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21世纪高校英语专业基础课系列教材

基础英语教程

(一) 教师用书

南开大学外国语学院英语系教材编写组 编

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21 世纪高校英语专业基础课系列教材

基础英语教程（一）
（教师用书）

Comprehensive English
for English Majors
Book I

编著 李丹红 师英 王冬焱 栾海燕

审订 严启刚

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总 策 划：严启刚 张 彤

总 主 编：严启刚

编辑委员会：严启刚（南开大学外国语学院英语系教授）

苏立昌（南开大学外国语学院英语系教授）

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王 冰（南开大学出版社策划编辑）

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韦荣臣（教授）

前 言

我们谨将南开大学英语系集体智慧的结晶——《21 世纪高校英语专业基础课系列教材》奉献给广大的学生，奉献给崭新的 21 世纪。

这套教材是 2000 年教育部批准实施的《高等学校英语专业英语教学大纲》颁布后，国内出版的第一套英语专业基础课系列教材，共计 8 种，分两次出齐，包括：

1. 《英语口语教程》
2. 《英语阅读教程》（一、二）
3. 《英语听力教程》（一、二）（含学生用书与教师用书）
4. 《英语翻译教程》
5. 《英语口译教程》
6. 《英语写作教程》
7. 《基础英语教程》（一~四）（含学生用书与教师用书）
8. 《高级英语教程》（一、二）（含学生用书与教师用书）

新世纪的教材应该有新世纪的特点。我们在教材编写中努力做到：全面贯彻新《大纲》，立足培养具有扎实的英语语言基础和广博的文化知识的复合型英语人才；反映当代科技、文化的最新成就；反映教学内容和课程体系改革的最新成果；在教材内容和体系上有明显特色。

系列教材编写工作难度大，时间紧，要求高。参加编写工作的所有教师兢兢业业，一丝不苟，历冬寒夏暑，始成此书。

我们倾全系之力编写这套教材，因为我们知道：我们正在为新世纪奉献自己的微薄之力。我们倾全系之力编写这套教材，因为我们相信：新世纪需要这样的教材。

这套教材得到了南开大学各级领导，尤其是学校教材建设委员会的关心和支持，并被列为教材重点建设项目；这套教材还得到了南开大学出版社的大力支持和帮助。

我们真诚地感谢所有关心、支持、帮助我们的朋友，我们真诚地欢迎批评和建议。

编者

2001 年 9 月
于南开大学

本书特色

《基础英语教程》(一、二册)是按照教育部 2000 年 4 月颁布的《高等学校英语专业英语教学大纲》的要求,针对高等学校英语专业一、二年级学生的学习特点而编写的专业教材。本教材的主要特色有:

1. 突破传统英语阅读课“填鸭式”教学的弊病和局限,在教材编排上突出学生独立学习能力的培养。本教材的学生用书中没有一般教材课后常附的生词表,因为多年的教学经验告诉我们,学生只有通过主动地查阅字典,才能加深对所学词汇和内容的理解。为了帮助学生在学课文的过程中随时发现问题,解决问题,思考问题,我们将每课书的 Text A 分为左右栏,右栏是学生在自学和上课过程中的学习和课堂讨论要点,同时也为学生自学和做课堂笔记留有一定空间。这一编排思路充分体现了以学生为中心的最新教学理念,学生通过本教材可以培养独立的阅读、理解、学习和思考的能力。而在本教材配备的教师用书中我们则提供尽量详细的教学辅导内容,以减轻教师在备课过程中的负担,并扩充课堂的信息量。

2. 本教材选材广泛新颖。课文的 Text A 多选自名家名篇,Text B 则多为与 Text A 主题相关的具有时代气息的或文体或风格或观点有所不同的文章。这样学生既可以学习到经典的英语名篇,又可以接触到最新的时代气息;既可以学习到相关主题的有关观点和知识,又可以在不同风格和不同观点的比较中发展独立思考问题和解决问题的能力。

3. 本教材的课后练习采取课内和课外分开,这也是本书的创新之处。英语学习是听、说、读、写、译各项英语基础技能的综合提高过程。基础英语课是英语专业学生的重要基础课之一,学生除了练习与课文内容相关的新语言点之外,还需要复习巩固原有的语言基础,并尽量拓宽知识面。因此我们设计了 Text-based Exercises 和 After-class Assignment 两部分练习。Text-based Exercises 主要为与课文相关的语言练习,覆盖了听、说、读、写、译五项基本功的训练。After-class Assignment 主要为佳作赏析、语法巩固练习和技能训练。学生和教师可以根据实际的语言学习要求,灵活安排练习量的多少。

本教材在试用过程中及时吸取了任课教师和学生的反馈意见,在版面的编排设计上又进一步做了修改、美化。我们希望奉献给学生和老师一套全新风格的教材。

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Unit I

Part I Text A

College Talk

Key Points

This text was written by a college student who entered a junior college instead of a normal one because her family could not afford the tuition charged by a normal college. At first she was frustrated and jealous because she had been working hard in high school and was afraid that her friends entering normal colleges would make much more rapid progress than she would. Later, however, she found out that she benefited a lot from the life experiences she got from the junior college. She became quite confident and started to understand life better.

Therefore, a college is far more than a place to acquire knowledge. It provides an environment for a teenager to grow up. Students should be guided to set up their own attitudes towards their college lives after they learn the text.

Vocabulary

victim	<i>n.</i>	a person harmed, injured, or killed as a result of a crime, accident, or other event or action
terribly	<i>adv.</i>	<i>informal.</i> very, extremely
jealous	<i>adj.</i>	feeling or showing envy of or resentment at someone or at their achievements or perceived advantages
torture	<i>v.</i>	inflict severe pain on
blessing	<i>n.</i>	a beneficial thing for which one is grateful
abode	<i>n.</i>	<i>formal or poetic / literary.</i> a place of residence; a

house or home; “my humble abode” is used to refer to one’s home with an ironic or humorous show of modesty or humility

Phrases and Expressions

out of nowhere	also <i>from nowhere</i> , appearing or happening suddenly and unexpectedly
be blessed with	be lucky enough to have
shrug something off	dismiss something as unimportant
more often than not	usually; more than half of the time
in huge doses	<i>informal</i> . when experienced or engaged in a lot at a time, derived from “in small doses”
call one’s own	used to describe something that one can genuinely feel belonging to one

Teaching Notes

Para. 1

1. *It seemed to come on like the flu:*

come on—(of a state or condition) start to arrive or happen

e.g. I felt a headache *coming on*.

It seems that the rain is *coming on*.

It’s *coming on* to rain.

Other meanings of “**come on**”:

- 1) said when encouraging someone to do something or to hurry up or when one feels that someone is wrong or foolish; *e.g.* “*Come on!* You can do it!”
- 2) said or shouted to express support, for example for a sports team

2. *Lunchtime discussions changed from who’s dating whom into who’s going to what*

college and who did or did not get accepted:

date *v. informal, chiefly N. Amer.* go out with (someone in whom one is romantically or sexually interested)

n. referring to either a social or romantic appointment or engagement, or a person with whom one has such an engagement

3. *And just like the flu leaves its victims feeling awful and helpless, such was the case for this new fascinating subject and me:* The college talk makes me feel awful and helpless, just like the flu makes those who catch it feel so.

Para. 2

What does the author mean by “mind terribly”? Is it true that she did not mind?

“Mind terribly” means “mind very much”. In fact, the author minded the result very much as is manifested in her wishing everyone to stop the college talk.

Para. 3

1. *Each time I found out someone else I knew had just been accepted to the college of their dreams I would turn a deeper shade of green:* Each time I found out that someone else I knew had just been accepted to the college that he/she wished to enter, I would become more jealous.

2. **What does the word “green” denote here? Look up in a dictionary for more meanings associated with the color “green”.**

Green implies jealousy here. “Turn a deeper shade of green” means “to become more jealous”. The color green may also denote inexperienced, fresh, naive, gullible, etc.

3. *It felt like they were going to jump ahead of me:* I felt that/It seemed to me that they were going to develop their abilities much faster (in real colleges), and leave me behind.

Para. 4

1. *I knew about them only because his parents lacked the sensitivity with which he was so*

blessed: I knew about those envelopes only because his parents were not so considerate as he luckily was.

2. *You would have had the same response. Watch, you'll get a full scholarship to the college of your choice in two years and you can laugh at us all for foolishly killing ourselves to arrive at the same place*: You would have received the same letters of acceptance if your family could afford the tuition. When you finish the two years' study at the junior college, you will get a full scholarship to the college that you want to go to, and you can laugh at us all because we are so foolish as to make great efforts but finally are just at the same college as you.
3. *He had a point*: What he said seemed to be right.

point *n.* a single particular idea, fact, or part of an argument or statement

e.g. off the ~, to the ~, get / have a ~, make one's ~, see someone's ~ / see the ~ of someone or something, come / get to the ~, not the ~, etc.

Para. 5

They spoke of roommates from hell, classes they couldn't get into, and the ones they did being so big they couldn't even see their professors: They spoke of roommates whom they did not like, classes that they were not allowed to take, and the classes that they did get into which were so big that they couldn't even see their professors.

Para. 6

Needless to say, my tortured thoughts of being left behind while they went out and gathered life experiences in huge doses changed to thoughts of counting my blessings. I was getting a fine serving of life experience: Needless to say, I stopped thinking painfully that I would be left behind by my friends who could go to real colleges and gather many life experiences. I started to think of the benefits that I got from attending a junior college. I was getting a lot of life experiences. "A serving of" refers to an amount of food for one person. Here it is in figurative use.

Para. 7

1. *Real life will be filled with moments of friends making more or loved ones being promoted first:* In real life, there will be many such moments as your friends get more or the ones you love are promoted earlier than you.
2. *I have already had a taste of this experience and I passed the test quite nicely.*

What do “a taste of this experience” and “the test” refer to respectively?

“A taste of this experience” refers to the experience the author describes in this text, that is, she could not go to a real college but a junior one while her friends did. “The test” is the one brought about by this experience as the author was faced with many challenges as how to treat her family’s decision, and how to lead her life in the junior college. She “passed the test quite nicely” because she learned a lot from this experience and was able to deal with such challenges in real life.

Part II Text B

The Great Escape

Key Points

Like Text A, this text is also a story about the growing up of a college student. The author, a girl who was very interested in literature before entering the college, was disappointed and got lost when she found out that the university was nothing like she had imagined. After struggling for a long time to find her identity by trying out various ways of living at the university, she finally found her place working part-time at a café where she had the opportunity of fulfilling her literary ambitions. She thought she had undergone a process of rediscovering herself during her university days.

Vocabulary

cute	<i>adj.</i>	attractive in a pretty or endearing way
witty	<i>adj.</i>	showing or characterized by quick and inventive verbal humor
sophisticated	<i>adj.</i>	(of a person or their thoughts, reactions, and understanding) aware of and able to interpret complex issues; subtle
fake	<i>adj.</i>	not genuine; (of a person) claiming to be something that one is not
insane	<i>adj.</i>	in a state of mind which prevents normal perception, behavior, or social interaction; seriously mentally ill
awesome	<i>adj.</i>	extremely impressive or daunting
bail	<i>v.</i>	discontinue an activity; quit
pledge	<i>v.</i>	commit (a person or organization) by a solemn promise
headlong	<i>adv.</i>	(done) with foolish or unthinking speed
bleach	<i>v.</i>	cause (a material, such as cloth, paper, or hair) to become whiter or much lighter by a chemical process or by exposure to sunlight)
gloomy	<i>adj.</i>	dark or poorly lit, especially so as to appear depressing or frightening
confused	<i>adj.</i>	(of a person) unable to think clearly; bewildered
casual	<i>adj.</i>	relaxed and unconcerned
chronicle	<i>v.</i>	record (a related series of events) in a factual and detailed way
paranoid	<i>adj.</i>	unreasonably or obsessively anxious, suspicious or mistrustful
torrid	<i>adj.</i>	full of passionate or highly charged emotions
flirt	<i>v.</i>	behave as though attracted to or trying to attract someone but for amusement rather than with serious intentions
conceal	<i>v.</i>	keep (something) secret; prevent from being known or noticed

goatee	<i>n.</i>	a small pointed beard like that of a goat
tough	<i>adj.</i>	involving considerable difficulty or hardship
irrelevant	<i>adj.</i>	not connected with or relevant to something
scribble	<i>v.</i>	write or draw (something) carelessly or hurriedly
yearn	<i>v.</i>	have an intense feeling of loss or lack and longing for something
catty	<i>adj. informal. derog.</i>	deliberately hurtful in one's remarks
tacky	<i>adj. informal.</i>	showing poor taste and quality
outfit	<i>n.</i>	a set of clothes worn together especially for a particular occasion or purpose

Phrases and Expressions

Be oneself	be in one's normal and individual state of body or mind; not be influenced by others
bide one's time	wait quietly for a good opportunity to do something
stay up	not go to bed
hang out	<i>informal.</i> spend time relaxing or enjoying oneself
fit in	(of a person) be socially compatible with other members of a group
rave about	<i>informal.</i> speak about with extreme praise or admiration
hate someone's guts	<i>informal.</i> feel a strong hatred for someone
go easy on someone	<i>informal.</i> refrain from being harsh or critical of someone
figure something out	<i>informal.</i> solve or discover the cause of a problem

Background Information

- T. S. Eliot:** Thomas Stearns Eliot was born in Missouri on September 26, 1888. He lived in St. Louis during the first eighteen years of his life. In 1910, he left the United States for the Sorbonne in Paris after he earned both undergraduate and master's degrees at Harvard University. He returned to Harvard one year later to pursue a doctorate in philosophy, but returned to Europe and settled in England in 1914. His

poem “The Love Song of J. Alfred Prufrock” written in 1911 appeared in *Poetry* in 1915. His first book of poems, *Prufrock and Other Observations*, was published in 1917, and immediately established him as a leading poet of the avant-garde. *The Waste Land* published in 1922 is now considered by many to be the single most influential poetic work of the twentieth century. His major later poems include *Ash Wednesday* (1930) and *Four Quartets* (1943). As a critic, his books of literary and social criticism include *The Sacred Wood* (1920), *The Use of Poetry and the Use of Criticism* (1933), *After Strange Gods* (1934), and *Notes Towards the Definition of Culture* (1940). As an important playwright, Eliot’s verse dramas include *Murder in the Cathedral*, *The Family Reunion*, and *The Cocktail Party*. In 1927, T. S. Eliot became a British citizen. He received the Nobel Prize for Literature in 1948, and died in London in 1965.

2. **Colorado:** a state in the central US; capital, Denver. Colorado extends from the Great Plains in the east to the Rocky Mountains in the west. It became the 38th state in 1876.
3. **Columbia University:** Founded in 1754, Columbia University is the oldest institution of higher education in the state of New York and the fifth oldest in the United States. Its first president was Samuel Johnson (1696-1772). Affiliates of the university include Teachers College and Barnard College. Its library system, among the nation’s largest, has many important manuscript and rare book collections. The university enrolls 19 900 students—26 100 including affiliates.
4. **Ethan Hawke:** Hollywood actor. Born on November 6, 1970 in Austin, Texas. His movie debut came in 1985 in the film *Explorers*. His other film credits include *Dead Poets Society*, *Alive*, *Reality Bites*, and *Gattaca*. In 2000 he starred in a new version of *Hamlet* in which he played Hamlet.
5. **Ernest Hemingway:** Ernest Miller Hemingway was born on July 21, 1899 in Oak Park, Illinois. In the nearly sixty-two years of his life that followed he forged a

literary reputation unsurpassed in the twentieth century, and created a mythological hero in himself as a man having four marriages and experiencing two world wars. From 1925 to 1929 Hemingway produced some of the most important works of 20th century fiction, including the landmark short story collection *In Our Time* (1925). In 1926 he came out with his first true novel, *The Sun Also Rises*, which introduced the world to the “lost generation”. He followed that book with *Men Without Women* in 1927; it was another book of stories which collected “The Killers,” and “In Another Country.” In 1929 he published *A Farewell to Arms*, arguably the finest novel to emerge from World War I. In four short years he went from being an unknown writer to being the most important writer of his generation, and perhaps the 20th century. He began working on *For Whom The Bell Tolls* in 1939 in Cuba and finished it in July of 1940. The book was a huge success, and was unanimously voted the best novel of the year by the Pulitzer Prize committee. But it was vetoed for political reason by the conservative president of Columbia University; no prize was awarded that year. The book sold over 500 000 copies in just six months, and continues to sell well today. In September of 1952 *The Old Man and the Sea* appeared in *Life* magazine, selling over 5 million copies in a flash. Though Hemingway had known great success before, he never had the privilege of receiving any major literary prizes. *The Old Man and the Sea* changed that, winning the Pulitzer Prize for fiction in 1953, and the Nobel Prize for Literature in 1954. Besides highlighting Hemingway’s increasing problem with writing the clear, effective prose which made him famous, his physical deterioration had become obvious as well during that summer of his 60th year. Pictures show Hemingway looking like a man closer to eighty than one of sixty. Hemingway spent the first half of 1961 fighting his depression and paranoia. On the morning of July 2, 1961 Hemingway rose early, as he had his entire adult life, selected a shotgun from a

closet in the basement, went upstairs to a spot near the entrance-way of the house and shot himself in the head. It was little more than two weeks until his 62nd birthday.

(adapted from the biography of Hemingway, <http://www.lostgeneration.com>)

Teaching Notes

Para. 1

1. *I never felt like I could be myself in high school:* I never wished that I could do what I wanted to in high school.

“feel like something/doing something”—have a wish for; want

2. *I thought I had no choice: either I played cute, or boys wouldn't talk to me:* “play” is a linking verb here, meaning to pretend to be.

“cute”, *informal, N Amer.* sexually attractive; clever

Para. 3

1. *But when I got to Columbia, the witty, sophisticated me, instead of bursting free, dove for cover:* “dove”, the past of “dive”. “Dove for cover” means that the author did not let free her real self who loved books and had literary ambitions as she had expected to before she entered the university, but instead hastened to hide her true self.

2. *Everyone in New York seemed either insane or awesomely together:*

“together”—*adj. informal.* self-confident, level-headed, or well organized

3. *A girl in my hall raved about the rowing crew, so I declared that I would join:*

hall—a hall of residence 大学的学生宿舍

Para. 4

1. *There's not a lot you can do with a crew cut, and black clothes get gloomy after six months straight:* “straight” here means without a break; continuously.