

(修订版)

21世纪大学英语读写教程

自主学习导读

(第四册)

主 编 钟乐平

主 审 周国强

上海科学技术出版社

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前 言

《21 世纪大学英语读写教程（修订版）》是一套时代感很强的大学英语教材，它紧扣《大学英语课程教学要求》，重视语言质量，有利于学生打好语言基础，符合中国英语教学的特点和需要。在内容上具有趣味性、信息性、可思性和实用性，在语言上具有规范性，在文体上具有多样性等特征。选文题材丰富，富有时代气息、人文精神和开放意识，满足了学生对多元文化和各类信息的需求。另一方面，《21 世纪大学英语读写教程（修订版）》丰富多彩的教学内容，使许多学生在使用过程中感到了英语学习的深度和难度，他们急需一种辅助读物，能在课外的自主学习中，如同授课教师那样，给予他们具体的指导和帮助。

为了配合《课程教学要求》的执行，提高学生的自主学习能力，我们精心编写了其配套的辅助学习材料——《〈21 世纪大学英语读写教程（修订版）〉自主学习导读》，借以配合《21 世纪大学英语读写教程（修订版）》1—4 册的课内教学内容，以期达到在英语学习上助学生一臂之力的目的。

《〈21 世纪大学英语读写教程（修订版）〉自主学习导读》丛书每册按单元编写，共四册，分别针对原教材的 1—4 册的内容编写而成。内容涉及《21 世纪大学英语读写教程（修订版）》之教学重点、难点的详解，含课文概要、文章结构、难句英汉释义、重点词汇和短语的辨析、句子结构的讲解等，旨在帮助学生更加透彻地理解原文。同时，为帮助学生检查课文学习效果，还为课文练习提供了部分答案。

值得一提的是，该自主学习导读的另一特色就是为每一单元提供了一个单元测试，这些测试由多项内容组成，并完全针对 2007 年改革后的大学英语四六级考试新题型，全方位、多角度地再现了四六级考试的最新题型，内容有：选词填空、快速阅读理解、仔细阅读理解、完形填空、简答、改错、句子翻译和写作等。另外，为了检查学生的词汇量，每一个测试都为学生提供了一定量的词汇练习（第一和第二册还提供了一定量的语法测试题），目的在于帮助学生巩固课堂所学知识，提高语言技能和应试能力，以优异成绩通过四六级考试。第一册和第二册的单元测试题主要针对学生的语言基础，第三册的单元测试题主要针对四级考生，第四册的单元测试题针对六级考生。在所有测试题的选材上，注重选用历年四六级全真题，以确保测试的信度和效度。

参加本教材编写的人员都是工作在大学英语教学一线的具有多年丰富教学经验和测试经验的英语教师,因此在编写内容上针对性强,解释难易适度,语言清晰流畅。特别值得感谢的是《21 世纪大学英语读写教程》教材的编审之一——上海交通大学外国语学院英语系主任、博士生导师周国强教授自始至终关心该书的编写,提出了许多宝贵意见,并欣然担任该书的主审,在此表示衷心的感谢。

最后,囿于编者水平和时间,在编写过程中,疏漏和不妥之处在所难免,恳请广大同学和同仁批评指教,以便再版时修订。

编 者
2007 年 6 月

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Unit One

Text A Who Is Great

The Gist of the Text

This text is about “Who Is Great?” and what makes them great. Psychologist Richard Simonton decided to explore these questions by combining historical knowledge about great figures with recent findings in genetics, psychiatry, and the social sciences. Though it is a complex question, Professor Simonton was able to identify the qualities which great people seem to share.

The first is a “never give up” attitude. Being persistent even when others would quit seems to be crucial to achieving greatness. Simonton also found that intelligence isn’t everything. Other factors, such as the ability to communicate effectively, become more important than sheer intelligence. Finally, great people love their work. No one becomes great by focusing on earning money or on pleasing others.

The Structure of the Text

This text is a magazine article which reports on the ideas of a recent book “*Greatness: Who Makes History and Why*” by Dean Keith Simonton. A few common characteristics of the great men are told by Simonton’s research.

Para.1~3	Topic introduction by the examples of some great people with unspectacular beginnings.
Para.4~5	The definition of being great and the great figures who were focused on.
Para.6~20	The common characteristics of great people and some objective factors: 1) A “never surrender” attitude 2) Birth order and timing 3) Average IQ for political leaders and unique ways of thinking for scientists 4) Love for your work

The Text-related Information

1. Napoleon Bonaparte (1769—1821)

Napoleon Bonaparte is known in history as Napoleon I. He was educated in military schools in France and served in the French Revolutionary army. By the age of 26 he was a general, and placed in supreme command of the campaign against Sardinia and Austria in Italy (1796—1797). In 1799 he joined a conspiracy, which overthrew the First Republic of France. In 1803, Napoleon crowned himself Emperor of the French. In 1804—1805, a European coalition was formed against Napoleon. His power declined after the setbacks of several wars and he abdicated the throne in 1814. The defeat at the battle of Waterloo in 1815 ended his rule. He spent the rest of his life in exile on St. Helena.

2. George Washington (1732—1799)

As first president of the US, George Washington stands, along with Abraham Lincoln, above all others and is beloved as the “father of his America”. He was commander in chief of the American forces in the American Revolution and chairman of the convention that wrote the United States Constitution. He led the

men who turned America from an English colony into a self-governing nation. His ideals of liberty and democracy set a standard for future presidents and for the whole country.

3. **Franklin Roosevelt (1882—1945)**

Thirty-second president of the USA. Elected four times. Roosevelt finally became president in 1933. The United States was then in the grip of a world-wide business depression. Millions of people had no work and no money. Roosevelt used his powers to create jobs and to help those who needed help. To do this he had to change the government's role in national life. For good or ill, many of Roosevelt's ideas of government are still part of the law of the land. Roosevelt was a great and forceful leader. During World War II he was the real commander in chief of the American armed forces. He took charge of the industrial strength of the country. He played a major part in setting up the United Nations. In peace and in war he always had the people behind him.

4. **Thomas Jefferson (1743—1826)**

Third president of the USA (1801—1809). He drafted the *Declaration of Independence*, was active in Virginia during the War of Independence, and was governor of the state (1779—1781). He later became leader of the Democratic-Republican Party and was Vice-President under John Adams before becoming President in 1801.

5. **Woodrow Wilson (1856—1924)**

Twenty-eighth President of the USA (1913—1921). He entered an academic career in 1883 and was appointed president of Princeton University in 1902. He was responsible for major changes in the educational and social organization of Princeton. In 1910 he resigned to run as governor and earned a reputation that helped give him the Democratic nomination for the Presidency in 1912.

6. **John F. Kennedy (1917—1963)**

Thirty-fifth President of the USA (1961—1963). After serving in the US Navy in World War II, he became a Democratic member of the House of Representatives and subsequently a Senator. In 1960 he won the Democratic nomination and defeated Vice-President Nixon in the closest presidential election since 1884. Soon after his inaugural address, Kennedy brought a new spirit of hope and enthusiasm to the office. In November 1963 he was assassinated while visiting Dallas, Texas.

7. **Warren G. Harding (1865—1923)**

Twenty-ninth President of the USA (1921—1923). He was the tool of the ambitious lawyer Harry Daugherty, who assisted him win the office of lieutenant-governor of Ohio (1904—1905) and Senator (1915—1921), finally promoting him as the successful compromise Republican candidate for President in 1920.

The Comprehension of the Text

1. **Albert Einstein did so poorly in school that teachers thought he was slow. (Para. 1)**

理解: Albert Einstein was such a poor student that teachers thought he was not clever.

汉译: 阿尔伯特·爱因斯坦在学校里的成绩如此之差, 以致老师们都认为他反应迟钝。

2. **The young Napoleon Bonaparte was just one of hundreds of artillery lieutenants in the French Army. (Para. 1)**

理解: That young Napoleon Bonaparte was only one of the great numbers of ordinary artillery lieutenants in the French Army.

汉译: 拿破仑·波拿巴年轻时只是法国陆军中几百名炮兵中尉中的一名。

3. **And the teenage George Washington, with little formal education, was being trained not as a soldier**

but as a land surveyor. (Para. 1)

理解: That George Washington as a teenager, not having much schooling, was being trained as a surveyor rather than a soldier.

汉译: 没有受过多少正规教育的乔治·华盛顿, 十几岁时不是受训当兵而是做土地测量员。

- 4. Despite their unspectacular beginnings, each would go on to carve a place for himself in history. (Para. 2)**

理解: Although they performed nothing splendid at the beginning, each of them would later make a name for himself in history.

汉译: 尽管他们的起步平淡无奇, 但是每个人后来都为自己在历史上赢得了一席之地。

- 5. Or did their greatness have more to do with timing, devotion and, perhaps, an uncompromising personality? (Para. 2)**

理解: Or were they great more likely because they chose the right time, and dedicated to their careers, and perhaps, because of inflexible personality?

汉译: 还是他们的伟大同时机、献身精神, 或许还有不妥协的个性更有关系呢?

- 6. ..., they have found evidence to help explain why some people rise above, while others — similarly talented, perhaps — are left behind. (Para. 3)**

理解: ..., they have found helpful facts to explain why some people become great, while others with the same intelligence progress much more slowly than them.

汉译:他们已经发现了证据, 有助于解释为什么有些人出类拔萃, 而另外一些人——也许同样具有天赋——却被抛在了后面。

- 7. Their findings could have implications for us all. (Para. 3)**

理解: The evidence that they have found could have great effect on all of us.

汉译: 他们的发现可能对我们所有的人都有启示。

- 8. Sometimes great people don't make it into the history books. (Para. 4)**

理解: Sometimes great people fail to be recorded in the history books.

汉译: 有时候伟人并没有被载入史册。

- 9. A lot of women achieved great things or were influential but went unrecognized. (Para. 4)**

理解: A lot of women achieved great success or had great influence but they still failed to be regarded as great figures.

汉译: 许多女性取得了巨大的成就, 或者颇具影响力, 但却没有得到承认。

- 10. Though he doesn't have a formula to define how or why certain people rise above (too many factors are involved), he has come up with a few common characteristics. (Para. 5)**

理解: Though he cannot apply a formula to explain how and why certain people become great (there are too many things that can help make people become outstanding), he has summarized a few common features.

汉译: 虽然他没有一个公式来解释某些人怎样或者为什么出类拔萃(其中涉及的因素太多了), 但他还是提出了一些共同的特征。

- 11. If great achievers share anything, said Simonton, it is an unrelenting drive to succeed. (Para. 6)**

理解: If great people share anything in common, said Simonton, what they have in common is a persistent effort to pursue success.

汉译: 西蒙顿说, 如果事业上取得成就者有什么共性的话, 那就是持续不断追求成功的动力。

- 12. There's a tendency to think that they are endowed with something super-normal... (Para. 6)**

理解: We tend to think that they are naturally provided with some extraordinary qualities...

汉译: 我们往往认为他们具备一些超凡的素质……

13. **But what comes out of the research is that there are great people who have no amazing intellectual processes. It's a difference in degree. (Para. 6)**

理解: But the result of the research shows that some great people actually do not have extraordinary power of the mind. It's a difference in degree.

汉译: 但研究表明, 有些伟人并没有惊人的智力, 有的只是程度上的差异而已。

14. **We shall not flag and fail. (Para. 7)**

理解: We shall not lose confidence; we shall not be defeated.

汉译: 我们决不示弱, 也不会失败。

15. **Simonton discovered a striking pattern. (Para. 8)**

理解: Simonton found out a significant and impressive rule.

汉译: 西蒙顿发现了一个惊人的模式。

16. **He was great in a crisis, but in peacetime he was not effective—not even popular. (Para. 8)**

理解: When he was in extremely difficult situations, he was successful, but in peacetime he was unsuccessful — not even liked by his people.

汉译: 他在危机方显伟大, 而在平时时期他却并不称职——甚至不得人心。

17. **Timing is another factor. (Para. 9)**

理解: Living in the right time is also an important factor which can help a person to become great.

汉译: 时机是另一个因素。

18. **... he would go nowhere as a politician... (Para. 9)**

理解: ... he would not succeed in becoming a politician ...

汉译: ……作为一个政治家他将一事无成……

19. **Beyond a certain point, he explained, other factors, like the ability to communicate effectively, become more important than innate intelligence as measured by an IQ test. (Para. 10)**

理解: Besides, he explained that the ability to communicate with efficiency is of more importance to his becoming great than inborn intelligence as measured by an IQ test.

汉译: 他解释道, 超过了某一点外, 其他因素, 如有效沟通的能力, 就变得比由智商测试测定的先天智力更为重要。

20. **Almost a third did. (Para. 12)**

理解: Nearly one third of the students could come up with a mathematical relation.

汉译: 几乎三分之一的人找出了一种数学关系。

21. **Kepler's genius, Simonton said, was not so much in solving a mathematical challenge. It was in thinking about the numbers in a unique way... (Para. 13)**

理解: Simonton said that Kepler's great wisdom was not so much in working out a difficult mathematical problem as in thinking about the numbers in a particular way...

汉译: 西蒙顿说, 开普勒的天才并不在于解决了一个数学难题, 而在于用一种独特的方式思考数字……

22. **It was his boldness that set him apart. (Para. 13)**

理解: It was his bold thinking that made him superior to others.

汉译: 正是他的胆识使他与众不同。

23. **You have to put in the effort and put up with all the frustrations and obstacles. (Para. 15)**

理解: You have to put your energy in work and be fully prepared to endure frustrations and setbacks while working.

汉译: 你必须投入精力, 并忍受所有的挫折和障碍。

24. The same can be said of James Joyce, who didn't spend a lot of time worrying about how many people would read *Finnegans Wake*. (Para. 18)

理解: About James Joyce we can say the same thing that he didn't put in much time to care for whether there would be many people who read *Finnegans Wake*.

汉译: 詹姆斯·乔伊斯也是如此, 他写作时可没有花很多时间去担心有多少人会读他的《为芬尼根守灵》。

Key words, Phrases and Structures

1. Albert Einstein did so poorly in school that teachers thought he was slow. (Para. 1)

(1) so...that... 意为“太……以致达到……程度”, so 之后用形容词、副词, 口语中有时省略。

(2) **slow** *a. (slow-witted) not clever, not quick to learn, not understanding things quickly* 迟钝的, 不灵敏的

◎I'm very **slow** at most school subjects. 我在学校大部分科目成绩很差。

◎He is particularly **slow** at arithmetic. 他特别不擅长算术。

2. And the teenage George Washington, with little formal education, was being trained not as a soldier but as a land surveyor. (Para. 1)

(1) not...but ...不是……而是……, 在 not 和 but 之后要跟同等的成分, 即相同词类的单词、短语或从句。

◎They are not rich, but happy. 他们不富裕, 但很幸福。

◎This is a question not of time but of money. 这不是时间的问题, 而是钱的问题。

(2) 定冠词 the 用在专有名词 George Washington 前, 和前置修饰语连用。如: the young Shakespeare 年轻的莎士比亚; the real Mr. Kennedy 真正的肯尼迪先生; the Emperor Napoleon 拿破仑皇帝; the Judge Harries 哈里斯法官。

3. Despite their unspectacular beginnings, each would go on to carve a place for himself in history. (Para. 2)

(1) **unspectacular** *a. ordinary; not exciting or special* 不引人注意的; 不惊人的

◎He sat down to an **unspectacular** meal. 他坐下来吃了顿普通的饭。

◎She had a steady but **unspectacular** career. 他的事业稳定但平淡无奇。

(2) **carve** *vt.*

① *form (sth.) by cutting away material from wood or stone* 雕刻, 雕刻成……

◎He **carved** his initials on the tree. 他把自己名字的首字母刻在树上。

◎He **carved** the stone into the figure of a man. 他把石头雕刻成人形。

② *build (one's career, reputation, etc.) by hard work* 靠勤奋创(业), 靠勤奋树(名声)

◎Against all odds, she succeeded in **carving** out a career in the fashion world. 她冲破层层障碍, 终于在时装界干出了一番事业。

◎He **carved** himself a nice position in the business. 他靠勤奋在企业中谋得了一个很好的职位。

4. What was it that enabled them to become great? (Para. 2)

这是一个强调问句, 比起“What enabled them to become great?”来语气更加强烈, 带有“究竟、到底是什么”的意思。

◎What is it that makes you so angry? 究竟是什么使你如此生气?

◎What was it that bothered him so much yesterday? 昨天到底是什么使他那样烦恼?

5. Or did their greatness have more to do with timing, devotion and, perhaps, an uncompromising personality? (Para. 2)

(1) **have (sth., nothing, a lot, etc.) to do with sb./sth.** *be connected or concerned with sb./sth. to the extent specified* 与某人/某事有(一些、毫无、很大)关系

◎Whether you'll put on weight easily **has more to do with** the genes in your body than with how much you eat. 你是否容易发胖主要与你体内的基因有关, 而与你吃多少关系不大。

◎His job **has nothing to do with** computers. 他的工作与计算机没有任何关系。

(2) **timing** *n. the skill of doing at exactly the right time* 时间的掌握, 火候的把握

◎All comedians should have a good sense of **timing**. 所有的喜剧演员都应该掌握好时机。

◎Your **timing** is perfect. I was just about to call you. 你来的正是时候, 我刚想给你打电话。

(3) **uncompromising** *a. not ready to make any compromise; firm or unyielding* 不妥协的, 坚定的; 不让步的

◎He has a reputation for being tough and **uncompromising**. 他的严厉和强硬态度是出了名的。

◎His stubborn, **uncompromising** attitude makes him very hard to deal with. 他态度顽固、不肯妥协, 令人很难对付。

6. ... they have found evidence to help explain why some people rise above, while others — similarly talented, perhaps — are left behind. (Para. 3)

(1) **rise above** *become successful or outstanding* 出类拔萃, 出人头地

◎He finally realized that dreaming alone could by no means make him **rise above**. 他总算认识到只有梦想是不可能让他出人头地的。

◎Though she was only a normal athlete in high school, in college her ability allowed her to **rise above** and become a star. 虽然在高中时她只是一个普通运动员, 但在大学里她杰出的能力让她脱颖而出, 成为了明星。

(2) **leave behind** *cause to lag behind; surpass* 把……丢在后面, 超过

◎Sue **left far behind** all the other runners and ended up with the first. 她把其他赛跑者远远地抛在后面, 并获得第一名。

◎As today's world is making fantastic progress in science and technology, any nation content to rely on past successes will soon be **left behind**. 因为当今世界在科学和技术方面的发展日新月异, 所以任何一个沉迷于过去成就的国家将会很快被淘汰。

7. Their findings could have implications for us all. (Para. 3)

implication *n. sth. that is suggested or implied rather than openly stated* 含义, 言外之意, 暗示

◎The new law has far-reaching **implications** for the future of the stock market. 新的法律对将来的股市具有深远的影响。

◎The **implication** in his article is that being a housewife is greatly inferior to every other occupation. 他那篇文章的含意是: 当家庭主妇远远不如所有其他职业。

8. The great figures he focused on include men and women who have won Nobel Prizes ... (Para. 5)

focus on *concentrate on* 集中于, 着重于

◎Please **focus** your mind **on** the following problem. 请着重考虑以下问题。

◎All eyes were **focused on** him. 大家的眼光都集中在他身上。

9. If great achievers share anything, said Simonton, it is an unrelenting drive to succeed. (Para. 6)

(1) **unrelenting** *a. not becoming less strong or severe; continuous* 不松懈的, 不放慢的; 持续的

◎After he started his college study, he was making an **unrelenting** effort in it. 在开始大学学习以后, 他始终不懈地努力着。

◎He was **unrelenting** in his search for the truth about his father. 他不顾一切地搜集有关他父亲的事实真相。

(2) **drive** *n. energy and enthusiasm* 干劲, 魄力, 积极性

◎Our sales people need determination and **drive**. 我们的推销人员需要决心和干劲。

◎I think he has the **drive** needed for this job. 我认为他具备做这项工作所必需的干劲。

10. **There's a tendency to think that they are endowed with something super-normal... (Para. 6)**

be endowed with *naturally have a good quality, ability, feature, etc.* 天生具有

◎She **was endowed with** intelligence, sense, and perception, but no athletic skill whatsoever. 她天生具有智慧、理性和洞察力, 却没有一点点的运动才能。

◎I wish I **were endowed with** both intelligence and good looks, but overall I think it's more important to be smart than pretty. 虽然我希望我既聪明又漂亮, 但总的来说, 我认为聪明比漂亮更重要。

11. **But what comes out of the research is that there are great people who have no amazing intellectual processes. (Para. 6)**

come out of *originate in or develop from* 从……中获得; 从……中发展而来

◎What **came out of** the discussions? 讨论有什么结果吗?

◎Nothing **has come out of** his talk with the general manager. 他和总经理的谈话没有任何结果。

12. **Greatness is built upon tremendous amounts of study, practice and devotion. (Para. 6)**

be built upon *be based on; be used as a foundation for further progress* 把……建立在……上

◎This psychology professor's study of great figures is reported to **be built on** over ten years of research. 据报道, 这个心理学教授对伟大人物的研究是建立在 10 多年的调查基础上的。

◎Her success as a lawyer **was built on** her ability. 作为一位律师, 她的成功是建立在她的能力的基础上的。

13. **We shall not flag and fail. (Para. 7)**

(1) **flag and fail** 采用了头韵法, 即在一组词或一行诗中连续使用相同的字母或声韵开头, 以造成朗读时的押韵。

◎Time and tide wait for no man. 岁月不等人。

◎The sun sank slowly. 夕阳缓缓西沉。

(2) **flag** *vi. become tired or weak; begin to lose enthusiasm or energy* 疲惫; 变弱; (热情、精力等) 衰退, 低落

◎His interest in chess has begun to **flag**. 他对象棋的兴趣逐渐淡薄了。

◎Some people's strength **flagged** by the third week of walking. 徒步走了三个星期后, 有些人的力气已经减弱了。

14. **Simonton discovered a striking pattern. (Para. 8)**

striking *a. attracting attention; unusual or interesting enough to be noticed* 引人注目的; 显著的; 突出的

◎Perhaps the most **striking** feature of this computer is that it is so easy to use. 这台计算机最突出的特点, 也许就是它使用方便。

◎She is tall and **striking**. 她身材高挑, 容貌出众。

15. **Firstborns and only children tend to make good leaders in time of crisis: They're used to taking charge. (Para. 8)**

take charge *take control (of sth.); be responsible (for sth.)* 掌管; 负责

◎I think it's the teacher's responsibility to **take charge** of the class, not always to ask the students what they want to do. 我认为管理班级是老师的责任, 而不是总去问学生他们想做什么。

◎No one is willing to **take charge** at the difficult moment. 在这困难的时刻没人愿意负责。

16. If you took George Washington and put him in the 20th century he would go nowhere as a politician... (Para. 9)

go/get nowhere *achieve no success or make no progress* 不能成功; 无进展

◎This approach is **going nowhere**. We had better come up with a new way of dealing with this problem. 这个方案根本行不通, 我们最好找出一个新的方法来处理这个问题。

◎I'll **go nowhere** at this job, so I'm considering changing a job. 这份工作不会让我有所作为, 所以我在考虑换工作。

17. It was his boldness that set him apart. (Para. 13)

set ...apart *make (sb./sth.) different from or superior to others* 使显得突出; 使显得与众不同

◎What **set** her **apart** from the other candidates for the job was that she had a lot of original ideas. 她与其他求职者不同之处, 在于她有许多独特的见解。

◎The qualities that truly **set** Winston Churchill **apart** were his determination and his ability to inspire others. 让温斯顿·丘吉尔脱颖而出的品质, 就是他的决心和鼓舞他人的能力。

◎Certain traits **set** them **apart** from the others. 某些特征使他们显得与众不同。

18. "For most of us, it's not that we don't have the ability," Simonton added, "it's that we don't devote the time. You have to put in the effort and put up with all the frustrations and obstacles." (Para. 15)

(1) it's not that..., it's that 是一个经常用于解释原因的句型, 意思是“不是(因为)……, 而是(因为)……”。that 是一个连词, 用来引导原因状语从句; 还可以“not that..., but that...”的形式出现。

◎For some students, it's not that they don't put in enough time; it's that they don't have good study habits. 对某些学生来说, 不是他们投入时间不够, 而是他们没有养成良好的学习习惯。

◎It's not that I don't want to help you, but that it's beyond my means. 不是因为我不想帮你, 而是因为我为无能为力。

(2) **put in** *spend or use (effort, time, etc.)* 投入时间或精力做某事

◎She **puts in** two hours on her English studies every day. 她每天花两个小时学英语。

◎I think your grades are low because you don't study enough. You really need to **put in** more time studying if you expect to do well. 我认为你成绩差是因为你不努力, 如果你想做得更好, 那你真的要在学上花更多时间。

(3) **put up with** *tolerate or bear (sb./sth.)* 忍受, 容忍

◎I enjoy my work, but my boss bothers me so much that I'm not sure how much longer I'll be able to **put up with** him. 我喜欢我的工作, 但我的老板总来骚扰我, 以至于我不能确定还能容忍他多久。

◎He cannot **put up with** the insult. 他忍受不了这种侮辱。

19. Today, researchers have evidence that an intrinsic passion for one's work is a key to rising above. (Para. 19)

intrinsic *a. (of a value or quality) belonging naturally to sb./sth.; existing within sb./sth., rather than coming from outside* 固有的; 本质的; 内在的

◎The **intrinsic** value of the ring is only a few dollars, but it has much extrinsic value because of

sentimental associations. 这枚戒指的内在价值只有几块钱,但由于它维系着感情,所以有很大的外在价值。

◎Curiosity is the best teacher. If materials of no *intrinsic* interest are crammed into students' heads, no effective learning can be achieved. 好奇心是最好的老师。如果把令学生感到无趣的教材硬塞进学生的脑袋,那这样的学习是不会有有什么效率的。

20. The poems then were submitted anonymously to a panel of professional writers for evaluation. (Para. 20)

submit *vt.* give a document, proposal, etc. to sb. so that it may be formally considered or so that a decision about it may be made 提交, 呈递

◎He *submitted* his proposals to the committee. 他向委员会递交了他的提议。

◎For the inclusion of your record in the *Guinness Book of World Records*, an application must be *submitted* to its headquarters in London. 要把你的纪录写在《吉尼斯世界纪录大全》里,你必须向设在伦敦的总部提交申请报告。

Discrimination of Words and Phrases

1. innate; intrinsic

这组词都有“天生的”的意思。

(1) *innate* 指某些特点或特性是出生时即存在的或潜在的,是天生的而不是后天习得的。

◎*innate* beauty 天生丽质

◎an *innate* desire 与生俱来的欲望

◎Ability isn't *innate*, but comes through practice. 能力不是天生的,是锻炼出来的。

(2) *intrinsic* 表示在诸多特质、特性中某个组成部分是固有的、内在的、本来的。

◎The painting has no *intrinsic* value. 这幅画不具有内在的价值。

◎Sympathy is an *intrinsic* part of friendship. 同情是友谊本就应该有的成分。

2. genius; talent; gift

这组词都有“天才”的意思。

(1) *genius* 表示具有先天的、非凡的能力或创造力,尤指在艺术创作方面。该词也可指天才人物。

◎a man of *genius* 才子

◎Einstein was a great scientific *genius*. 爱因斯坦是个伟大的科学天才。

(2) *talent* 指某种特殊的(先天或习得的)才能、才干,既可用作可数又可用作不可数名词。

◎She has a *talent* for drawing. 她有绘画天赋。

◎He showed considerable *talents* for getting what he wanted. 他天分很高,能够心想事成。

(3) *gift* 指某方面的天赋、天生的才能。

◎She has a natural *gift* for teaching. 她天生就具有当教师的才能。

◎To be able to paint so well is a real *gift*. 能画得这么好,真是天赋所赐。

3. personality; character; temperament; disposition

这组词都有“性格”的意思。

(1) *personality* 指“性格、个性”。表示由一个人的生理、心理和感情的总和所形成的特点,此特点使其与他人相区别。

◎He has a pleasing *personality*. 他的性格很讨人喜欢。

◎Frank is very handsome, but he doesn't seem to have much *personality*. 弗兰克很英俊,但他似乎没有什么个性。

(2) **character** 指一个人根深蒂固的各种心理特征的综合,是具有个人特色的内在本质;也可指事物具有的区别于其他事物的所有属性。

◎Though similar in appearance, the two sisters were entirely different in **character**. 这姐妹俩长得相像,但性格迥异。

◎He is a man of upright **character**. 他是一个品德高尚的人。

◎If I was buying somewhere to live, I'd prefer an old place with a bit of **character**. 要是买房用于住的话,我宁愿要一所有些特色的老房子。

(3) **temperament** 指内在的,从身体、情绪和精神等各方面表现出来的各种性格的总和,如神经质的、多血质的性格。

◎She has a cheerful **temperament**. 她性格开朗。

◎To be a champion, skill is not enough — you have to have the right **temperament**. 要当冠军,光有技巧还不够,还必须有良好的素质。

(4) **disposition** 指从意向、性行等转变而成为某人的固定性格。人的行为的动机受这种性格的支配,如快活的、善良的、温和的性格。

◎The surroundings influence one's **disposition**. 环境影响人的性格。

◎He shows no **disposition** to follow my advice. 他无意接受我的忠告。

Text B How to Be a Leader

The Comprehension of the Text

1. For not every President is a leader, but every time we elect a President we hope for one, especially in times of doubt and crisis. (Para. 1)

理解: For not every President is a leader, but every time we elect a President we hope that the President is a leader, especially when we are in doubt and crisis.

汉译: 不是每个总统都是一位领袖,但我们每次选总统的时候都希望他是一位领袖,尤其是在充满疑惑和危机四伏的年代。

2. In easy times we are ambivalent — the leader, after all, makes demands, challenges the *status quo*, shakes things up. (Para. 1)

理解: In times of peace and stability we have mixed feelings about a leader, for the leader, in spite of what he does for us, makes major reforms and effects radical transformations in the existing order.

汉译: 在和平安逸的时期我们的心情则是矛盾的——毕竟领袖总是要提出要求、挑战现状并进行变革的。

3. And when he comes, he must offer a simple, eloquent message. (Para. 2)

理解: And when a leader appears, he must be able to express ideas and opinions clearly in a brief way that influences people.

汉译: 而在他到来时,他必须提供简单而有说服力的信息。

4. Great leaders are almost always great simplifiers, who cut through argument, debate and doubt to offer a solution everybody can understand and remember. (Para. 3)

理解: Great leaders are such experts who can greatly simplify the problems, shorten the length of argument, debate and doubt to find a solution that all people can understand and remember.

汉译: 伟大的领袖几乎总是杰出的化繁为简的专家,他们绕过争议、辩论和怀疑,提出一个人人