



21世纪

大学英语

1

全真课堂

王长喜 主编

new

TWENTY-FIRST CENTURY COLLEGE ENGLISH

“零距离”教学讲授课本

- ✦ 网络课堂 身临其境
- ✦ 名师讲授 全面提高
- ✦ 最优编排 涵盖全教材
- ✦ 听考结合 紧扣四六级



21 世纪大学英语
全真课堂

(第一册)

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中国对外翻译出版公司

图书在版编目(CIP)数据

21 世纪大学英语全真课堂. 1 / 王长喜主编; 刘保春等编.

- 北京: 中国对外翻译出版公司, 2002. 8

ISBN 7-5001-0986-5

I. 2... II. ①王... ②刘... III. 英语-高等学校-教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字(2002)第 061256 号

出版发行/中国对外翻译出版公司

地 址/北京市西城区车公庄大街甲 4 号物华大厦六层

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策划编辑/马玉学

责任编辑/马新林

责任校对/刘保春

封面设计/陈炫合

排 版/北京宝蕾元公司

印 刷/北京天时彩色印刷厂

经 销/新华书店北京发行所

规 格/850×1168 毫米 1/32

印 张/14.375

版 次/2002 年 8 月第一版

印 次/2002 年 8 月第一次

印 数/1-8000

ISBN 7-5001-0986-5/G·299 定价:16.00 元

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中国对外翻译出版公司

《21 世纪大学英语全真课堂》

零距离教学方案

网上课堂授课计划及课程表

- 一、主讲:王长喜
- 二、教材:《21 世纪大学英语全真课堂》1-4 册
- 三、时间:2002 年 9 月——2002 年 12 月
2003 年 3 月——2003 年 6 月
- 四、网站:中国考试网站 <http://www.sinoexam.com.cn>
- 五、内容:
 1. 《21 世纪大学英语》学习目标
 2. 《21 世纪大学英语》学习特点
 3. 《21 世纪大学英语》学习策略和方法
 4. 《21 世纪大学英语》课文辅导
 5. 《21 世纪大学英语》每课作业及解答
 6. 《21 世纪大学英语》学习误区警示
 7. 《21 世纪大学英语》在线测试
 8. 《21 世纪大学英语》在线听力
 9. 《21 世纪大学英语》在线阅读
 10. 热门英语学习法介绍
 11. 大学英语学习和四六级考试
- 六、网上答疑:课堂专设“王老师信箱”(changxi@public.bta.net.cn)供大家提问。中国考试网站上的专家答疑栏目将在一周内全部解答。
- 七、网上交流:网站在“天天 BBS”设专区为学员提供交流场所,学员可把在大学英语学习过程中的学习心得、体会、方法、经验、困惑或有争议的问题写下来与全国的同学进行交流。
- 八、信息发布:网站将随时发布大学英语教学和测试方面的最新消息。
- 九、在线测试:网站将在每课结束后以及期中和期末各安排一次综合测试,学员还可以通过“在线测试”栏目进行各种层次的练习。

十、课程表

周次 日期	第一周	第二周	第三周	第四周
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6月 12月	综合复习	期末测试		

全真课堂 全新理念

(代前言)

外语要求逐年提高!

教材课本内容庞杂!

学习过程问题繁多!

过级考试压力沉重!

面对这一切,“山重水复疑无路”是许多学子们普遍的感受,“路在何方”是我们共同的困惑,突破英语学习和考试的瓶颈是我们迫切的愿望。

有古训:善假于物者,能绝江河,能至千里。然而,假“何物”能绝四、六级之“江河”,能至研究生、博士生之“千里”呢?我们披阅多年来的大学英语教学研究和命题阅卷经验,综合《21 世纪大学英语》的教学实践与历年大学英语四、六级考试的内在规律,钩沉致远,洞幽触微,以全面、详实、循循善诱;夯实基础,紧扣四、六级为原则,编撰了本套《21 世纪大学英语全真课堂》丛书。旨在给予同学们一套稳操胜券的“法宝”。

一位如影随形的良师益友!

一节永不终止的英语课堂!

一套英语学习和过级考试的全面解决方案!

一. 本书编写思路和特点

1. 内容丰富、面面俱到:本书涵盖了英语学习的听说读写译各种技能训练,文化背景、词法、句法、篇章等各方面必备基础知识,让同学们打好坚实的基础并在应用技能方面得到全方位的实际训练。每单元均包括重点难点指要、文化背景介绍、课文点评指导、四、六级核心词汇用法汇释、长句难句解疑、典型考题例举和解析、各部分练习答案和解析、重要语法项目知识及历年考题解析、作文、阅读和翻译指导、补充练习及解析、励志养性的名言和谚语等,信息量非常之大,可谓英语学习和应试大全。

2. 层次分明、科学有效:采用分层次式编排结构,从篇章,到句子,到短语和词汇,分层学习,按部就班,循序渐进,符合语言习得规律,易于把握,效果良好。

3. 紧扣课本、使用方便:整套书每册每单元的各部分与原书各部分一一对应,学习、检索一目了然,使用起来非常方便,就像有位学问渊博、循循善诱、幽默风趣的老师坐在你的身边,带你走进英语学习的精彩世界,使英语学习和过级考试的旅程变得轻松愉快,充满乐趣和成就感。

4. **无缝对接四、六级考试**: 本书每单元各部分均选用大量大学英语四、六级考试历年典型考题作为例证和练习, 使学习与应考有机融合、无缝对接, 不仅有助于学生对每课原有内容的理解和掌握, 学到知识, 锻炼能力, 同时也可以使学生加深对英语四、六级考试的认识, 提高了针对性, 增强学生的学习和应考的信心。

二. 倡导全新学习理念, 实现零距离售后服务

1. **网络全程免费讲授**: 本套丛书在中国考试网站 [http//www.sinoexam.com.cn](http://www.sinoexam.com.cn) 开设了网上配套课堂, 将全面、逐课讲授。其目的就是要引导大家充分利用互联网这一方便、快捷的媒介, 实现随时得到名师指导以及和学习成功者交流的愿望。

2. **随时在线模拟考试**: 结合教材的学习, 我们还在网上课堂开设了在线模拟考试, 克服了传统教学中学生学习成绩反馈缓慢的重大缺陷, 使你随时了解自己英语学习的状况, 有目的地进行针对薄弱环节的学习。

3. **有问必答, 排忧解难**: 伴随着高校“扩招”热潮一浪高过一浪, 如今的大学校园可谓人头攒动, 大学英语师资严重匮乏, 加上大学生的学习以自学为主, 很难得到老师的亲自指导。网上课堂, 给你随时提问的机会, 老师就在你的身边, 可以随时得到专家、名师耐心地答疑解惑。

大学学业任务繁重, 英语学习和考试更是“永远的痛”。面对英语学习和考试的压力, 许多大学生无所适从。本套书的编写目标就是要为大学生的英语学习指明重点、解决难点、阐释疑点、扫除盲点, 并集知识传授和方法点拨于一体, 既“授人以鱼”, 又“授人以渔”, 可谓英语学习和过级考试的全面解决方案, 使同学们不走弯路, 事半功倍, 一册在手, 别无所求。

千里之行、始于足下。我们相信读者朋友会假借《21 世纪大学英语全真课堂》顺利突破英语学习和四、六级考试的瓶颈, 达到“柳暗花明又一村”的境界。这将是我们的最大欣慰。

祝大家成功!

王长喜

2002 年 8 月于北京人大红楼

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未雨綢繆。

一、学习目标和学习建议

四级核心词汇		六级核心词汇	
approach	interruption	assurance	paradise
assign	irrelevant	commute	perform
assignment	panic	concern	perspective
athlete	participate	consume	prospect
attractive	registration	content	scared
brand	relevant	hug	survive
circumstance	retain	locate	
concentrate	routine	短语	
curiosity	scan	count for anything/nothing/much/little	
draft	schedule	cut down on	
echo	shift	go through	
economics	solemn	hold sb back/keep sb back	
entitle	solution	make the most of	
essential	strain	put away	
financial	stretch	put down	
focus	stuff	put in	
ignore	swell	stick to	
impact	transfer		

3 → 语法知识:主谓一致

二、文化背景知识

1. American Education

1) Early childhood education in the early 1970s, neither nursery schools (for 2-to 4-year-olds) nor kindergartens (for 4- and 5-year-olds) had become a universal feature of public education in the United States. Educators, however—convinced that many of the child's basic potentialities are determined by his experiences even before he enters first grade—are urging that top priority be given to early childhood education, beginning no later than age 2 or 3.

2) Elementary schools. Four basic subject areas are included in virtually all elementary schools in the United States: language arts (reading, writing, spelling, and related language skills), mathematics, science, and social science (usually history, geography, and relevant material from the social and behavioral sciences). In the fourth, fifth, and sixth grades, subject matter generally assumes a more distinct form and in some schools becomes quite sharply delineated.

Although some progressive “open” schools appeared in the late 1960s and early 1970s, most elementary schools are still relatively traditional—particularly in the middle and upper years. Most of the time, the child is expected to remain seated and quiet, and he must adjust himself to a teacher's plans that sometimes are uniform for the entire class. The learner is not appraised on the basis of total personality growth but is graded on the basis of his mastery of content. The teacher remains the figure of authority who frequently teaches “subjects,” rather than serving as an unobtrusive guide of human development.

3) Secondary schools. In most high schools the basic courses that are offered are English, science, mathematics, foreign languages, and history. Large, comprehensive high schools may offer more than 100 courses, including art, music, vocational, business, and technical subjects. The experiments with alternative methods of drawing together isolated subjects, which began in the 1950s and continued into the 1980s, have brought about striking changes in some high schools. The traditional academic and vocational programs offered by a plurality, if not a majority, of schools, however, have changed but little. There are still classes that meet at prescribed times, and set time intervals govern their length. Compartmentalized subjects remain the rule, and graduation requirements generally are based on a specified number of units of content.

4) Colleges and universities. Although it is true that since the middle 1960s the stringent admissions policies of some colleges and universities have been somewhat modified to allow for students who cannot qualify on a strictly academic basis, most maintain their traditional emphasis on “excellence.” Despite numerous limited innovations, higher education in the 1980s is not radically different from what it was about 30

years before. There are refinements rather than fundamental changes on the typical campus. Pressures from students and the increasing open-mindedness of teachers at all levels from early childhood to the doctoral level suggest, however, the likelihood of massive change within the next decade or two.

5) Private schools. Most private schools fall into three broad categories: parochial schools operated by religious groups; private schools (such as Choate Rosemary Hall and the Francis W. Parker School) supported by patrons; and private colleges and universities.

A 1971 Supreme Court decision, which held unconstitutional direct state aid to nonpublic elementary and secondary schools, aggravated the problems of the public school system, which had to absorb millions of new students. However, the annual rate of Roman Catholic school shutdowns stabilized by the early 1980s. In 1984 Congress rejected a plan to give tuition tax credits to the parents of children in private schools.

2. Main Aspects of Reading

Like many human abilities, reading is a learned skill. It must be taught. Young children learn to read a very few years after learning to speak. In doing so, they are made to see a connection between the words they have learned to say and the ones they see on a printed page. The words that appear on a page are printed symbols. The mind interprets those symbols as words it already knows in a rapid recognition process based on the individual's past experiences. Printed language thus stimulates the recall of ideas that are already in the mind of the reader. If reading did not do this, then what is visible on the page would be nonsense, like reading something in a foreign language. Some previous understanding on the part of the reader is necessary before beginning to read. New readings combine with past experience to create new meanings and ideas.

3. Ways of reading

The speed of reading is more subject to control. Slow readers can be trained to read faster. Some kinds of reading matter can be skimmed quickly. Books that contain a lot of information or are more technical in nature must be absorbed at a slower pace.

Skimming, or scanning, is a method of partial reading to get specific information without going through a whole text line by line. Slow, analytical reading is necessary for absorbing details. Following printed directions is required in many activities—using a recipe to bake a cake; learning how to play a game; studying a highway map or street guide; assembling bicycles, model airplanes, or furniture; attaching a video-cassette recorder to a television set; or operating a computer. Some reading calls for critical evaluation of what is read. In newspapers and magazines one often encounters conflicting views or finds opinions that differ from one's own way of thinking.

4. Reading to Learn

When a child begins school, learning to read is a primary goal. Once a person has learned to read, the objective changes. Reading becomes a means to attaining

other goals. Because individual interests and tastes vary so much, no single goal can be prescribed for everyone. Some individuals read only for entertainment. Others read to keep up on current events through newspapers and magazines. Men and women in some professions read only what pertains to their work.

At best the purpose of reading coincides with the purpose of good schooling. It prepares people for the society in which they live and function. More than that, it introduces them to the civilization of which they are a part. In a sense, reading has the same goal as the highest achievements of human thought—to seek answers to the most fundamental questions about the nature of the world, about human society, and about life's purposes. Reading with such questions exercises and stretches the mind and helps it to grow in ways that narrowly focused reading cannot do.

Many students are introduced to a broad range of books and magazines when they are in school. They often conclude, mistakenly, that to be well read means to read as many books as possible. In fact, to be well read means to read well and selectively among the works that are most challenging. Most detective stories, once read, can be put aside forever—all the clues have been sorted out, the criminal has been apprehended, and all the questions have been answered. Challenging books, by contrast, do not pretend to answer all questions. They pose problems and call upon the reader to provide answers. They are books that one can go back to time and again and reread with pleasure.

5. Grading System

Schools, colleges and universities in Great Britain and the United States commonly use letter grades to indicate the quality of a student's academic performance: A (excellent), B (good), C (average), D (below average), and F (failing). In the United States, work rated C or above is usually required of an undergraduate student to continue his / her studies; work rated B or higher is usually required of a graduate student to continue. In percentage scales, 100 percent is the highest mark, and 70 percent (or 65 percent) is usually the lowest passing mark.

6. ELGAR, Edward: 'Pomp and Circumstance' (1857-1934)

American high school, college, and university graduates often march down the aisles of auditoriums to the music of Sir Edward Elgar's. Elgar actually wrote five 'Pomp and Circumstance' marches, and it is the middle section of the first, set to the words 'Land of Hope and Glory', that has become so popular.

7. High school graduation in America

At a high school graduation ceremony in the United States, the students, dressed in "caps and gowns", parade into the auditorium while music is played. The color of the tassel (穗, 缨) on top of the cap matches the school color. Before officially graduating, the tassel is on the right side of the cap. After speeches from the principal, honored guests, visiting alumni, and so on, the name of each student is read loud. That student comes to the stage, gets his or her diploma and the tassel is moved to the left side to symbolize that the student is now a graduate.

8. History of camping

The father of modern camping was Thomas Hiram Holding, who camped as a young boy in North America as early as 1853. Later, he went on canoe and bicycle camping trips in Great Britain and Ireland. In August 1901, he created the Association of Cycle Campers in Berkshire, England. This organization and others combined to become the Camping Club of Great Britain and Ireland in 1907, an organization still active today.

Modern resident camps also began in the 19th century. In spring of 1861, Frederick William Gunn established the first resident camp for students in his Gunnery School for Boys in Washington, D. C. Today a wide variety of resident camps are sponsored by religious groups, sports teams, and others.

The FICC was founded in 1932 to help organize the vast number of camping organizations and to regulate campsites in many different countries. Camping clubs from Europe, the United States, Mexico, Canada, South America, Africa, the Middle East, and the Far East are now members of the FICC. By the middle 1950s the availability of reliable motor vehicles and good roads led to an explosion in family and individual camping.

9. Family and Individual Camping

Only a few individuals or families are able to travel to isolated wilderness areas far from major cities or towns. The great majority of people travel to established campsites, where they join dozens, hundreds, or even thousands of other campers.

These sites often have facilities to make camping more convenient. Some campgrounds have outdoor electrical outlets, hot showers, restrooms with flush toilets, outdoor playgrounds, restaurants, even grocery stores and coin-operated laundry equipment.

In Europe many campsites are owned and operated by camping clubs that are members of the FICC. To pitch a tent in one, the camper must have an International Camping Carnet, a small card with a photo of the camping individual or family.

National parks and forests, state parks, and numerous private campgrounds are available for campers in the United States and Canada. During the summer these campsites are often filled to capacity, as are similar sites in Europe. It is often necessary to make reservations well in advance during the summer or to arrive at a campsite early in the morning if reservations are not possible.

Some people camp simply as an economical way to spend the night when traveling by automobile. There are, however, scores of other reasons to camp. Camping can be combined with other outdoor activities such as sightseeing, fishing, photography, bird-watching, hiking, or boating.

The number of specific types of camping adventures that can be planned are almost limitless. Most, however, fall into a handful of general categories.

三、课文精读

Text A Secrets of A Students

(一)听力部分(Pre-reading Activities)

1. 听力练习答案

1 B 2. D 3. B

2. 录音原文

Getting good grades in college does not depend only on how smart you are or even on how hard you work. In fact, the biggest key to success in college is learning how to study effectively. The following secrets of "A" students will tell you what it takes to get the best grades you can.

First of all, concentrate! Treat studying like a serious business, not something you can do while eating or watching TV at the same time.

Secondly, study anywhere — or everywhere. If your schedule is full, study while you are doing other things such as exercising or brushing your teeth.

Third, organize your materials. If everything you need is kept in one place, you can work more efficiently.

Fourth, organize your time. Start working on assignments well in advance so that you can avoid last-minute pressure.

Fifth, learn how to read selectively. Pay careful attention to passages that are relevant to what you are learning and skip over those that aren't.

Sixth, take good notes. Write down the professor's ideas and your own and also summarize the main points of each lecture.

Seventh, ask questions. This will make clear what points you understand well and in what areas you need more work.

Finally, study together. Working in a group with other students allows you to try different approaches and get support from your partners.

There are the secrets of "A" students. When you apply them to your own work, you'll be on the way to becoming an "A" student too.

(二)课文赏析

1. 课文结构与风格评析

不论来自哪一个国家讲哪一种语言,全世界的大学生都有共同的兴趣和经历。其中最强烈的愿望之一就是渴望在学业上取得成功。《优等生的秘诀》这篇课文表明,对学生来说,良好实用的学习技巧实际上比智力和刻苦用功更重要。这篇课文