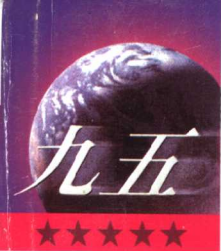


普通高等教育“九五”国家级重点教材



# 21世纪

# 大学英语

TWENTY-FIRST CENTURY COLLEGE ENGLISH

## 读写教程（第四册）

主编单位

复 旦 大 学 ● 上海交通大学

高等教育出版社 复旦大学出版社

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21

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# 前言

《21世纪大学英语》是根据教育部新颁发的《大学英语教学大纲(修订本)》编写的一套大学英语教材,共四个系列,包括《读写教程》四册、《听说教程》四册、《练习册》四册和《教师参考书》四册,供大学英语教学两年使用。

《读写教程》每册10个单元,每个单元由同一题材的三篇文章组成。课文A为精读材料,配有阅读理解、词汇、结构、翻译、写作等多种练习;课文B、C为泛读材料,课文B前系统介绍各种基本阅读技能,课文后配有阅读理解练习题。《读写教程》融精、泛读于一体,围绕精读课文重点培养读、写、译的能力。

《听说教程》的主要内容与《读写教程》一致,使学生在听、说两方面进一步得到训练。《听说教程》由五个部分组成:1.复习“热身”;2.根据功能、意念编写的对话练习;3.围绕《读写教程》课文A进行的主题讨论;4.听说训练;5.课外听、说练习。

《练习册》包括三个部分。第一部分是《读写教程》课文A篇的词汇、结构练习;第二部分是《读写教程》B篇的词汇、结构练习;第三部分是与《读写教程》各单元题材相关的30篇阅读材料及阅读理解题。《练习册》可在教师指导下供学生课外自学使用,练习答案附在书后。

《教师参考书》为教师提供与《读写教程》、《听说教程》相关的背景知识、难句解释、语言点释例、课堂活动、补充材料、课文参考译文和练习答案以及《听说教程》听力部分的文字材料。

《读写教程》和《听说教程》都配有录音带。

《读写教程》、《听说教程》和《练习册》分工不同且各有侧重点,但相互间又紧密配合,形成一个有机的整体,以实现大纲规定的大学英语教学目的,即:“培养学生具有较强的阅读能力和一定的听、说、写、译能力,使他们能用英语交流信息。”

《21世纪大学英语》在选材上注重内容的趣味性、信息性、可思性和前瞻性,同时也注意语言的规范性、致用性和文体的多样性。课文绝大多数选自20世纪80、90年代出版的英美报刊书籍,为适合教学目的我们对部分内容作了删改。

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《21世纪大学英语》由复旦大学和上海交通大学联合编写，上海大学的部分教师参加了《听说教程》的编写工作。美籍专家 Sherill Pociecha 和 Maurice Hauck 参加了部分内容的编写，并对全书提出了修改意见。对他们的辛勤工作，我们表示衷心的感谢。

《21世纪大学英语》于1997年初开始编写，初稿曾在复旦大学和上海交通大学97级12个、98级26个班中试用，较受欢迎。根据试用师生的反馈意见，我们又作了一些补充、修改。在此，对两校试用这部教材的师生表示诚挚的谢意。

本书为《读写教程》第四册，参加编写的还有吴晓真、王申英。

编者

2000年12月



# 使 用 说 明

本书为《21 世纪大学英语读写教程》第四册。全书共十个单元，供一学期使用。

每一单元包括三篇课文。课文 A 为精读材料，课文 B、C 为泛读材料。三篇课文围绕着同一题材选定，每单元开始有 preview (内容简介)。

课文 A 作为精读材料，配有生词表及多种练习。生词释义采用英、汉结合的方式。用黑体排的为四、六级词汇，纲外词排红色。还有一些由熟词派生或生成的词，如 all-important, barbershop, mixed-up 等，则以黑斜体排出。

课文 A 的练习包括 Pre-reading Activities, Reading Aloud, Comprehension of the Text, Vocabulary, Word Building, Structure, Cloze, Translation, Reading Analysis 和 Structured Writing 等项。

Pre-reading Activities 包括 Listening 和 Pre-reading Questions, 位于 A 篇课文前。听的内容与课文紧密相关，所用的英语比较浅近。这一练习既可训练学生的听力，又可使学生对即将学习的课文有一大致的了解，为学习课文作些铺垫。

Reading Aloud 练习选择课文的一段或两段供学生朗读、背诵，培养学生的语感。

Comprehension of the Text 练习可在课文讲解后做，也可结合课文的讲解进行。这一练习采用问答式，目的主要是诱导学生开口。

Vocabulary 练习旨在帮助学生掌握英语常用词和词组的用法。Word Building 练习帮助学生熟悉现代英语的主要构词法并熟练掌握一些最常用的前缀和后缀，借以扩大词汇量。Structure 练习要求学生熟练掌握一些常用的英语句型，以提高学生的写作能力。Cloze 练习根据课文编写而成，既可帮助学生进一步掌握课文内容，又可使他们复习巩固刚刚学过的常用词和词组。

Translation 分为英译汉与汉译英两种练习。英译汉主要选择朗诵段落译成汉语；汉译英为句子翻译，作为课后的书面作业。通过句子翻译要求学生掌握一些常用句型及常用词和词组的用法。

Reading Analysis 和 Structured Writing 两者相辅相成。Reading Analysis 主要分析篇章结构上的特点，并要求学生也对文章的结构进行分析。Structured

---

Writing 则在 Reading Analysis 的基础上, 模仿课文的结构进行写作练习。

课文 B、C 为泛读材料。每一单元的课文 B 前介绍一种新的阅读技能或复习、巩固提高前几册已学习过的阅读技能, 课文后列有词表和阅读理解题。Text C 不列词表, 只在一些生词后面用括号加注汉译, 文后也配有阅读理解题。

根据统计, 本册课文 A、B 中共出现生词 915 个左右, 其中四、六级词 410 个左右, 由熟词派生、合成生成的词有 100 个左右, 超纲词为 405 个左右。课文 A 十篇的总阅读量约 12 100 词, 高于大纲规定的六级精读阅读量 10 000 词。课文 B、C 二十篇的总阅读量约 21 000 词。加上《练习册》三十篇阅读材料约 12 000 词的阅读量。第四册精、泛读总量约 45 000 词, 基本达到大纲规定的阅读总量。课时安排可视使用者具体情况而定, 不宜作硬性的规定。一般来说, A、B 篇课文讲解和练习控制在 5 节课左右, 课文 C 则主要由学生在课外自学。

编者

2000 年 12 月



# Contents

## ***Unit One*** 1

Text A Who Is Great? 2

Text B How to Be a Leader 19

Text C The Greatest People in the World 30

## ***Unit Two*** 37

Text A The Gratitude We Need 38

Text B Why Manners Matter 53

Text C Courtesy: Key to a Happier World 65

## ***Unit Three*** 73

Text A How to Change Your Point of View 74

Text B Lateral and Vertical Thinking 89

Text C Common Types of Problem Solving 97

## ***Unit Four*** 105

Text A How to Become Gifted 106

Text B The Truth About College Teachers 124

Text C We're the Retards(智力迟钝者) 138

## ***Unit Five*** 145

Text A Prison Studies 146

Text B Reading for Life 162

Text C Moon on a Silver Spoon 173

---

## ***Unit Six* 181**

Text A The EQ Factor 182

Text B What's Your Emotional IQ? 200

Text C A Classic Study of Environmental Influence 208

## ***Unit Seven* 217**

Text A Running a Successful Company:

Ten Rules that Worked for Me 218

Text B The Jeaning of America—and the World 235

Text C The Purest Treasure 246

## ***Unit Eight* 255**

Text A My Father's Son 256

Text B An Open Letter to a Young Person with an Enemy 270

Text C My Brother's Way 282

## ***Unit Nine* 293**

Text A The West's Debt to China 294

Text B Introduction (Part I) 314

Text C Introduction (Part II) 326

## ***Unit Ten* 337**

Text A My Graduation Speech 338

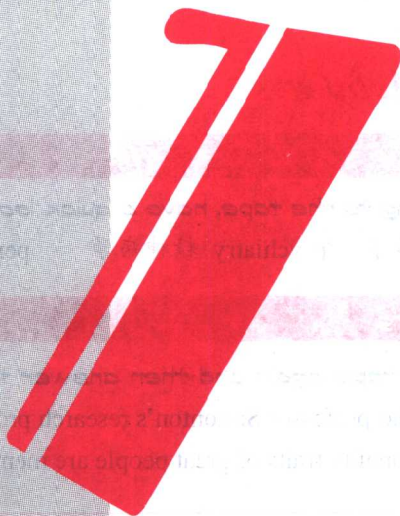
Text B The Four Marks of Leadership 359

Text C Inaugural Address 370

## ***Glossary* 381**

21st  
Century  
College English

# UNIT



## **Preview**

### **Text A**

### **Text B**

### **Text C**

## **Preview**

Each of the texts in this unit takes a different approach to the complex question of what it takes for a person to stand out from their contemporaries and go down in history. In Text A, "Who Is Great?" a psychologist explores the personal qualities such as persistence and a love of their work that great people in different fields seem to share. Text B, "How to Be a Leader," was written over 20 years ago, just before Ronald Reagan became president of the United States. However, the observations it makes about the differences between everyday politicians and true leaders, are just as relevant today. Finally, Text C reports on a poll asking who was the greatest figure in human history. The responses show the enduring importance of science and religion, as well as the differences in how greatness is perceived in different parts of the world.

## Text A

## Pre-reading Activities

## First Listening

Before listening to the tape, have a quick look at the following words.

genetics 遗传学    psychiatry 精神病学    persistent 坚持不懈的

## Second Listening

Listen to the tape again and then answer the following questions.

1. What question did professor Simonton's research project seek to answer?
2. What three personality traits of great people are mentioned?
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
3. What negative trait of "great" people is mentioned?
4. Does professor Simonton believe that great people are more often mentally ill than other people?

## Who Is Great?

Michael Ryan

**A**s a young boy, Albert Einstein did so poorly in school that teachers thought he was slow. The young Napoleon Bonaparte was just one of hundreds of artillery lieutenants in the French Army. And the teenage George Washington, with little formal education, was being trained not as a soldier but as a land surveyor.

5



2 Despite their unspectacular beginnings, each would go on to carve a place for himself in history. What was it that enabled them to become great? Were they born with something special? Or did their greatness have more to do with timing, devotion and, perhaps, an uncompromising personality?

3 For decades, scientists have been asking such questions. And, in the past few years, they have found evidence to help explain why some people rise above, while others—similarly talented, perhaps—are left behind.

Their findings could have implications for us all.

20 **4 Who is great?** Defining who is great depends on how one measures success. But there are some criteria. "Someone who has made a lasting contribution to human civilization is great," said Dean Keith Simonton, a professor of psychology at the University of California at Davis and author of the 1994 book *Greatness: Who Makes History and Why*. But he added a word of caution: "Sometimes great people don't make it into the history books. A lot of women achieved great things or were influential but went unrecognized."

30 **5** In writing his book, Simonton combined historical knowledge about great figures with recent findings in genetics, psychiatry and the social sciences. The great figures he focused on include men and women who have won Nobel Prizes, led great nations or won wars, composed symphonies that have endured for centuries, or revolutionized science, philosophy, politics or the arts. 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.

35 **6 A "never surrender" attitude.** If great achievers share

anything, said Simonton, it is an unrelenting drive to succeed. [40]  
“There’s a tendency to think that they are endowed with something super-normal,” he explained. “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. Greatness is built upon tremendous amounts of study, practice and devotion.” [45]

7 He cited Winston Churchill, Britain’s prime minister during World War II, as an example of a risk-taker who would never give up. Thrust into office when his country’s morale was at its lowest, Churchill rose brilliantly to lead the British people. In a speech following the Allied evacuation at Dunkirk in 1940, he inspired the nation when he said, “We shall not flag or fail. We shall go on to the end...We shall never surrender.” [50]

8 **Can you be born great?** In looking at Churchill’s role in history—as well as the roles of other political and military leaders—Simonton discovered a striking pattern: “Firstborns and only children tend to make good leaders in time of crisis: They’re used to taking charge. But middle-borns are better as peacetime leaders: They listen to different interest groups better and make the necessary compromises. Churchill, an only child, was typical. He was great in a crisis, but in peacetime he was not effective—not even popular.” [55] [60]

9 Timing is another factor. “If you took George Washington and put him in the 20th century he would go nowhere as a politician,” Simonton declared. “He was not an effective public speaker, and he didn’t like shaking hands with the public. On the other hand, I’m not sure Franklin Roosevelt would have done well in Washington’s time. He wouldn’t have had the radio to do his fireside chats.” [65]

10 **Can you be too smart?** One surprise among Simonton’s findings is that many political and military leaders have been bright but not overly so. Beyond a certain point, he explained, [70]

other factors, like the ability to communicate effectively, become more important than innate intelligence as measured by an IQ test. The most intelligent U.S. Presidents, for example—Thomas Jefferson, Woodrow Wilson and John F. Kennedy—had a hard time getting elected, Simonton said, while others with IQs closer to the average (such as Warren G. Harding) won by landslides. While political and economic factors also are involved, having a genius IQ is not necessary to be a great leader.

75 11 In the sciences, those with “genius level” IQs do have a better chance at achieving recognition, added Simonton. Yet evidence also indicates that overcoming traditional ways of thinking may be just as important.

80 12 He pointed to one recent study where college students were given a set of data and were asked to see if they could come up with a mathematical relation. Almost a third did. What they did not know was that they had just solved one of the most famous scientific equations in history: the Third Law of Planetary Motion, an equation that Johannes Kepler came up with in 1618.

85 13 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—applying his mathematical knowledge to his observations of planetary motion. It was his boldness that set him apart.

90 14 **Love your work.** As a child, Einstein became fascinated with the way magnets are drawn to metal. “He couldn’t stop thinking about this stuff,” Simonton pointed out. “He became obsessed with problems in physics by the time he was 16, and he never stopped working on them. It’s not surprising that he made major contributions by the time he was 26.”

95 15 “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.”

16 Like other creative geniuses, Einstein was not motivated by a desire for fame, said Simonton. Instead, his obsession with his work was what set him apart.

110

17 Where such drive comes from remains a mystery. But it is found in nearly all creative geniuses—whether or not their genius is acknowledged by contemporaries.

18 “Emily Dickinson was not recognized for her poetry until after her death,” said Simonton. “But she was not writing for fame. 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*.”

115

19 Today, researchers have evidence that an intrinsic passion for one’s work is a key to rising above. In a 1985 study at Brandeis University conducted by Teresa Amabile, now a professor of business administration at Harvard University, a group of professional writers—none famous—were asked to write a short poem. Each writer was then randomly placed in one of three groups: One group was asked to keep in mind the idea of writing for money; another was told to think about writing just for pleasure; and a third group was given no instruction at all.

120

125

20 The poems then were submitted anonymously to a panel of professional writers for evaluation. The poetry written by people who thought about writing for money ranked lowest. Those who thought about writing just for pleasure did the best. “Motivation that comes from enjoying the work makes a significant difference,” Amabile said.

130

(1 214 words)

## New Words

artillery /ɑ:'tiləri/ *n.*

heavy guns, often mounted on wheels, used in fighting on land, branch of an army that uses these 火炮; 大炮; 炮兵 (部队)

surveyor /sə'veiə(r)/ *n.*

a person whose job is to examine and record the area and features of a piece of land by measuring and calculating (土地) 测量员; 勘测员

unspectacular /ʌnspek'tækjulə(r)/ *a.*

ordinary; not exciting or special 不引人注意的; 不惊人的

spectacular /spek'tækjulə(r)/ *a.*

(attracting attention because) impressive or extraordinary 引人注目的; 出色的; 与众不同的

carve /kɑ:v/ *vt.*

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

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

uncompromising /ʌn'kɒmprəmaɪzɪŋ/ *a.*

not ready to make any compromise; firm or unyielding. 不妥协的, 坚定的; 不让步的;

influential /ɪnflu'enʃl/ *a.*

having a lot of influence on sb./sth. 有影响的; 有权势的

genetics /dʒi'netiks/ *n.*

the scientific study of the ways in which different characteristics are passed from each generation of living things to the next 遗传学

psychiatry /saɪ'kaɪətri/ *n.*

the study and treatment of mental illness 精神病学; 精神病治疗

compose /kəm'pəuz/ *vt.*

write (music, opera, poetry, etc.) 创作 (音乐、歌剧、诗等)

symphony /'sɪmfəni/ *n.*

a long complex musical composition for a large orchestra, usu. in three or four parts 交响乐

characteristic /kærəktə'ristik/ *n.*

a typical feature or quality 特点

unrelenting /ʌnrɪ'lentɪŋ/ *a.*

not becoming less strong or severe; continuous 不松懈的, 不放慢的; 持续的

endow /ɪn'dau/ *vt.*

provide (sb./sth.) with a good quality, ability, feature, etc. 给予, 赋予

super-normal /sju:pə'nɔ:məl/ *a.*

超出一般的; 超常的, 非凡的

amazing /ə'meɪzɪŋ/ *a.*

extremely good; esp. in a surprising and unexpected way 惊人的, 令人吃惊的

cite /saɪt/ *vt.*

mention (sb./sth.) as an example or to support an argument; refer to 引用, 引证; 举出