国科学技术大学、华南理工大学、南京大学、武汉大学、南开大学、中国人民大学、中山大学、西安交通大学、东南大学、华中科技大学和苏州大学的数十位长期从事大学英语教学的资深教授、英语教学专家分工协作、集体编写而成，董亚芬、杨惠中、杨治中三位教授任顾问。

第二版启动前，上海外语教育出版社曾在全国开展了大规模问卷调查和召开座谈会，收集到大量宝贵的意见和建议，为我们的修订、编写提供了可靠的依据。在此谨向各位参与问卷调查或座谈会的全国各地的读者，向历年通过邮件或口头形式对教材提出批评、建议的读者，向所有使用和关心教材的老师 and 同学，表示深深的敬意和感谢，欢迎你们今后一如既往地不吝指教。上海外语教育出版社庄智象社长、张宏副社长、严凯和孙玉副总编、高等教育事业部谢宇主任和责任编辑梁泉胜女士等，多年来为教材的策划、编写、出版、营销做了大量工作，英国专家、也是本人与之合作共事长达20多年的友人Anthony J. Ward博士更是在教材的编审过程中倾注了大量的心血，借此机会也一并向他们表示深切的谢忱。

总主编 李荫华
2010年3月

编者的话

1. 编写宗旨

本教程教师手册的编写旨在方便广大从事大学英语教学的教师们。因为，该书提供了必要的背景知识和相关信息、语言难点的英汉译义，使教师在备课过程中可节约一定的时间和精力，将之更多地用于指导学生熟练地运用阅读技巧，以达到增进学生阅读理解和欣赏水平的目的。

2. 全书框架

本教师手册针对《阅读教程》(通用本)第四册的8个单元安排了以下四个方面的内容：

1) 课文相关信息介绍(Information Related to the Text)：该部分主要涉及作者生平、文化背景、名人、地名简介等内容。可供教师在备课过程中选择使用。

2) 课文语言难点解释(Difficult Language Points in the Text)：该部分主要以英语意译(paraphrase)和汉语翻译(translation)的形式解释课文中的某些语言难点，解释力求简明易懂、重点突出。

3) 课文练习参考答案(Key to the Exercises)：该部分参考答案主要围绕《阅读教程》(通用本)每篇文章后的练习编写，供教师备课时参考使用。

4) 阅读技巧练习参考答案(Key to the Reading Skills Exercise)：该部分参考答案主要围绕每单元第一篇文章后的阅读技巧练习而编写，供教师备课时参考使用。

本次修订，我们对教师手册的版式作了一些调整：新版教师手册包括学生用书的所有内容，背景知识和语言难点用淡灰色底纹以示区分；答案排入练习。这样教师可以更方便地使用本书教学。

本书由中国人民大学外国语学院张勇先教授任主编，参加编写的人员包括郭庆民、王红、王珠英、陈丽丽，其中郭庆民博士在本书的编写过程中奉献出了更多的智慧和时间。澳大利亚国立大学(ANU)访问学者Dr. Jamie Greenbaum等对文字进行了反复校对；李荫华教授对本书的编写提出了很多指导性建议，在此表示诚挚的谢意。

编 者

2010年12月

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1. In the Frozen Waters of Qomolangma, I Learned the Value of Humility¹

Lewis Pugh

Introduction

Three years after undertaking the first swim across the *North Pole* in 2007 to highlight the melting of the Arctic sea ice, Lewis Pugh swam across a glacial lake under the summit of *Mount Qomolangma* in 2010 to draw attention to the melting glaciers in the *Himalayas*. This experience changed his attitude toward not only swimming, but also global warming. "Glaciers are not just ice: they are a lifeline, they provide water to 2 billion people, and we need to protect them". He expresses this idea in the article below.

On 15 July 2007, I swam across an open patch² of sea at the North Pole to highlight the melting of the Arctic sea ice. Three years later, I remember it as if it were yesterday. I recall walking to the edge of the sea and thinking: I've never seen anything so frightening in my life. There were giant chunks³ of ice in the water, which was -1.7°C (29°F) and utterly black.

If things go pear-shaped⁴ now, I thought, how long would it take for my frozen body to sink the 4.2km to the seabed? And then I realised that was perhaps the single worst thought one could have before attempting a symbolic 1km swim wearing nothing but a pair of Speedos. I was shaken to the core, terrified.

After thousands of hours of planning and training, the only way I could complete the swim that lured⁵ me to the northernmost point of the world was committing 100%. Nothing is more powerful than a made-up mind. I disappeared inside my head and my blood

1. humility /hju:'mɪləti/ *n.* 谦逊, 谦恭; 谦卑

2. patch /pætʃ/ *n.* 一片

3. chunk /tʃʌŋk/ *n.* 大块

4. go pear-shaped 出错, 不顺利

5. lure /l(j)ʊə(r)/ *vt.* 引诱, 诱惑

6. simmer /'sɪmə(r)/ *vi.* (热血)沸腾, 快要爆发

7. muster /'mʌstə(r)/ *vt.* 召集; 激起

8. sausage /'sɒsɪdʒ/ *n.* 香肠

9. excruciating /ɪk'skruːʃɪɪŋ/ *a.* 极痛苦的, 折磨人的

10. glacier /'glæsiə(r)/ *n.* 冰川, 冰河

11. summit /'sʌmɪt/ *n.* 顶点, 最高峰

12. mount /maʊnt/ *vt.* 发动, 开展

13. vicious /'vɪʃəs/ *a.* 恶性的

14. altitude /'æltɪtjuːd/ *n.* 海拔, 高度

15. shuffle /'ʃʌfl/ *vi.* 拖着脚走, 慢吞吞地走

16. unsettling /,ʌn'setlɪŋ/ *a.* 扰乱, 使人不安的

17. mortality /mɔː'tælɪti/ *n.* 死亡

18. adjacent /ə'dʒeɪsənt/ *a.* 毗邻的, 邻接的

19. crank up 增大(音量、输出等)

20. gasp /gɑːsp/ *vi.* 喘气

21. vomit /'vɒmɪt/ *vi.* 呕吐

22. bollocks /'bɒləks/ *n.* 胡说, 废话

simmered⁶. After listening to some rousing music (everything from Verdi to P Diddy) to get myself into the right state of mind, I threw myself into the water and swam with as much speed and aggression as my body could muster⁷.

When I emerged 1km later from the icy water, I'll never forget²⁰ looking down at my fingers. They had swollen to the size of sausages⁸. The majority of the human body is water and when water freezes, it expands. The cells in my fingers had frozen, swollen and burst. I had never felt anything so excruciating⁹. My nerve cells were so badly damaged that it was four months before I could feel my²⁵ hands again. I resolved never to do another cold water swim.

Then last year I learned about the melting of the glaciers¹⁰ in the Himalayas and Hindu Kush mountains. As nearly 2 billion people — approximately one in three people on the planet — rely on drinking or irrigation water from these glaciers, I decided it was time to³⁰ emerge from retirement for another symbolic swim — this time in a glacial lake under the summit¹¹ of Mount Qomolangma. Considering the potential for instability in regions facing rapidly increasing populations twinned with decreasing natural resources, I returned to³⁵ training.

What made this swim particularly difficult is that this year, of all years, local authorities mounted¹² a large operation to remove the bodies of climbers who lost their lives on the mountain. So there I was — at 5.3km above sea level, attempting something no one has ever tried before while suffering a vicious¹³ case of altitude¹⁴ sickness⁴⁰ — and frozen bodies are coming past me as I slowly shuffle¹⁵ higher and higher. To say the least, it is unsettling¹⁶ being reminded of your mortality¹⁷.

In late May, I reached Lake Pumori, adjacent¹⁸ to the Khumbu Glacier on Qomolangma, and began to prepare mentally to launch myself⁴⁵ into a swim. I cranked up¹⁹ P Diddy, glared across the water, fixed my mind on the opposite side of the lake and dived in. At 2°C (36°F), the water was slightly warmer than at the North Pole but, up in the heavens at the icy tip of the world, breathing is very difficult. Within seconds, I was in trouble — gasping²⁰, choking, then vomiting²¹. Then I momentarily went under. The first time I managed to recover easily by pushing myself off the bottom of the shallow lake, but when it happened again I was exhausted and overcome with panic. Some people⁵⁰ say that drowning is the most peaceful death. Bollocks²².

55 After it happened a third time, I flapped myself to the edge of
the lake. My team mercifully lifted me out, moving my chilled body
as quickly down the mountain as they could. That evening, we gath-
ered for a debriefing²³ on what had gone awry²⁴ and how we could
try and fix it. My team gave it to me straight, with team leader Maj-
60 Gen Tim Toyne Sewell deciding on a radical tactical shift.

They talk about SAS standing for speed, aggression and surprise.
When I left the regiment²⁵, I took that philosophy with me, and it
was crucial in my swims in Antarctica, down the Thames, across the
Maldives, and across the North Pole.

65 But my team told me to completely forget the past. Every single
thing I had learned in 23 years of swimming I had to forget, he told
me, and everything I had learned about speed and aggression as a
reservist²⁶ in the Special Air Service I should ignore. Instead of swim-
ming fast, I had to swim as slowly as possible; instead of the crawl,
70 I had to swim breaststroke²⁷; and instead of adopting an aggressive
attitude, I needed humility. "You can't bully²⁸ Mount Qomolangma,"
the Major-General said.

Two days later, on 22 May, we climbed up the mountain as
slowly as possible and gathered at the lake, where I lay down on a
75 rock and looked up at the summit of Qomolangma. Humbled, I fo-
cused on the glaciers and tried to calm myself in the face of my fear.
If I went too slowly, I'd die of cold; too quickly and I'd hyperven-
tilate²⁹ and drown. I then stood, stepped quietly into the water and
swam a measured breaststroke across the expanse towards the spot
80 on the other shore where my team awaited, 1km away. Twenty-three
minutes later, I arrived.

I learned two basic lessons on Qomolangma. First, just because
something has worked in the past does not mean it will work today.
Second, different challenges require different mindsets. Now, before
85 I do anything, I ask myself what type of mindset I require to success-
fully complete the task.

Climate change is the Qomolangma of all problems, the thorni-
est³⁰ challenge facing humankind. Just because we have lived in a
certain way for so long, and we have consumed the way we have for
90 so long, and populated the earth the way we have for so long, doesn't
mean the decisions we've made in the past will work today. All the
warning signs are there. When I was born, the world's population
was 3.5 billion. There are now 6.8 billion people on the planet. By

23. debriefing /di:'bri:fiŋ/ *n.* 任务报
告

24. awry /ə'rei/ *a.* 出错的

25. regiment /'redʒimənt/ *n.* 团队

26. reservist /ri'zɜ:vɪst/ *n.* 预备役军
人

27. breaststroke /'breststrəʊk/ *n.* 蛙
泳

28. bully /'buli/ *vt.* 恐吓, 威逼

29. hyperventilate /ˌhaɪpə'ventɪleɪt/
v. 换气过度, 过度呼吸

30. thorny /'θɔ:ni/ *a.* 棘手的, 难处
理的

31. sustainable /sə'steɪnəbl/ a. 可持续的

32. dispense with 摒弃

2050, that's expected to rise to 9.4 billion. What's more, the Earth's resources aren't growing; they're decreasing — and rapidly.

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Last week, I spoke in Oxford at Ted, the “Ideas Worth Spreading” conference, and challenged the audience to consider what radical tactical shift they will take. This may look different for each of us — as world leaders, corporate decision-makers, parents, students or otherwise — as we consider the way we engage with our environment. How do we ensure a healthy, sustainable³¹ and peaceful world — a world in which our children have a future?

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Moving forward, we must discover our own radical tactical shifts, whether they be in our homes, in our workplaces, in our communities, our countries or our world. Dispense with³² the assumptions and arrogance of yesterday. Take that step, I said, and commit 100% to doing it. I hope, in some small way, that my swim at the top of the world, which changed me, demonstrates that nothing is impossible. With care and collaboration, it is possible to engage in a discourse of humility and to move beyond dialogue to action.

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1218 words

From *The Observer*, 18 July, 2010

Comprehension Exercises

1 Decide on the best choice to answer or complete each of the following.

1. What made the author complete his swim at the North Pole?
A. His desire to attract the world's attention.
B. His powerful determination.
C. His hard training and careful planning.
D. The speed and aggression in his swimming.
2. What was the most difficult aspect of his swim at Mount Qomolangma?
A. The rough and harsh climate.
B. The change in temperature.
C. The shallowness of the water.
D. Altitude sickness.
3. What did the author learn from his experience of swimming in the glacial lake?
A. Different strategies should be used to meet different challenges.
B. One should stop acting aggressively towards the environment.
C. It is important to meet challenges with speed and aggression.
D. The icecaps at Mount Qomolangma demand immediate attention.

4. What was the author's purpose in swimming in the glacial lake?
- A. To conquer the summit of the world.
 - B. To alert people to the climate change there.
 - C. To carry on the causes initiated by dead climbers.
 - D. To conduct an experiment in tactical shifts.

2 Put the following into Chinese.

1. If things go pear-shaped now, I thought, how long would it take for my frozen body to sink the 4.2km to the seabed? And then I realised that was perhaps the single worst thought one could have before attempting a symbolic 1km swim wearing nothing but a pair of Speedos. I was shaken to the core, terrified.

我在想，如果出现意外，那么我那冻僵的身体需要多长时间才能沉到4.2公里深的海底呢？我紧接着意识到，对于一个仅着一条泳裤、试图游完这象征性的1公里的人来说，下水前还能有什么比这更糟的念头吗？我的内心深处在颤抖，感到非常恐惧。

2. I learned two basic lessons on Qomolangma. First, just because something has worked in the past does not mean it will work today. Second, different challenges require different mindsets. Now, before I do anything, I ask myself what type of mindset I require to successfully complete the task.

我在珠穆朗玛峰上学到了两个基本的经验教训。第一，过去有用的东西并不意味着今天一定有用。第二，不同的挑战需要不同的心态去应对。现在，无论我做什么事情，都先要问自己我需要何种心态来成功地完成任务。

3. Just because we have lived in a certain way for so long, and we have consumed the way we have for so long, and populated the earth the way we have for so long, doesn't mean the decisions we've made in the past will work today.

我们已经以某种方式生存了如此之久，我们已经以某种方式消费了如此之久，我们已经以某种方式在地球上居住了如此之久，但这并不意味着，我们过去所做的决定今天依然正确。

4. I hope, in some small way, that my swim at the top of the world, which changed me, demonstrates that nothing is impossible. With care and collaboration, it is possible to engage in a discourse of humility and to move beyond dialogue to action.

我在世界屋脊上的游泳改变了我，在一定程度上，我希望它证明一切皆有可能。只要我们谨慎合作，我们就有可能进行谦逊的对话，并超越对话，付诸行动。

3 Questions for discussion.

1. Do you agree that climate change is "the thorniest challenge facing humankind"? What can you do, as a student, to meet the challenge?
2. What radical tactical shifts can we make now to ensure a healthy, sustainable and peaceful world?

Identifying Transitions Between Ideas (Part I)

The most convincing ideas will move no one unless those ideas are properly connected. Coherence, the unity created between the ideas, sentences, paragraphs and sections of a piece of writing, is the product of many different factors, which combine to make every paragraph, every sentence, and every phrase contribute to the meaning of the whole text. Identifying transitional devices is one way of helping readers understand paragraphs or the whole text more clearly.

There are four basic categories of formal devices in providing transitions between ideas: using transitional expressions, repeating key words and phrases, using pronoun references, and using parallel forms.

1. Using transitional expressions

These expressions include the most simple signals such as *and*, *but*, *yet*, *so*, and more complex signals — the conjunctive adverbs and transitional expressions such as *however*, *moreover*, *on the other hand*.

Function	Examples
To illustrate or give an example	first, for example, for instance, take ... (for example)
To add	and, also, too, then, furthermore, in addition, above all, similarly, next, finally
To restate or show a result	in fact, thus, therefore, as a result, accordingly, in other words, hence
To show contrast	but, yet, however, by contrast, on the contrary, on the other hand, nevertheless, even so

2. Repeating key words and phrases

Writers may repeat some words or phrases in their writing, especially when those words or phrases emphasize the main topic of the paragraph or the whole text.

Read the following paragraph and pay attention to the italicized words.

Agatha *Christie* earned world renown as the author of numerous *mystery* tales. But none of the tales is more *mysterious* than that of her own *disappearance* in December 1926. Waves of shock rumbled throughout the British public when the newspaper proclaimed that *Christie* had vanished. Not until several months later was she discovered, supposedly afflicted with amnesia (健忘症), working as a nanny (保姆) in a Yorkshire manor house. To this day, her fans are intrigued by the *mystery* of her *disappearance*.

Comment: By repeating those words, the short paragraph clearly presents its main topic before the readers: the mysterious disappearance of Christie.

Exercises

Read the following extracts and answer the questions either by making a choice or by providing your own answers as appropriate. Pay special attention to the italicized words and expressions.

Extract 1

Americans believe in love as the basis for enduring relationships. A 1970 survey found that 96 percent of all Americans held to the ideal of two people sharing a life and a home together. When the same question was asked in 1980, the same percentage agreed. *Yet* when a national sample was asked in 1978 whether “most couples getting married today expect to remain married for the rest of their lives,” 60 percent said no. Love and commitment, it appears, are desirable, *but* not easy. *For*, *in addition to* believing in love, we Americans believe in the self. *Indeed*, ... there are few criteria for action outside the self. The love that must hold us together is rooted in the vicissitudes of our subjectivity. No wonder we don’t believe marriage is easy today.

1. What functions do the italicized transitional expressions perform?
“yet” and “but”, showing contrast; “for”, indicating a reason; “in addition to”; additive; “indeed”, restating an assertion.
2. How does the use of these transitional expressions contribute to the unity of the paragraph?
All of them make the paragraph highly cohesive.

Extract 2

Myths and *fairy stories* both answer the eternal questions: What is the world really like? How am I to live my *life* in it? How can I truly be myself? The answers given by *myths* are definite, while the *fairy tale* is suggestive; its messages may imply solutions, but it never spells them out. *Fairy tales* leave to the *child’s* fantasizing whether and how to apply to himself what the *story* reveals about *life* and human nature.

The *fairy tale* proceeds in a manner which conforms to the way a *child* thinks and experiences the world; this is why the *fairy tale* is so convincing to him. He can gain much better solace from a *fairy tale* than he can from an effort to comfort him based on adult reasoning and viewpoints. A *child* trusts what the *fairy story* tells, because its world view accords with his own.

Whatever our age, only a *story* conforming to the principles underlying our thought processes carries conviction for us. If this is so for adults, who have learned to accept that there is more than one frame of reference for comprehending the world — although we find it difficult if not impossible truly to think in any but our own — it is exclusively true for the *child*.

1. What is the main topic of the extract?
A. The different themes of myths and fairy tales.
B. The principles for writing myths and fairy tales.
C. The importance of fairy tales to a child.
D. The human need for magic.
2. The author asserts that fairy tales _____.
A. appeal to an adult in entirely different ways from how they attract a child
B. provide answers to a child’s pressing questions about himself and his world
C. can affect a child in bad ways if he or she trusts the message of the fairy tales
D. intensify a child’s interest in exploring and experiencing the world around him or her