



普通高等教育“十一五”国家级规划教材

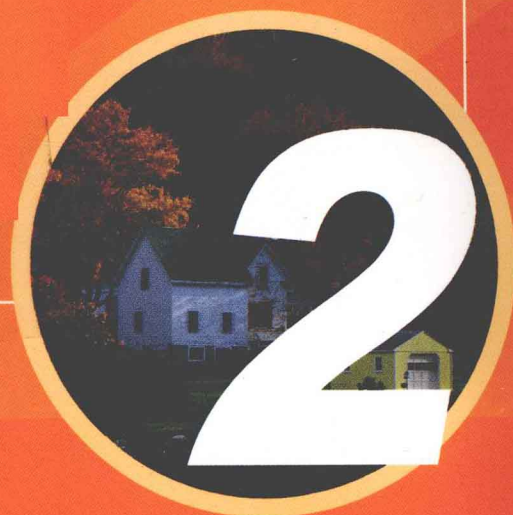
21 世纪大学新英语系列

# 21世纪大学新英语

## 读写译教程

邹申总主编

陈永捷本册主编







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# 总序

2007年出版的《大学英语课程教学要求》(以下简称《课程要求》)是指导我国大学英语教学的一个纲领性文件。《课程要求》对大学英语教学的定位是:“大学英语是以外语教学理论为指导,以英语语言知识与应用技能、跨文化交际和学习策略为主要内容,并集多种教学模式和教学手段为一体的教学体系”。大学英语的教学目标是“培养学生的英语综合应用能力,……同时增强其自主学习能力,提高综合文化素养,以适应我国社会发展和国际交流的需要”。

鉴于我国幅员辽阔,地区与地区之间、高校与高校之间客观上存在较大差异,《课程要求》提出了“分类指导、因材施教”的原则。其具体体现为大学英语教学分为三个层次:一般要求、较高要求和更高要求。其中的一般要求为高等学校非英语专业本科毕业生应达到的基本要求;较高要求或更高要求适用于对办学定位、类型和人才培养目标定位较高的学校。

《课程要求》提出构建大学英语课程体系。该课程体系既包括必修课程和选修课程,也涵盖不同课程类别:综合英语类、语言技能类、英语应用类、语言文化类和专业英语类。

《课程要求》提出一种综合教学模式,即采用基于计算机和课堂的英语教学模式;在充分利用现代信息技术的同时,继承和发扬传统课堂教学的优势。

《21世纪大学新英语》系列教材力求体现《课程要求》的原则和精神,在编写宗旨、单元设计、材料选择、课堂活动和课堂练习的设计上力图忠实地诠释《课程要求》的各项指标。本系列教材为综合英语类的必修课程教材。

## 一、编写总则

本系列教材以《大学英语课程教学要求》为准则,以先进的外语教学理论为指导。教材的总体设计体现“以人为本”的人文主义教育观,注重培养学生的人文素质。教材编写坚持做到“四个结合”:语言知识与语言技能相结合、单项技能与综合应用能力相结合、语言教学与文化传授相结合、课堂教学与自主学习相结合。教材编写注重对学生的“多维度”“一体化”培养:即语言能力、学习策略、文化素养的同步培养。在教学模式上本系列教材着重构建多层次、立体化教学模式。

## 二、选材要求

在编写过程中我们力图使内容具有时代性、趣味性、可思性和人文性;既要反映时代潮流,又要具有思想深度和弘扬积极的人生态度。语言难度适中,同时具有可教性。体裁和题材要体现多样性。



### 三、练习特点

我们在设计教材练习形式时既考虑到大学英语班级规模，也兼顾不同层次院校的学习需求。在形式上练习做到多样化、有新意；难度呈坡度状；提倡课堂互动；鼓励学生“learn to do”和“do to learn”。

### 四、教学目标

教学目标设计体现教学的层次性，目标进度呈阶梯状：一般要求、较高要求和更高要求。教学起始目标为一般要求，最终目标是更高要求。其中第一、第二册的教学目标为一般要求；即达到大学英语四级要求；第三、第四册的教学目标为较高要求，即达到大学英语六级要求。第五册可作为分级学习时的选修课教材。

### 五、单元框架：

本系列教材的单元包括以下部分：

#### 第一部分：Lead-in

该部分旨在激发学生的学习兴趣，拓展相关知识和培养阅读技巧。

1. 通过问卷、图片讨论等活动形式激活学生已有背景知识，培养学生阅读技巧（如何根据题目预测主题内容等）；
2. 通过与单元主题相关的听力活动，增加语言输入或拓展知识面。

#### 第二部分：Reading Focus

该部分主要培养学生的阅读技巧及语言应用能力。教学载体为两篇课文：Text A 和 Text B。

##### Text A

要求学生阅读课文后对其有较为全面并有一定深度的理解。课文教学主要围绕阅读策略，阅读技能的培养，同时挖掘单词字面意义和深层意义。课文教学采用分步法：First Reading 和 Second Reading。First Reading 的阅读问题出现在课文左边的对应位置。这部分的问题侧重培养学生阅读策略及技巧，以细节题为主。

Second Reading 侧重检查不同层次的阅读理解，采用多种形式，如正误判断题、选择题、填空题、简答题等形式。

##### Text B

Text B 是 Text A 的补充和拓展，旨在强化学生阅读策略及技巧。Text B 的体裁更多样化，有广告、表格等，以体现语言实用性。练习侧重阅读技巧训练、词汇及翻译能力的拓展。



### 第三部分: Intergrated Exercises

本部分为单元练习, 侧重培养学生的英语综合应用能力和自主学习能力。

#### TASK 1: Reading Aloud

目的: 培养学生正确的语音、语调。材料来自 Text A。

第一册: 着重单词、短语和单句跟读

第二、三、四册: 着重段落跟读

第五册: 着重演讲技巧训练

#### TASK 2: Text Organization

目的: a) 培养学生的阅读/鉴赏能力: 即能对多篇文章进行分析、归纳等;

b) 培养学生对体裁类别的意识及分析能力;

c) 培养学生对文章整体结构的把握能力。

#### TASK 3: Vocabulary Study

目的: 提高词汇运用能力。练习着重操练课文中出现的词汇; 同时练习形式力图多样化。

采用循环往复法操练词汇。

#### TASK 4: Structure

目的: 提高学生的英语句式意识及句子组合能力。

#### TASK 5: Translation

目的: 提高句子翻译能力

第一、二册: 中译英和英译中均为半句翻译

第三、四册: 中译英和英译中均为全句翻译

第五册: 中译英和英译中均为短文翻译

该部分还包括课文译文句子点评; 点评内容选自Text A或Text B。

#### TASK 6: Presentation

目的: 培养学生口语表达能力及跨文化交际能力。

#### TASK 7. Writing Focus

目的: 采用循序渐进的方式培养学生的一般英语写作能力和学术英语写作能力。

第一册: 句子写作

第二册: 段落写作

第三册: 应用文写作(包括便条、卡片、信函、简历、广告等)

第四册: 各类体裁短文写作(记叙文、说明文、论说文)

第五册: 论文撰写技巧

第四部分：

TASK 8. Intranet Assignments

目的：借助网络教学模式，扩大学生阅读量，提高学生阅读能力以及自主学习能力。  
该部分的阅读材料体裁多样，题材新颖。

本系列教材包括学生用书（附学习者光盘），教师用书（附电子教案）和练习册。电子教案还包含课堂教学建议，为教师提供教学基本构想，同时在教学设计中兼顾不同水平的学生。每单元包括 Text A 和 Text B 的课文译文。

本系列教程的编者分别来自复旦大学、上海交通大学、上海外国语大学和南京解放军国际关系学院。他们具备深厚的语言学、二语习得及外语教学理论功底，同时长期在大学英语教学一线工作，有着丰富的教学经验。历经几度寒暑，集全体编者智慧和心血的《21世纪大学新英语读写译》系列教程即将问世。愿本系列教程能以其时代性、趣味性和实用性，为推动我国大学英语教改助一臂之力。

邹 申

2010.3.20

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# Unit 1 Love Works Miracles

## Proverbs and Quotations

**Where there is great love there are always miracles.**

[Am.] Willa Cather

哪里有真爱，哪里就有奇迹。

[美]威拉·凯瑟

**Love has nothing to do with what you are expecting to get — only with what you are expecting to give — which is everything.**

[Am.] Katherine Hepburn

爱和你希望得到什么没有任何关系，爱只和你希望给予什么有关，这就是爱的全部。

[美]凯瑟林·赫本

**Love has always been the most important business in my life; I should say the only one.**

[Fr.] Stendhal

爱始终是我生命中最重要的事，应该说是唯一的事。

[法]司汤达

## Lead-in

**A. Look at the picture and discuss with your partner the following questions.**

1. What will you do if you find someone in need of help? Why?
2. Describe and comment on the picture.



**B. Listening Practice****Pre-listening Task**

Before listening to the passage, take a quick look at the words and expressions in the box below.

personal belongings	个人物品	give away	赠送
nurture	给...营养物, 滋养	compassion	同情

**Post-listening Task**

Answer the following questions.

1. Why did the couple spend the morning going through their personal belongings?  
\_\_\_\_\_
2. What items did they put into the boxes?  
\_\_\_\_\_
3. Why do they never go back and see what happens?  
\_\_\_\_\_

Listen to the passage again and fill in the blanks in the following sentences with the words or expressions you hear.

1. Today my wife and I spent the morning going through our personal belongings. We were looking for items to give away for free, at a local park. Not just any items \_\_\_\_\_.
2. For some of the items we used and needed \_\_\_\_\_. We kept one half and added the other half to \_\_\_\_\_.
3. We made up boxes with the things we believed would be useful and \_\_\_\_\_. We added a list of \_\_\_\_\_ of local helping agencies.
4. Do not hold your head down for \_\_\_\_\_. Someday please do the same when you can. How you do it, where and when, \_\_\_\_\_.
5. Who knows where these gifts of compassion will go. We never go back and see what happens. It's unimportant. The right things \_\_\_\_\_.

## Reading Focus

### Text A

#### First Reading

Read the text and then answer the questions in the left margin.

### Let the Light Shine

Author Unknown

**1** He was driving home one evening, on a two-lane country road. Work, in this small Midwestern community, was almost as slow as his beat-up Pontiac,<sup>1</sup> but he never quit looking. Ever since the factory closed, he'd been unemployed, and with winter raging on, the chill had finally hit home<sup>2</sup>.

Why did the man stay on?

**2** It was a lonely road. Not many people had a reason to be on it, unless they were leaving. Most of his friends had already left. They had families to feed and dreams to fulfill, but he stayed on. After all, this was where he buried his mother and father. He was born here and knew the country.

**3** He could go down this road blind,<sup>3</sup> and tell you what was on either side, and with his headlights not working, that came in handy. It was starting to get dark and light snow flurries were coming down. He'd better get a move on.

**4** You know, he almost didn't see the old lady, stranded on the side of the road. But even in the dim light of day, he could see she needed help. So he pulled up in front of her Mercedes<sup>4</sup> and got out. His Pontiac was still sputtering when he approached her.

Why was the woman worried?

**5** Even with the smile on his face, she was worried. No one had stopped to help her for the last hour or so. Was he going to hurt her? He didn't look safe, he looked poor and hungry.

**6** He could see that she was frightened, standing out there in the cold. He knew how she felt. It was that chill that only fear can put in you. He said, "I'm here to help you ma'am. Why don't you wait in the car where it's warm? By the way, my name is Joe."

**7** Well, all she had was a flat tire, but for an old lady, that was bad enough. Joe crawled under the car looking for a place to put the jack, skinning his knuckles a time

or two. Soon he was able to change the tire, but he had to get dirty and his hands hurt. As he was tightening the nuts, she rolled down her window and began to talk to him. She told him that she was from St. Louis and was only passing through. She couldn't thank him enough for coming to her aid.<sup>5</sup>

**8** Joe just smiled as he closed her trunk. She asked him how much she owed him. Any amount would have been all right with her. She had already imagined all the awful things that could have happened had he not stopped.

What does the sentence “This was not a job to him” mean?

**9** Joe never thought twice about the money. This was not a job to him. This was helping someone in need, and God knows there were plenty who had given him a hand in the past. He had lived his whole life that way, and it never occurred to him to act any other way. He told her that if she really wanted to pay him back, the next time she saw someone who needed help, she could give that person the assistance that they needed, and Joe added “... think of me”.

**10** He waited until she started her car and drove off. It had been a cold and depressing day, but he felt good as he headed home, disappearing into the twilight.

What can we learn about the café from the sentence “...it didn't ring much”?

**11** A few miles down the road the lady saw a café. She went in to grab a bite to eat, and take the chill off before she made the last leg of her trip home. It was a dingy looking restaurant. Outside were two old gas pumps. The whole scene was unfamiliar to her. The cash register was like the telephone of an out of work actor — it didn't ring much.<sup>6</sup>

What quality of the waitress that reminded the old lady of Joe?

**12** Her waitress came over and brought a clean towel to wipe her wet hair. She had a sweet smile, one that even being on her feet for the whole day couldn't erase. The lady noticed that the waitress was nearly eight months pregnant, but she never let the strain and aches change her attitude. The old lady wondered how someone who had so little could be so giving to a stranger. Then she remembered Joe.

What did the lady ask the waitress to do?

**13** After the lady had finished her meal, and the waitress went to get her change from a hundred dollar bill, the lady slipped right out the door. She was gone by the time the waitress came back. She wondered where the lady could be, then she noticed something written on a napkin. There were tears in her eyes, when she read what the lady wrote. It said, “You don't owe me a thing, I've been there too. Someone once helped me out, the way I'm helping you. If you really want to pay me back, here's what you do ... Don't let the chain of love end with you.”



**14** Well, there were tables to clear, sugar bowls to fill, and people to serve, but the waitress made it through another day. That night when she got home from work and climbed into bed, she was thinking about the money and what the lady had written. How could she have known how much she and her husband needed it? With the baby due next month, it was going to be hard.

**15** She knew how worried her husband was, and as he lay sleeping next to her, she gave him a soft kiss and whispered soft and low, "Everything's gonna be all right.<sup>7</sup> I love you, Joe."

## New Words and Expressions

(标注\*的为四级词汇; 标注▲的为六级词汇, 其余为超纲词汇。)

*community /kə'mju:nəti/ <i>n.</i>	a group of people living together or united by shared interests, religion, etc. 社区、社会、团体
*quit /kwɪt/ <i>v.</i>	to stop doing something and leave a job or a place 停止 (做某事), 辞职
*rage /reɪdʒ/ <i>v.</i>	(on) to continue with great violence or strong emotions 肆虐, 猖獗, 激烈持续
▲chill /tʃɪl/ <i>n.</i>	a feeling of cold 寒冷
hit home	to cause you to fully realize how unpleasant or difficult something is 打中目标, 击中要害
flurry /'flʌrɪ/ <i>n.</i>	a sudden sharp rush of wind or rain or light fall of snow 阵风, 阵雨, 小雪
stranded /'strændɪd/ <i>a.</i>	in a very unfavorable position or situation, esp. alone (尤指孤独无援时) 处于困境的, 一筹莫展的
*dim /dɪm/ <i>a.</i>	not giving or having much light 微弱的, 模糊的
pull up	to stop a vehicle that you are driving 停止
sputter /'spʌtə(r)/ <i>v.</i>	to make repeated soft explosive sounds 发出连续的轻微爆裂声
*approach /ə'prəʊtʃ/ <i>v.</i>	to come near or nearer (to) in space, time, quality, or quantity 向...靠近
*crawl /krɔ:l/ <i>v.</i>	to move slowly with the body close to the ground, or on the hands and knees 爬, 爬行
▲jack /dʒæk/ <i>n.</i>	a tool for lifting a heavy weight, such as a car, off the ground 千斤顶, 起重器, 传动装置
*skin /skɪn/ <i>v.</i>	to hurt by rubbing off some skin 擦破 (伤) ... 的皮
knuckle /'nʌkl/ <i>n.</i>	a finger joint 指关节
*nut /nʌt/ <i>n.</i>	螺帽, 螺母
▲awful /'ɔ:ful/ <i>a.</i>	very bad or terrible 糟糕的, 可怕的
assistance /ə'sɪstəns/ <i>n.</i>	help 帮助, 援助
depressing /dɪ'presɪŋ/ <i>a.</i>	causing sadness or discouragement 使忧伤的, 令人沮丧的
▲twilight /'twɪlaɪt/ <i>n.</i>	the time when day is about to become night; the faint darkish light in the sky