

21世纪大学英语基础教程教 师参考书(修订版)

复旦大学 ● 上海交通大学



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21世纪

大学英语

TWENTY-FIRST CENTURY COLLEGE ENGLISH

基础教程教师参考书 修订版

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修订版前言

《21 世纪大学英语基础教程》是《21 世纪大学英语》教材的组成部分。

由复旦大学和上海交通大学合编的《21 世纪大学英语》1-4 册起点词汇量为 2 164 个。在实际使用过程中,有些普通院校的学生,甚至部分重点大学的学生往往因为第一册起点太高而只能忍痛割爱,放弃使用本教材。鉴于此,我们根据《大学英语教学大纲通用词汇表》所确定的约 1 600 个英语单词为起点,并根据大学英语教学要求,编写了《21 世纪大学英语基础教程》,供大学新生使用一学期。

本基础教程包括《基础教程学生用书》、《视听说基础教程》或《听说基础教程》、《基础教程练习册》和《基础教程教师参考书》各一册。

《基础教程学生用书》每册八个单元,每个单元由同一题材的三篇文章组成。课文 A 用于精读,配有阅读理解、词汇、结构、翻译等多种练习;课文 B 与 C 用于泛读,配有阅读理解、词汇等练习。

《视听说基础教程》在题材方面与《基础教程学生用书》一致,内容包括四个部分: 1. 交际能力; 2. 围绕主题展开的听说训练; 3. 听力技巧; 4. 泛听。

《基础教程练习册》包括三个部分。第一部分是《基础教程学生用书》课文 A 篇的词汇、结构补充练习;第二部分为《基础教程学生用书》课文 B 篇的词汇、结构补充练习;第三部分是与《基础教程学生用书》各单元相关的三十篇阅读材料及阅读理解题。练习册的所有答案均附在书后。

《基础教程教师参考书》为教师提供与《基础教程学生用书》有关的背景知识,包括难句解释、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,《基础教程学生用书》配有录音磁带和多媒体课件,《视听说基础教程》则配有多媒体光盘和影视光盘。

《基础教程学生用书》、《视听说基础教程》和《基础教程练习册》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,以培养学生使用英语的综合能力。

《21 世纪大学英语基础教程》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 90 年代出版的英美报刊书籍。为适合教学目的,我们对部分篇章进行了删改。

本书使用至今已经整整五年,为了使本教材更符合新的教学要求,我们侧重在以下五个方面作了修订:

一、全部课文基本按照 Flesch-Kincaid 难度级数重新排序,每个单元增加了听力理解和课文 C 及相关练习。

二、每个单元增加了有关学习技能的内容,以使学生在学习英语语言同时,掌握部分行之有效的学习技能。

三、部分课文 B 增加了词汇练习,从而使现有课文 B 都配有常用生词及词组练习。

四、各单元视情况增加了谚语、名言或短诗。

五、将原书十单元缩减为八单元,并替换了若干单元的全部或部分内容。

《21 世纪大学英语基础教程》由余建中教授主持编写,翟象俊教授审阅了全稿。美籍专家 Rebecca Handler-Spitz, Kelly Jennings, Matt Spurgeon 参加了部分内容的编写,并对全书提出了修改意见。复旦大学出版社相关编辑自始至终参与了我们的编写工作。对他们的辛勤工作,我们表示衷心的感谢。

编 者

2005 年 6 月

基础教程教师参考书使用说明

本书是《21 世纪大学英语基础教程》的教师用书，供教师参考使用，内容包括基础教程第一至第八单元的教案、练习答案、课文翻译等。

基础教程各单元的教案分为课文 A 和课文 B 两部分编写。

课文 A 的教案由以下五部分组成：

1. 预备活动 (Warm-up Activity), 主要是小组讨论, 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、英美国家文化、社会生活和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 的教案包括背景材料 (Text-related Information) 和语言难点 (Difficult Sentences and Phrases) 两部分。背景材料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。语言难点则是对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删选使用上述内容。

教案后附有基础教程练习的答案和基础教程课文 A、B、C 的参考译文。

基础教程教案、练习答案和课文参考译文由季佩英、张颖、范烨、尤志文和余建中编写。

在本书编写过程中, 承复旦大学美籍专家 Matt Spurgeon 协助审阅, 特此致谢。

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2000 年 6 月

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I. Teaching Plans

UNIT 1

Text A Campus Guidebook

Warm-up Activity

Procedures:

1. Ask the students what they have brought from home now that they have to begin their life at college on their own;
2. ask the students why they believe what they have brought from home are necessary for their life on campus;
3. let the students make a list of other possible problems that they may have during their study at college and encourage them to suggest solutions to those problems.

Text-related Information

1. Aaron Karo

Aaron Karo is an American writer on college and life after college. His ruminations are amusing and provide insight on life.

2. Compulsory Education in the United States

In the United States, all students must attend mandatory schooling starting with kindergarten and following through 12th grade (first grade is not the same as kindergarten). In practice, parents may send their children to either a public or private institution, though almost all students enter the public schools because they are “free” (tax burdens by school districts vary from area to area). Most children enter kindergarten at the age of 5 or 6, depending upon eligibility requirements in their district, and leave compulsory education at the age of 18 when their senior year (Grade 12) of high school ends.

Elementary school (Kindergarten through Grade 5/6)

In most districts, kindergarten through Grade 6 provides a common daily routine for all students except the most disadvantaged and sometimes gifted students. Students do not choose a course structure and remain in a single classroom throughout the school day, with the exceptions of physical education (more commonly known as P.E.) and music or art classes. Sometimes sixth grade is made part of middle school, a practice which is becoming more and more common.

Education is most thoroughly unstandardized at this level, and teachers receive a book to give to the students for each subject and only a brief overview of what they are expected to teach. In general, a student learns through extremely rudimentary algebra in mathematics, grammar and spelling in English (or language), and a year of state, U.S., and world history. Science varies widely from district to district and is one of the most

undertaught subjects; most elementary teachers have a degree in English or education.

Middle school (Grades 6/7 through 8)

“Middle school”, “junior high school”, and “intermediate school” are all interchangeable names for schools that begin in 6th or 7th grade and end in 8th, though they may sometimes include 9th grade as well. The term “junior high school” and the arrangement beginning with 7th grade is becoming less common.

At this time, students begin to enroll in class schedules where they take classes from several teachers in a given day, unlike in elementary school where all classes are with the same teacher. The classes are usually a strict set of a science, math, English, social science courses, interspersed with a reading and/or technology class. Every year from kindergarten through ninth grade usually also includes a mandatory physical education or P.E. class. Student-chosen courses, known as electives, are generally only one or two classes.

High school (Grades 9 through 12)

High school runs from grades 9 through 12. Some school districts deviate from this formula. The most widely seen difference is to include 9th grade in middle school, though it is a relatively old practice which is disappearing. In high school, students obtain much more control of their education, often choosing even their core classes.

3. Tests in the USA

High school students wishing to continue their education after graduation generally take standardized tests, since most American colleges and universities require test results in applications for admission. The most common of these tests include the Preliminary Scholastic Aptitude Test (PSAT), taken in preparation for the SAT and used to select National Merit Scholarship winners; the SAT; and the American College Test (ACT), an aptitude test taken in addition to or in place of the SAT. The GRE tests prospective graduate students for general aptitude and knowledge of a specific subject.

4. Colleges and Universities

Colleges and Universities are institutions of higher education that offer programs beyond the high school level. Colleges and universities provide necessary training for individuals wishing to enter professional careers. They also strive to develop students' creativity, insight, and analytical skills. By acquainting students with complex ideas in an intellectually stimulating environment, colleges and universities can provide unique opportunities for personal enrichment while also preparing students for future careers.

Such diverse professions as engineering, teaching, law, medicine, and information science all require a college education. Most require training in graduate or professional school as well. Increasingly, even less specialized jobs require some postsecondary education. The development of new technologies and the globalization of the world economy have created high demand for workers with computer, communications, and other occupational skills that can be acquired at colleges or universities. For example, computers and other new technologies have eliminated many low-skilled jobs in a variety of fields, but these same technologies have created widespread job opportunities for those who have the proper training. In addition, employers increasingly seek out college graduates who have gained the critical thinking and problem-solving skills necessary to adapt to changing economic conditions.

Students who live away from home during their college or university years typically experience a major turning point in their lives that has little to do with academics or professional training. For example, college offers many recent high school graduates their first opportunity to live on their own. Most first-year students

welcome this increased independence, although many also find that living away from home, family, and friends can introduce unexpected challenges. Campus residence halls provide common settings for students to form new bonds with peers who share similar experiences. Other students form social networks by joining student organizations or by participating in extracurricular activities.

5. GPA

the average score that a student earns based on all their grades. Usually an A is 4 points, a B is 3, a C is 2, and a D is 1, and an F is 0.

Language Points

1. earned good enough test scores — got test scores that were good enough

earn: gain; receive money in return for work done

Examples:

He hopes to earn a place in the Olympic team.

No more than one in twenty earned a college degree in this country.

He earns nearly \$40,000 a year.

2. Sure it's exciting — It is certainly exciting

The adverb “sure” is used in spoken English at the beginning of a statement, admitting that something is true, especially before adding something very different

Example:

Sure John's happy now, but will it last?

3. A big fan (and I don't mean your dad) — The writer has made a pun (双关语) on the word “fan”. A “fan” can be something for moving air to make it cooler, or an enthusiastic admirer of a singer, a basketball player, or other famous people. “A big fan” could refer to a youngster's father, who is interested in a particular sport or performing art very much, or who admires a famous person

4. translation — rewording to make something more understandable

Examples:

The following is the way that I understand what my little brother really means when he talks to me.

My little brother: I am hungry.

Translation: I want to eat that chocolate cake mom has just bought.

My little brother: I have just finished my homework and feel so tired now.

Translation: **I don't want to do anything this evening except play computer games.**

5. missed messages — messages that have failed to reach its intended receiver

miss: fail to do or get; feel sad because someone you love is not with you

Examples:

Could you lend me your notes? I missed my lesson last week.

You may miss the train unless you go at once.

Jane knew that she had missed her chance of victory.

She missed her family badly.

Will you miss me when I am away from this city in the next two months?

6. No. 1 thing — the most important thing

No. 1: the most important or best

Examples:

Getting ready for the test next week is our number one task now.

The economy is the No. 1 issue at present.

Our university has the number one basketball team in the country.

7. branch out — start to stay with new people or do sth new

Examples:

Since I finished high school, I have branched out and made many new friends college.

Don't be afraid to branch out and try something new.

8. hang out — spend a lot of time (with someone or in a place)

Examples:

I don't really know who she hangs out with.

He's not really homeless, he just hangs out in this park.

9. Work out a way — plan or find a good way

work out: think carefully about how one is going to do something and plan a good way of doing it

Examples:

Leaders from about a dozen countries will meet next month to work out a peace plan for the region.

We need to work out our schedule as soon as possible.

10. Unless you want to start WW III — Unless you want to start a fight or cause a lot of trouble

WW III is use metaphorically, meaning a big fight or a lot of trouble

11. end up — reach a specified final state or situation, especially when one did not plan it

Examples:

She went out in the rain and ended up with a cold.

She'll end up penniless if she carries on spending like that.

After working as a news reporter and writer for many years, she ended up teaching English as a foreign language.

12. feel so left out — feel that one is not accepted or welcome in a situation

leave out: not include, neglect, overlook

Examples:

I went through a list of people to be thanked, and hoped I hadn't left anyone out.

It is not fair to leave Tom out of the team.

It seems that we need to invite an entire class of children so no one will feel left out.

13. work their class schedules — arrange their class schedules

work: arrange or make use of

Examples:

We'll do whatever we can to work the schedule so that one of us could always be home.

Mary worked it so that her weekends are relatively free.

14. after all — in spite of everything to the contrary

Examples:

I do like her - after all, she is my sister.

He should have paid. He asked Mary to do the job for him, after all.

Prisoners should be treated with respect - they are human beings after all.

15. sign up for — put one's name on a list for a course of study, etc.

Examples:

I'm thinking of signing up for a Chinese course.

Gary can't find a job, so he's signed up for job training.

Grammar Focus

1. not only survive, but also thrive

not only...but also is used to emphasize the addition of sb/sth

Example:

Shakespeare was not only a writer but also an actor.

These animals not only use tools, but also make them.

2. the first time — when sth happens or is done for the first time, often used as an conjunction

Examples:

The first time I flew on a plane I was really nervous.

I felt very happy the first time he held my hand in his.

3. hear people talking about — The verb hear can be used in the following ways:

1. vi. e.g. I can't hear very well.

2. vt. e.g.. She heard footsteps behind her.

I couldn't hear anything.

3. vt. + object + v-ing He could hear a dog barking.

4. vt. + object + inf. Did you hear him go out?

I heard a car drive off.

4. What follows is the way ... — In English, the conjunction what is sometimes used at the beginning of a statement to emphasize what you are going to say

Examples:

What that kid needs is some love and affection.

What we'll do is leave a note for Mom to tell her we won't be back till late.

What matters is the people of our country and their welfare.

5. When it comes to when dealing with or talking about (sth)

Examples:

He's a bit of an expert when it comes to computers.

When it came to the topic of politics, he became very excited and talked for a long time.

Additional Activities

Ask Ss to retell the following story after they hear it twice. Write down the following new words on the blackboard before the story begins.

flat tire (漏气的轮胎)

shrug (耸肩)

cram (临时抱佛脚地应考)

content (内容)

Two college seniors had a week of exams coming up. They decided to party instead. Their biggest exam was on Wednesday and they showed up telling the professor that their car had broken down the night before due to a very flat tire (漏气的轮胎) and they needed a bit more time to study.

The professor told them that they could have another day to study. That evening, both of the boys crammed (临时抱佛脚地应考) all night until they were sure that they knew just about everything.

Arriving to class the next morning, each boy was told to go to two separate classrooms to take the exam. Each boy just shrugged (耸肩) and went to two different parts of the building. As each sat down, they read the directions:

“For 5 points, explain the contents (内容) of an atom. For 95 points, tell me WHICH tire it was!”

Text B This Is Not Your High School English Class

Text-related Information

1. Mark Moring

The writer worked as editor of Christianity Online magazine and senior editor of Campus Life magazine when the text was written.

2. College life

College life gives students a welcome measure of independence. But students should realize that new responsibilities go with this independence. They must balance hard work with recreation, allow enough time and energy for social activities, and learn to use to the best advantage the opportunities their school offers.

College freshmen find they have much more time to do as they choose than they had in high school. Classes generally take up only about 15 hours each week, although there may be additional hours of laboratory work. The rest of the time between classes is free for study or recreation.

Most classes are lecture or discussion groups. In larger institutions, lectures may be given to hundreds of students at a time, sometimes with the help of closed-circuit television. Discussion groups, or seminars, are much smaller. Students often work on individual projects outside of class and report on them to the group.

Difficult Sentences and Phrases

- 1. jarring you from much-needed sleep** — wake you up in a very unpleasant way from your sleep that you need so much
- 2. You've got to get yourself moving for that early 8:00 class.** — You must go to class that starts at 8:00 in the morning.

3. **get out of the mindset** — take action so that you no longer have the old attitude or the way of thinking
4. **If you can concentrate under these circumstances, great.** — It would be very good if you can focus on what you do under these circumstances.
5. **you'll want to look for a quiet place.** — You should look for a quiet place. The expression “want to” is used to say that something is sensible (明智的) or that someone should do it, especially when giving advice.

Examples:

Now that you have bought a new computer, you might want to install anti-virus software.

Don't you see you want to see a doctor about your cold today?

6. **avoid last-minute-cramming** — avoid studying hard for a short period of time just before the test
7. **Don't put off term papers till the last couple of days.** — Don't delay writing your term papers and try to do the job in the last couple of days.
8. **The things you got away with in high school aren't going to work in college.** — You succeeded in doing sth. even though it was not the best when you were in high school. However, you will not succeed in doing the same in college.
9. **gonna spoken and informal going to** — sleep through sleep while something is happening and not be woken by it
10. **putting in some 20-30 hours a week doing it** — spend about 20 to 30 hours a week studying alone
11. **vice versa** — This expression of Latin origin is used as an adverb, meaning the opposite of a situation you have just described is also true

Example:

The boys may refuse to play with the girls, and vice versa.

UNIT 2

Text A Becoming a Better Person

Warm-up Activities

Procedures:

1. Arrange Ss in 4-6 groups; and
2. ask Ss to describe to the group an experience of helping others and sum up what they have learnt from the experience.

Text-related Information

1. Laura Hennessey

Laura Hennessey is a senior majoring in African/African American studies and a Collegian columnist.

2. soup kitchen

A soup kitchen is a place serving poor or unemployed people or victims of such disasters as floods, fire, etc. There, food is served free or at a very low charge.

Language Points

- 1. get one's lesson** — learn a useful piece of information from experience

Examples:

In my part-time job, I get my lesson that can't be learnt from textbooks.

What is the most important is that you have got your lesson from the accident.

- 2. around** — somewhere near; in the area

Examples:

She has promised to support my plan. But when I ask her for help, she is never around.

He is very lazy and always leaves his clothes lying around.

- 3. settle in** — get used to a new surrounding

Examples:

It takes time for David to settle in at his new job.

We moved to a new house last week. Once we've settled in, you must come round for dinner.

- 4. feel like** — 1) feel oneself is like...

Example:

I felt like a hero when I learnt that with my help the boy had made much progress in his English studies.

He felt like a saint when he donated large sums of money to the orphanage.

2) want

Examples:

I feel like having a nice cool glass of orange juice.

I don't feel like doing anything very energetic this morning.

3) give the stated sensation

Examples:

The shop assistant told me that the skirt was made of silk, but it didn't feel like silk.

Velour (丝绒) is a shining fabric that feels like velvet (天鹅绒).

5. stand out — be noticed easily on account of fame, difference, etc.

Examples:

My last meeting with him before he died still stands out in my memory.

The gold lettering really stands out against the orange background.

6. ..., but it was also much more difficult. — ..., but it also caused much more anxiety.

difficult — causing anxiety

Examples:

Everyone, at some point, will experience a difficult time Ñ a time when one has few options.

This small company has been going through a difficult time owing to heated price competition.

7. come up with — get sth.; think out (a plan, reply, etc.)

Examples:

She finally came up with a solution to her financial troubles.

I have to come up with at least 5,000 yuan to fund my trip to Hongkong.

8. get him to join in the fun — persuade him to take part in the game

get — cause to do or be

Examples:

It's his father who got him to take this one-year history course.

Her mother got her to buy some tomatoes and potatoes for the soup.

join in — become involved in an activity with other people

Examples:

She is very shy and very often she only watches the other kids playing and seldom joins in.

Any student wanting to join in the football club should register first.

9. take part in — have a share in some activity

Examples:

You should take part in various social activities rather than limit yourself to book knowledge.

I shall not be able to take part in the voluntary labour tomorrow.

10. fill in — tell sb. about the things that have happened while he/she has not been there

Examples:

Could you fill me in on that incident? I should know what has happened.

I hurried home to fill my mom in on the spoken English contest.

11. hand in hand — 1) holding each other's hand

Examples:

I saw Lily and Philip walking hand in hand in the square yesterday.

When I was a schoolboy I often went to school hand in hand with George.

2) happening together

Examples:

Dirt often goes hand in hand with disease.

War and suffering go hand in hand.

12. no longer — not any more

Examples:

The man you're looking for no longer works in this factory.

He used to be a chain smoker, but now he no longer smokes as much as before.

13. let alone — used for showing that the thing mentioned next is even more unlikely than the one mentioned before

Examples:

I've not even begun the writing, let alone finished it.

There isn't enough room for us, let alone a dog and two cats.

14. make a difference — improve the situation

Examples:

I don't think his instructions will make a difference to the situation, for no one will listen to him.

When you are carrying out a great project, efficient assistants make a big difference.

15. give up — stop doing sth. or abandon sth.

Examples:

It is against her wishes to give up work after she gets married.

With the final examinations approaching, the children had to give up playing video games.

Grammar Focus

Drill

Procedures:

1. Explain the form and function of the cleft sentence: *It + an appropriate form of "be" + the emphasized elements + that-/who- clause*. For instance:

It was my parents who brought me through the most difficult time in my life.;

2. ask Ss to work in pairs: one describes an important incident in his/her life in one sentence and the other restates it by using the construction of the cleft sentence.

For example:

Student A: *I began to learn English when I was 10 years old.*

Student B: *It was when you were 10 years old that you began to learn English.*

Pair Work

Procedures: