



“十二五”普通高等教育本科国家级规划教材

New 21st Century College English

全新版 21世纪 大学英语

3

主编 毛立群 黎 凡

阅读
教程

復旦大學出版社



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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。《全新版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《全新版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。

《全新版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》精神编写的系列教材,包括《读写教程》、《练习册》、《教师参考书》、《视听说教程》、《快速阅读》、《阅读教程》、《语法教程》等系列教材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《练习册》内也配以一定数量的同类题材练习材料。《全新版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、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。

《全新版21世纪大学英语读写教程》第一册的起点词汇为1800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。《读写教程》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,《读写教程》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“补充视听和口语练习”(Viewing comprehension and oral practice)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。

《练习册》的设计在内容与主题上均与《读写教程》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。《练习册》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。《练习册》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《读写教程》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《读写教程》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,《全新版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程度的提高。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。

《全新版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

2013年3月

使用说明

本书为《全新版21世纪大学英语》系列教材相配套的阅读教程第三册，结构与第一、二册基本相同，但篇幅和难度均有所提高，可供高等院校各专业本科生第三学期作为拓展阅读教材使用。

本阅读教程按主题编排，共有8个单元。每个单元包括四大部分：一、阅读导入(Pre-reading Activities)；二、A课文(Text A)；三、B课文(Text B)；四、补充阅读(Additional Theme-related Activities)。

阅读导入部分由四个表格组成。表格一收集了课文中的主要词汇，要求学生通过词典来了解词义，当然也可以根据情况采用其他方法讲解。表格二收集的是课文中出现的重要词组，并给出相应的中文翻译，要求学生进行配对练习。表格三列出10个课文单词，要求学生做派生练习。表格四列举了一组英语中主要的词缀和词根，要求学生给出相应的派生词。词汇是阅读的基础，在阅读之前先进行相关词汇的导入练习，无疑可以帮助学生了解和把握阅读文章的主旨，为有效理解做好铺垫，从而达到扩大词汇、提高阅读能力的目的。

第二和第三部分是两篇精选的课文。A课文的字数控制在880~1 600之间，难度适中，并配有详细的注释。注释主要用来解释语言难点、人名地名以及其他文化知识。A课文的练习分课文理解(Understanding the Text)和语言学习(Learning the Language)两种类型。前者包括课文理解题、讨论题和课文句子解释题。后者有课文单词题、课文词组题和容易混淆词比较题。练习是课文的必要延伸，具有很强的针对性，用来检查课文的理解情况。

B课文与A课文主题基本相同，主要差别是：篇幅较长，难度较大，字数一般在1 100~2 000之内，体裁和题材也呈多样化。配制的练习有阅读理解题、课文讨论题和课文词汇题三种形式。和A课文一样，练习题紧扣课文，同时具有一定的

难度,学生要充分理解课文才能熟练掌握。

每个单元的最后一部分是与主题相关的补充阅读活动。这些活动包括:

1. 组句成篇(Making a Paragraph); 2. 完形填空(Cloze); 3. 破解词义(Decoding the Meaning of Words); 4. 深度阅读(In-depth Reading); 5. 快速阅读(Fast Reading) 6. 语篇分析(Discourse Analysis)。这一部分选进了多篇相对完整的文章,思想健康,语言活泼,具有很强的可读性。课堂使用时可在这一部分多介绍些英语阅读技巧和方法,特别是如何学习词汇的方法,从而增加学生对语言的敏锐性,以提高阅读欣赏能力。

阅读课一般每学期为36学时,因此课堂上每周可用4课时来完成本书的一个单元,当然具体的做法可根据情况而定。

编者
2013年5月

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Unit 1

Praise and Gratitude

Part I Pre-reading Activities

1. The following box contains words selected from Text A and Text B. Do you know these words? If not, check them out in a dictionary.

T E X T A	1. beam <i>v.</i>	9. insert <i>v.</i>	17. juggle <i>v.</i>
	2. batch <i>n.</i>	10. tenacity <i>n.</i>	18. simultaneously <i>adj.</i>
	3. grin <i>v.</i>	11. open-handed <i>adj.</i>	19. verbally <i>adj.</i>
	4. snickerdoodle <i>n.</i>	12. disposition <i>n.</i>	20. chime <i>v.</i>
	5. illustrate <i>v.</i>	13. insecurity <i>n.</i>	21. reinforcement <i>n.</i>
	6. transform <i>v.</i>	14. jealousy <i>n.</i>	22. measurable <i>adj.</i>
	7. embed <i>v.</i>	15. vignette <i>n.</i>	23. corporate <i>adj.</i>
	8. flourish <i>v.</i>	16. seminar <i>n.</i>	24. dynamic <i>n.</i>
T E X T B	1. strap <i>n.</i>	7. release <i>v.</i>	13. suede <i>n.</i>
	2. tug <i>n.</i>	8. drag <i>v.</i>	14. daybed <i>n.</i>
	3. sitter <i>n.</i>	9. frail <i>adj.</i>	15. presentable <i>adj.</i>
	4. rattle <i>v.</i>	10. willow-wild <i>adj.</i>	16. lima <i>n.</i>
	5. pocketbook <i>n.</i>	11. nelson <i>n.</i>	17. red-head <i>n.</i>
	6. stoop <i>v.</i>	12. sink <i>n.</i>	18. latch <i>v.</i>

2. The following box contains two columns of phrasal expressions, one in English and one in Chinese. You are required to match the English phrase with its Chinese equivalent.

T E X T A	1. hang up	a) 开口大笑
	2. snickerdoodle cookies	b) 不愿表扬(别人)
	3. grin from ear to ear	c) 软烤黄油饼干
	4. secret sauce	d) 猜忌和妒忌
	5. withhold praise	e) 公司文化
	6. mental disposition	f) 挂(电话)
	7. insecurities and jealousies	g) 秘籍
	8. measurable result	h) 家庭和睦的动力
	9. corporate culture	i) 显著的成果
	10. family dynamics	j) 性情
T E X T B	1. snatch one's purse	a) 拼命逃跑
	2. lose one's balance	b) 放开某人
	3. take off full blast	c) 抢……包
	4. fall on one's back	d) 单臂扼颈
	5. shirt front	e) 失去平衡
	6. turn somebody loose	f) 突然弹出
	7. pop out	g) 利马豆(大青豆)
	8. half-nelson	h) 鹿皮鞋
	9. suede shoes	i) 猛然冲向
	10. make a dash for	j) 衬衫前襟
	11. look presentable	k) 像模像样
	12. lima beans	l) 仰面摔倒

3. Fill in the following table with words related to or derived from the word given. Think as many derivatives as you can, paying special attention to their meanings and usage.

verb	noun	adjective	others
measure			
reinforce			
transform			
illustrate			

flourish			
release			
present			
stoop			
embed			
rattle			

4. Complete the following table by listing as many examples as you can, paying attention to their spelling and meaning.

root or prefix	meaning	examples
portion	part, share	
post	after, behind	
pot	power	
pre, pur	before	
prehend	seize, grasp	
prin, prim, prime	first	
pro	for, forward	
proto	first	
psych	mind, soul	

Part II Text A

In Praise of Praise

Dennis Deaton¹

Yesterday I got a call from my oldest daughter, April. She said, “I don’t know what you said to Savannah last night, but whatever it was, she was delighted. She was absolutely *beaming*² when she hung up the phone.”

Savannah is my granddaughter. On Sunday night, Savannah made a batch of *snickerdoodle cookies*³. My wife was visiting when Savannah

pulled them out of the oven and brought one home for me. Later I called Savannah to tell her how much I had enjoyed the cookie and what a good little baker she is. April filled me in on⁴ the rest of the story.

April said that when Savannah answered the phone, she didn't know who Savannah was talking to, but she knew it was someone who loved her. She said she could see the pleasure coming off her, and watched as Savannah's smile got bigger and bigger, witnessing the pride and joy and self-confidence light her up. "Dad, she was just glowing⁵."

When Savannah hung up, April asked, "Who was that?"

"Papa. He liked my cookies." April said she was grinning from ear to ear⁶.

I tell you that little story, not to demonstrate my world-class grandparenting skills (though clearly it does), but to illustrate what a difference praise can make. Praise can make a great difference to all of us. And its benefits and impact are just as important in the business world as they are in family life.

In their book, *The Orange Revolution⁷: How One Great Team Can Transform an Entire Organization*, authors Adrian Gostick and Chester Elton⁸ explore the idea of praise. They call it "cheering." They note that cheering is the "secret sauce" that makes the difference in truly productive, effective teams and that "the more embedded cheering is in the organization's daily life, the more teamwork flourishes naturally."

Gostick and Elton performed a 350,000-person study, as well as explored dozens of high-performing companies. They found that to be effective, praise should be positive, immediate, specific, close, and shared.

The first, praise should be positive. That seems obvious. But this means that you emphasize accomplishment rather than speaking about how much better a person has become, or taking the opportunity to insert a sly comment about how you wish they could now tackle this or other problem with as much tenacity. Praise should be free and open-handed. The reason most people withhold praise may have to do with their mental disposition or personal qualities. So check your own insecurities and jealousies which may prevent you from giving positive praise freely.

The second, praise should be immediate. This is clearly illustrated in my little vignette⁹ with Savannah. She knew I liked her cookie because I called her right after I ate it, when the moment and the effort were both still

fresh in our minds. I will see Savannah in a couple of days as we spend Thanksgiving together and I could have planned to mention it to her then, but it clearly wouldn't have been nearly as meaningful four days later. The closer the praise is to the event, the greater its impact.

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I talk about the third principle a lot in my Creating Connections seminar. When you praise or cheer, be as specific as possible. Every week before our team meeting at Quma¹⁰, we take a moment to do "Wins and Acknowledgements." This is more effective if, instead of telling everyone what a great job Jennie is doing in the office, I recall and share a specific moment where I saw Jennie juggling two phone lines and simultaneously calmly and kindly helping someone in our store. If I can verbally recreate the moment for the team, then everyone has a mental picture of Jennie's skills and talents, and Jennie has the clear message that she is seen and appreciated.

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Fourth, cheer closely. This means that you praise in the person's environment. When you are praising an individual for their performance on the team, do it in front of the team. Recognize and appreciate people in their natural environment. If you're a manager, get out of your office and recognize them¹¹ in front of their peers. In the story with Savannah, her whole family could see that she had done something wonderful. This caused her brothers and sister to chime in on the cheering¹² as well. She told her mom later that she wants to make cookies every Sunday.

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Finally, share the praise. The more praise in your culture, the more successful you will be at achieving your goals. This means that praise doesn't just need to come "from the top down." Great efforts should be made to create experiences where peers and coworkers have a chance to share praise about each other. Peers are often the ones who give the most effective positive reinforcement¹³ because they know best the circumstances of someone's outstanding performance.

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Praise is the little thing that makes the biggest impact. As Gostick and Elton point out, "...cheer is, of course, our favorite aspect of break-through teams, because it's so much fun and creates such measurable results." I'm sure all of our teams can benefit from more fun and measurable results. So, Cheer! Praise! Acknowledge! Give thanks! No matter your team, your organization, your corporate culture, or your family dynamics¹⁴, praise can change your world.

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(883 words)

Notes

1. About the author: Dennis Deaton is a popular American speaker at conferences, international meetings, and conventions, and author of many books on mind development. Text A is adapted from his postings on drdeatonspeaks.com (2010).
2. beaming: smiling radiantly, e. g. “She beamed at her friend with admiration.”
3. ...snickerdoodle cookies: biscuits or cakes made with butter, sugar, eggs and flour rolled in cinnamon sugar. Snickerdoodles are often referred to as “sugar cookies”.
4. ...filled me in on: gave me information about, e. g. “We filled her in on all the latest family news.”
5. ...glowing: experiencing a feeling of wellbeing or satisfaction, e.g. “She was glowing with pride.”
6. ...grinning from ear to ear: smiling a very wide, beaming smile, e.g. “She was grinning from ear to ear as she accepted the prize.”
7. The Orange Revolution: originally a term associated with the political unrest in the Ukraine, but here it refers to changes in business. The color orange is often associated with energy and change. The Orange Revolution has no intention of toppling business. Instead, its aim is to rekindle the energy within the people of an organization to conquer barriers and produce results.
8. Adrian Gostick and Chester Elton: American authors of a popular book *The Carrot Principle*. Both of them are global thought leaders on workplace strategy, corporate culture and business motivation.
9. ...vignette: a short scene or incident, as from a movie.
10. Quma: workshops designed by the author. Dennis Deaton is the co-founder and CEO of Quma Learning Systems, Inc. and chief designer of Quma’s seminars.
11. ...recognize them: show approval or appreciation of their abilities or talents.
12. ...to chime in on the cheering: to join harmoniously in the praise.
13. ...positive reinforcement: word or action which serves as an encouraging stimulus to increase a certain behavior or response. For example, father gives candy to his daughter when she picks up her toys.
14. ...family dynamics: the forces at work within the family that produce particular behaviors or symptoms.