



普通高等教育“十一五”国家级规划教材

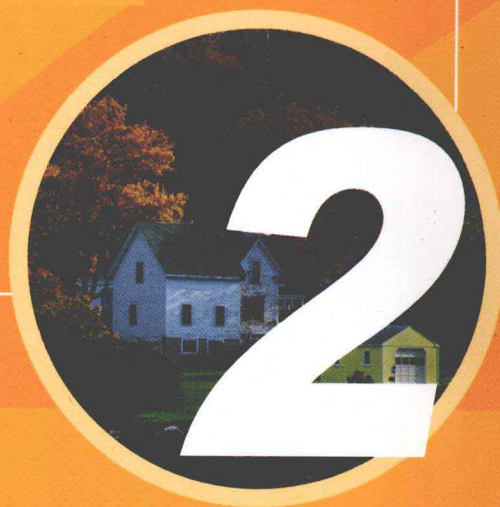
21 世纪大学新英语系列

21世纪大学新英语

读写译教程教学参考书

邹 申 总 主 编

陈永捷 本册主编



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邹申，上海外国语大学英语学院教授、博士、博士生导师。教育部高等学校外语专业教学指导委员会委员、英语专业教学分指导委员会副主任委员，享受国务院政府特殊津贴。近年来主要从事外语教学法及语言测试研究，曾主持1993、1996版及2004版高校英语专业四、六级考试大纲的修订工作。目前负责英语专业四、六级考试的相关研究及工作。已发表相关论文数十篇，主要有：《考试评估中的信息反馈》、《TEM8写作能力评估——要求、问题及对策》、《试论口语测试的真实性》；主编的教材有：《简明英语测试教程》、《语言测试》(研究生教材)、《英语写作》(本科生系列教材)，其中《简明英语测试教程》获2002年教育部全国普通高校优秀教材一等奖；《英语写作》系列教材获2009年上海市高等教育教学成果二等奖。

陈永捷，上海交通大学教授，博士生导师，教育部高等学校大学外语教学指导委员会委员。主编普通高等教育“十一五”国家级规划教材《实用英语综合教程》系列教材、《英语综合教程》系列教材、《21世纪大学英语视听说》(第四册)、《新视野大学英语》(读写第四级)，为《大学核心英语》(修订版)、《21世纪大学英语》、《新视野大学英语》主要编者之一。曾获得国家 and 上海市优秀教学成果奖、省部级优秀教材奖多项和宝钢教育奖等。

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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, 有着丰富的教学经历。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] 维拉·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

爱是我生命中最重要的事，应该说是唯一的事。

[法] 司汤达

Teaching Objectives

1. What would you do if you saw someone in need of help? Would you offer your assistance? We are sure you would. In this unit, you are going to read two stories, which illustrate that helping others is in fact helping ourselves and helping others also helps promote the chain of love. In Text A, you will read a story about a man who offered his help to an old lady, who in turn offered her help to a waitress. Text B is a story about a taxi driver and an old woman. In helping the old woman, the author, a taxi driver, realized people may not remember exactly what you did, or what you said, but they will always remember how you made them feel.
2. By learning this unit, students will be able to grasp the main idea and structure of the texts, master the key language points, new words, grammatical structures and translation skills. And students will also be able to improve their oral communication skills and reading competence through performing the relevant tasks.
3. Writing Focus in this unit introduces essential concepts in writing an effective paragraph: topic sentence and supporting sentence, point and evidence, and topic and controlling idea.

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

[Script]

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 but things people really needed. We came up with blankets, soaps, food, and clothing. Our aim was not to find things we no longer wanted, but things we use everyday that would be useful to others. For some of the items we used and needed we split the amounts in half. We kept one half and added the other half to the pile of things to give away.

We made up boxes with the things we believed would be useful and added some small toys. We added a list of local addresses and phone numbers of local helping agencies. Inside the boxes a simple letter was placed. It read...

"Please take these items and know that your life is important. Times are difficult but these days will

pass. We share what we have believing that it will matter. Use the food to nurture your body, use the blankets to stay warm. Be safe and know that the human spirit can overcome anything. Do not hold your head down for having a need to stay warm. Someday please do the same when you can. How you do it, where and when, your heart will tell you."

Who knows where these gifts of compassion will go. We never go back and see what happens. It's unimportant. The right things will find the right people and that is all that counts.

Post-listening Task

Answer the following questions.

1. Why did the couple spend the morning going through their personal belongings?
They were looking for items to give away for free, at a local park.
2. What items did they put into the boxes?
Blankets, soaps, food, and clothing — things that would be useful to others.
3. Why do they never go back and see what happens?
It's unimportant. The right things will find the right people and that is all that counts.

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 but things people really needed.
2. For some of the items we used and needed we split the amounts in half. We kept one half and added the other half to the pile of things to give away.
3. We made up boxes with the things we believed would be useful and added some small toys. We added a list of local addresses and phone numbers of local helping agencies.
4. Do not hold your head down for having a need to stay warm. Someday please do the same when you can. How you do it, where and when, your heart will tell you.
5. Who knows where these gifts of compassion will go. We never go back and see what happens. It's unimportant. The right things will find the right people and that is all that counts.

Reading Focus

Text A

First Reading

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

Let the Light Shine

Author Unknown

[Chinese] 让爱传递

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,¹ but he never quit looking. Ever since the factory closed, he'd been unemployed, and with winter raging on, the chill had finally hit home².

[Note 1] **Work, in this small Midwestern community, was almost as slow as his beat-up Pontiac ...**: Here, the fact that work was hard to find is compared with Joe's car that was old and in bad condition.

Pontiac: a brand of automobiles, produced by General Motors that have been sold in the United States, Canada and Mexico since 1926. Pontiac is marketed as General Motors' "athletic" brand and specializes in mainstream performance vehicles.

[Note 2] **... the chill had finally hit home: ...** The coldness in winter had made the situation much worse.

[Language Point] You say that something powerful or unpleasant "rages on" when it continues with great force or violence. Here, "with winter raging on" means "with winter becoming colder and colder". Note the structure "with + object + V-ing" in the sentence used as an adverbial. For example, *Now with spring coming I am thinking of getting a small hobby greenhouse*. A similar example is found in Paragraph 3: ... *and with his headlights not working* ...

[Chinese] 一天傍晚，他在双车道的乡村公路上驱车回家。工作在中西部这个小社区清淡得几乎就像他那辆破旧的庞蒂亚克车慢悠悠的，可是他从没放弃过寻找工作。工厂倒闭后，他就一直失业，偏又赶上严冬肆虐，寒气逼人。

Why did the man stay on?

Because that was his hometown which he felt

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.

close to and where he buried his parents.

[**Language Point**] When you say “you have a reason to do something”, you mean you think it is right to do something. The article *a* is sometimes omitted: *She has reason to feel guilty. We have reason to believe that the goods were stolen.*

[**Chinese**] 一路上人迹稀少。没有多少人会有理由在这条路上行驶，除非是他们离开这个地方。他的大部分朋友都已经离开这里了，他们要养家糊口，要实现梦想。而他留了下来，毕竟这里是他父母的安息之地，他就出生在这里，熟悉这里的一切。

3 He could go down this road blind,³ 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.

[**Note 3**] **He could go down this road blind ...:** This is to emphasize that Joe's familiar with the neighborhood.

[**Language Point**] If something *comes in handy*, it is useful in a particular situation. For example, *The \$20 check came in very handy.*

[**Chinese**] 他闭着眼都能沿这条路驶下去，还能说出路两旁的情况，甚至连车灯都不用开，虽然车灯派得上用场。天渐渐黑了下来，小雪纷纷落下，他最好还是赶快赶路。

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 Mercedes⁴ and got out. His Pontiac was still sputtering when he approached her.

[**Note 4**] **Mercedes:** a brand name of German automobile models

[**Language Point**] The phrase “stranded on the side of the road” is used to modify “the old lady”.

When a driver or vehicle *pulls up*, the vehicle slows down and stops. For example, *The cab pulled up and the driver jumped out.*

[**Chinese**] 你知道他差点就与困在路边的一位老妇人擦肩而过。尽管天色昏暗，他仍能看出这位老妇人需要帮助，便在她的奔驰车前停下，下了车。他走近她时，自己的庞蒂亚克车引擎还在噼啪噼啪地作响。

Why was the woman worried?

Because no one had stopped to help her for the last hour or so, and because she was

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.

[**Language Point**] You use *or so* when you are giving an approximate amount. For example, *We have to leave in five minutes or so. I stopped reading after thirty or so*