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2002年全国优秀教材二等奖



# 21世纪

# 大学英语

读写教程 (第四册)

(修订版)

主编单位 复旦大学  
上海交通大学



高等教育出版社 復旦大學出版社

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**翟象俊 郑树棠 张增健 主编**

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# 《21 世纪大学英语》编写人员

## 顾问

陆谷孙 杨惠中

## 主编

翟象俊 郑树棠 张增健

## 本册主要编写人员

翟象俊 张增健 *Maurice Hauck*

余建中 冯 豫 吴建蔚

## 修订版主编

陈永捷 翟象俊

## 主要修订人员

陈永捷 翟象俊 金 霞 徐 欣 宋娜娜 方 青

孙海燕 杨小刚 陈道胜 Amy Goldman (Ph. D.)

## 责任编辑

唐 敏

## 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》五册，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。

《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 Pociеча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》(修订版)第四册。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,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。一般要求词排为黑体,黑体前面加★号的为较高要求词,黑体前面加▲号的为更高要求词,纲外词排彩色。还有一些由熟词派生或生成的词,如risk-taker, firstborn, war-weary, straightforward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786个左右,其中一般要求词336个左右,较高要求词77个左右,更高要求词57个左右,由熟词派生、合成生成的词有97个左右,超

纲词为 219 个左右。课文 A 八篇的总阅读量约 10 000 词，基本符合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 17 500 词。加上每单元末 Time for Fun 的阅读短文总量为 2 000 词左右，以及《练习册》二十四篇阅读材料约 8 000 词的阅读量。第四册精、泛读总量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  
2006 年 6 月

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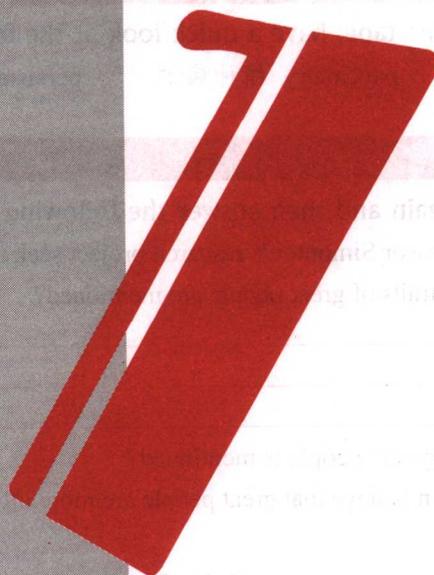
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21st Century  
College English



# UNIT

## 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 is 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 various parts of the world.

## Preview Text A Text B Text C

## 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

As 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

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?

10

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.

**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

15



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.”

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. “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.”

40

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.”

45

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.”

50

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

55

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."

**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, 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.

60

**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.

70

**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.

75

**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.

80

**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."

85

**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."

90

**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.

**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.

95

100

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*.”

105

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.

110

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.

(1 214 words)

## New Words

- ★artillery /ɑ:ˈtɪləri/ *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)
- ★lieutenant /lu:ˈtenənt, lefˈtenənt/ *n.* (the title of) an officer of middle rank in the armed forces 陆军中尉; 海军上尉
- teenage /ˈti:neɪdʒ/ *a.* aged between 13 and 19 十几岁的(指13—19岁的); 青少年的
- surveyor /səˈveɪə(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 /ˌʌnspekˈtækjələ(r)/ *a.* ordinary; not exciting or special 不引人注意的; 不惊人的
- ★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)
- enable /ɪnˈeɪbl/ *vt.* make (sb.) able to do (sth.), or make (sth.) possible 使能够…; 使(某事)有可能(发生)
- timing /ˈtɑ:mɪŋ/ *n.* 1. the choosing of exactly the right moment to do sth. so as to get the best effect 时间的选择; 时机的掌握  
2. the time when sth. happens (事情发生的)时间; 时机
- uncompromising not ready to make any compromise; firm or unyielding 不妥协的,

## Unit 1

<i>/ʌn'kɒmprəmaɪzɪŋ/ a.</i>	坚定的; 不让步的
<b>finding</b> /'faɪndɪŋ/ <i>n.</i>	(usu. <i>pl.</i> ) the information that someone has discovered as a result of their study, work ect. [常用复数] 正式调查(或研究)结果
<b>dean</b> /di:n/ <i>n.</i>	a person in a university who is responsible for a particular area of work (大学的)教务长; 学院院长; 系主任
★ <b>caution</b> /'kɔʃn/ <i>n.</i>	1. advice or a warning 提醒; 告诫 2. great care and attention 谨慎; 小心
<b>influential</b> /,ɪnflu'entʃl/ <i>a.</i>	having a lot of influence on sb./sth. 有影响的; 有权势的
<b>genetics</b> /dʒɪ'netɪks/ <i>n.</i>	the scientific study of the ways in which different characteristics are passed from each generation of living things to the next 遗传学
<b>psychiatry</b> /saɪ'kaɪətri/ <i>n.</i>	the study and treatment of mental illness 精神病学; 精神病治疗
<b>compose</b> /kəm'pəʊz/ <i>vt.</i>	write (music, opera, poetry, etc.) 创作(音乐、歌剧、诗等)
★ <b>symphony</b> /'sɪmfəni/ <i>n.</i>	a long complex musical composition for a large orchestra, usu. in three or four parts 交响乐
<b>characteristic</b> /,kærəktə'rɪstɪk/ <i>n.</i>	a typical feature or quality 特点
<b>unrelenting</b> /,ʌnrɪ'lentɪŋ/ <i>a.</i>	not becoming less strong or severe; continuous 不松懈的, 不放慢的; 持续的
★ <b>endow</b> /ɪn'dəʊ/ <i>vt.</i>	provide (sb./sth.) with a good quality, ability, feature, etc. 给予, 赋予
<b>super-normal</b> /,sɜːjʊ:pə'nɔːməl/ <i>a.</i>	超出一般的; 超常的, 非凡的
<b>tremendous</b> /trə'mendəs/ <i>a.</i>	very great in amount or level 巨大的; 极大的
<b>cite</b> /saɪt/ <i>vt.</i>	mention (sb./sth.) as an example or to support an argument; refer to 引用, 引证; 举出
<b>prime</b> /praɪm/ <i>a.</i>	main or most important 首要的; 主要的
<b>prime minister</b>	the leader of the government in some countries 首相, 总理
<b>risk-taker</b> /'rɪsk'teɪkə/ <i>n.</i>	a person who dares to take risks 敢于冒险的人
<b>thrust</b> /θrʌst/ <i>vt.</i>	push (sth./sb./oneself) suddenly or violently (用力)推; 强使
▲ <b>morale</b> /mə'reɪl; mə'ræl/ <i>n.</i>	state of confidence, enthusiasm, determination, etc. that a person or group has at a particular time 士气, 精神状态
<b>Allied</b> /æ'laid; 'ælaid/ <i>a.</i>	of the Allies (a group of countries fighting on the same side in a war, esp. those which fought with Britain in World Wars I and II) (第一次世界大战时期) 条约国的; (第二次世界大战时期) 同盟国的
<b>ally</b> /'ælaɪ/ <i>n.</i>	person, country, etc. joined with another in order to give help and support 同盟者; 同盟国
<b>evacuation</b> /ɪ,vækju'eɪfən/ <i>n.</i>	leaving a place of danger for a safer place 撤离; 撤退
★ <b>evacuate</b> /ɪ'vækju'eɪt/ <i>v.</i>	1. remove (sb.) from a place of danger to a safer place 撤退, 撤出 2. leave or withdraw from (a place) 撤离(某处)
<b>flag</b> /flæg/ <i>vi.</i>	become tired or weak; begin to lose enthusiasm or energy 疲乏; 变弱; (热情、精力等)衰退, 低落
<b>striking</b> /'straɪkɪŋ/ <i>a.</i>	attracting attention; unusual or interesting enough to be noticed 引人