

普通高等教育“九五”国家级重点教材

九五

21世纪

大学英语

TWENTY-FIRST CENTURY COLLEGE ENGLISH

读写教程（第一册）

主编单位

复旦大学 ● 上海交通大学

复旦大学出版社 高等教育出版社

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The background of the cover features a vibrant sunset over a blue ocean. In the foreground, two people are seen from behind, looking out at the sea. The sky is a mix of yellow, orange, and purple, while the water is a deep blue with white-capped waves.

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2006年4月26日

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前言

《21世纪大学英语》是根据教育部颁发的《大学英语教学大纲》编写的一套大学英语教材，包括《读写教程》、《听说教程》、《练习册》和《教师参考书》各四册，供大学英语教学两年使用。

《读写教程》每册十个单元，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。我们的意图是把精读、泛读融为一体，把听、说、读、写、译五种技能的训练和培养围绕着精读课文进行，重点培养读、写、译的语言能力。

《听说教程》在题材方面与《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. 听说练习；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、结构补充练习；第二部分为《读写教程》B篇的词汇、结构补充练习；第三部分是与《读写教程》各单元题材相关的三十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》有关的背景知识、难句解释、语言点例释、课堂活动、补充材料以及课文参考译文和练习答案。

此外，《读写教程》配有录音磁带和多媒体课件，《听说教程》也配有录音磁带。

《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的目的，即：“培养学生具有较强的阅读能力，一定的听、说、写、译能力，使他们能以英语为工具交流信息。”

《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，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，为适合教学目的对部分内容做了一些删改。

《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 Pociecha 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。

本书为《读写教程》第一册，参加编写的还有陆效用、陈琳俐、吴晓真、毛悦勤、唐荣杰、王申英。

《科技英语学习》主编毛荣贵教授为我们提供了很多选材；娄英老师为本书制作了插图；石敏、徐欣梅、孙健在打字、复印、校对方面作了不少工作，特在此一并表示感谢。

编者

1999 年 4 月

使用 说 明

本书为《21世纪大学英语读写教程》第一册。全书共十个单元，供一学期使用。

每一单元包括三篇课文。课文A为精读材料，课文B、C为泛读材料。三篇课文围绕着同一题材选定，前面有一单元内容简介。

课文A作为精读材料，配有生词表及多种练习。生词释义采用英、汉结合的方式。用黑体排的为4级词，黑体前面加*号的为6级词，纲外词排绿色。还有一些由熟词构成的词，如high-achieving, ballgame等，则以黑斜体排出。

课文A的练习包括Pre-reading Activities, Reading Aloud, Comprehension of the Text, Responding to the Text, Vocabulary, Word Building, Structure, Cloze, Translation, Reading Analysis和Structured Writing等项。

Pre-reading Activities包括Listening和Pre-reading Questions,位于课文前。听的内容是课文A的概述，所用的英语比较浅近。这一练习既可训练学生的听力，又可使学生对即将学习的课文有一大致的了解。Pre-reading Questions是又一“热身”活动，为学习课文作些铺垫。

Reading Aloud练习选择课文的一段或两段供学生朗读、背诵并译成汉语。经过教师的讲解和学生的反复朗读，正确理解应不成问题，更多的功夫应放在“译文达意”上。

Comprehension of the Text练习可在课文讲解后做，也可结合课文的讲解进行。这一练习采用问答式，目的主要是诱导学生开口。Responding to the Text则要求学生针对课文中的有关问题发表自己的看法。

Vocabulary练习旨在帮助学生掌握英语常用词和词组的用法。Word Building练习帮助学生熟悉现代英语的主要构词法并熟练掌握一些最常用的前缀和后缀，借以扩大词汇量。Structure练习要求学生熟练掌握一些常用的英语句型，以提高学生的写作能力。Cloze练习根据课文编写而成，既可帮助学生进一步掌握课文内容，又可使他们复习巩固刚刚学过的常用词和词组。

Translation为汉译英句子练习，可作为课后的书面作业。通过句子翻译要求学生掌握一些常用句型及常用词和词组的用法。

Reading Analysis是利用课文A篇进行文章结构分析，同时介绍常见的写

作手段。第一、二册重点介绍段落的写作方法；第三、四册重点介绍全篇的写作方法。

Structured Writing 要求学生在 Reading Analysis 的基础上模仿写一段文字。通过模仿学习写作，先易后难，应该是一种比较有效的办法。课文 B、C 为泛读材料。每一单元的课文 B 前介绍一种阅读技能，课文后列有词表和阅读理解题。Text C 不列词表，只在一些生词后面用括号加注汉译，文后也配有阅读理解题。

根据统计，本册课文 A、B 中共出现生词 1 028 个，其中四级词 635 个，六级词 100 个，熟词构成的合成词 57 个，纲外词 236 个（其中熟词的派生词 82 个）。课文 A 十篇的总阅读量约 8 000 词，高于大纲规定的 6 000 词。课文 B、C 二十篇的总阅读量约 14 000 词。加上《练习册》三十篇阅读材料约 10 000 词的阅读量，第一册总的泛读阅读量为 24 000 词，接近大纲规定的 25 000 词。

课时安排可视使用者具体情况而定。一般说来，课文 A 的讲解和练习需 4 个课时左右。课文 B 的讲解及练习需 2 个课时。课文 C 则主要由学生课外自学。

编者

1999 年 4 月

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not { all 全部否定
 { whole

we need an approach to this problem

Approach a village

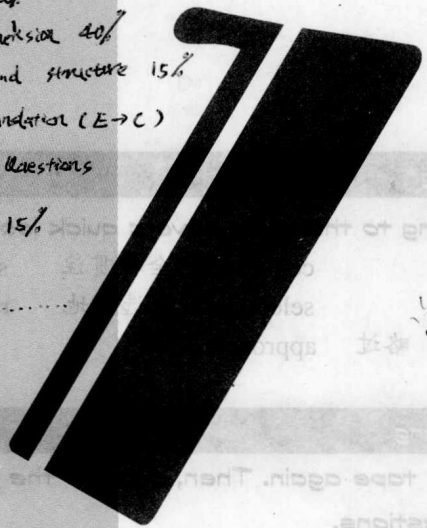
UNIT

21st Century

College English

- 4级:
- Listening 20%
 - Reading Comprehension 40%
 - Vocabulary and structure 15%
 - cloze 10% translation (E→C)
 - short Answer Questions
 - Composition 15%
 - 口语
 -

Vocabulary — 6000 up to



study manners
study habits

B - good C - average
D below average

- Preview
- Text A
- Text B
- Text C

Preview

No matter what country they call home or what language they speak, college students the world over share many interests and experiences. One of the strongest is the desire to succeed in school. The first text in this unit, "Secrets of ^{excellent} A Students," argues that good study skills are actually more important to ^{学术的} academic success than intelligence and hard work. It offers eight practical tips to help you study more effectively. ^{除了} In addition to schoolwork, the college years are also a time of important personal change and growth. In Text B, "Bittersweet Memories," a middle-aged woman recalls the mixed emotions she felt at the time of graduation from high school. In Text C, "Leaving," the author expresses the thoughts which a daughter has as she and her mother pack for her move into a college ^{寝室} dormitory.

2006年4月26日

Text A

Listening

First Listening

Before listening to the tape, have a quick look at the following words.

grade 分数	concentrate 全神贯注	schedule 时间表
pressure 压力	selectively 有选择地	relevant 有关的
skip over 跳过; 略过	approach 方法	

Second Listening

Listen to the tape again. Then, choose the best answer to each of the following questions.

- The purpose of this listening passage is _____.
 - to describe college life
 - to give advice for college success
 - to warn against being lazy at college
 - to increase college enrollment (入学人数)
- According to the listening passage, the most important key to getting good grades at college is _____.
 - asking questions in class
 - doing assignments ahead of time
 - working as hard as you can
 - learning how to study effectively
- Which of the following does the listening NOT say you should do?
 - Organize your time and materials.
 - Write down every word the professor says in class.
 - Treat studying like business.
 - Study together.

freshman (大一) sophomore (大二)

Questions
Pre-reading Questions

junior (大三)

1. Based on the title, guess what the text is about.
2. Look at the subheadings, 1-8, in the text. Which of these activities do you already do? In which areas do you feel you need improvement?
3. Are there any "secrets" to your own success as a student? In other words, do you have any special study techniques which have been very successful for you?

senior (大四)

Secrets of A Students

Edwin Kiester & Sally Valentine Kiester

Alex, now a first-year student in natural sciences at Cambridge, played football for his school in Manchester and directed the school production of a play — but he left school with five A's. Amanda, studying English at Bristol

5 University, acted in plays at her school and played tennis regularly. Yet she still managed to get four A's.

2 How do A students like these do it? Brains aren't the only answer. The most intelligent students do not necessarily perform best in exams. Knowing how to make the most of one's abilities counts for much more. 非常重要

10 3 Hard work isn't the whole story either. Some of these high-achieving students actually put in fewer hours than their lower-scoring classmates. The students at the top of the class get there by mastering a few basic techniques that others can easily learn. Here, according to education experts and students themselves, are the secrets of A students.

15 4 **1. Concentrate!** Top students allow no interruptions of their study time. Once the books are open, phone calls go unanswered, TV unwatched and newspapers unread. "This doesn't mean ignoring important things in your life," Amanda explains. "It means planning your study time so that you can

concentrate. If I'm worried about a sick friend, I call her before I start my homework. Then when I sit down to study, I can really focus." *on s.*

5 **2. Study anywhere — or everywhere.** A university professor in Arizona assigned to tutor underachieving college athletes, recalls a runner who exercised daily. He persuaded him to use the time to memorise biology terms. Another student stuck a vocabulary list on his bathroom wall and learned a new word every day while brushing his teeth. *teach*

6 **3. Organize your materials.** At school, Tom played basketball. "I was too busy to waste time looking for a pencil or a missing notebook. I kept everything just where I could get my hands on it," he says. Paul, a student in New Mexico, keeps two folders for each subject — one for the day's assignments, the other for homework completed and ready to hand in. A drawer keeps essentials together and cuts down on time-wasting searches. *folder* *report is* *essential* *result*

7 **4. Organize your time.** When a teacher set a long essay, Alex would spend a couple of days reading round the subject and making notes, then he'd do a rough draft and write up the essay. He would aim to finish a couple of days before the assignment was due so that if it took longer than expected, he'd still meet the deadline. Amanda stuck to a study schedule that included breaks every two hours. "Trying to study when you're overtired isn't smart," she advises. "Even a short break to stretch or get some fresh air can work wonders." *assign*

8 **5. Learn how to read.** "I used to spend hours going through irrelevant material," Amanda remembers. "But then I got used to reading quickly; if the first sentence of a paragraph wasn't relevant, I'd move on to the next paragraph." "The best course I ever took," says an Oklahoma student, "was speed-reading. I not only increased my words per minute but also learned to look at a book's table of contents and pictures first. *try to do s.* *三二天*



Then, when I began to read, I had a sense of the material and I retained a lot more.” To such students, the secret of good reading is to be an active reader — one who keeps asking questions that lead to a full understanding of the material being read.

9 **6. Take good notes.** “Before

writing anything, I divide my page into two parts,” says

65 Amanda, “the left part is about a third of the page wide; the right, two-thirds. I write my notes in the wider part, and put down the main ideas on the left. During revision, this is very useful because you can see immediately why the material is relevant, rather than being worried by a great mass of

70 information.” Just before the end of lesson bell rings, most students close their books, put away papers, talk to friends and get ready to leave. But a smart student uses those few minutes to write two or three sentences about the lesson’s main points, which he scans before the next class.

75 10 **7. Ask questions.** “If you ask questions, you know at once whether you have got the point or not,” says Alex. Class participation is a matter of showing intellectual curiosity. In a lecture on economics, for example, curious students would ask how the Chinese economy could be both socialist and market-driven, thus interesting themselves not only in whats, but also in whys and hows.

80 11 **8. Study together.** The value of working together was shown in an experiment at the University of California at Berkeley. A graduate student there who observed a first-year calculus course found that Asian-American students discussed homework, tried different approaches and explained their solutions to one another while the others studied alone, spent

85

most of their time reading and rereading the text, and tried the same approach time after time even if it was unsuccessful.

12 After all, the secrets of A students are not so secret. You can learn and master them and become an A student, too.

90

(795 words)

New Words

- perform** /pə'fɔ:m/ *vt.* 执行, 完成; 演出, 表演
vi. 演出, 表演; 工作, 表现; 执行, 完成
- high-achieving** /haɪə'tʃi:vɪŋ/ *a.* 得高分的
- lower-scoring** /ləʊə'skɔ:riŋ/ *a.* 得分较低的
- concentrate** /'kɒnsəntreɪt/ *vi.* direct all one's attention, etc. towards sth. 全神贯注;
集中思想; 专注; 专心
- interruption** /ɪntə'rʌpʃən/ *n.* 打扰; 干扰; 中止; 阻碍
- ignore** /ɪg'nɔ:/ *vt.* take no notice of; refuse to pay attention to; ;
不理; 忽视
- focus** /'fəʊkəs/ *v.* direct attention, etc. on sth. 集中注意力于某事情
- assign** /ə'saɪn/ *vt.* appoint to a job or duty 委派; 指派
- underachieving** /ʌndə'reɪtʃi:vɪŋ/ *a.* doing less well than was expected, esp. in school
work 未能充分发挥学习潜力的; 学习成绩不良的
- athlete** /'æθli:t/ *n.* a person who is good at or who often does sports
运动员
- recall** /rɪ'kɔ:(:)/ *vt.* bring back to the mind; remember 回想(起); 记得
- memorise, -rize** /'meməraɪz/ *vt.* learn and remember 记住; 熟记
- missing** /'mɪsɪŋ/ *a.* 缺失的, 找不到的; 失踪的, 下落不明的
- notebook** /'nəʊtbʊk/ *n.* small book for writing notes in 笔记本; 记事本
- folder** /'fəʊldə/ *n.* 文件夹
- assignment** /ə'saɪnmənt/ *n.* a duty or piece of work that is given to someone
(指定的)作业;(分派的)任务
- drawer** /dra:/ *n.* 抽屉
- essential** /ɪ'senʃəl/ *n.* (usu. pl.) sth. that is necessary or very important
[常用复数] 必需品
a. (to, for) necessary; central 绝对必要的; 非常重要的
- essay** /'eseɪ/ *n.* a short piece of writing giving sb.'s ideas about politics,
society, etc. 论说文; 散文
- draft** /dra:ft/ *n.* the first rough written form of anything or a rough plan