



“十二五”普通高等教育本科国家级规划教材

New Outlook 
—新思维大学英语

总顾问：王守仁

总主编：文旭

副总主编：周保国 王勇

Reading and Writing

大学英语读写教程

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 外文出版社
FOREIGN LANGUAGES PRESS



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总序

语言是人类交际和思维的工具,没有语言的世界是难以想象的。据不完全统计,目前世界上大约有五六千种语言,其中大多数语言都自成体系。虽然语言并无优劣之分,但每种语言的流行度和中心度是不一样的。英语是世界性的语言,占据着中心地位,在国际事务中扮演着非常重要的角色。学习英语是时代的要求,既是个人的需要,更是国家语言战略规划的需要。

《国家中长期教育改革和发展规划纲要(2010—2020年)》明确指出,要“适应国家经济社会对外开放的要求,培养大批具有国际视野、通晓国际规则、能够参与国际事务和国际竞争的国际化人才。”要培养既通晓相关专业知识又熟练掌握外语的优秀人才,我国的大学英语教学责无旁贷。大学英语教学是我国高等教育的重要组成部分,是大多数非英语专业学生在本科教育阶段必修的公共基础课程,对于促进大学生知识、能力和综合素养的协调发展具有不可替代的重要作用。针对大学英语向专业化、特色化方向发展的趋势,我们组织编写了这套《新思维大学英语》教材。在编写之前,我们研究了多种国内外现行的大学英语教科书,咨询了资深专家,进行了充分的调研和论证,确定了本套教材的编写理念和编写方案,最终本套教材才得以与广大师生见面。

一、编写依据

1. 政策依据

《新思维大学英语》编写的政策依据是《国家中长期教育改革和发展规划纲要(2010—2020年)》、《教育部关于全面提高高等教育质量的若干意见》(教高【2012】4号)以及即将颁布的《大学英语教学指南》(讨论稿)。在编写过程中我们充分考虑到新常态下我国大学英语教学的现状,并力求体现当代大学英语教学的目标、任务和性质,贯彻为实现目标所倡导的教学模式、教学原则、教学过程、教学方法和教学评价,着力服务并促进大学英语教学改革,更好地提高大学生的英语水平、跨文化交际能力和综合素质,促进学生的全面发展。

2. 理论依据

《新思维大学英语》编写的理论依据主要是教育学、心理学、语言学等学科的理论 and 研究成果。其教育学依据主要是“全人教育理论”(holistic education),主张“教单科、育全人”的外语教育理念;其心理学依据主要是多元智能理论,强调英语学习的特殊性,把听、说、读、写、译等基本技能与学生的多元智能有机地结合起来;其语言学依据主要是外语教育理论和学习理论,尤其是终身学习理论下的自主学习、合作学习和体验学习。

3. 实践依据

《新思维大学英语》的编写是在广泛调研的基础上进行的。本书根据我国大学生的英语水平和学习情况,并参考英汉语言文化的差异,系统地培养和强化学生的语言意识和文化意识,提高他们的英语水平和应用能力。我们在编写前对多所院校大学英语教学的实际情况进行了需求分析,与专家、学者、教师、学生开展了广泛的座谈,同时也吸收了国内外同类优质教材的宝贵经验以及专业英语教材编写的经验。此外,教材的编写还认真参考了《义务教育英语课程标准》(2011年版)和《高中英语新课程标准》,充分考虑了大学英语与中学英语的合理衔接,内容编排也考虑了大学生活和学习的特点。

二、教材特色

《新思维大学英语》以《大学英语教学指南》(讨论稿)为指导,以教育学、心理学、语言学等学科为理论依据,以培养学生的英语能力为中心,以人的整体发展为目标,针对我国大学英语教学的现状以及学生的情感和认知特点,主要凸显以下特色:

1. 倡导“教单科、育全人”的外语教育理念

《新思维大学英语》编写的主要理念是“全人教育”,即以“终身学习和终身发展”的育人、发展人、提高人的综合素质为核心的教育模式。这一模式体现了人本主义的基本思想:学习就是成为一个和谐而完善的人,也就是要把学生培养成为有道德、有知识、有能力、和谐发展的“完人”。道德是全人教育最为关注的目标,也始终是全人教育的最高和最终目的。我们虽然教的是一种语言(英语),但培育的是一个完整的人。所以,在大学英语教学中决不能忽视对人的培养,要帮助学生树立正确的人生观、价值观和世界观。

此外,教材的编写均融入了语言技能、学习技能与思考能力的培养;通过任务、活动及练习的设置引导学生在“做中学”,通过“模仿学习”、“体验学习”提高语言技能和学习技能,丰富学生的百科知识,培养他们的自主学习能力。

2. 强调语言的工具性与人文性的结合

本套教科书的编写充分注重工具性和人文性的结合。除了帮助学生掌握英语这一交流工具外,即提高学生英语听、说、读、写、译的能力以及跨文化交际能力,还特别强调英语教育的人文性,把以人为本、弘扬人的价值作为大学英语教育的另一核心,注重学生的综合素质培养和全面发展。在教材中我们充分挖掘大学英语课程丰富的人文内涵,把社会主义核心价值观有机地融入大学英语课程,在潜移默化中培育学生。

3. 注重通用英语与学术英语的结合

传统大学英语教材的编写通常把通用英语和学术英语隔离开来,要么只讲通用英语,要么只讲学术英语。本套教材的编写打破了这一固有模式,将通用英语与学术英语有机地结合起来。教材编写的理念、选材、活动设计、题型设计等都体现了这种结合理念,这样可以使学生通过学习具有专业性的学术英语,同时具备在学术或专业领域进行交流的能力。

4. 强调批判性思维能力和创新思维能力的培养

教育的真正目的就是让人不断地提出问题和思索问题。据说,美国天赋教育的“童子功”入门第一招就是培养学生的批判性阅读行为,第二招就是培养批判性聆听技巧。而批判性思维能力的培养成了各个高校课程设计围绕的核心。培养学生的批判性思维能力,这是全人教育的重要主张之一。本套

教材非常注重培养学生的批判性思维能力和创新思维能力,在教材设计的任务、活动和练习中,引导学生对问题进行批判性思考,展示自身作为读者或参与者的理解和评价,提出问题,分析问题和解决问题。

5. 体现实用性与趣味性的有机统一

本套教材在主题内容的选择上体现了时代的特点和要求,遵循我国大学生的情感因素和认知特点,重视学生的兴趣和需求以激发他们的求知欲望,让他们变“要我学”为“我要学”,从而使他们在主动学习丰富多彩的主题内容的过程中提升自己的英语水平和整体素质。所选材料题材多样,贴近生活,语言真实地道,文笔优美,体现了趣味性和实用性的有机统一。

6. 突出中国传统文化,融入中西多元文化,注重培养国际化视野

本套教材也特别注重培养学生对中国传统文化的认知与意识,注重培养和提高学生使用英语介绍中国文化的能力。教材融入中西方文化习俗和价值观念,在选材方面重视国际问题、中西对比等问题,帮助学生了解国际惯例、规则和形势。既培养学生的跨文化意识,又提升其跨文化交际能力,同时也培养其国际化视野。

三、编写团队

《新思维大学英语》系列教材的顾问为我国著名外语教育专家、南京大学博士生导师王守仁教授,总主编为西南大学博士生导师文旭教授,编委会成员包括来自西南大学、南京大学、上海对外经贸大学、武汉大学、中国科技大学、西安电子科技大学、浙江大学、杭州电子科技大学、云南大学、中国矿业大学、重庆医科大学、烟台大学、南昌大学、湖南科技大学、华北水利水电大学、西南石油大学等多所高校的英语教师,他们长期从事大学英语教学工作,具有丰富的大学英语教学经验和教材编写经验,确保了教材的水平和质量。

四、教学建议

鉴于《新思维大学英语》自身的特色,我们主张情景教学、自主学习、体验学习及合作学习,希望教师在情景中教英语,学生在情景中体验和学习英语,以及在与同伴的合作中学习英语。《新思维大学英语》所包含的《读写教程》、《视听说教程》和《阅读教程》主题相关,相辅相成,建议配套使用。教材还配有丰富的辅助教学资源、教学光盘和试题库,为教学提供支持。在具体教学方面,我们建议每单元的教学实践为4个学时。我们也将积极提供教学平台,促进教师之间的交流与合作,共同探讨如何发挥教材特色,优化教学效果,实现提高学生的英语能力和综合素质的教学目标。

本套教材的编写凝聚了许多专家和一线教师的经验与智慧,从内容到形式都有不少新的尝试与探索。在此,对为本教材的编写和出版付出辛勤劳动的所有专家、老师表示衷心的感谢。诚然,由于时间仓促、水平有限,不足之处在所难免。我们会虚心听取大家的意见和批评,并在未来的教学中不断更新和完善。

《新思维大学英语》系列教材编委会

2015年2月



前言

本教材是根据二语习得的有关理论与研究成果所编写的。作为教材编写人员,我们认为,语言学习的出发点是输入,核心是输入处理,而语言课堂教学是一种强化的输入手段或行为。根据这一理念,我们在教材编写中考虑的中心问题是:如何提高学习效率,争取教学效果最大化。因此,教材编写所追求的目标可以具体表述如下:

1. 信息丰富,有利于学习者更多地了解目的语;
2. 指导具体,有利于学习者更多地参与实际操练;
3. 强调体验,有利于学习者把自己置身于语言经历中;
4. 促进运用,有利于学习者更多地使用目的语;
5. 鼓励探索,有利于学习者透过语言现象发现语言规律。

本教材的编写充分考虑了课堂教学的特点与要求,强调以学生为主,以互动为主,以运用为主,课内课外结合,课堂活动向课外学习延伸。教材每单元的内容针对这些特点进行了考虑与安排,既方便教师使用,也方便学生使用;既提出有一定挑战性的要求,又照顾不同程度学生的实际基础,保证课堂各教学环节能顺利进行。教材每一个单元的内容相对独立,但又都服务于一个完整的系列学习过程。

教材的主体内容分为几大类型,包括思辨型材料,要求学生谈认识;问题型材料,要求学生谈看法;经历型材料,要求学生讲经历(活动方式:课内布置,课下准备,课上展示,谈认识与看法的还可现场交流、讨论、辩论等,可小组进行,小组代表全班汇报,或直接全班进行)。每单元安排的活动内容与形式多样,有足够的量,供教师和学生选择采用。活动的难度要求也有梯度,有难有易,以利于不同程度的学生都能适应,至少都能完成某些任务。活动的安排都考虑把输入和输出结合起来,有涉及知识学习的,有涉及能力锻炼的,有要求查阅各种词典或参考材料的,有要求网上收集相关信息的,有写的内容,有说的任务。活动的安排不只是为了搞花架子,热闹一阵,而是要让学生学得扎实,学有实效,实实在在促进语言知识的积累和语言能力的提高。

本教材各板块简介:

Objectives

本单元教和学的主要目标,条目式或陈述式归纳,言简意赅。

Lead-in activities

导入练习,以问答或对话方式进行,与本单元主题相关,引导学生参与,提高兴趣。

Text A 主课文

选文强调知识性、趣味性、时代性,以及语言的规范性,适合90后学生阅读,便于编配相应的练习。

New words, phrases, proper names, notes

旨在帮助学生理解主课文。其中New words中的黑正体词汇为学生必须掌握的复用式词汇,白斜体词汇则表示为领会词汇。为了不影响阅读流畅性,这些板块的注释部分未在文中做黑体处理。

Comprehension & reflection

配有不同类型的练习题,包括判断题和问答讨论题,便于学生开展课堂活动。

Vocabulary activities

词汇练习活动,有各种形式,旨在帮助学生扩展和深化词汇知识。

Reading skills

系列介绍英语阅读技能,分单元安排,每单元集中一至两个阅读技能,同时配有部分练习活动。

Text B 辅课文

选材难度略低于主课文,给学生提供更多的语言输入。

New words, phrases, proper names, notes

旨在帮助学生理解辅课文。其中New words中的黑正体词汇为学生必须掌握的复用式词汇,白斜体词汇则表示为领会词汇。为了不影响阅读流畅性,这些板块的注释部分未在文中做黑体处理。

Comprehension check

配有灵活多样的练习题,旨在帮助学生扩大知识面,增强语言理解能力。

Reflection pond

提供更多的与本单元主题相关的语言材料以及更深层次的相关信息,促使学生思考,并能运用这些材料创造新的话题。

From reading to writing

读与写的过渡与衔接,提供思考性材料并给出范文,要求学生练习英语写作。

Culture square

介绍中国传统文化精髓和中外交流历史文化等知识,扩大学生的视野,丰富学生的知识,尤其是让学生熟悉和了解中国特色内容的英语表达方式。

Movie fans

介绍几部与本单元主题相关的英语原版电影,供学生赏析,并丰富与本单元相关的语言知识表达。

Website browsing

介绍几个与本单元主题相关的英语网站,以便学生自己在课外浏览学习。

Bulletin board

由学生对本单元的学习做出小结。

《新思维大学英语读写教程》第二册编写组

2015年3月

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2 Social life and public service <i>p.32</i>	We're the first generation of parents in the age of iEverything <i>p.34</i>	Paraphrasing and summarizing <i>p.45</i>	Foster children need more than cash <i>p.49</i>	On volunteer abroad <i>p.56</i>
3 National security and national identity <i>p.63</i>	The fourth of July and my American son <i>p.65</i>	Making inferences while reading <i>p.74</i>	Dealing with an identity hijacked on the online highway <i>p.77</i>	Two speeches, one dream <i>p.84</i>
4 Science and research <i>p.91</i>	Storing your files inside the cloud <i>p.93</i>	Drawing conclusions while reading <i>p.102</i>	Maths is the language of the universe <i>p.104</i>	Will "artificial intelligence" supersede human race in the future? <i>p.112</i>
5 Western civilization and intercultural communication <i>p.120</i>	Montana's fading cowboy culture <i>p.122</i>	Reading for the implied meaning <i>p.131</i>	The trouble with online education <i>p.133</i>	Significant ancient civilizations <i>p.140</i>
6 Internet and advertisement <i>p.148</i>	Internet encyclopedia go head to head <i>p.150</i>	Cause and effect <i>p.159</i>	Innovation in online advertising: mad men are watching you <i>p.162</i>	Are you a phubber? <i>p.169</i>
7 Finance and investment <i>p.177</i>	Why supermarkets are on the way out <i>p.179</i>	Understanding figurative language <i>p.188</i>	A father, a daughter, and the housing market <i>p.191</i>	Money moves everyone in their 20s should make <i>p.197</i>
8 House and family <i>p.204</i>	Waving goodbye to the family home <i>p.206</i>	Reading and reflecting <i>p.214</i>	Long-term house for disabled sons <i>p.217</i>	On family size <i>p.224</i>

From reading to writing	Culture square			Bulletin board
	Chinese culture appreciation	China and the world	Movie fans	
Comparing and contrasting <i>p.25</i>	Chinese animal zodiac <i>p.28</i>	Friendship messenger: Chinese giant panda <i>p.29</i>	<i>Life of Pi p.30</i> <i>Hachi: A Dog's Story p.30</i>	<i>p.31</i>
Writing leads <i>p.58</i>	Chinese tea culture <i>p.59</i>	Chinatown business communities <i>p.60</i>	<i>The Blind Side p.61</i> <i>The Fosters p.61</i>	<i>p.62</i>
Researching for writing <i>p.85</i>	The Great Wall of China <i>p.88</i>	Some famous Chinese-Americans in the US <i>p.88</i>	<i>Legends of the Fall p.89</i> <i>A Better Life p.89</i>	<i>p.90</i>
Problems and solutions <i>p.113</i>	Four Great Inventions <i>p.116</i>	China's high-speed rail network is on the global fast track <i>p.117</i>	<i>A Beautiful Mind p.118</i> <i>Interstellar p.118</i>	<i>p.119</i>
Narrative writing <i>p.142</i>	Zhaojun coming out of the North Frontier <i>p.144</i>	The Silk Road <i>p.145</i>	<i>Troy p.145</i> <i>The Gua Sha</i> <i>Treatment p.146</i>	<i>p.147</i>
Expository writing <i>p.170</i>	Hongbao in an Internet form <i>p.173</i>	Chinese tech companies are going global <i>p.174</i>	<i>The Social Network p.174</i> <i>Art & Copy p.175</i>	<i>p.176</i>
Persuasive writing <i>p.198</i>	Chinese abacus: 600 years and counting <i>p.200</i>	Chinese luxury consumers are increasingly purchasing overseas <i>p.201</i>	<i>Wall Street p.202</i> <i>Enron: The Smartest Guys in the Room p.202</i>	<i>p.201</i>
Creative writing <i>p.226</i>	Chinese wedding traditions <i>p.228</i>	Cross-culture marriage <i>p.229</i>	<i>The Pursuit of Happiness p.230</i> <i>The Croods p.230</i>	<i>p.231</i>



Unit 1

Nature and animals

Objectives

Nature provides not only humans but also animals with an indispensable living environment. However, in today's world, many species are becoming extinct or are threatened by the worsening environment. Therefore, approaches have been adopted to protect endangered species so as to create a harmonious home both for humans and animals on the planet. This unit will help you do the following:

- ★ To learn about the relationship between man and nature.
- ★ To get to know about the threatening situation some wild species are faced with.
- ★ To understand the reasons for the decline of animal population and possible protections for the extincting species.

Lead-in activities

Pair Work: Ask each other the following questions and share your opinions with others.

1. What do you think of the roles of animals in our life?



Life companion



Intensive care



Killed as food



Trained as vehicle

2. Where do animals live and what do they feed on?



Panda



Elephant



Penguin



Kangaroo

3. What can we do to protect animals from extinction?



Drought



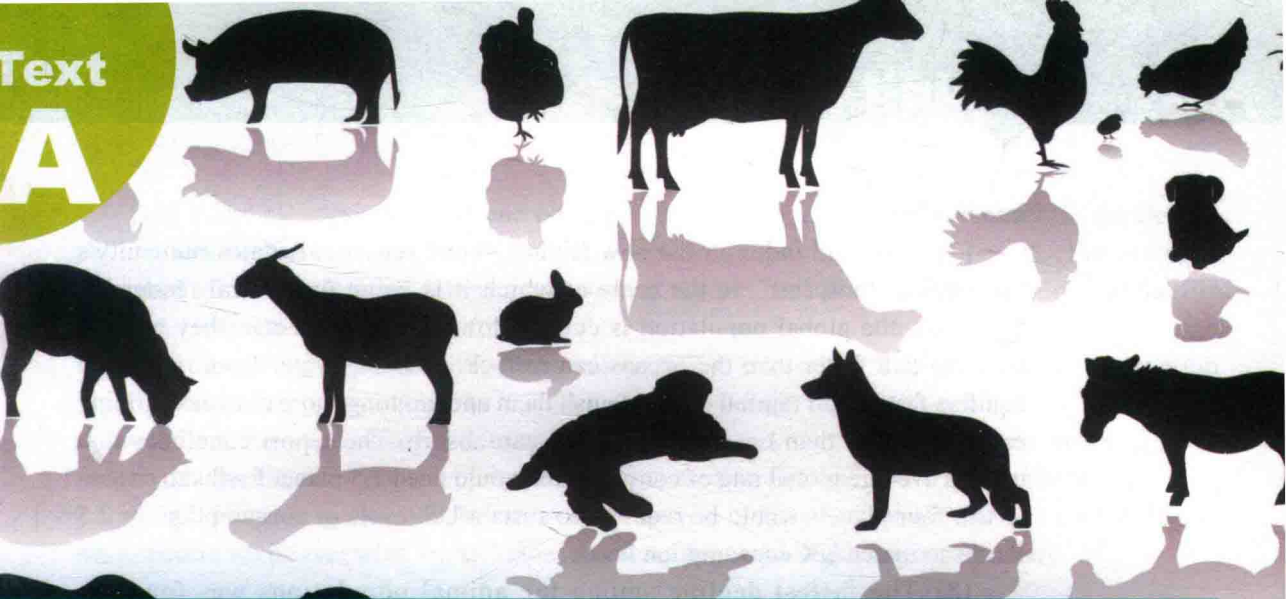
Ice melting



Leather production



Whale massacre



Earth has lost half of its wildlife in the past 40 years

[1] The number of wild animals on Earth has halved in the past 40 years, according to a new analysis. Creatures across land, rivers and the seas are being decimated as humans kill them for food in unsustainable numbers, while polluting or destroying their habitats, the research by scientists at WWF and the Zoological Society of London found.

[2] “If half the animals died in London zoo next week it would be front page news,” said Professor Ken Norris, ZSL’s director of science. “But that is happening in the great outdoors. This damage is not inevitable but a consequence of the way we choose to live.” He said nature, which provides food and clean water and air, was essential for human wellbeing.

[3] “We have lost one half of the animal population and knowing this is driven by human consumption, this is clearly a call to arms and we must act now,” said Mike Barratt, director of science and policy at WWF. He said more of the Earth must be protected from development and deforestation, while food and energy had to be produced sustainably.

[4] The steep decline of animal, fish and bird numbers was calculated by analysing 10,000 different populations, covering 3,000 species in total. This data was then, for the first time, used to create a representative “Living Planet Index” (LPI), reflecting the state of all 45,000 known vertebrates.

[5] “We have all heard of the FTSE 100 index, but we have missed the ultimate indicator, the falling trend of species and ecosystems in the world,” said Professor Jonathan Baillie, ZSL’s director of conservation. “If we get [our response] right, we will have a safe and sustainable way of life for the future,” he said.

[6] If not, he added, the overuse of resources would ultimately lead to conflicts. He said the LPI was an extremely robust indicator and had been adopted by UN’s internationally-agreed Convention on Biological Diversity as key insight

into biodiversity.

[7] A second index in the new Living Planet report calculates humanity's "ecological footprint", ie the scale at which it is using up natural resources. Currently, the global population is cutting down trees faster than they regrow, catching fish faster than the oceans can restock, pumping water from rivers and aquifers faster than rainfall can replenish them and emitting more climate-warming carbon dioxide than oceans and forests can absorb. The report concludes that today's average global rate of consumption would need 1.5 planet Earths to sustain it. But four planets would be required to sustain US levels of consumption, or 2.5 Earths to match UK consumption levels.

[8] The fastest decline among the animal populations was found in freshwater ecosystems, where numbers have plummeted by 75 percent since 1970. "Rivers are the bottom of the system," said Dave Tickner, WWF's chief freshwater adviser. "Whatever happens on the land, it all ends up in the rivers." For example, he said, tens of billions of tonnes of effluent are dumped in the Ganges in India every year.

[9] As well as pollution, dams and the increasing abstraction of water damage freshwater systems. There are more than 45,000 major dams — 15m or higher — around the world. "These slice rivers up into a thousand pieces," Tickner said, preventing the healthy flow of water. While population has risen fourfold in the last century, water use has gone up sevenfold. "We are living thirstier and thirstier lives," he said.

[10] But while freshwater species such as the European eel and the hellbender salamander in the US have crashed, recoveries have also been seen. Otters were near extinct in England but thanks to conservation efforts now live in every county.

[11] The number of animals living on the land has fallen by 40 percent since 1970. From forest elephants in central Africa, where poaching rates now exceed birth rates, to the Hoolock gibbon in Bangladesh and European snakes like the meadow and asp vipers, destruction of habitat has seen populations tumble. But again intensive conservation effort can turn declines around, as has happened with tigers in Nepal.

[12] Marine animal populations have also fallen by 40 percent overall, with turtles suffering in particular. Hunting, the destruction of nesting grounds and getting drowned in fishing nets have seen turtle numbers fall by 80 percent. Some birds have been heavily affected too. The number of grey partridges in the UK sank by 50 percent since 1970 due to the intensification of farming, while curlew sandpipers in Australia lost 80 percent of their number in the 20 years to 2005.

[13] The biggest declines in animal numbers have been seen in low-income, developing nations, while conservation efforts in rich nations have seen small improvements overall. But the big declines in wildlife in rich nations had already occurred long before the new report's baseline year of 1970 — the last wolf in the UK was shot in 1680.

[14] Also, by importing food and other goods produced via habitat destruction in developing nations, rich nations are “outsourcing” wildlife decline to those countries, said Norris. For example, a third of all the products of deforestation such as timber, beef and soya were exported to the EU between 1990 and 2008.

[15] David Nussbaum, chief executive of WWF-UK said: “The scale of the destruction highlighted in this report should be a wake-up call for us all. But 2015 — when the countries of the world are due to come together to agree on a new global climate agreement, as well as a set of sustainable development goals — presents us with a unique opportunity to reverse the trends.

[16] “We all — politicians, businesses and people — have an interest, and a responsibility, to act to ensure we protect what we all value: a healthy future for both people and nature.”

New words

halve /hɑ:v/ *vt.* reduce sth. by a half 把……减半

otter /'ɒtə(r)/ *n.* small fish-eating river animal with four webbed feet, a flat tail and thick brown fur 水獭

decimate /'desɪmeɪt/ *vt.* destroy a large part of sth. 毁掉大部分; 大批杀死

extinct /ɪk'stɪŋkt/ *adj.* lost or esp. having died out 灭绝的; 绝种的

habitat /'hæbɪtæt/ *n.* the natural home of a plant or animal 栖息地; 住处

poach /pəʊtʃ/ *vt.* illegally catch animals on someone else's property 偷猎; 窃取

zoological /,zəʊə'lɒdʒɪkl/ *adj.* concerning the study of animals and their classification and properties 动物的; 动物学的

exceed /ɪk'si:d/ *vt.* be more than a particular number or amount 超过; 超越; 胜过

inevitable /ɪn'evɪtəbl/ *adj.* certain to happen and impossible to avoid 不可避免的

meadow /'medəʊ/ *n.* a field where grass or alfalfa are grown to be made into hay 草地; 牧场

wellbeing /,wel'bi:ɪŋ/ *n.* a feeling of being comfortable, healthy, and happy 健康; 幸福; 福利

tumble /'tʌmbl/ *vi.* fall down, decrease rapidly 倒塌; 跌倒

consumption /kən'sʌmpʃn/ *n.* the amount of energy, oil, electricity etc. that is used 消费; 消耗

intensive /ɪn'tensɪv/ *adj.* tending to give force or emphasis 加强的; 强烈的

steep /sti:p/ *adj.* having or being a slope at a high angle 陡峭的; 险峻的

turtle /'tɜ:tl/ *n.* a large reptile which has a thick shell covering its body and which lives in the sea most of the time 乌龟

calculate /'kælkjuleɪt/ *vt.* find out how much sth. will cost by using numbers 计算; 估计

sink /sɪŋk/ *vi.* fall or drop to a lower place or level 下降, 减少

representative /,reprɪ'zentətɪv/ *adj.* typical of a particular group or thing 典型的; 有代表性的

partridge /'pɑ:trɪdʒ/ *n.* a wild bird with brown feathers, a round body, and a short tail 山鹧, 竹鸡

vertebrate /'vɜ:trɪbrət/ *n.* a living creature that has a backbone 脊椎动物

ultimate /'ʌltɪmət/ *adj.* being the last or concluding element of a series 最后的; 极限的

indicator /'ɪndɪkeɪtə(r)/ *n.* a device for showing the operating condition of some system 指示物; 指标

robust /rəʊ'bʌst/ *adj.* strong enough to withstand or overcome intellectual challenges or adversity 健壮的; 精力充沛的

aquifer /'ækwɪfə(r)/ *n.* underground bed or layer yielding ground water for wells and springs etc. 地下储水层

replenish /rɪ'plenɪʃ/ *vt.* fill sth. that had previously been emptied 补充; 重新装满

plummet /'plʌmɪt/ *vi.* suddenly and quickly decrease in value or amount 骤然跌落; 垂直落下

effluent /'efluənt/ *n.* liquid waste, esp. chemicals or sewage 工业废水; 污水

dump /dʌmp/ *vt.* put sth. somewhere in a careless untidy way 倾倒; 扔弃

abstraction /æb'strækʃn/ *n.* removing; taking away 去掉; 拿走; 提取

fourfold /'fɔ:fəʊld/ *adj.* by a factor of four 四倍的

eel /i:l/ *n.* a long thin fish that looks like a snake and can be eaten 鳗鱼; 鳎鱼

hellbender salamander /'helbendə 'sælə,mændə/ *n.* a species of giant salamander endemic to eastern North America 北美大蝾螈

curlew sandpipers /'kɜ:lju:'sænd,paɪpə/ *n.* small wading birds having a slender bill and piping call; closely related to the plovers 矶鹬; 鹬

intensification /ɪn'tensɪfɪ'keɪʃn/ *n.* action that makes sth. become stronger or more extreme 激烈化; 加强

conservation /kɒnsə'veɪʃn/ *n.* the preservation and careful management of the environment and of natural resources 保存; 保护

baseline /'beɪslɑ:n/ *n.* a value or starting point on a scale with which other values can be compared 底线; 基准

outsource /'aʊtsɔ:s/ *vt.* obtain goods or services from an outside supplier; contract work out 外包; 外购

timber /'tɪmbə(r)/ *n.* wood that is used for building houses and making furniture 木材; 木料

reverse /rɪ'vɜ:s/ *vt.* change to the contrary 逆转, 彻底改变

value /'vælju:/ *vt.* regard highly; think much of 认为……重要, 重视, 珍视

slice /slaɪs/ *vt.* cut sth. into slices 切成片

destruction /dɪ'strʌkʃn/ *n.* the act of destroying sth., or the state of being destroyed 破坏, 毁灭

marine /mə'reɪn/ *adj.* of or relating to the sea 海洋的

occur /ə'kɜ:(r)/ *vi.* exist or be present 发生, 出现, 存在

emit /i'mɪt/ *vt.* produce and send out by means of a physical or chemical process 发出; 散发

asp viper /æsp'vaɪpə/ *n.* a venomous viper species found in southwestern Europe 毒蛇

Phrases

lead to	cause, result in 导致, 引起
use up	finish (a supply); consume completely 耗尽; 用光
go up	move upward; increase in value or to a higher point 增长, 上升
as well as	and; as the same as 也; 和……一样
a call to arms	an emergent requirement for doing sth. 战斗的号令
be driven by	be caused by; result from 由……驱使, 由……导致
turn ... around	make sth. completely different 使……完全不同
in particular	especially 尤其, 特别地; 特殊
get drowned	die from being submerged in water 被淹死
agree on	have the same opinion towards sth. 同意, 对……意见一致
present ... with	show ... to ...; display ... with ... 向……呈现……
due to	because of 由于……

Proper names

Nepal: a small landlocked Asian country high in the Himalayas between India and China 尼泊尔

Bangladesh: a Muslim republic in southern Asia bordered by India to the north and west and east and the Bay of Bengal to the south; formerly part of India and then part of Pakistan; it achieved independence in 1971. 孟加拉共和国

Notes

1

The source of the text: *The Guardian*

Tuesday, September 30, 2014

By: Damian Carrington

<http://www.theguardian.com/environment/2014/sep/29/earth-lost-50-wildlife-in-40-years-wwf>

2

WWF:

The World Wide Fund for Nature (WWF) is an international non-governmental organization founded on April 29, 1961, and is working on issues regarding the conservation, research and restoration of the environment. The group's mission is "to stop the degradation of the planet's natural environment and to build a future in which humans live in harmony with nature"