



普通高等教育“十一五”国家级规划教材

# 新21世纪 大学英语4

总主编 翟象俊 张增健 余建中

综合  
教程

New 21st Century  
College English

复旦大学出版社



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# 前言

2004年教育部制定的《大学英语课程教学要求》，明确提出“大学英语的教学目标是培养学生的英语综合应用能力，特别是听说能力，使他们在今后工作和社会交往中能用地英语有效地进行口头和书面的信息交流。”这一要求无疑是为当今的大学英语教学树立了方向标：着力改变以语法、阅读为核心的英语教学传统，而朝着语言技能全面并举的方向倾斜。新大纲推动了英语教学的变革，而教学的实际需求，更催唤着新一代教材的诞生。《新21世纪大学英语》，正是在这一形势下审慎推出的一套力求体现大学英语编写新理念的系列教材。

上世纪90年代后期我们在编写《21世纪大学英语》时，除了强调选材的内容清新、语言生动外，在练习编写和教学过程中更突出听、说、读、写、译诸方面语言技能的培养。与此同时，也开始利用现代化教育技术手段，如课件光盘及学习软件系统等，积极展开以学生为中心的课堂教学活动。现今推出的《新21世纪大学英语》系列教材，以功能意念贯穿始终，充分利用现代计算机技术、网络技术和多媒体教学手段，全面提高学生的英语视、听、说、读、写、译的实用技能，以“立体化”的方式体现教学活动的实用性以及语言的交际功能。

《新21世纪大学英语》是根据国家教育部颁发的《大学英语课程教学要求》并参照《大学英语四、六级考试大纲》精神而编写的系列教材，包括《综合教程》、《综合练习》、《教师参考书》（各四册）及相关配套网络平台。原《21世纪大学英语》教材，是采用主题教学法则（theme-based）加以编写的，即：单元内A/B课文中形成同一主题，另外再在《综合练习》内也配以一定数量的同类题材练习材料。《新21世纪大学英语》虽仍沿用这一教学法则，但是进一步把视、听、说、读、写、译各项能力互相交织且有机结合起来，这种针对性强的、符合外语教学规律的综合反复训练，既利于提高学生的综合应用能力，又完整实现了真正意义

上的主题教学法。

《新21世纪大学英语综合教程》第一册的起点词汇为1 800词,可供各类高校新生使用。起点较高的学生可从第二册起步。《综合教程》每册8个单元,每单元包括四大板块,即:视频导入(Video Starter)、精读课文(Text A)、辅助阅读(Text B)和与主题相关的补充学习活动(Additional Theme-related Activities)。视频导入板块,由编者精心设计一段或一组围绕单元主题展开的热身练习,教师即藉此以“拉家常”的方式跟学生交流互动,引出学习主题并启发学生的思路,激发学生的学习热情。课文由同一题材的两篇文章及相关练习组成,其中A课文为精读材料,配有大声朗读(Reading Aloud)、课文理解(Understanding the Text)、语言学习(Learning the Language)三大项;B课文为泛读材料,配有阅读理解检测(Comprehension Check)和深度讨论(In-depth Discussion)等练习。与主题相关的补充学习活动,旨在进一步拓宽学生视野,如引入与主题相关的名人名言(Famous quotes to appreciate)、补充视听和口语练习(Viewing comprehension and oral practice)等内容。纵观整个单元的练习编写,《综合教程》在练习形式和设计上既继承了《21世纪大学英语读写教程》中的词汇、结构练习等准则精华,又有所创新与突破,如新增“含英咀华”(Appreciating gems of the language)和“译写练习”(Translational Writing)等强调语言学习的输出训练,进一步深化了学生的实际运用能力。

《综合练习》的设计在内容与主题上均与《综合教程》相关联,起到补充和增强的作用,同时,也为学生今后参加全国大学英语四、六级考试奠定坚实基础。

《综合练习》每册共8个单元。每单元均由五部分组成:第一部分为听力,第二部分为词汇和结构,第三部分为翻译,第四部分为阅读,第五部分为写作。《综合练习》的练习设计本着主题教学与实用的原则,可由学生自主学习,也可由教师在课堂上择用讲解。

《教师参考书》供使用《综合教程》教材的教师作教学参考。每册8个单元,每个单元都提出明确的教学目标,并根据《综合教程》的相关内容,分别采用对应的方式配以详细的问题与答案、中文译文、疑难注解。《教师参考书》还提供了大量例句、练习答案和视频材料的文字稿。值得一提的是,教参还配置了课堂讨论题的参考对答材料,供教师掌控使用。

总之,《新21世纪大学英语》系列教材博采众长,尽可能地吸纳了现行国内外多种同类教材的优点。同时,还以21世纪我国人才培养的特点和教学改革现有成果为依据,力图在有限的教学时间里,让使用本教材的学习者在英语能力方面

得到最大限度的提高。具体说来,本套教材具有以下几个特点:

1. 高标准选材,注重“跨文化”背景介绍。本教材对课文的选择力求实用、有趣、有品位;在练习例句和其他材料的选择上,则力求简洁、生动、有效。除了选材内容的趣味性、信息性和实用性,语言的规范性和文体的多样性,本教材在重视英语语言基础知识和基本技能训练的同时,还注意将文化内容与语言材料相融合,介绍西方文化背景。

2. 编排合理,循序渐进。本教材各单元的顺序参考弗莱什—金卡伊德分级法(Flesch-Kincaid Grade Level)并根据编者反复讨论的结果而排定。因此,各单元的文字基本上由浅入深,同时也根据教学需要略有调整,例如第一册第一单元的主题安排,便是契合学生们入学之初状况的需求。

3. 注重培养听说能力。本教材根据《大学英语课程教学要求》中有关教学内容和课程体系改革的精神,与时俱进,加大了“听、说”训练的力度,将视听说题材与课文主题保持一致,把听、说、读、写的技能训练有机地结合起来,使学生的听、说训练贯穿于整个课程教学的始终。

4. 强调主题教学的整体性。本教材将听、说、读、写内容相结合,把听、说、读、写、译五种技能的训练和培养围绕着同一主题展开,形成一个有机的整体。

5. 拓展教学时空,实现教材的立体化。除上述教学用书外,本教材还包括配套的光盘、多媒体课件和网络课程等,以期充分利用多媒体和网络化现代教学手段,立体、互动地引导学生开发各种学习潜能。

《新21世纪大学英语》系列教材由复旦大学翟象俊、张增健、余建中三位教授总主编,并由众多资深专家和常年在教学第一线的优秀教师共同参加编写而成。希望使用本书的教师在使用过程中不断给我们提出宝贵意见和建议,以便我们在日后的修订中把工作做得更好。

编者

2010年8月

# 使用说明

本书为《新21世纪大学英语综合教程》第四册。全书共八个单元，供一学期使用。

每一单元包括五大板块，即视频导入 (Video Starter)、精读课文 (Text A)、辅助阅读 (Text B)、写作辅导 (Writing) 和与主题相关的补充学习活动 (Additional Theme-related Activities)。

视频导入是我们在教材编写方面的新尝试。在学习正式课文之前，视频导入围绕本单元的核心内容展开有关话题，并提出具有一定挑战性的问题，以激发学生的学习兴趣，引导学生深入完成本单元的学习任务。

课文是每一单元的核心部分。除了生词和词组解释外，每篇课文还有针对课文难点或重点的注解。课文练习包括大声朗读 (Reading Aloud)、课文理解 (Understanding the Text) 和语言学习 (Learning the Language) 三个组成部分。由于不少来自边远地区的学生未能在中学阶段掌握正确的英语语音和语调，大声朗读对改进他们的语音和语调应有裨益。跟课文理解相关的练习共有四项：1. 综观 (Overview)，这一练习的设计思路是对课文的概括、总结和总体把握；2. 判读 (Interpretation)，针对课文中的疑难点进行破解；3. 讨论 (Discussion)，对课文中的观点或有关现象进行探讨；4. 含英咀华 (Appreciating gems of the language) 则列出课文中具有特色的语言现象供学习者欣赏。语言学习练习共有三项：1. 新词和词组学习 (New Words and Expressions)，此练习包括填空、改写句子等形式；2. 句子结构 (Structure)，包括连接句子、完成句子和改写句子等形式；3. 构词法 (Word Building)，包括给单词加前、后缀和用所给单词变换形式后填空等形式。

辅助阅读 (Text B) 由一篇跟主课文内容相关的辅助课文及练习组成。阅读



理解(Comprehension Check)和深度讨论(In-depth Discussion)两项练习都为全面理解辅助课文而设计。前者针对课文中的疑难点提出问题,后者则引导学习者思考一些相关问题,进而对课文有更深层次的理解。

写作辅导(Writing)为第三、四册新增内容,着重讲解英语写作的基本方法和技巧。该部分按照英语中的常见文体分类,每单元详细介绍一种文体,同时附有课文中的范例,帮助学生活学活用,逐步提高写作能力。

每单元的最后一部分是与主题相关的补充学习活动(Additional Theme-Related Activities)。这些活动包括:1. 名言欣赏(Famous quotes to appreciate),这里收录了跟课文内容相关的名言及中文译文;2. 视频理解与口语练习(Viewing comprehension and oral practice),这里有两段视频,各有侧重,第一段视频对本单元内容进行概括或总结,第二段跟课文内容相关,较为轻松;3. 开心一刻(Fun time),这里提供了一些歌曲、故事或笑话等,是学习者完成一个单元的学习任务后放松自己的快乐时光。

本教程对主课文(A)和辅助课文(B)的生词和词组采取了不同的处理方式。主课文的生词和词组都列于课文后的生词和词组(New Words and Expressions)表中,并且根据《大学英语课程教学要求》标明级别,注解则主要采用中英对照的形式。辅助课文后的词汇表中列出了《大学英语课程教学要求》中作为“一般要求”的生词和词组,其余生词和词组则都用中文直接在课文中标注。(黑正体表示“一般要求”的词汇;黑正体后加★表示“较高要求”的词汇;黑正体后加▲表示“更高要求”的词汇;白斜体表示由纲内词组成的熟词;彩色体表示超纲词汇。)

一般来说,课堂上处理本书的一个单元应花八节课时间,具体做法可参见教师参考书的相关内容。

编者

2011年5月

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# Unit 1

## The American Dream

### Part I Video Starter



To begin, we'll watch a video clip and try to grasp its message. Getting to know the words and expressions in the box below first may be helpful.

corresponding /ˌkɒrɪˈspɒndɪŋ/ *a.*

syllabus /ˈsɪləbəs/ *n.*

renew /rɪˈnjuː/ *vt.*

global /ˈɡləʊbəl/ *a.*

aspiration /ˌæspəˈreɪʃən/ *n.*

harmony /ˈhɑːməni/ *n.*

ring a bell

ethos /ˈiːθɒs/ *n.*

prosperity /prɒˈsperəti/ *n.*

the United States Declaration of  
Independence

Creator /kriːˈeɪtə(r)/ *n.*

inalienable /ɪnˈeɪljənəbl/ *a.*

liberty /ˈlɪbəti/ *n.*

对应的

教学大纲

更新

全球的

愿望

和谐

听上去熟悉

民族精神

兴旺, 繁荣, 昌盛

《美国独立宣言》

造物主; 上帝

不可分割的; 不可剥夺的

自由

## Part II Text A

### Harsh Reality of the American Dream

Humphrey Hawksley

- 1** It was a brilliant, hot day on the Seattle waterfront, with unspoilt views across the bay to outlying islands.
- 2** Just beyond a stretch of grass where people lay with books and lovers, came the melody of live unaccompanied singing. It turned out to be four men outside a cafe singing a love song about Cupid, each with different voice ranges, and a deep, swaying crowd, clapping along.
- 3** The Starbucks logo of the cafe struck me as a little old-fashioned until someone mentioned that this was the first Starbucks ever opened anywhere in the world.
- 4** I had come to Seattle because of a recent survey by the Centre for Economic Performance in London, on how easy or difficult it was to get rich in different parts of the world — or if not rich, at least move out of poverty.
- 5** “If you are born into poverty in the US,” said one of its authors, “you are actually more likely to remain in poverty than in other countries in Europe, the Nordic countries, even Canada, which you would think would not be that different.”

#### Possibilities

- 6** The study, together with general anti-American sentiment which has become more prevalent since the Iraq war, raised for me a question about the American dream — the idea that the United States is a place where anything is possible.
- 7** I had chosen Seattle not only because Starbucks was created there, but also because Microsoft and Amazon Books and Boeing airliners all come from this small city. Dreams, if you want, which began small but are now global brands.
- 8** “Great day, isn’t it?” I turned to see the lined, and drawn face of a man I will call Dave. “Are you getting what you want?”
- 9** We had met a couple of days earlier when he was having breakfast at a charity for the broke and homeless, and I had

asked him if he believed in the American dream.

**10** “The American dream,” Dave said, eating a muffin and wiping his lips with a paper napkin. “Well, it *comes and goes*<sup>1</sup>. It will come again.”

1. 时来时去; 忽隐忽现

### Winners and Losers

**11** In a low-ceilinged eating hall, maybe 100 men sat side by side along trestle tables.

**12** They had *queued up*<sup>2</sup> since five, registered *in case*<sup>3</sup> there was any work, then ate while security guards *watched over*<sup>4</sup> them in case there was trouble.

2. 排队(等候)

3. 也许, 说不定

4. 监视

**13** In Europe or just across the border in Canada, they would be more likely to get social security, but this was America, where society is harshly divided into winners and losers.

**14** Strangely, though, there seemed to be little resentment or blame of government. American culture is about self-reliance and the individual fighting a way through.

**15** “The American dream,” said one of the men, his eyes dartingly alive, his nose so skewed it must have been broken many times in different fights. “I guess you are talking about a home, wife, children and all that.”

**16** “Do you have it?” I said.

**17** “No. No, I don’t. I had my opportunities, but I lost.”

### Control

**18** Just up the road in a small print shop, a fit, thoughtful former air force officer, Bobby Ray Forbes, was slotting calendars into envelopes.

**19** His life collapsed when his marriage *went wrong*<sup>5</sup>. He had ended up on the street, but recently had managed to get a job and keep it.

5. 发生问题, 出错

**20** “Oh sure, I have had the house, picket fence, two cars,” he said.

**21** “But I put myself in a position where the government could *take control*<sup>6</sup>. Right now I am happy just being back *in control*<sup>7</sup>. You see, what a lot of people do not know is that the key is not getting the American dream. It is holding onto it.”

6. 控制

7. 控制

8. 接受; 开始(从  
事)

9. 宣誓

10. 大声读出

11. 希望, 期待

**22** In Europe, the government is entwined with a lot of what we do, yet in America, I felt a sentiment that the more say the government has over you, the more you carry a sense of failure.

**23** Yet millions still yearn to come and *take up*<sup>8</sup> the challenge.

**24** A million a year settle to start the process of becoming American citizens. Half a million actually *take the oath*<sup>9</sup>.

### Flag Waving

**25** At the landscaped Seattle centre, using cards and newspapers to shield themselves from the sun, rows and rows of immigrants at a naturalisation ceremony listened to local officials speak about various aspects of the American dream.

**26** They came from everywhere: Britain, France, Iran, Iraq — the name of every country *read out*<sup>10</sup>, to cheers, as if we were at the Oscars and, of course, the waving of American flags.

**27** “Why do you want to live here and not in Europe?” I asked a young woman from Ethiopia, who tipped back her Seattle Mariners baseball cap and looked at me as if I were completely mad.

**28** “Europe,” she said disdainfully. “What do they ever *hope for*<sup>11</sup> in Europe? Here they have a law that you can dream to be happy.” (812 words)

## New Words

harsh /hɑːʃ/ *a.*

waterfront /'wɔːtəfrʌnt/ *n.*

unspoilt /ˌʌn'spɔɪlt/ *a.*

bay /beɪ/ *n.*

outlying /'aʊtlaɪnɪŋ/ *a.*

melody ★ /'melədi/ *n.*

unpleasant, unkind, cruel 严酷的; 严厉的

a part of a town which is next to an area of water such as a river or the sea 江边; 海(湖)滨

not left to spoil; having an unchanged character 未受破坏的

(海或湖的)湾

existing outside and away from a particular place 偏僻的; 边远的

曲调; 歌曲

unaccompanied	无伴奏的; 无人陪伴的
<i>/ˌʌnəˈkʌmpənɪd/ n.</i>	
cafe /'kæfeɪ/ n.	咖啡馆; 小餐厅
sway /sweɪ/ v.	to move or swing gently from side to side (使) 摇摆; (使) 摇动
survey /'sɜːveɪ/ n.	an examination of opinions, behavior, etc. made by asking people questions 调查
poverty /'pɒvəti/ n.	the condition of being extremely poor 贫穷
Nordic /'nɔːdɪk/ a.	the Germanic peoples of northern Europe 北欧人的
anti-American	opposed to the United States 反美(国)的
<i>/ˌæntiəˈmerɪkən/ a.</i>	
prevalent ★ /'prevələnt/ a.	generally or widely practiced, accepted or favored 普遍的; 盛行的
airliner /'eəˌlaɪnə(r)/ n.	a large passenger aircraft 大型客机; 班机
global /'gləʊbəl/ a.	including or affecting the whole world 全球的
charity /'tʃærəti/ n.	慈善团体; 慈爱
homeless /'həʊmlɪs/ a.	without a place to live 无家可归的
muffin /'mʌfɪn/ n.	松饼
loser /'luːzə(r)/ n.	someone who did not win a race, competition, fight, etc. 失败者
low-ceilinged /'ləʊˈsiːlɪnd/ a.	having a lower than normal ceiling 天花板较低的
trestle /'tresəl/ n.	支架
trestle table	搁板桌
queue /kjuː/ vi.	to line up 排队(等候)
<i>n.</i>	a line of people waiting for sth. (排队等候的) 一队人
border /'bɔːdə/ n.	the official line separating two countries or states 边界; 国界
harshly /'hɑːʃli/ ad.	in an unkind manner 严厉地, 无情地
resentment ★ /rɪˈzentmənt/ n.	a feeling of deep and bitter anger 怨恨, 愤恨
reliance ★ /rɪˈlaɪəns/ n.	the state of depending on a particular person or thing 依赖, 依靠
dartingly /'dɑːtɪŋli/ ad.	rapidly, like a dart 迅速地; 似飞镖地
thoughtful /'θɔːtfʊl/ a.	occupied with or given to thought 沉思的
slot ★ /slɒt/ vt.	to put sth. into a long narrow hole 把...放入狭长开口中
collapse /kəˈlæps/ vi.	(of people and business) to suddenly be unable to continue or work correctly 崩溃
picket ▲ /'pɪkɪt/ n.	a stick put into the ground and used for marking sth. 桩; 尖木桩



entwined /ɪn'twaɪnd/ *a.*

yearn ▲ /jɜ:n/ *vi.*

oath ★ /əuθ/ *n.*

shield /ʃi:ld/ *vt.*

naturalisation

/ˌnætʃərəlaɪ'zeɪʃən/ *n.*

ceremony /'serɪməʊni/ *n.*

disdainfully /dɪs'deɪnfʊli/ *ad.*

closely connected or unable to be separated 紧密结合的

to want sth. a lot 渴望, 渴求

a promise 宣誓; 誓言

to protect sb. from sth. unpleasant 保护... (免受...)

the proceeding whereby a foreigner is granted citizenship (外国人的) 归化, 入国籍

仪式, 典礼

without respect 轻蔑地; 藐视地

## Expressions

come and go

to be present for a short time and then go away 时来时去; 忽隐忽现

queue up

to line up 排队 (等候)

in case

if it should happen that 也许, 说不定

watch over

to watch a person or activity carefully to make sure that the person behaves in the correct way or that the activity happens in the correct way 监视

go wrong

to turn out badly 发生问题, 出错

take control

控制

in control

控制

take up

to accept (sth.); to start doing (sth.) regularly 接受; 开始 (从事)

take the oath

宣誓

read out

to read (sth.) and say the words aloud so that other people can hear 大声读出

hope for

to want (sth.) to happen or to be true 希望, 期待

## Notes

1. Author: Humphrey Hawksley /'hʌmfri 'hɔ:ksli/ (汉弗莱·霍克斯利) is a BBC foreign correspondent and author.

2. American dream: a belief that in the United States people will be able to achieve success and prosperity through their own hard work, courage, creativity and determination, regardless of social class or circumstances of birth