



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

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读写译教程教学参考书

邹 申 总 主 编

邱东林 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。

邱东林，复旦大学外文学院教授，大学英语教学部主任。1996—1997年在英国牛津大学作高级访问学者。主要研究方向是应用语言学和语言教学。近年来先后出版了十多部著作，其中《管理学专业英语教程》为教育部推荐优秀教材。参与编写的《21世纪大学英语》、《大学英语(全新版)》均为国家级重点规划教材。

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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4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6级要求；第五册为分级教学选修课用。

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：Integrated 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

Teaching and Learning

Proverbs and Quotations

It's not what is poured into a student that counts, but what is planted.

[Am.] Linda Conway

重要的不是往学生的头脑里输入了什么，而是培养了什么。

[美]琳达·康威

Tell me and I'll forget. Show me, and I may not remember. Involve me, and I'll understand.

(Native American Saying)

告诉我，我会忘记。演示给我看，我也不一定能记住。让我参与，我才能理解。

(美国谚语)

Teaching Objectives

1. The task of an excellent teacher is to stimulate apparently ordinary people to exert unusual efforts. The tough problem is not in identifying winners: it is in making winners out of ordinary people. The two texts in this unit center on teaching and learning. Text A tells the story of how a teacher of creative writing kindles the students' interest in writing. Text B touches upon the age-old question of whether it should be recommended to know more about less or less about more.
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 deals with note writing. With the aid of the instructions and practices in this part, students will be able to produce correct writing about notes.

Lead-in

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

1. What do you think will be the topic of this unit?
2. Describe and comment on the cartoon.



"Sorry, I had to pull you over, Professor. Do you have any idea how fast you were going?"

B. Listening Practice

Listen to the short passage about teaching style.

Pre-listening Task

List teaching styles as many as possible, according to your experience in high schools and colleges.

[Script]

What is a good teaching style? Because we all have different learning styles, it should be fairly evident that a variety of teaching styles is needed. Also, different subjects clearly require more or less direction from the teacher, and some subjects more easily lend themselves to student centered activities than do others. Therefore, a good teacher should know which styles they work best with, but should work at developing a variety of styles.

Helping students to link what they are learning to daily living experiences keeps them engaged and motivated in the learning process. The effective teacher is constantly making decisions about how to present information to achieve this, as well as monitoring and adjusting presentations to accommodate individual differences and enhance the learning of all students.

Even in a single class period, a teacher can design different phases of the class to correspond to different teaching methods where the teacher takes on more or less involved roles depending on the activity.

According to Felder and Solomon, who developed an index for learning styles, "when planning and developing instructional material, strive for a balance of teaching styles to match the various learning styles." If you vary the styles used, you are more likely to effectively teach students according to the style that works best for them. When you are using a style that does not exactly match some students' particular learning preference, it will still help them learn how to adapt to a reality they will have to face

in life (not everyone will adapt to their needs), and the variety will ensure that at some point you are using the best style for everyone. "It is recognized that it is difficult to match with every learning style and therefore, a portfolio of teaching styles is recommended."

Post-listening task

Answer the following questions.

1. Why should a good teacher develop a variety of teaching styles?
Because students have different learning styles, and different subjects require different teaching styles.
2. Why do teachers need to help students to link what they are learning to daily living experiences?
Because they will keep students engaged and motivated in the learning process.
3. Do teachers have to stick to one particular teaching method in a single class period?
No, teachers can resort to different teaching methods depending on the activity.
4. What effect will you get if you vary the style used?
You are more likely to effectively teach students according to the style that works best for them.
5. What's the conclusion of this talk?
A portfolio of teaching styles is recommended.

Reading Focus

Text A

First Reading

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

Excuses

Frank McCourt¹

[Chinese] 借口

My students forged the notes. I turned them into a lesson plan.

[Chinese] 学生们伪造假条。我却把它们变为一个课堂教学计划。

[Note 1] **Frank McCourt:** Born on Aug. 19, 1930 in Brooklyn, New York, to Irish immigrant parents. Upon graduation from New York University, he went to work for the New York City Public School System, where he taught for 27 years. After years of teaching creative writing to young people, McCourt determined to write his own life story — *Angela's Ashes*, which was an instant bestseller.

1 I was in my third year of teaching creative writing at Ralph McKee Vocational School in Staten Island², New York, when one of my students, 16-year-old Mikey, gave me a note from his mother. It explained his absence from class the day before:

[**Note 2**] **Staten Island:** A borough of New York City situated primarily on the island of the same name. It is separated from New Jersey by the Arthur Kill and the Kill Van Kull, and from the rest of New York by New York Bay. With a population of about 477,377, Staten Island is the least populated of the five boroughs but is the third largest in area.

[**Chinese**] 这是我在纽约州斯塔滕岛的拉尔夫麦金职业学校教授写作的第三年，一个16岁名叫米克的学生交给我一张他母亲写的条子。该条子解释了米克前一天缺课的原因：

2 “Dear Mr. McCourt, Mikey’s grandmother who is eighty years of age fell down the stairs from too much coffee and I kept Mikey at home to take care of her and his baby sister so I could go to my job at the ferry terminal. Please excuse Mikey and he’ll do his best in the future. P.S. His grandmother is ok.”

[**Language Point**] ... fell down the stairs from too much coffee:
“From” here is a preposition indicating “because of sth.”
e.g. Her hair was still damp from her walk in the rain.

She’s been suffering badly from stress.

[**Chinese**] “亲爱的麦考特先生，米克八十高龄的祖母由于喝了过多的咖啡，从楼梯上摔了下来。我让米克留在家里照顾他的祖母和小妹妹，这样我就能脱开身去轮渡站点上班。请原谅米克的缺席，他以后一定会努力学习。又及：米克的祖母并无大恙。”

Why didn’t the author scold Mikey when he caught him forging an excuse note?

Because he knew only too well that most excuse notes were forged by students themselves, and if he were to confront each forger he’d be busy all day long.

3 I had seen Mikey writing the note at his desk, using his left hand to disguise his handwriting. I said nothing. Most parental-excuse notes I received back in those days were penned by my students.³ They’d been forging excuse notes since they learned to write, and if I were to confront each forger I’d be busy 24 hours a day.

[**Note 3**] **Most parental-excuse notes I received back in those days were penned by my students:** Back in those days, most of the excuse notes which were supposed to be written by parents were actually written by students themselves.

[**Language Point**] **I had seen Mikey writing the note ...:**
Generally speaking, active verbs pertaining to the senses can be followed by a plain infinitive or a present participle. There is some disagreement regarding the use of these two grammatical forms. Some say that if the reference is to the entire action, a plain

infinitive is to be preferred. Otherwise, a present participle is to be preferred.

e.g. Before we realized it, we saw a deer **run** across the road just in front of our car.
Thankfully, he got to the other side safely, because we could not have avoided hitting him.

Before we realized it, we saw a deer **running** across the road, right in front of us.

We put on our brakes quickly and just missed hitting him by an inch, as he leapt quickly out of the path of the car.

The first sentence describes a completed action; the observer saw the entire action of the deer's running across the road. The second sentence describes an incomplete action; the deer was in the middle of running across the road when we saw him. This sentence could be paraphrased to read: "... we saw a deer **while he was running** across the road."

[**Chinese**] 其实,我是看见米克扒在桌上写这张条子的,是用左手写的,以掩饰他的字体。我什么也没说。那时,我收到的大多数号称父母写的条子都是学生自己写的。他们从学会写字的时候就开始伪造请假条了。如果我要直面每一个伪造者,我将24小时不得歇了。

4 I threw Mikey's note into a desk drawer along with dozens of other notes. While my classes took a test, I decided to read all the notes I'd only glanced at before. I made two piles, one for the genuine ones written by mothers, the other for forgeries. The second was the larger pile, with writing that ranged from imaginative to lunatic.

[**Language Point**] **along with:** ... along with dozens of other notes ...

"Along with" is used for mentioning additional people or things that are also included or involved in something.

e.g. Henry was arrested along with eleven other men.

Along with many other people, I'm very worried about the situation.

[**Language Point**] **dozens of:** lots of

e.g. I must have mentioned him dozens of times in my letters.

Nine people were killed and dozens were injured in street clashes.

[**Chinese**] 我把米克的条子连同许多其他学生的一道扔进桌子的抽屉里。在学生们测验时,我决定读一读所有这些原本我只瞥了一眼的请假条。我把它分成两堆,一堆是真正由学生母亲写的,另一堆是伪造的。伪造的更多,有一大堆,有些极富想象力,有些则愚不可及。

5 I was having an epiphany.⁴

[**Note 4**] **I was having an epiphany:** I was suddenly becoming aware of the fact that the students, though whining about how hard it was to write 200 words on any