



普通高等教育“十一五”国家级规划教材

新21世纪 大学英语1

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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大学英语

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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，而学习的实际需求，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（theme-based）加以编写的，即：单元内A\B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，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5月

使用说明

本书为《新21世纪大学英语教师参考书》第一册。全书共8个单元，供使用《新21世纪大学英语综合教程》第一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5月

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Unit 1

College Life

Objectives

From studying this unit, students are expected to

- 1) learn from Text A ways to become a success in college, and realize from Text B that it's never too late to go back to school or make a career change;
- 2) master certain useful sentence structures (e.g. *there be no...* and *as... as*) as well as the words and expressions that the exercises following Text A focus upon;
- 3) understand how to build words using the prefixes *re-* and *un-*; and
- 4) gain ease talking about their college life, particularly about how they expect to develop further as successful learners.

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.

vision /'vɪʒən/ *n.*
 have a clear vision of
 picture /'pɪktʃə(r)/ *vt.*
 need to do sth.
 renew oneself

想象, 幻想
 对...看得很清楚
 构想, 想象
 (按规定等) 应该做某事
 提升自我

transition /træn'zɪʒən/ *n.*
 make a successful transition
 shape one's future
 on campus
 build oneself
 painstaking /'peɪnz,tetkɪŋ/ *a.*
 essay /'eseɪ/ *n.*

过渡
 成功过渡
 打造未来
 在校园
 打造自我
 刻苦的, 艰辛的
 论说文, 随笔

Video script:

Transcript	Notes
<p>Welcome to college.</p> <p>As a college student here, you must <i>have a clear vision of</i>¹ your future. That clear vision helps you picture yourself a success. What do you picture for yourself in the future? Having that image is a good place to start on your way there. But it is not enough. Since you have just <i>made a successful transition from</i> a high school student <i>to</i>² a college one, what you need now is to define yourself more fully. In a way, you're here to <i>renew yourself</i>³, to <i>build yourself</i>⁴ into the person you envision. To build yourself is to positively <i>shape your future</i>⁵. <i>Do you follow me</i>⁶?</p> <p>But the question still remains: How do you do that? How do you develop into the successful college student you want to be? In fact, it's a step-by-step path to build yourself — <i>a painstaking journey of adventure</i>⁷. Keep in mind, though: much of your future success will be decided by what you do in these next few years.</p>	<ol style="list-style-type: none"> 1. have a clear image of 对...看得很清楚 <i>e.g. The young couple has a clear vision of their married life.</i> 这对小夫妻对婚后生活有着明确的计划。 2. change successfully from ... to ... 从...成功过渡到... <i>e.g. China has made a successful transition from a planned economy to the market economy.</i> 中国已从计划经济成功地过渡到市场经济。 3. change slightly in order to improve oneself 提升自我 <i>e.g. We must learn to renew ourselves if we want to succeed in an ever-changing society.</i> 如果我们想在一个不断变化的社会中获得成功就得学会提升自我。 4. make oneself stronger, develop oneself 打造自我 5. direct the development of your future 决定未来的发展方向 <i>e.g. This event has more or less shaped my future.</i> 这件事多少影响到了我的未来。 6. Do you agree with me? 你同意我的话吗? 7. a journey that involves risks and

Transcript	Notes
In this unit, you'll read an essay that offers ten rules for developing yourself successfully. These rules can guide you well on your journey through college.	painstaking care 一个痛苦的探险历程 e.g. <i>Learning a foreign language is also a painstaking journey of adventure.</i> 学习外语也是一个痛苦的探险历程。

Ask the students the following questions after watching and listening, if there's enough time:

- 1) What do we need to have at this moment?
A clear vision of our future.
- 2) What do we need to do right now?
To redefine ourselves more fully.
- 3) What does it mean to build ourselves?
To shape our own future.
- 4) Why do you think the speaker says that to build oneself is a painstaking journey of adventure?
Because it is not an easy path to develop into an intellectually strong person. Tapping one's potential to the full (充分发挥自己的潜能) means taking risks — it's a process of adventures.
- 5) How many rules about how to build ourselves can we expect from Text A?
Can you guess what they might be?
Ten rules.
 - 1) *Be a warrior.*
 - 2) *Always carry a pen and paper.*
 - 3) *Recopy your class notes.*
 - 4) *Never miss a class.*
 - 5) *Master the flow of information.*
 - 6) *Highlight all dates.*
 - 7) *Divide and conquer.*
 - 8) *Give double.*
 - 9) *Develop a network.*
 - 10) *Have fun.*

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

Ten Secrets for Success as a College Freshman

Adapted from an essay by J. Michael Adams

I. Questions About the Title

- 1) What is the text topic on?

Ten rules which can lead a first-year college student to success as a university student (and afterwards too).

- 2) What were your secrets for success during your senior high school years?

They were: stay motivated on studying hard in college; budget time properly; review material on a regular basis; attend lectures with full attention; never feel satisfied with just a “what” and instead focus on learning “why”; and, lastly, feel both pressure and pleasure when it comes to my studies.

- 3) Why do you think first-year college students are referred to as freshmen?

Everything in college is “fresh” to the student newly arriving: he gets to college with a fresh, thus impressionable (有可塑性的) mind; he encounters fresh, new ways of learning; plus, he’s also a fresh personality at the well-established university campus.

2. Chinese Version

大一新生成功的10大秘诀

J·迈克尔·亚当斯

3. Notes

Freshman: a student during his first year in college or university (**sophomore**, **junior** and **senior** refer respectively to a student in his second, third, and fourth year of higher education.)

J. Michael Adams: joined Fairleigh Dickinson University as president on July 1, 1999. He is widely known for his commitment to international education and cross-cultural understanding.

Para. 1 of Text A

1 You were a star in high school, made all the right moves, and now you think you’re ready for college. Better think again. The rules are different, the expectations have changed, and the stakes

are a little higher.

I. Questions About This Paragraph

- 1) How do you think you are now?

We think that we are ready for college now, after having made all the right moves in high school.

- 2) Why does the author ask us to “think again”?

Because the rules are different now, the expectations have changed, and the stakes are higher.

- 3) What does the author mean by “the stakes are a little higher”?

He means we may pay a higher price if we make a wrong move now, because we’re in college, not high school. Yet if we direct our efforts in the right direction, our achievements will be greater.

2. Chinese Version

你在中学里是明星，迈出的每一步都很正确，为此，你现在认为自己已经为大学作好了准备。不过你最好再考虑一下。因为规则不同了，期望已经变了，而赌注也高了一点。

3. Notes

move: *n.* an act that starts or advances a process or plan 行动，步骤

e.g. *a military move* 军事行动

A wise move was to remain silent. 明智的做法是保持沉默。

Better think again: You’d better think about the issue again.

expectation: *n.* (*usu. pl.*) a strong belief about the way sth. should happen or how sb. should behave; hope for the future [常作复数] 期望；希望

e.g. *live up to sb.’s expectations* 不辜负某人的期望

The new manager’s performance falls short of our expectations. 新经理的表现辜负了我们的期望。

stake: *n.* (*pl.*) the things that one might win or lose in a particular situation or in a game [复数] 赌注

e.g. *a high-stakes gamble* 大输赢的赌博

He and his friends enjoy playing cards for low stakes. 他和朋友们喜欢玩小输赢的牌戏。

Para. 2 of Text A

2 College is a rare opportunity to define yourself more fully

— even, perhaps, to redefine yourself. What do you want to be *known for*¹ when you graduate? Frankly, what makes you think you are even going to graduate? Only half of those starting out as freshmen graduate in four years. I've seen high school honors students not last the fall semester. I've also seen average students graduate with a 4.0. What *makes the difference*?² From my experience, there are 10 rules every freshman should know.

1. 因...而闻名

2. 起作用, 有影响

1. Questions About This Paragraph

- 1) Why do you think the author says that "College is a rare opportunity to redefine yourself"?

Because those having the privilege of studying in college can develop themselves into people with greater possibilities, people who can eventually make a difference. In other words, a college education can greatly change one's life for the better. At present, college education is not available to everybody.

- 2) What is the percentage of freshmen graduating in four years, according to the author?
50 percent.
- 3) What, according to the author, makes the difference between failing students and successful students?

Ten rules.

2. Chinese Version

大学是你更充分地打造自己——甚至也许是重新打造自己的一次难得的机会。毕业之际你想让别人怎么看你呢？坦率地说，你凭什么就认为你会毕业呢？四年之后，只有一半的大学新生能毕业。我见过一些中学优等生撑不过秋季学期，我也见过一些原来成绩平平的学生毕业的时候平均积点是4.0。是什么造成这种差别的呢？根据我的经验，有10条规则是每个大一新生都应该知道的。

3. Notes

rare: *a.* unusual, uncommon 罕见的，稀少的

e.g. *rare metals* 稀有金属

It was rare for Tom to be late for school. 汤姆很少上学迟到。

opportunity: *n.* an occasion or situation which makes it possible to do sth. that one wants to do or has to do 机会，时机

e.g. *find an opportunity* 找到机会

You shouldn't lose the opportunity to see the play. 你不应该错过看这出戏的机会。

redefine: *vt.* to make (sth.) different; to give (sth.) a new meaning 改变...；给...重新下定义