



普通高等教育“十一五”国家级规划教材



新21世纪

大学英语

2

总主编 翟象俊 张增健 余建中

教师  
参考书

New 21st Century  
College English

复旦大学出版社



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# New 21st Century College English

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**图书在版编目(CIP)数据**

新21世纪大学英语教师参考书.第2册/翟象俊,张增健,余建中总主编.  
—上海:复旦大学出版社,2010.11  
(新21世纪大学英语系列)  
ISBN 978-7-309-07177-1

I. 新… II. ①翟…②张…③余… 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(2010)第177498号

**新21世纪大学英语教师参考书(第2册)**

翟象俊 张增健 余建中 总主编  
出品人/贺圣遂 责任编辑/曹凯 陈彦婕

复旦大学出版社有限公司出版发行  
上海市国权路579号 邮编:200433  
网址:fupnet@fudanpress.com <http://www.fudanpress.com>  
门市零售:86-21-65642857 团体订购:86-21-65118853  
外埠邮购:86-21-65109143  
江苏省句容市排印厂

开本 787×960 1/16 印张 24.5 字数 451 千  
2010年11月第1版第1次印刷

ISBN 978-7-309-07177-1/H·1442  
定价:40.00元

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# 前言

2004年教育部制定的《大学英语课程教学要求》，明确提出“大学英语的教学目标是培养学生的英语综合应用能力，特别是听说能力，使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流。”这一要求无疑是为当今的大学英语教学树立了方向标：着力改变以语法、阅读为核心的英语教学传统，而朝着语言技能全面并举的方向倾斜。新大纲推动了英语教学的变革，而教学的实际需求，更催唤着新一代教材的诞生。《新21世纪大学英语》，正是在这一形势下审慎推出的一套力求体现大学英语编写新理念的系列教材。

上一世纪90年代后期我们在编写《21世纪大学英语》时，除了强调选材的内容清新、语言生动外，在练习编写和教学过程中更突出听、说、读、写、译诸方面语言技能的培养。与此同时，也开始利用现代化教育技术手段，如课件光盘及学习软件系统等，积极展开以学生为中心的课堂教学活动。现今推出的《新21世纪大学英语》系列教材，以功能意念贯穿始终，充分利用现代计算机技术、网络技术和多媒体教学手段，全面提高学生的英语视、听、说、读、写、译的实用技能，以“立体化”的方式体现教学活动的实用性以及语言的交际功能。

《新21世纪大学英语》是根据国家教育部颁发的《大学英语课程教学要求》并参照《大学英语四、六级考试大纲》精神而编写的系列教材，包括《综合教程》、《综合练习》、《教师参考书》（各四册）及相关配套网络平台。原《21世纪大学英语》教材，是采用主题教学法则（theme-based）加以编写的，即：单元内AB课文中形成同一主题，另外再在《综合练习》册内也配以一定数量的同类题材练习材料。《新21世纪大学英语》虽仍沿用这一教学法则，但是进一步把视、听、说、读、写、译各项能力互相交织且有机结合起来，这种针对性强的、符合外语教学规律的综合反复训练，既利于提高学生的综合应用能力，又完整实现了真正意

义上的主题教学法。

《新21世纪大学英语综合教程》第一册的起点词汇为1800词,可供各类高校新生使用。起点较高的学生可从第二册起步。《综合教程》每册8个单元,每单元包括四大板块,即:视频导入(Video Starter)、精读课文(Text A)、辅助阅读(Text B)和与主题相关的补充学习活动(Additional Theme-related Activities)。视频导入板块,由编者精心设计一段或一组围绕单元主题展开的热身练习,教师即藉此以“拉家常”的方式跟学生交流互动,引出学习主题并启发学生的思路,激发学生的学习热情。课文由同一题材的两篇文章及相关练习组成,其中A课文为精读材料,配有大声朗读(Reading Aloud)、课文理解(Understanding the Text)、语言学习(Learning the Language)三大项;B课文为泛读材料,配有阅读理解检测(Comprehension Check)和深度讨论(In-depth Discussion)等练习。与主题相关的补充学习活动,旨在进一步拓宽学生视野,如引入与主题相关的名人名言(Famous quotes to appreciate)、补充视听和口语练习(Viewing comprehension and oral practice)等内容。纵观整个单元的练习编写,《综合教程》在练习形式和设计上既继承了《21世纪大学英语读写教程》中的词汇、结构练习等准则精华,又有所创新与突破,如新增“含英咀华”(Appreciating gems of the language)和“译写练习”(Translational Writing)等强调语言学习的输出训练,进一步深化了学生的实际运用能力。

《综合练习》的设计在内容与主题上均与《综合教程》相关联,起到补充和增强的作用,同时,也为学生今后参加全国大学英语四、六级考试奠定坚实基础。

《综合练习》每册共8个单元。每单元均由五部分组成:第一部分为听力,第二部分为词汇和结构,第三部分为翻译,第四部分为阅读,第五部分为写作。《综合练习》的练习设计本着主题教学与实用的原则,可由学生自主学习,也可由教师在课堂上择用讲解。

《教师参考书》供使用《综合教程》教材的教师作教学参考。每册8个单元,每个单元都提出明确的教学目标,并根据《综合教程》的相关内容,分别采用对应的方式配以详细的问题与答案、中文译文、疑难注解。《教师参考书》还提供了大量例句、练习答案和视频材料的文字稿。值得一提的是,教参还配置了课堂讨论题的参考对答材料,供教师掌控使用。

总之,《新21世纪大学英语》系列教材博采众长,尽可能地吸纳了现行国内外多种同类教材的优点。同时,还以21世纪我国人才培养的特点和教学改革现有成果为依据,力图在有限的教学时间里,让使用本教材的学习者在英语能力方面

得到最大程度的提高。具体说来,本套教材具有以下几个特点:

1. 高标准选材,注重“跨文化”背景介绍。本教材对课文的选择力求实用、有趣、有品位;在练习例句和其他材料的选择上,则力求简洁、生动、有效。除了选材内容的趣味性、信息性和实用性,语言的规范性和文体的多样性,本教材还在重视英语语言基础知识和基本技能训练的同时,注意将文化内容与语言材料相融合,介绍西方文化背景。

2. 编排合理,循序渐进。本教材各单元的顺序参考弗莱什-金卡伊德分级法(Flesch-Kincaid Grade Level)并根据编者们反复讨论的结果而排定。因此,各单元的文字基本上由浅入深,同时也根据教学需要略有调整,例如第一册第一单元的主题安排,便是契合学生们入学之初状况的需求。

3. 注重培养听说能力。本教材根据《大学英语课程教学要求》中有关教学内容和课程体系改革的精神,与时俱进,加大了“听、说”训练的力度,将视听说题材与课文主题保持一致,把听、说、读、写的技能训练有机地结合起来,使学生的听、说训练贯穿于整个课程教学的始终。

4. 强调主题教学的整体性。本教材将听、说、读、写内容相结合,把听、说、读、写、译五种技能的训练和培养围绕着同一主题展开,形成一个有机的整体。

5. 拓展教学时空,实现教材的立体化。除上述教学用书外,本教材还包括配套的光盘、多媒体课件和网络课程等,以期充分利用多媒体和网络化现代教学手段,立体、互动地引导学生开发各种学习潜能。

《新21世纪大学英语》系列教材由复旦大学翟象俊、张增健、余建中三位教授总主编,并由众多资深专家和常年在教学第一线的优秀教师共同参加编写而成。希望使用本书的教师在使用过程中不断给我们提出宝贵意见和建议,以便于我们在日后的修订中把工作做得更好。

编者

2010年8月

# 使用说明

本书为《新21世纪大学英语教师参考书》第二册。全书共8个单元，供使用《新21世纪大学英语综合教程》第二册的教师作教学参考。

本书包含了学生用书中除New Words and Expressions以外的所有内容，还有各项练习答案、有声材料的文本及各种教学参考资料。本书的编写原则是：内容丰富，使用简单。

根据我国高等学校大学英语教学的实际情况，本书每一单元分下面几个部分：

首先是确立每个单元的教学目的(Objectives)，其核心是学生学习每个单元之后应该掌握的英语知识和技能。在教学过程中，教师必须有一个明确的教学目的，不能只考虑教学进度而忽视学生实际能力的培养。因此，教师在每一个教学环节，应该时刻对照本单元的教学目的来分配教学时间。

其次是把学生引入单元主题的声像开场白(Video Starter)。这个部分的文字内容都是为每个单元“量身定做”的。为了方便使用、并将效率最大化，我们不但提供脚本，还附带一些讲解和较为简单的练习。如果时间许可，教师还可以鼓励学生为影像配音，从而培养他们在公共场合的英语表达能力。

接下来是课堂讲解(Class Presentation)，也是本书的主体。每个单元中，Text A是重点，其中包括课文题目和作者的讲解。为了让本书尽可能达到用户友好(user-friendly)，课文的讲解是分段进行的。其中包括针对每节文字的课堂提问(Questions About This Paragraph)、汉语翻译(Chinese Version)及语言要点(Notes)。为了提高本书的实用性，我们对语言要点中的词或词组使用了英汉双语解释，为所有常用词和词组及语法要点提供了充足的例句。Text B部分除了没有课堂提问以外，其他部分与Text A相同。

本书每个单元的课文练习答案均按其在学生用书中出现的先后顺序穿插在相应页面。

最后,希望使用本书的教师在使用过程中不断给我们提出宝贵意见和建议,以便我们在以后的修订中可以做得更好。

编者

2010年8月

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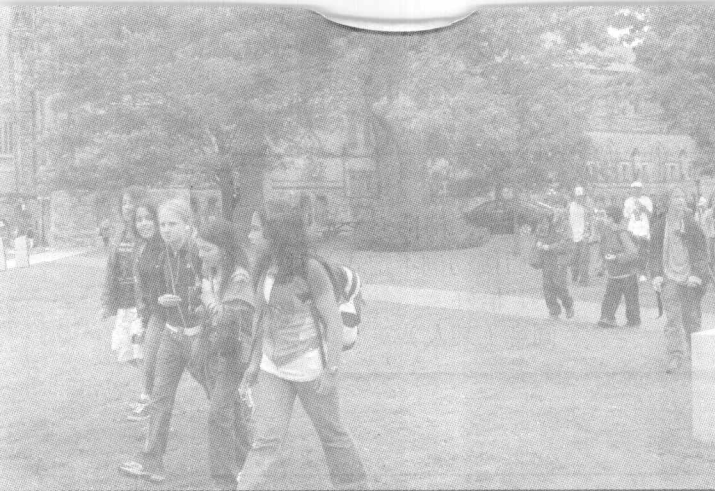
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# Unit 1

## Bonds of Friendship

### Objectives

From studying this unit, students are expected to

- 1) master certain useful sentence structures as well as the words and expressions that the exercises following Text A focus upon;
- 2) understand how to build words using the suffix *-er*;
- 3) talk and write about friendship and mutual help;
- 4) and gain familiarity with certain euphemisms employed in the Text.

### Part I Video Starter



To begin, we'll watch a video clip and try to grasp its message. Getting to know the words and expressions in the box below first may be helpful.

previous /'pri:vɪəs/ *a.*

explore /ɪk'splɔ:(r) / *vt.*

actualize /'æktʃuəlaɪz/ *vt.*

move on

chicken soup for the soul

mutual /'mju:tʃuəl/ *a.*

in other words

echoic /e'kəʊɪk/ *a.*

先前的，以前的

探索

实行，使成为现实

继续，前进

心灵鸡汤

相互的，彼此的

换句话说

回声的；像回声的

reflect /rɪ'flekt/ vt.

反射

mentally /'mentəli/ ad.

心理上, 精神上

happen to

〈后接动词不定式〉碰

巧, 恰好

see eye to eye with

同意(某人)

## Video script:

Script	Notes
<p>Hello everybody!</p> <p>Glad to meet you all again to continue our long journey of English learning. As we did in the <i>previous</i><sup>1</sup> semester, I am sure we will have much to learn, to <i>explore</i><sup>2</sup>, to discover and <i>actualize</i><sup>3</sup>. Let's <i>move on</i><sup>4</sup> together, and make it happen.</p> <p>So what is the <i>chicken soup</i> for the <i>souf</i><sup>5</sup> today? It is <i>mutual</i><sup>6</sup> help. As you know, to help others is to help yourself. <i>In other words</i><sup>7</sup>, you can help yourself by helping others. Probably, there is such a saying in every culture. Does Chinese culture have one?</p> <p>Offering help can be <i>echoic</i><sup>8</sup>; you help others and that help can be <i>reflected</i><sup>9</sup> back to you, usually in a <i>mentally</i><sup>10</sup> healthy way. Research proves the fact that getting active to help others can improve your mental and physical health.</p>	<p>1. happening or existing before sth. or someone else 先前的, 以前的 e.g. <i>Previous experience is required for this job.</i> 这份工作需要有先前的经历。</p> <p>2. to search and discover 探索 e.g. <i>Many people are asking whether we should continue to explore space.</i> 很多人在问我们是否应该继续探索宇宙。</p> <p>3. to make real 实行, 使成为现实 e.g. <i>I tried my best to actualize my dream.</i> 我尽力去实现梦想。</p> <p>4. to become better or more advanced; to start doing a new activity 继续, 前进 e.g. <i>We're about to move on to the second stage of the project.</i> 我们将要进展到这项计划的第二个阶段。</p> <p>5. advice that is good for the soul just like chicken soup that is nutritious for the body 心灵鸡汤</p> <p>6. (of two or more people or groups) doing the same thing to or for each other 相互的, 彼此的 e.g. <i>Mutual respect is important for long-lasting successful relationship.</i> 相互尊重对于保持长久成功的关系来说至关重要。</p>

Transcript	Notes
<p>Did you <i>happen to</i><sup>11</sup> help others in a particular way during the last vacation? Helping others feels good, doesn't it? Read the story <i>Help for the Helper</i> by Marlena Thompson, and you will see <i>eye to eye with</i><sup>12</sup> the author on the question.</p>	<p>7. putting it differently 换句话讲 e.g. <i>You've got to stop eating junk food! In other words, no more sugar, fat, oil or salt.</i> 你必须停止吃垃圾食品! 也就是说, 不要摄入更多的糖、脂肪、油或盐。</p> <p>8. like or characteristic of an echo 回声的; 像回声的</p> <p>9. to throw or send back (from a surface) 反射 e.g. <i>The white sand reflects the sun's heat.</i> 白色的沙子反射太阳的热量。</p> <p>10. connected with or related to the mind 心理上, 精神上 e.g. <i>It's going to be a tough competition but I'm mentally prepared for it.</i> 竞赛会很激烈, 但是我在思想上已做好准备。</p> <p>11. to do or be by chance 〈后接动词不定式〉 碰巧, 恰好 e.g. <i>I happen to have what you need.</i> 我正好有你需要的东西。</p> <p>12. to agree with sb. 同意 (某人) e.g. <i>He doesn't see eye to eye with his father on many things.</i> 他同他父亲在许多事情上意见不一。</p>

Ask the students the following questions after listening and watching if you have enough time:

- 1) What is the gathering for?  
A long journey of English learning.
- 2) What are you going to do as expected?  
We will have much to learn, to explore, to discover and actualize.
- 3) What is the chicken soup for the soul today?  
It is mutual help.
- 4) What is mutual help?  
It means helping yourself by helping others.
- 5) Does Chinese culture have such a saying?

Yes. (助人者，人恒助之。)

6) How come offering help is echoic?

When you help others, that help can be reflected back to you, usually in a mentally healthy way.

7) What can we learn from the scientific investigation?

Getting active to help others can improve your mental and physical health.

8) Did you happen to help others in a particular way during the last vacation?

Yes. For instance, I volunteered to care for the elderly in my neighborhood.

9) What is the message you got?

To help others is to help yourself.

Now that the students have fully understood the Video Starter, you can ask some of them to dub (配音) the video, if time permits. Correct their errors in pronunciation and intonation.

## Part II Text A

### Title of Text A

## Help for the Helper

Marlena Thompson

### I. Question About the Title

According to the title, what is this story most likely about?

A person who helps others is being helped.

### 2. Chinese Version

## 助人者得助

玛琳娜·汤普森

### 3. Note

**Author:** Marlena Thompson is a freelance journalist (记者) and book reviewer (评论家). She has published children's poetry, short stories, articles, essays and reviews in

many publications. Her short fiction and essays have been anthologized ( 编选集 ) by such publishers ( 出版商, 出版社 ) as Jason Aronson, Time-Warner, and in the series *Chicken Soup for the Soul*.

## Para. 1 of Text A

**1** At age eighteen, I left home in Brooklyn, New York, and *went off*<sup>a</sup> to study history at Leeds University in Yorkshire, England.

1. 离开

It was an exciting but stressful time in my life, for while trying to adjust to the unfamiliar surroundings, I was still learning to cope with the pain of my father's death.

### 1. Questions About This Paragraph

- 1) Why did the author leave home for England at age eighteen?  
She went off to study history at Leeds University in Yorkshire, England.
- 2) According to the author, why were the initial days in England both exciting and stressful?  
While trying to adjust to the unfamiliar surroundings, she was still learning to cope with the pain of her father's death.

### 2. Chinese Version

18岁那年,我离开了在纽约布鲁克林的家,前往英国约克郡的利兹大学学习历史。那是我人生中一段令人兴奋但又压力重重的日子,因为就在我试图适应陌生环境的同时,我仍沉浸在父亲去世的悲哀之中。

### 3. Notes

**Brooklyn:** one of the five boroughs ( 行政区 ) of New York City

**New York:** the largest city in the United States. It is in the state of New York, which is located in the northeastern United States

**go off:** to leave a place and go somewhere else 离开

e.g. *I'm going off to Chicago next week to visit my uncle.* 下星期我要去芝加哥看我的叔叔。

*Mrs. White went off to make me a cup of coffee.* 怀特太太去给我冲了杯咖啡。

**Leeds University:** a major teaching and research university in the United Kingdom Kingdom

**Yorkshire:** a former large county ( 郡, 县 ) in northern England. In 1974 it was divided into three smaller counties.

**adjust:** v. to become more familiar with a new situation; to change sth. slightly to make it more suitable for a new set of conditions 适应, 习惯; 调整; 调节

e.g. *It took several weeks for me to adjust to the new lifestyle.* 我花了几个星期的时间才适应新的生活方式。

*Adjust your seat to where you are most comfortable.* 将你的座位调整到最舒服的位置。

**surroundings:** *n. (pl.)* everything that is around or near sb./sth. <复数>环境

e.g. *The villagers live in very pleasant surroundings.* 村民们生活在非常宜人的环境中。

*These fish can change their color to blend in with their surroundings.* 这些鱼能通过变色与周围的环境浑然一体。

**cope (with):** *vi.* to deal with a difficult situation successfully 对付, (成功地) 应付

e.g. *This essay is about how to cope with stress.* 这篇文章是有关如何应对压力的。

*Parents should help their children cope with failure.* 父母应该帮助孩子应对失败。

## Para. 2 of Text A

**2** While at the market one day, trying to decide which bunch of flowers would best **brighten up**<sup>2</sup> my digs, I spied an elderly gentleman **having difficulty holding**<sup>3</sup> onto his walking stick and his bag of apples. I rushed over and relieved him of the apples, giving him time to regain his balance.

2. (使)增添乐趣,

(使)快活起来

3. 在...方面有困难

### 1. Questions About This Paragraph

1) What did the author see when she was choosing flowers at a market one day?

She spied an elderly gentleman having difficulty holding onto his walking stick and his bag of apples.

2) What did the author do to help the old gentleman?

She rushed over and relieved him of the apples, giving him time to regain his balance.

### 2. Chinese Version

有一天,我正在市场上琢磨着哪束花最能扮靓我的宿舍,突然瞥见一位老先生又要拄拐杖又要拿一袋苹果,顾不过来。我连忙跑过去帮他拿苹果,好让他重新站稳。

### 3. Notes

**bunch:** *n.* a group of like items gathered or placed together 束; 串; 扎

e.g. *They ate a whole bunch of bananas.* 他们吃了一整串香蕉。

*I've got a bunch of things to do.* 我有一堆事要做。

**spy:** *vt. (lit or fig)* to see or notice (sb. or sth.) suddenly <文或正式>发现; 突然看见

e.g. *I spied my high school friend in the crowd.* 我在人群中突然看见了高中时的朋友。