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# 21<sup>世纪</sup>

TWENTY-FIRST CENTURY COLLEGE ENGLISH

# 大学英语

## 读写教程 (第一册)

### (修订版)

主编单位 复旦大学  
上海交通大学



复旦大学出版社 高等教育出版社



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## 修订版前言

《21 世纪大学英语》自 1999 年正式出版以来,受到全国广大师生的欢迎和认可,大家普遍认为这套教材紧扣《大纲》要求,重视语言质量,有利于学生打好语言基础,而且符合中国英语教学的特点和需求,具有很强的信息性、趣味性、可思性和实用性,为课堂教学提供了丰富的素材,使教师有充分的发挥余地。不少师生称赞这套教材选文题材丰富,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门类信息的需求,且在结构编排上有许多创新之处。老师、同学们的称赞和认可是对我们编者的最大鼓舞和激励,我们表示由衷的感谢。

几年来,我们也不时听到一些师生对这套教材的缺点和不足提出的批评以及对修订本教材提出的建议。这些批评和建议都很中肯、很富建设性。值此大学英语教改进入新阶段之际,我们根据教育部颁发的新《课程要求》,结合广大师生的建议,拟从以下几方面对《21 世纪大学英语》进行了修订:

1. 鉴于新《课程要求》突出了对听说技能的培养要求,我们已新推出一套《视听说教程》四册,由复旦大学、上海大学、北京交通大学、上海交通大学的教师分册负责编写;《视听说教程》各单元的主题均与《读写教程》一致,是整套教材的一部分;

2. 鉴于新《课程要求》强调了阅读(包括快速阅读)技能的培养要求,我们已请复旦大学资深教授、《21 世纪大学英语》主编之一张增健先生新编一套《快速阅读教程》四册,其选材内容在主题上亦与《读写教程》一致,作为整套教材的一部分;

3. 根据广大师生的建议,我们将《读写教程》由原来的每册 10 个单元减为每册 8 个单元,按课文的难易度对前后顺序适当作一些调整,更换一些内容已显过时的课文,对课文后的练习作一些改动,在课文 B 后增加两项词汇练习,每个单元后增加一些格言、谚语、小幽默或诗歌等;

4. 根据广大教师的要求,我们大大充实了《教师用书》教案部分中的背景材料和语言点方面的内容,为教师的教学提供更多的方便,同时对课文的参考译文也作了较大的修改。

希望我们的修订能使教师们教起来更方便、更顺手,使同学们学起来更轻松、更愉快。同时,也希望教师们和同学们能一如既往,不断地对我们的教材提出批评建议,以便几年后再修订时能让我们做得更好。

编者

2005 年 7 月

# 第一版前言

《21 世纪大学英语》是根据教育部颁发的《大学英语教学大纲》编写的一套大学英语教材, 包括《读写教程》、《听说教程》、《练习册》和《教师参考书》各四册, 供大学英语教学两年使用。

《读写教程》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。我们的意图是把精读、泛读融为一体, 使听、说、读、写、译五种技能的训练和培养围绕着精读课文进行, 重点培养读、写、译的语言能力。

《听说教程》在题材方面与《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. 课内听、说练习; 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、结构补充练习; 第二部分为《读写教程》B 篇的词汇、结构补充练习; 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》有关的背景知识、难句解释、语言点例释、课堂活动、补充材料以及课文参考译文和练习答案。

此外, 《读写教程》配有录音磁带和多媒体课件, 《听说教程》也配有录音磁带。

《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的目的, 即: “培养学生具有较强的阅读能力, 一定的听、说、写、译能力, 使他们能以英语为工具交流信息。”

《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, 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 年代和 90 年代出版的英美报刊书籍, 为适合教学目的对部分内容做了一些删改。

《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 Pociacha 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 个班、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》第一册, 参加编写的还有陆效用、陈琳俐、吴晓真、毛悦勤、唐荣杰、王申英。

根据统计,本册课文 A、B 中共出现生词 746 个,其中四级词 458 个,六级词 78 个,熟词构成的合成词 47 个,纲外词 163 个(其中熟词的派生词 59 个)。课文 A 8 篇的总阅读量约 6 000 词。课文 B、C 16 篇的总阅读量约 12 000 词。加上《练习册》24 篇阅读材料约 8 000 词的阅读量,第一册总的泛读阅读量为 20 000 词。

课时安排可视使用者具体情况而定。一般说来,课文 A 的讲解和练习需 4 个课时左右。课文 B 的讲解及练习需 2 个课时。课文 C 则主要由学生课外自学。

编者

2005 年 7 月

## 使用说明

本书为《21 世纪大学英语读写教程》(修订版)第一册。全书共 8 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,前面有一单元内容简介。

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 4 级词,黑体前面加 \* 号的为 6 级词,纲外词排绿色。还有一些由熟词构成的词,如 high-achieving, ballgame 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, Responding to 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,位于课文前。听的内容是课文 A 的概述,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。Pre-reading Questions 是又一“热身”活动,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、背诵并译成汉语。经过教师的讲解和学生的反复朗读,正确理解应不成问题,更多的功夫应放在“译文达意”上。

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。Responding to the Text 则要求学生针对课文中的有关问题发表自己的看法。

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 为汉译英句子练习,可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 是利用课文 A 篇进行文章结构分析,同时介绍常见的写作手段。第一、二册重点介绍段落的写作方法;第三、四册重点介绍全篇的写作方法。

Structured Writing 要求学生在 Reading Analysis 的基础上模仿写一段文字。通过模仿学习写作,先易后难,应该是一种比较有效的办法。课文 B、C 为泛读材料。每一单元的课文 B 前介绍一种阅读技能,课文后列有词表、阅读理解题和词汇练习。课文 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。



《科技英语学习》主编毛荣贵教授为我们提供了很多选材；娄英老师为本书制作了插图；石敏、徐欣梅、孙健在打字、复印、校对方面作了不少工作，特在此一并表示感谢。

编 者  
1999年4月

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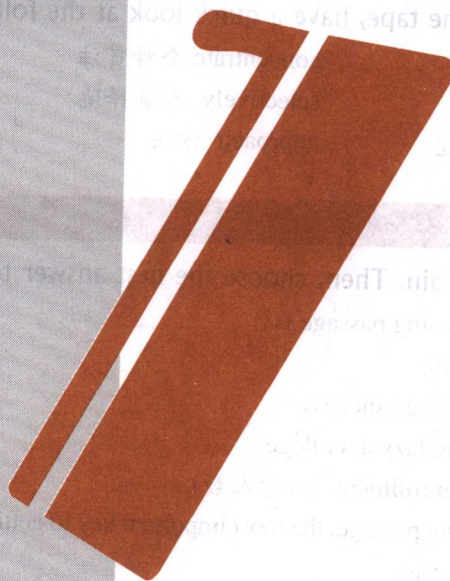
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21st Century  
College English

# UNIT



**Preview**  
**Text A**  
**Text B**  
**Text C**

## Preview

No matter what country they call home or what language they speak, college students the world over share many interests and experiences. One of the strongest is the desire to succeed in school. The first text in this unit, "Secrets of A Students," argues that good study skills are actually more important to academic success than intelligence and hard work. It offers eight practical tips to help you study more effectively. In addition to schoolwork, the college years are also a time of important personal change and growth. In Text B, "Bittersweet Memories," a middle-aged woman recalls the mixed emotions she felt at the time of graduation from high school. In Text C, "Leaving," the author expresses the thoughts which a daughter has as she and her mother pack for her move into a college dormitory.



## Text A

## Listening

## First Listening

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

grade 分数

concentrate 全神贯注

schedule 时间表

pressure 压力

selectively 有选择地

relevant 有关的

skip over 跳过; 略过

approach 方法

## Second Listening

Listen to the tape again. Then, choose the best answer to each of the following questions.

1. The purpose of this listening passage is \_\_\_\_\_.  
A) to describe college life  
B) to give advice for college success  
C) to warn against being lazy at college  
D) to increase college enrollment (入学人数)
2. According to the listening passage, the most important key to getting good grades at college is \_\_\_\_\_.  
A) asking questions in class  
B) doing assignments ahead of time  
C) working as hard as you can  
D) learning how to study effectively
3. Which of the following does the listening NOT say you should do?  
A) Organize your time and materials.  
B) Write down every word the professor says in class.  
C) Treat studying like business.  
D) Study together.

## Pre-reading Questions

1. Based on the title, guess what the text is about.
2. Look at the subheadings, 1-8, in the text. Which of these activities do you already do? In which areas do you feel you need improvement?
3. Are there any "secrets" to your own success as a student? In other words, do you have any special study techniques which have been very successful for you?

## Secrets of A Students

Edwin Kiester & Sally Valentine Kiester

Alex, now a first-year student in natural sciences at Cambridge, played football for his school in Manchester and directed the school production of a play — but he left school with five A's. Amanda, studying English at Bristol University, acted in plays at her school and played tennis regularly. Yet she still managed to get four A's.

2 How do A students like these do it? Brains aren't the only answer. The most gifted students do not necessarily perform best in exams. Knowing how to make the most of one's abilities counts for much more.

3 Hard work isn't the whole story either. Some of these high-achieving students actually put in fewer hours than their lower-scoring classmates. The students at the top of the class get there by mastering a few basic techniques that others can easily learn. Here, according to education experts and students themselves, are the secrets of A students.

4 **1. Concentrate!** Top students allow no interruptions of their study time. Once the books are open, phone calls go unanswered, TV unwatched and newspapers unread. "This doesn't mean ignoring important things in your life," Amanda explains. "It means planning your study time so that you can concentrate. If I'm worried about a sick friend, I call her before I start my homework. Then when I sit down to study, I can really focus."

5 **2. Study anywhere — or everywhere.** A university professor in Arizona assigned to tutor underachieving college athletes, recalls a runner who exercised daily. He persuaded him to use the time to memorise biology terms. Another student stuck a vocabulary list on his bathroom wall and learned a new word every day while brushing his teeth.

6 **3. Organize your materials.** At school, Tom played basketball. "I was too busy to waste time looking for a pencil or a missing notebook. I kept everything just where I could get my hands on it," he says. Paul, a student in New Mexico, keeps two-folders for each subject — one for the day's assignments, the other for homework completed and ready to hand in. A drawer keeps essentials together and cuts down on time-wasting searches.

7 **4. Organize your time.** When a teacher set a long essay, Alex would spend a couple of days reading round the subject and making notes, then he'd do a rough draft and write up the essay. He would aim to finish a couple of days before the assignment was due so that if it took longer than expected, he'd still meet the deadline. Amanda stuck to a study schedule that included breaks every two hours. "Trying to study when you're overtired isn't smart," she advises. "Even a short break to stretch or get some fresh



air can work wonders.”

**8 5. Learn how to read.** “I used to spend hours going through irrelevant material,” Amanda remembers. “But then I got used to reading quickly; if the first sentence of a paragraph wasn’t relevant, I’d move on to the next paragraph.” “The best course I ever took,” says an Oklahoma student, “was speed-reading. I not

only increased my words per minute but also learned to look at a book’s table of contents and pictures first. Then, when I began to read, I had a sense of the material and I retained a lot more.” To such students, the secret of good reading is to be an active reader — one who keeps asking questions that lead to a full understanding of the material being read.

**9 6. Take good notes.** “Before writing anything, I divide my page into two parts,” says Amanda, “the left part is about a third of the page wide; the right, two-thirds. I write my notes in the wider part, and put down the main ideas on the left. During revision, this is very useful because you can see immediately why the material is relevant, rather than being worried by a great mass of information.” Just before the end of lesson bell rings, most students close their books, put away papers, talk to friends and get ready to leave. But a smart student uses those few minutes to write two or three sentences about the lesson’s main points, which he scans before the next class.

**10 7. Ask questions.** “If you ask questions, you know at once whether you have got the point or not,” says Alex. Class participation is a matter of showing intellectual curiosity. In a lecture on economics, for example, curious students would ask how the Chinese economy could be both socialist and market-driven, thus interesting themselves not only in whats, but also in whys and hows.

**11 8. Study together.** The value of working together was shown in an experiment at the University of California at Berkeley. A graduate student there who observed a first-year calculus course found that Asian-American students discussed homework, tried different approaches and explained their solutions to one another while the others studied alone, spent most of their time reading and rereading the text, and tried the same approach time after time even if it was unsuccessful.

**12** After all, the secrets of A students are not so secret. You can learn and

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master them and become an A student, too.

(795 words)

## New Words

**perform** /pə'fɔ:m/ *vt.*

*vi.*

**high-achieving** /ˌhaɪə'tʃi:vɪŋ/ *a.*

**lower-scoring** /ˌləʊə'skɔ:ɪŋ/ *a.*

**concentrate** /'kɒnsəntreɪt/ *vi.*

**interruption** /ˌɪntə'rʌpʃən/ *n.*

**ignore** /ɪɡ'nɔ:/ *vt.*

**focus** /'fəʊkəs/ *v.*

**assign** /ə'saɪn/ *vt.*

**tutor** /'tju:tə/ *n.*

*vt.*

**underachieving** /ˌʌndə'reɪtʃi:vɪŋ/ *a.*

**athlete** /'æθli:t/ *n.*

**recall** /rɪ'kɒ(ɔ:)/ *vt.*

**memorise, -rize** /'meməraɪz/ *vt.*

**vocabulary** /və'kæbjʊləri/ *n.*

**notebook** /'nəʊtbʊk/ *n.*

**folder** /'fəʊldə/ *n.*

**assignment** /ə'saɪnmənt/ *n.*

**drawer** /drɔ:/ *n.*

**essential** /ɪ'senʃəl/ *n.*

*a.*

**essay** /'eseɪ/ *n.*

**draft** /dra:ft/ *n.*

*vt.*

**due** /dju:/ *a.*

**\*deadline** /'dedlaɪn/ *n.*

**schedule** /'ʃedju:l, 'skedʒul/ *n.*

执行, 完成; 演出, 表演

演出, 表演; 工作, 表现; 执行, 完成

得高分的

得分较低的

direct all one's attention, etc. towards sth. 全神贯注; 集中思想; 专注; 专心

打扰; 干扰; 中止; 阻碍

take no notice of; refuse to pay attention to 不理; 忽视

direct attention, etc. on sth. 集中注意力于某事情

appoint to a job or duty 委派; 指派

private teacher, esp. one who teacher a single pupil or a small group 私人教师, 家庭教师

act as a tutor; teach, esp. privately; coach 当...的教师; 指导; 辅导

doing less well than was expected, esp. in school work 未能充分发挥学习潜力的; 学习成绩不良的

a person who is good at or who often does sports 运动员

bring back to the mind; remember 回想(起); 记得

learn and remember 记住; 熟记

(语言、个人、行业或知识领域等所使用的) 词汇(量)

small book for writing notes in 笔记本; 记事本; 文件夹 文件夹

a duty or piece of work that is given to someone (指定的) 作业; (分派的) 任务

抽屉

(usu. pl.) sth. that is necessary or very important [常用复数] 必需品

(to, for) necessary; central 绝对必要的; 非常重要的

a short piece of writing giving sb.'s ideas about politics, society, etc. 论说文; 散文

the first rough written form of anything or a rough plan 草稿; 草案 make a draft of 起草; 草拟

expected or supposed (to happen, arrive, etc.) 到期的; 预定应到的 a date or time before which sth. must be done or completed 最后期限

a timetable for things to be done 时间表; 日程安排表



|   |  |
|---|--|
| <b>overtired</b> /əʊvə'taɪəd/ <i>a.</i>         | 过度疲劳的  |
| <b>stretch</b> /stretʃ/ <i>vi.</i>              | 舒展身体, 伸懒腰  |
| <b>irrelevant</b> /ɪ'reləvənt/ <i>a.</i>        | (to) not having any real connection with or relation to sth. else 不相关的; 不相干的   |
| <b>relevant</b> /'reləvənt/ <i>a.</i>           | directly connected with the subject or problem being discussed or considered 相关的; 相干的  |
| <b>paragraph</b> /'pærəgrɑ:f/ <i>n.</i>         | part of a piece of writing made up of a group of sentences and shown by starting a new line (文章的) 段落                                 |
| <b>speed-reading</b> /spi:d'ri:dn̩/ <i>n.</i>   | 快速阅读   |
| <b>per</b> /pə(3)/ <i>prep.</i>                 | for each 每; 每一   |
| <b>content</b> /'kɒntent/ <i>n.</i>             | 1. (pl.) a list in a book saying what the book contains [复数] 目录<br>2. the subject matter, esp. the ideas, of a book, speech, etc. 内容 |
| <b>retain</b> /rɪ'teɪn/ <i>vt.</i>              | keep (possession of); avoid losing 保持; 保留  |
| <b>revision</b> /rɪ'vɪʒən/ <i>n.</i>            | 复习; 修改   |
| <b>scan</b> /skæn/ <i>vt.</i>                   | look at quickly without careful reading 浏览, 扫视   |
| <b>participation</b> /pɑ:tɪ'sɪpeɪʃən/ <i>n.</i> | 参与; 参加   |
| <b>participate</b> /pɑ:tɪ'sɪpeɪt/ <i>vi.</i>    | (in) to take part or have a share in an activity or event 参与; 参加   |
| <b>intellectual</b> /ɪntrɪ'lektʃuəl/ <i>a.</i>  | of intellect 知识的; 智力的  |
| <i>n.</i>                                       | 知识分子   |
| <b>curiosity</b> /kɪjʊərɪ'ɒsɪti/ <i>n.</i>      | the desire to know or learn 好奇(心); 求知欲   |
| <b>economics</b> /,i:kə'nɒmɪks/ <i>n.</i>       | the scientific study of the way in which wealth is produced and used 经济学   |
| <b>economy</b> /ɪ'kɒnəmi/ <i>n.</i>             | the system by which a country's wealth is produced and used 经济(制度)   |
| <b>market-driven</b> /,mɑ:kɪt'drɪvn/ <i>a.</i>  | 市场驱动的  |
| <b>graduate</b> /'grædʒueɪt/ <i>a.</i>          | 研究生的   |
| <i>vi.</i>                                      | 毕业   |
| <i>n.</i>                                       | 有学位者, 大学毕业生  |
| <b>graduate student</b>                         | 研究生  |
| <b>calculus</b> /'kælkjʊləs/ <i>n.</i>          | 微积分  |
| <b>approach</b> /ə'prəʊtʃ/ <i>n.</i>            | a manner or method of doing sth. or dealing with a problem 方式; 方法  |
| <i>v.</i>                                       | come near or nearer to sb. or sth. 靠近; 接近  |
| <b>solution</b> /sə'lʊ:ʃən/ <i>n.</i>           | an act or way of finding an answer to a difficulty or problem 解决(办法)   |

## Phrases and Expressions

|                       |   |
|-----------------------|---|
| make the most of      | get the best use or greatest gain from 充分利用         |
| count for much/little | be of much/little worth or importance 很有/没有多少价值或重要性 |