



普通高等教育“十一五”国家级规划教材



21 世纪大学新英语系列

# 21世纪大学新英语

## 读写译教程

邹申总主编

李战子本册主编



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## 读写译教程



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邹申，上海外国语大学英语学院教授、博士、博士生导师。教育部高等学校外语专业教学指导委员会委员、英语专业教学分指导委员会副主任委员，享受国务院政府特殊津贴。近年来主要从事外语教学法及语言测试研究，曾主持1993年、1996版及2004版高校英语专业四、六级考试大纲的修订工作。目前负责英语专业四、六级考试的相关研究及工作。已发表相关论文数十篇，主要有：《考试评估中的信息反馈》、《TEM8写作能力评估——要求、问题及对策》、《试论口语测试的真实性》；主编的教材有：《简明英语测试教程》、《语言测试》（研究生教材）、《英语写作》（本科生系列教材），其中《简明英语测试教程》获2002年教育部全国普通高校优秀教材一等奖；《英语写作》系列教材获2009年上海市高等教育教学成果二等奖。

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近几年出版的著作有：《语言学简明教程》（第二主编）、《语言学教程》（参编）、《语言学高级教程》（参编）、《系统功能语言学概论》（参编）。

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# 总序

2007年出版的《大学英语课程教学要求》(以下简称《课程要求》)是指导我国大学英语教学的一个纲领性文件。《课程要求》对大学英语教学的定位是:“大学英语是以外语教学理论为指导,以英语语言知识与应用技能、跨文化交际和学习策略为主要内容,并集多种教学模式和教学手段为一体的教学体系”。大学英语的教学目标是“培养学生的英语综合应用能力,……同时增强其自主学习能力,提高综合文化素养,以适应我国社会发展和国际交流的需要”。

鉴于我国幅员辽阔,地区与地区之间、高校与高校之间客观上存在较大差异,《课程要求》提出了“分类指导、因材施教”的原则。其具体体现为大学英语教学分为三个层次:一般要求、较高要求和更高要求。其中的一般要求为高等学校非英语专业本科毕业生应达到的基本要求;较高要求或更高要求适用于对办学定位、类型和人才培养目标定位较高的学校。

《课程要求》提出构建大学英语课程体系。该课程体系既包括必修课程和选修课程,也涵盖不同课程类别:综合英语类、语言技能类、英语应用类、语言文化类和专业英语类。

《课程要求》提出一种综合教学模式,即采用基于计算机和课堂的英语教学模式;在充分利用现代信息技术的同时,继承和发扬传统课堂教学的优势。

《21世纪大学新英语读写译》系列教材力求体现《课程要求》的原则和精神,在编写宗旨、单元设计、材料选择、课堂活动和课堂练习的设计上力图忠实地诠释《课程要求》的各项指标。本系列教材为综合英语类的必修课程教材。

## 一、编写总则

本系列教材以《大学英语课程教学要求》为准则,以先进的外语教学理论为指导。教材的总体设计体现“以人为本”的人文主义教育观,注重培养学生的人文素质。教材编写坚持做到“四个结合”:语言知识与语言技能相结合、单项技能与综合应用能力相结合、语言教学与文化传授相结合、课堂教学与自主学习相结合。教材编写注重对学生的“多维度”“一体化”培养:即语言能力、学习策略、文化素养的同步培养。在教学模式上本系列教材着重构建多层次、立体化教学模式。

## 二、选材要求

在编写过程中我们力图使内容具有时代性、趣味性、可思性和人文性;既要反映时代潮流,又要具有思想深度和弘扬积极的人生态度。语言难度适中,同时具有可教性。体裁和题材要体现多样性。

### 三、练习特点

我们在设计教材练习形式时既考虑到大学英语班级规模，也兼顾不同层次院校的学习需求。在形式上练习做到多样化、有新意；难度呈坡度状；提倡课堂互动；鼓励学生“learn to do”和“do to learn”。

### 四、教学目标

教学目标设计体现教学的层次性，目标进度呈阶梯状：一般要求、较高要求和更高要求。教学起始目标为一般要求，最终目标是更高要求。其中第一、第二册的教学目标为一般要求，即达到大学英语4级要求；第三、第四册的教学目标为较高要求，即达到大学英语6级要求；第五册供分级教学使用。

### 五、单元框架

本系列教材的单元包括以下部分：

#### 第一部分：Lead-in

该部分旨在激发学生的学习兴趣，拓展相关知识和培养阅读技巧。

1. 通过问卷、图片讨论等活动形式激活学生已有背景知识，培养学生阅读技巧（如何根据题目预测主题内容等）；
2. 通过与单元主题相关的听力活动，增加语言输入或拓展知识面。

#### 第二部分：Reading Focus

该部分主要培养学生的阅读技巧及语言应用能力。教学载体为两篇课文：Text A和Text B。

#### Text A

要求学生阅读课文后对其有较为全面并有一定深度的理解。课文教学主要围绕阅读策略，阅读技能的培养，同时挖掘单词字面意义和深层意义。课文教学采用分步法：First Reading 和 Second Reading。First Reading 的阅读问题出现在课文左边的对应位置。这部分的问题侧重培养学生阅读策略及技巧，以细节题为主。

Second Reading 侧重检查不同层次的阅读理解，采用多种形式，如正误判断题、选择题、填空题、简答题等形式。

#### Text B

Text B 是 Text A 的补充和拓展，旨在强化学生阅读策略及技巧。Text B 的体裁更多样化，有广告、表格等，以体现语言实用性。练习侧重阅读技巧训练、词汇及翻译能力的拓展。



### 第三部分：Integrated Exercises

本部分为单元练习，侧重培养学生的英语综合应用能力和自主学习能力。

#### TASK 1: Reading Aloud

目的：培养学生正确的语音、语调。材料来自 Text A。

第一册：着重单词、短语和单句跟读

第二、三、四册：着重段落跟读

第五册：着重演讲技巧训练

#### TASK 2: Text Organization

目的：a) 培养学生的阅读/鉴赏能力：即能对多篇文章进行分析、归纳等；

b) 培养学生对体裁类别的意识及分析能力；

c) 培养学生对文章整体结构的把握能力。

#### TASK 3: Vocabulary Study

目的：提高词汇运用能力。练习着重操练课文中出现的词汇；同时练习形式力图多样化。

采用循环往复法操练词汇。

#### TASK 4: Structure

目的：提高学生的英语句式意识及句子组合能力。

#### TASK 5: Translation

目的：提高句子翻译能力。

第一、二册：中译英和英译中均为半句翻译

第三、四册：中译英和英译中均为全句翻译

第五册：中译英和英译中均为短文翻译

该部分还包括课文译文句子点评；点评内容选自Text A或Text B。

#### TASK 6: Presentation

目的：培养学生口语表达能力及跨文化交际能力。

#### TASK 7: Writing Focus

目的：采用循序渐进的方式培养学生的一般英语写作能力和学术英语写作能力。

第一册：句子写作

第二册：段落写作

第三册：应用文写作（包括便条、卡片、信函、简历、广告等）

第四册：各类体裁短文写作（记叙文、说明文、论说文）

第五册：论文撰写技巧

第四部分：

TASK 8: Intranet Assignments

目的：借助网络教学模式，扩大学生阅读量，提高学生阅读能力以及自主学习能力。  
该部分的阅读材料体裁多样，题材新颖。

本系列教材包括学生用书（附学习者光盘），教师用书（附电子教案）和练习册。电子教案还包含课堂教学建议，为教师提供教学基本构想，同时在教学设计中兼顾不同水平的学生。每单元包括 Text A 和 Text B 的课文译文。

本系列教程的编者分别来自复旦大学、上海交通大学、上海外国语大学和南京解放军国际关系学院等院校。他们具备深厚的语言学、二语习得及外语教学理论功底，同时长期在大学英语教学一线工作，有着丰富的教学经历。历经几度寒暑，集全体编者智慧和心血的《21世纪大学新英语读写译》系列教程即将问世。愿本系列教程能以其时代性、趣味性和实用性，为推动我国大学英语教改助一臂之力。

邹 申

2010.3.20

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### Proverbs and Quotations

**The primary purpose of education is not to teach you to earn your bread, but to make every mouthful sweeter.**

[Am.] **James Angell**

教育的首要目的不在于教你挣得面包，而在于使每一口都更加香甜。

[美] 詹姆斯·安吉尔

**The object of education is to prepare the young to educate themselves throughout their lives.**

[Am.] **Robert Maynard Hutchins**

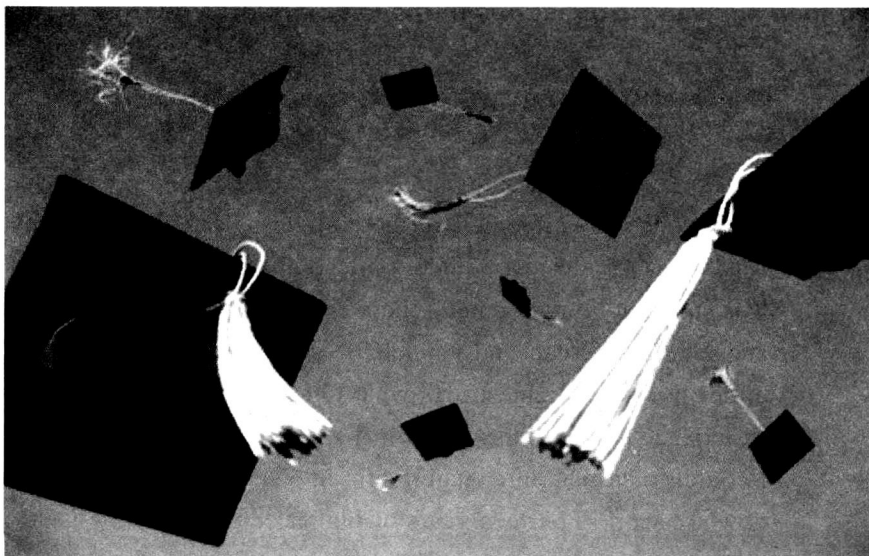
教育的目标是为了帮助年轻人准备好在今后的一生中自我教育。

[美] 罗伯特·梅纳德·哈钦斯

### Lead-in

**A. Look at the picture and discuss with your partner on the following questions.**

1. Do you think college education is necessary for your success?
2. If you were given another chance, would you go abroad for a college education?
3. Are you making a difference after entering the university? What is the difference between your life in university and in high school?



## B. Listening Practice

Listen to the short passage about “Benefit from a College Education”.

### *Pre-listening Task*

How can we benefit from a college education? Exchange your views with your partner on the topic.

### *Post-listening Task*

Answer the following questions.

1. Which is essential to a promotion, experience or a college degree?  
\_\_\_\_\_
2. What is the most important knowledge you learn from a college education?  
\_\_\_\_\_
3. What causes the embarrassment of many adults in business meetings?  
\_\_\_\_\_
4. According to the report published by the Institute for Higher Education Policy, what can graduates benefit from a college education?  
\_\_\_\_\_
5. How can children benefit from their parents' higher schooling levels?  
\_\_\_\_\_

## Reading Focus

### Text A

#### First Reading

*Read the text and then answer the questions in the left margin.*

### The Disadvantages of an Elite Education

*William Deresiewicz*

What did the author learn when the plumber was standing beside him in the kitchen? **1** It didn't dawn on me that there might be a few holes in my education until I was about 35. I'd just bought a house, the pipes needed fixing, and the plumber was standing in my kitchen. There he was, a short, strong guy with a small beard and a Red Sox cap and a thick Boston<sup>1</sup> accent, and I suddenly learned that I didn't have the slightest idea what to say to someone like him. So alien was his experience to me, so unguessable his values, so mysterious his very language, that I couldn't succeed in engaging him in a few minutes of small talk before he got down to work. Fourteen years of higher education and a handful of Ivy League<sup>2</sup> degrees, and there I was, stiff and stupid, struck dumb by my own dumbness. “Ivy

retardation,” a friend of mine calls this. I could carry on conversations with people from other countries, in other languages, but I couldn’t talk to the man who was standing in my own house.

What are the advantages and disadvantages of an elite education?

**2** It’s not surprising that it took me so long to discover the extent of my miseducation, because the last thing an elite education will teach you is its own inadequacy. The advantages of an elite education are indeed undeniable. You learn to think, at least in certain ways, and you make the contacts needed to launch yourself into a life rich in all of society’s most cherished rewards. To consider that while some opportunities are being created, others are being cancelled and that while some abilities are being developed, others are being crippled is, within this context, not only outrageous, but unimaginable.<sup>3</sup>

Why does the author say that elite schools are homogeneous with respect to class?

**3** The first disadvantage of an elite education, as I learned in my kitchen that day, is that it makes you incapable of talking to people who aren’t like you. Elite schools pride themselves on their diversity, but that diversity is almost entirely a matter of ethnicity and race. With respect to class, these schools are largely — indeed increasingly — homogeneous.<sup>4</sup> Visit any elite campus in our great nation and you can feel excited at the sight of the heartwarming spectacle of the children of white businesspeople and professionals studying and playing alongside the children of black, Asian, and Latino businesspeople and professionals. At the same time, because these schools tend to cultivate liberal attitudes, they leave their students in the paradoxical position of wanting to advocate on behalf of the working class while being unable to hold a simple conversation with anyone in it.

**4** But it isn’t just a matter of class. My education taught me to believe that people who didn’t go to an Ivy League or equivalent school weren’t worth talking to, regardless of their class. I was given the unmistakable message that such people were beneath me. We were “the best and the brightest,” as these places love to say, and everyone else was, well, something else: less good, less bright.

**5** The second disadvantage, implicit in what I’ve been saying, is that an elite education inculcates a false sense of self-worth. Getting to an elite college, being at an elite college, and going on from an elite college — all involve numerical rankings: SAT<sup>5</sup>, GPA<sup>6</sup>, GRE<sup>7</sup>. You learn to think of yourself in terms of those numbers. They come to signify not only your fate, but your identity; not only your identity, but your value. It’s been said that what those tests really measure is your ability to take tests, but even if they measure something real, it is only a small part of the real. The problem begins when students are encouraged to forget this truth, when academic excellence becomes excellence in some absolute sense,

when “better at X” becomes simply “better.”<sup>8</sup>

What do elite universities mean when they boast that they teach students how to think?

**6** The third disadvantage is that when elite universities boast that they teach their students how to think, they mean that they teach them the analytic and rhetorical skills necessary for success in law or medicine or science or business. But a humanistic education is supposed to mean something more than that, as universities still dimly feel. So when students get to college, they hear a couple of speeches telling them to ask the big questions, and when they graduate, they hear a couple more speeches telling them to ask the big questions. And in between, they spend four years taking courses that train them to ask the little questions — specialized courses, taught by specialized professors, aimed at specialized students. Although the notion of breadth is implicit in the very idea of a liberal arts education, the admission process increasingly selects for kids who have already begun to think of themselves in specialized terms — the junior journalist, the budding astronomer, the language prodigy.

Why do students in elite schools look similar?

**7** I’ve been struck, during my time at Yale, also by how similar everyone looks. The most elite schools have become places of a narrow and suffocating normalcy. Everyone feels pressure to maintain the kind of appearance — and affect — that go with achievement.<sup>9</sup> One consequence is that those who can’t get with the program (and they tend to be students from poorer backgrounds) often polarize in the opposite direction, flying off into extremes of disaffection and self-destruction. But another consequence has to do with the large majority who can get with the program.

**8** I taught a class several years ago on the literature of friendship. One day we were discussing Virginia Woolf’s<sup>10</sup> novel *The Waves*, which follows a group of friends from childhood to middle age. In high school, one of them falls in love with another boy. He thinks, “To whom can I expose the urgency of my own passion? ...<sup>11</sup> There is nobody — here among these grey arches, and moaning pigeons, and cheerful games and tradition and emulation, all so skillfully organized to prevent feeling alone.” A pretty good description of an elite college campus, including the part about never being allowed to feel alone. What does it mean to go to school at a place where you’re never alone? Well, one of them said, I do feel uncomfortable sitting in my room by myself. Even when I have to write a paper, I do it at a friend’s. That same day, as it happened, another student gave a presentation on Emerson’s<sup>12</sup> essay on friendship. Emerson says, he reported, that one of the purposes of friendship is to equip you for solitude.<sup>13</sup> As I was asking my students what they thought that meant, one of them interrupted to say, wait a second, why do you need solitude in the first place? What can you do by yourself that you can’t do with a friend?



How would the students usually contact each other? **9** So there they were: one young person who had lost the capacity for solitude and another who couldn't see the point of it. Now that students are in constant electronic contact, they never have trouble finding each other.<sup>14</sup> But it's not as if their sociability is enabling them to develop deep friendships. "To whom can I expose the urgency of my own passion?": my student was in her friend's room writing a paper, not having a heart-to-heart. She probably didn't have the time; indeed, other students told me they found their peers too busy for intimacy.

**10** The kid who's loading up on AP courses<sup>15</sup> junior year or editing three campus publications while double-majoring,<sup>16</sup> the kid whom everyone wants at their college or law school but no one wants in their classroom, the kid who doesn't have a minute to breathe, let alone think, will soon be running a corporation or an institution or a government. She will have many achievements but little experience, great success but no vision. The disadvantage of an elite education is that it's given us the elite we have, and the elite we're going to have.

(1,360 words)

## New Words and Expressions

(标注\*的为四级词汇; 标注^的为六级词汇, 其余为超纲词汇。)

elite /eɪ'li:t/ <i>a.</i>	a group or class of persons or a member of such a group or class, enjoying superior intellectual, social, or economic status 精英, 杰出人物
dawn on	to begin to be perceived or understood 渐渐明白
plumber /'plʌmbə/ <i>n.</i>	one that installs and repairs pipes and plumbing 管道工
^alien /'eɪlɪən/ <i>a.</i>	belonging to, characteristic of, or constituting another and very different place, society, or person; strange 异族的, 异己的
small talk	casual or trivial conversation 闲谈
*stiff /stɪf/ <i>a.</i>	difficult to bend; rigid 僵硬的
retardation /ˌrɪ:tɑ:'deɪʃən/ <i>n.</i>	a delay or hindrance 延迟
carry on	to conduct; maintain 开展; 维持
inadequacy /ɪn'ædɪkwəsi/ <i>n.</i>	the quality or condition of being inadequate 不足, 不完备
undeniable /'ʌndɪ'naɪəbl/ <i>a.</i>	difficult or impossible to deny; irrefutable 不可否认的
launch into	enter boldly or freely into (a course of action) 开始从事, 投身于
*cripple /'krɪpl/ <i>v.</i>	to disable, damage, or impair the functioning of 损坏或削弱……的功能
outrageous /aʊt'reɪdʒəs/ <i>a.</i>	being beyond all reason; extravagant or immoderate 放肆的或过分的
diversity /daɪ'vɜ:sɪti/ <i>n.</i>	state of being varied; variety 变化或多样性
ethnicity /eθ'nɪsɪti/ <i>n.</i>	ethnic character, background, or affiliation 种族划分
with respect to	concerning sth. 关于, 至于
homogenous /hə'məʊdʒɪnəs/ <i>a.</i>	of the same or similar nature or kind 同样的或相似的种类或性质