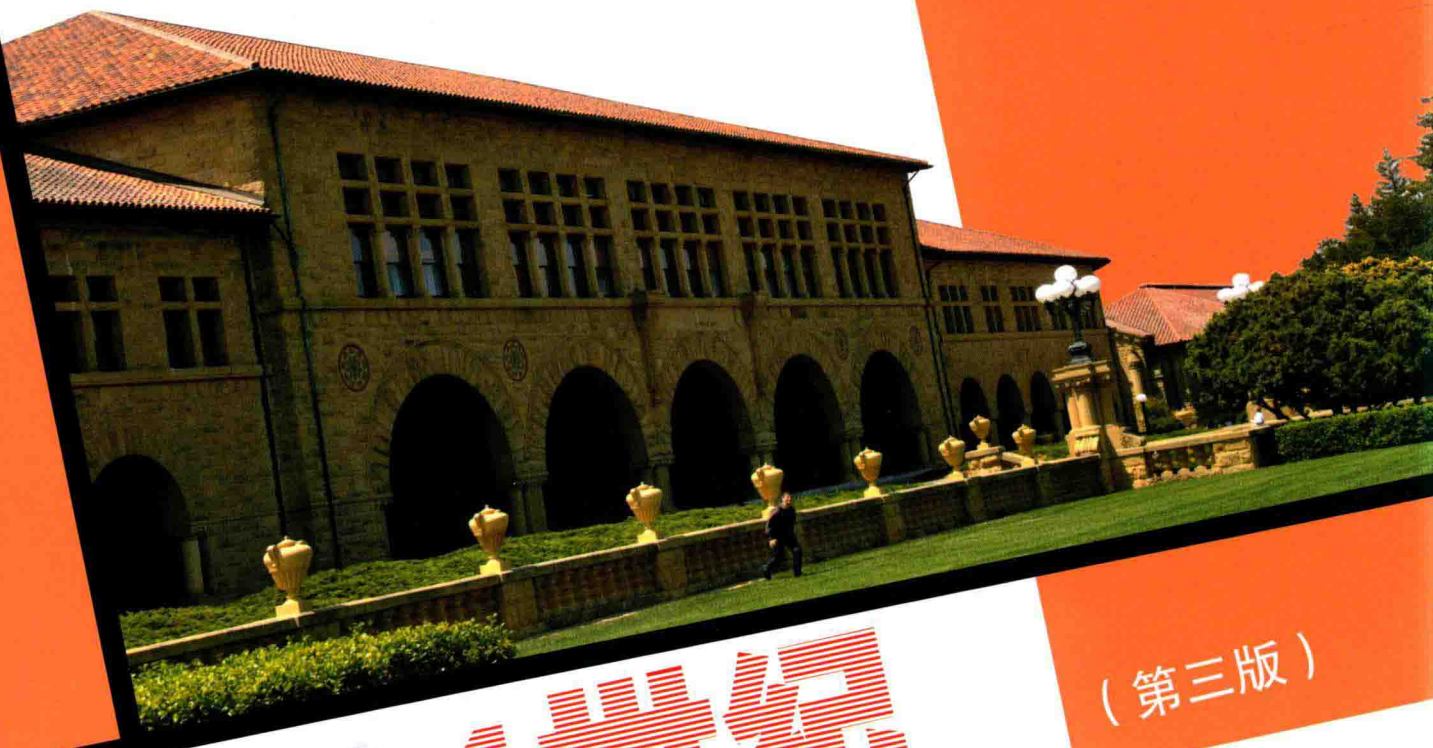




“十二五”普通高等教育本科国家级规划教材

21st Century College English



(第三版)

21世纪

大学英语

读写教程教师参考书

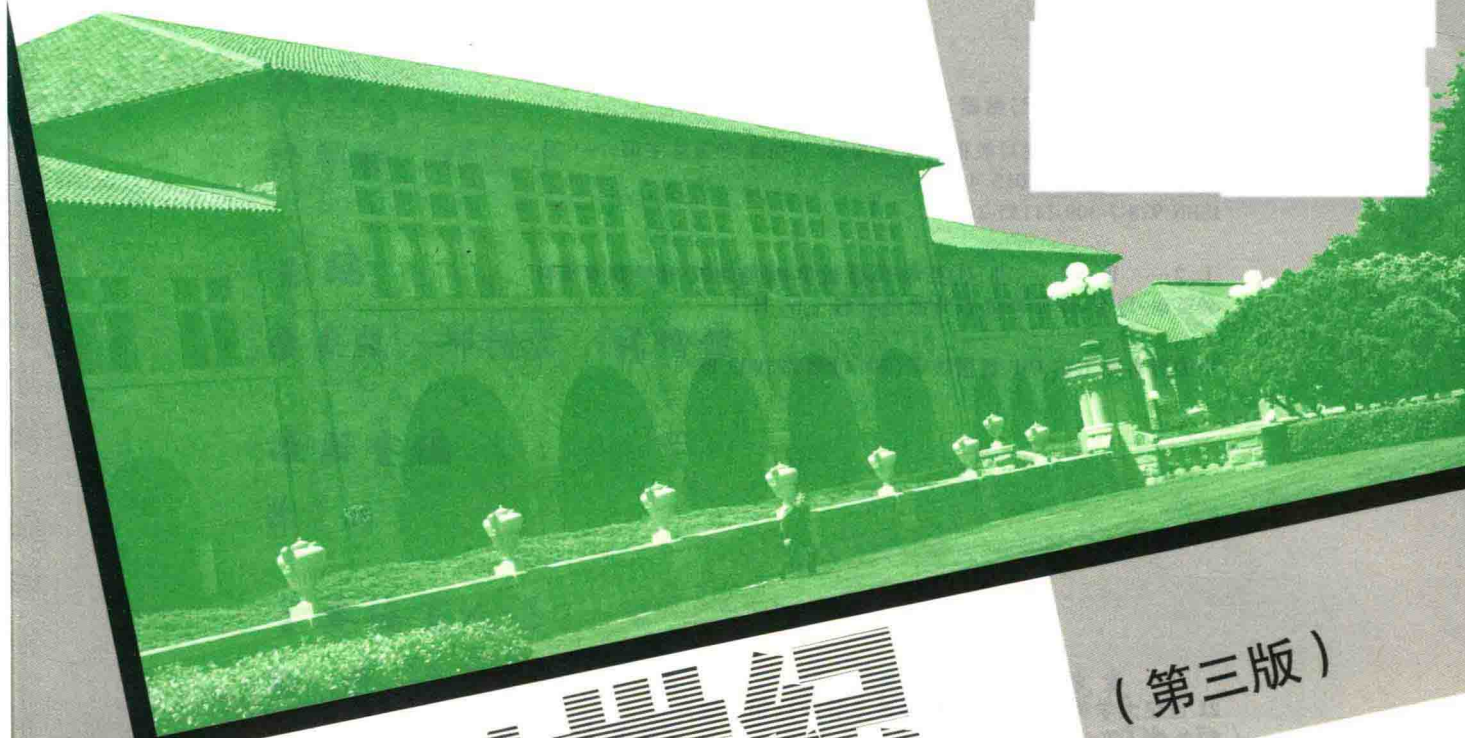
翟象俊等 总主编

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第三版前言

《21世纪大学英语》自1999年正式出版以来，受到全国广大师生的欢迎和认可，大家普遍认为这套教材紧扣《大纲》要求，重视语言质量，有利于学生打好语言基础，而且符合中国英语教学的特点和需求，具有很强的信息性、趣味性、可思性和实用性，为课堂教学提供了丰富的素材，使教师有充分的发挥余地。不少师生称赞这套教材选文题材丰富，富有时代气息、人文精神和开放意识，满足了学生对多元文化和各门类信息的需求，且在结构编排上有许多创新之处。老师、同学们的称赞和认可是对我们编者的最大鼓舞和激励，我们表示由衷的感谢。

几年来，我们也不时听到一些师生对这套教材的缺点和不足提出的批评以及对修订本教材提出的建议。这些批评和建议都很中肯、很富建设性。值此大学英语教改进入新阶段之际，我们根据教育部颁发的新《课程要求》，结合广大师生的建议，拟从以下几方面对《21世纪大学英语》进行了修订：

1. 鉴于新《课程要求》突出了对听说技能的培养要求，我们已新推出一套《全新版视听说教程》四册，由复旦大学资深教师负责编写；《全新版视听说教程》各单元的主题与内容更强调语言交际能力的培养和跨文化内容的介绍；

2. 鉴于新《课程要求》强调了阅读（包括快速阅读）技能的培养要求，我们已请复旦大学资深教授、《21世纪大学英语》主编之一张增健先生新编一套《全新版快速阅读教程》四册，其选材内容

在主题上亦与《读写教程》一致,作为整套教材的一部分;

3. 根据广大师生的建议,我们将《读写教程》由原来的每册10个单元减为每册8个单元,按课文的难易度对前后顺序适当作一些调整,更换一些内容已显过时的课文,对课文后的练习作一些改动,在课文B后增加两项词汇练习,每个单元后增加一些格言、谚语、小幽默或诗歌等;

4. 根据广大教师的要求,我们大大充实了《教师用书》教案部分中的背景材料和语言点方面的内容,为教师的教学提供更多的方便,同时对课文的参考译文也作了较大的修改。

希望我们的修订能使教师们教起来更方便、更顺手,使同学们学起来更轻松、更愉快。同时,也希望教师们和同学们能一如既往,不断地对我们的教材提出批评建议,以便几年后再修订时能让我们做得更好。

编 者

2014年11月

第一版前言

《21 世纪大学英语》是根据教育部新颁发的《大学英语教学大纲(修订本)》编写的一套大学英语教材,共四个系列,包括《读写教程》四册、《听说教程》四册、《练习册》四册和《教师参考书》四册,供大学英语教学两年使用。

《读写教程》每册 10 个单元,每个单元由同一题材的三篇文章组成。课文 A 为精读材料,配有阅读理解、词汇、结构、翻译、写作等多种练习;课文 B、C 为泛读材料,课文 B 前系统介绍各种基本阅读技能,课文后配有阅读理解练习题。《读写教程》融精、泛读于一体,围绕精读课文重点培养读、写、译的能力。

《听说教程》的主要内容与《读写教程》一致,使学生在听、说两方面进一步得到训练。《听说教程》由五个部分组成:1. 复习“热身”;2. 根据功能、意念编写的对话练习;3. 围绕《读写教程》课文 A 进行的主题讨论;4. 听说训练;5. 课外听、说练习。

《练习册》包括三个部分。第一部分是《读写教程》课文 A 篇的词汇、结构练习;第二部分是《读写教程》B 篇的词汇、结构练习;第三部分是与《读写教程》各单元题材相关的 30 篇阅读材料及阅读理解题。《练习册》可在教师指导下供学生课外自学使用,练习答案附在书后。

《教师参考书》为教师提供与《读写教程》、《听说教程》相关的背景知识、难句解释、语言点释例、课堂活动、补充材料、课文参考译文和练习答案以及《听说教程》听力部分的文字材料。

《读写教程》和《听说教程》都配有录音带。

《读写教程》、《听说教程》和《练习册》分工不同且各有侧重点,但相互间又紧密配合,形成一个有机的整体,以实现大纲规定的大学英语教学目的,即:“培养学生具有较强的阅读能力和一定的听、

说、写、译能力,使他们能用英语交流信息。”

《21 世纪大学英语》在选材上注重内容的趣味性、信息性、可思性和前瞻性,同时也注意语言的规范性、致用性和文体的多样性。课文绝大多数选自 20 世纪 80、90 年代出版的英美报刊书籍,为适合教学目的我们对部分内容作了删改。

《21 世纪大学英语》由复旦大学和上海交通大学联合编写,上海大学的部分教师参加了《听说教程》的编写工作。美籍专家 Sherill Pociacha 和 Maurice Hauck 参加了部分内容的编写,并对全书提出了修改意见。对他们的辛勤工作,我们表示衷心的感谢。

《21 世纪大学英语》于 1997 年初开始编写,初稿曾在复旦大学和上海交通大学 97 级 12 个、98 级 26 个班中试用,较受欢迎。根据试用师生的反馈意见,我们又作了一些补充、修改。在此,对两校试用这部教材的师生表示诚挚的谢意。

编 者

2000 年 12 月

第三版使用说明

本书是《21世纪大学英语》读写教程(第三版)第四册的教师用书,供教师参考使用,内容包括读写教程第一至第八单元的教案、练习答案、课文翻译。

读写教程各单元的教案分课文A、B、C三部分编写。

课文A的教案由以下五部分组成:

1. 预备活动 (Warm-up Activity), 主要包括小组讨论, 旨在为学生提供口头运用语言技能的机会。
2. 背景材料 (Text-related Information), 包括相关课文的人物介绍、英美文化、社会生活以及风土人情等背景知识。
3. 语言点 (Language Points), 包括课文难点注释以及句型、习语使用的例证等。
4. 语法要点 (Grammar Focus), 包括与课文相关语法要点的讲解、操练。
5. 课堂活动 (Additional Activity), 包括听说、听写、小组讨论、游戏等。

课文B和C的教案包括背景材料和语言难点两部分。背景材料 (Text-related Information) 包括相关课文的人物介绍、英美文化、社会生活以及风土人情等背景知识。语言难点 (Difficult Sentences and Phrases) 包括课文语言难点的注释。

在具体安排教学活动时, 教师可根据教学实际情况选用上述内容。



教案后附有读写教程练习答案和读写教程课文A、B、C的参考译文。

读写教程教案由本教材试点班教师编写,编写人员有徐欣、俞惠中、石敏。读写教程练习答案由读写教程编写组提供,课文A、B、C的参考译文由范烨、吴勇和奚兆炎等提供。俞惠中教授也参与了补充与修改,特此致谢。

本书的修订工作主要由张增健、余建中、冯豫负责,他们补充和修改了替换课文中的教案部分的背景知识和主要语言点及译文。此外,外籍专家Amy Goldman教授也对全书做了审阅并提出了修改意见并最后由翟象俊教授审订。

编 者

2014年11月

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I. Teaching Plans

UNIT 1

Text A Who Is Great?

Tips for the Teacher

Words that have similar meanings differ in many ways, and one difference is in extension, or range of meaning. Take the word *carve* (para.2) for example. It is close in meaning to *cut*, but *cut* is by far the more extensive term. *Cut* is used on many occasions in which *carve* would be inadmissible, for the latter is restricted to two types of cutting: the first requires the use of special tools (as chisels) and has for its end the artistic shaping or fashioning of a material (as stone); the second requires a sharp knife and has for its end the cutting up and esp. slicing of meat at table in pieces suitable for serving.

Examples:

cut down a tree

cut off dead branches

How many slices of bread shall I cut?

The sculptor carved a statue out of marble.

The head of the family carves the turkey.

Similar cases are found with other words elsewhere in the text:

Specific

artillery (para.1)

compose (para.5)

endow (para.6)

cite (para.7)

thrust (para.7)

evacuation (para.7)

chat (para.9)

submit (para.20)

General

gun

write

provide

mention

push

leaving

talk

give

Text-related Information

1. Michael Ryan

Michael Ryan is a professor of English, creative writing and literature at University of California,

Irvine since 1990. He taught previously at the University of Iowa, Princeton University, the University of Virginia, and the MFA Program for Writers at Warren Wilson College. He has written four books of poems, an autobiography, a memoir, and a collection of essays about poetry and writing. He is also the author of *A Difficult Grace*, a collection of essays, and a memoir, *Secret Life*. His *New and Selected Poems* was published by Houghton Mifflin and won the 2005 Kingsley Tufts Poetry Award. His poems and essays have appeared regularly in *The American Poetry Review*, *The Threepenny Review*, *The New Yorker*, and many other magazines and anthologies over the last thirty-five years. His research interests include American Literature, Creative Writing, Poetry, Poetics, and Autobiography.

2. Napoleon Bonaparte (1769-1821)

Napoleon Bonaparte, Emperor of the French from 1804 to 1814, is known in history as Napoleon I. He was educated in military schools in France and served in the French Revolutionary army. By the age of 26 he was a general, and placed in supreme command of the campaign against Sardinia and Austria in Italy (1796-1797). In 1799 he joined a conspiracy, which overthrew the First Republic of France. In 1803 Napoleon crowned himself Emperor of the French. In 1804-1805, a European coalition was formed against Napoleon. His power declined after the setbacks of several wars and he abdicated the throne in 1814. The defeat at the battle of Waterloo in 1815 ended his rule. He spent the rest of his life in exile on St. Helena.

3. George Washington (1732-1799)

As first president of the US, George Washington stands, along with Abraham Lincoln, above all others and is beloved as the “father” of his country. He was commander in chief of the American forces in the American Revolution and chairman of the convention that wrote the United States Constitution. He led the people who turned America from an English colony into a self-governing nation. His ideals of liberty and democracy set a standard for future presidents and for the whole country.

4. Keith Simonton

Dr. Keith Simonton is professor of psychology at the University of California at Davis. He does research on a diversity of topics having to do with genius, creativity, leadership, and esthetics. Using a variety of methods, including mathematical models, computer simulation, and laboratory experiments, he has examined the relation between age and achievement, the personality traits and societal context behind presidential greatness, the developmental and career factors underlying scientific creativity, and the determinants of military genius, among many other topics. He is on the editorial board of the *Creativity Research Journal*, *Leadership Quarterly*, *Review of General Psychology*, *Journal of Creative Behavior*, etc.

5. The Allied evacuation at Dunkirk

Dunkirk is an important commercial seaport, which lies in the extreme north of France on the Strait of Dover. In the evacuation of Dunkirk, which was one of the great actions of World War II, the town was demolished, but much of it was rebuilt by 1953.

With the German breakthrough in 1940, Britain's only army was caught between the sea and the thrust of Hitler's tank units. On the Dunkirk beaches the British, with some French and Dutch units, stood almost helpless. The small Royal Air Force held off the German planes. From May 29 to June 4, small volunteer craft crossed the channel and evacuated 360,000, or three quarters, of the Allied forces in the face of a terrible artillery bombardment.

6. Franklin Roosevelt (1882-1945)

Everyone had strong feelings about Franklin D. Roosevelt during his 12 years as president. Many people hated him. They thought he was destroying the country and the American way of life. Most people loved him. They believed he was a great president, truly interested in people.

Roosevelt became president in 1933. The United States was then in the grip of a world-wide business depression. Millions of people had no work and no money. Roosevelt used his powers to create jobs and to help those who needed support. To do this he had to change the government's role in national life. For good or ill, many of Roosevelt's ideas of government are still part of the law of the land.

Roosevelt was a great leader. During World War II he was the real commander in chief of the American armed forces. He took charge of the industrial strength of the country. He played a major part in setting up the United Nations. In peace and in war he always had the people behind him. Some of his methods may be questioned, but his aims were good.

7. The Fireside Chats

The Fireside Chats were a series of 30 evening radio talks given by United States President Franklin D. Roosevelt during his administration, between 1933 and 1944.

In an attempt to give Americans a feeling of more pride and hope in their country during the Great Depression, Franklin Roosevelt gave evening radio talks to the American public. These chats explained New Deal programs and gave people a sense of hope and security during difficult times. Roosevelt needed the American people to understand why he was doing the things he was doing and how his policies and government programs would eventually help the American economy and lift the shadow of the Depression.

During World War II, the Great Depression wound down but Roosevelt continued giving Fireside Chats, explaining major wartime policies to the American people.

8. Thomas Jefferson (1743-1826)

Thomas Jefferson was the third President of the USA (1801-1809). He drafted the *Declaration of Independence*, was active in Virginia during the War of Independence, and was governor of the state (1779-1781). He later became leader of the Democratic-Republican Party and was Vice-President under John Adams before becoming President in 1801. Jefferson, who believed in the virtues of an agrarian republic and a weak central government, has been a uniquely influential figure in the evolution of the American political tradition.

In the *Declaration of Independence* Jefferson writes: "We hold these truths to be self-evident that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness. "

9. Woodrow Wilson (1856-1924)

Woodrow Wilson was the twenty-eighth President of the USA (1913-1921). He entered an academic career in 1883 and was appointed president of Princeton University in 1902. He was responsible for major changes in the educational and social organization of Princeton. In 1910 he resigned to run as governor of New Jersey, and was elected. Wilson became a successful reform governor and earned a reputation that helped give him the Democratic nomination for the Presidency in 1912.

10. John F. Kennedy (1917-1963)

John F. Kennedy was the thirty-fifth President of the USA (1961-1963). After service in the US Navy in World War II, he became a Democratic member of the House of Representatives and subsequently a

senator. In 1960 he won the Democratic nomination and defeated Vice-President Nixon in the closest presidential election since 1884. Soon after his inaugural address ("Ask not what your country can do for you — ask what you can do for your country"), Kennedy brought a new spirit of hope and enthusiasm to the office. In foreign affairs he helped secure a Nuclear Test-Ban Treaty in 1963. He became increasingly involved in Vietnam, by dispatching more and more "military advisers" there and then US combat-ready troops. In November 1963 he was assassinated while visiting Dallas, Texas.

11. Warren G. Harding (1865-1923)

Warren G. Harding was the twenty-ninth President of the USA (1921-1923). He was the tool of the ambitious lawyer Harry Daugherty, who helped him win the office of lieutenant-governor of Ohio (1904-1905) and senator (1915-1921), eventually promoting him as the successful compromise Republican candidate for President in 1920. His fondness for his self-seeking friends, the "Ohio Gang," whom he took into office, resulted in the worst political scandals since the 1870s. Harding died suddenly before the worst revelations of his administration's incompetence and corruption.

12. Johannes Kepler (1571-1630)

The Renaissance astronomer and astrologer Johannes Kepler is best known for his discovery that the orbits in which the Earth and the other planets of the solar system travel around the sun are oval in shape. He was also the first to explain correctly how human beings see and to demonstrate what happens to light when it enters a telescope. In addition, he designed an instrument that serves as the basis of the modern refractive telescope.

13. Emily Dickinson (1830-1886)

Emily Dickinson, a New England spinster whose work was unknown in her lifetime, was one of America's finest poets. Emily's life was uneventful, but she enjoyed a full and exciting existence in her imagination. After Emily Dickinson died on May 15, 1886, Lavinia found her poems. They were published in various collections from 1890 to 1925. Not until 1955, however, were all her poems actually published. They appeared in a three-volume *Poems of Emily Dickinson*. The poems are brief and condensed, characterized by unusual rhyming and swift flashes of insight. The collection *Letters of Emily Dickinson* was published in 1958.

14. James Joyce (1882-1941)

James Joyce, an Irish novelist and poet, was educated at a Jesuit boarding school and University College, Dublin. He soon became dissatisfied and left Ireland in 1904. Thereafter he lived mainly in Trieste, Zurich, and Paris, France. His masterpiece, *Ulysses* (1922), employs a variety of techniques, and ranges from extreme realism to fantasy. Together with *Finnegans Wake* (1939), it revolutionized the form and structure of the novel, decisively influenced the development of the stream of consciousness, and pushed language and linguistic experiment to the limits of communication. Both works have produced a mass of critical commentary. His important works also include *Dubliners* (1914) (collection of short stories) and *A Portrait of the Artist as a Young Man* (1914-1915) (autobiographical novel).

15. Brandeis University

Brandeis University, a private institution covering 250 acres (100 hectares) in Waltham, Mass., 10 miles (16 kilometers) west of Boston, was founded in 1948 as the first Jewish-sponsored University in the United States and continues to welcome students of all faiths. Its name honors Supreme Court Associate Justice Louis D. Brandeis. The campus features modern brick and cement buildings.

The university grants degrees at the bachelor's through doctoral levels. Enrollment consists of some 4,000 students, including about 1,000 graduate students. The university attracts students from across the United States and more than 50 foreign countries. The majority of undergraduates ranked in the top quarter or better of their high school class. Most students choose to live in campus housing. A number of faculty members live on campus to plan activities with students through the Resident Scholar Program.

16. Teresa Amabile

Teresa Amabile is the Edsel Bryant Ford Professor of Business Administration, Head of the Entrepreneurial Management Unit, and Faculty Chair of the Arthur Rock Center for Entrepreneurship at Harvard Business School. Originally focusing on individual creativity, Dr. Amabile's research has expanded to encompass team creativity and organizational innovation. This 30-year program of research on how the work environment can influence creativity and motivation has yielded a theory of creativity and innovation; methods for assessing creativity, motivation, and the work environment; and a set of prescriptions for maintaining and stimulating innovation. Her current research program focuses on how events in the work environment influence subjective experience and performance.

Dr. Amabile has presented her theory, her research results, and her methods for stimulating innovation to various groups in business, government, and education, including Lucent Technologies, Procter & Gamble Company, Novartis International AG, and Motorola. In addition to participating in various executive programs, her main teaching assignment at Harvard Business School is an MBA course, Managing for Creativity.

Dr. Amabile is the author of *Creativity in Context* and *Growing Up Creative*, as well as over 100 scholarly papers, chapters, and presentations.

Language Points

1. Albert Einstein did so poorly in school that teachers thought he was slow. — Albert Einstein was such a poor student that teachers thought he was not intelligent.

slow — *a.* (= slow-witted) not clever, not quick to learn, not understanding things quickly

Examples:

a slow learner

The child is slow with numbers.

2. The young Napoleon Bonaparte was just one of hundreds of artillery lieutenants in the French Army. — As a young man Napoleon Bonaparte was only one of a large number of ordinary artillery lieutenants in the French Army.

Note that the definite article *the* is used before the proper name Napoleon Bonaparte. This occurs when a proper name has a restrictive modification, giving a partitive meaning to the name; similarly: the teenage George Washington.

Further examples:

the young Shakespeare

the Chicago I like (= the aspect of Chicago that I like)

in the England of Queen Elizabeth

3. Despite their unspectacular beginnings, each would go on to carve a place for himself in history.

— Though they performed nothing splendid in the beginning, each of them would later made a name for himself in history.

carve — *vt.* 1) form (sth.) by cutting away portions of wood or stone or other material

Examples:

The pot was carved out of a single piece of stone.

Before Hallowe'en, the children carved a pumpkin into a frightening mask.

2) build one's (career, reputation, etc.) through hard work

Examples:

The new airline hopes to carve (out) a place for itself in the European market.

She's carved out a successful career for herself in the Ministry of Education.

4. Or did their greatness have more to do with timing, devotion and, perhaps, an uncompromising personality? — Or did they become great more because they lived in the right time, were devoted to their careers and/or cause, and, perhaps, had an upright, determined character?

have (something, nothing, a lot, etc.) to do with — be connected with sb./sth. to the extent specified

Examples:

Her job has nothing to do with computers.

Hard work has a lot to do with his success.

timing — *n.* determining the right time as a way of achieving the desired result

Examples:

"Have we arrived too early?" "No, your timing is perfect (= you have arrived at exactly the right moment) — dinner is almost ready."

To be a good tennis player, you have to have good timing (= to be able to hit the ball at the right moment).

5. they have found evidence to help explain why some people rise above — they have found helpful facts which explain why some people become great

rise above — become outstanding

Examples:

Kate rose above and did well in her classes.

A woman who can rise above (such disadvantages) is clearly exceptional.

leave behind — make progress much faster than (sb. else)

Examples:

In class, a child with poor eyesight can soon get left behind.

If executives fail to exploit the opportunities of networking they risk being left behind.

6. Their findings could have implications for us all. — The evidence they have found could have an effect on us all.

implication — *n.* thing that is suggested or implied rather than openly stated

People often refer to *the implications* of a decision or an action meaning the effect that it will have on something else in the future.

Examples:

The new law has far-reaching implications for the future of the stock market.

I know that the company is cutting back on its spending but I'm not sure what the implications are