普通高等教育“九五”国家级重点教材

21世纪大学英语

TWENTY-FIRST CENTURY COLLEGE ENGLISH

基础教程教师参考书

主编单位

复旦大学 上海交通大学

复旦大学出版社 高等教育出版社

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策划编辑　陈锡镙　刘　书
责任编辑　张　璐

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前　言

《21世纪大学英语基础教程》是《21世纪大学英语》教材的组成部分。

由复旦大学和上海交通大学合编的《21世纪大学英语》1-4册起点词汇量为2 164个。在实际使用过程中，有些普通院校的学生，甚至部分重点大学的学生往往因为第一册起点太高而只能忍痛割爱，放弃使用本教材。鉴于此，我们根据现行的《大学英语教学大纲通用词汇表》所确定的约1 600个英语单词为起点，并根据最新的《大学英语教学大纲》的各项要求，又编写了《21世纪大学英语基础教程》，供大学新生使用一学期。

本基础教程包括《读写基础教程》、《听说基础教程》、《基础教程练习册》和《基础教程教师参考书》各一册。

《读写基础教程》每册十个单元，每个单元由同一题材的两篇文章组成。课文A用于精读，配有阅读理解、词汇、结构、翻译等多种练习；课文B用于泛读，配有阅读理解、词汇等练习。

《听说基础教程》在题材方面与《读写基础教程》一致，内容包括五个部分：1. 小结与讨论；2. 功能意念对话；3. 趣味听力；4. 听说练习；5. 听力练习。

《基础教程练习册》包括三个部分。第一部分是《读写基础教程》课文A篇的词汇、结构补充练习；第二部分为《读写基础教程》B篇的词汇、结构补充练习；第三部分是与《读写基础教程》各单元相关的三十篇阅读材料及阅读理解题。练习册的所有答案均附在书后。

《基础教程教师参考书》为教师提供与《读写基础教程》、《听说基础教程》有关的背景知识，包括难句解释、语言点例释、课堂活动、补充材料以及课文参考译文和练习答案。

此外，《读写基础教程》配有录音磁带和多媒体课件，《听说基础教程》也配有录音磁带。

《读写基础教程》、《听说基础教程》和《基础教程练习册》分工不同且各有侧重点，但相互间又紧密配合，形成一个有机的整体，以实现《大学英语教学大纲》规定的教学目的，即“培养学生具有较强的阅读能力，一定的听、说、写、译能力，使他们能以英语为工具交流信息。”

《21世纪大学英语基础教程》在选材上注重内容的趣味性、信息性、可思性和前瞻性，语言的规范性、致用性和文体的多样性。课文绝大多数选自20世纪90年代出版的英美报刊书籍。为适合教学目的，我们对部分篇章进行了删改。

《21世纪大学英语基础教程》由余建中教授主持编写，翟象俊教授审阅了全稿。美籍专家 Rebecca Handler-Spitz, Kelly Jennings, Matt Spurgeon 参加了部分内容的编写，并对全书提出了修改意见。复旦大学出版社的张璐编辑自始至终参与了我们的编写会议。对他们的辛勤工作，我们表示衷心的感谢。

编 者

2000年6月

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Part Two Listening and Speaking

Part One Reading and Writing

基础教程教师参考书使用说明

本书是《21世纪大学英语基础教程》的教师用书，供教师参考使用，内容包括基础教程第一至第十单元的教案、练习答案、课文翻译以及听说教程的使用指导（详见本书第147页）。

基础教程各单元的教案分为课文A和课文B两部分编写。

课文A的教案由以下五部分组成:

1. 预备活动（Warm-up Activity），主要是小组讨论，旨在为学生提供口头运用语言技能的机会。

2. 背景材料（Text-related Information），包括相关课文的人物介绍、英美国家文化、社会生活和风土人情等背景知识。

3. 语言点（Language Points），包括课文难点注释以及句型、习语使用的例证等。

4. 语法要点（Grammar Focus），包括与课文相关语法要点的讲解、操练。

5. 课堂活动（Additional Activity），包括听说、听写、小组讨论、游戏等。

课文B的教案包括背景材料（Text-related Information）和语言难点(Difficult Sentences and Phrases) 两部分。背景材料包括相关课文的人物介绍、英美文化、社会生活以及风土人情等背景知识。语言难点则是对课文语言难点的注释。

在具体安排教学活动时，教师可根据教学实际情况删选使用上述内容。

教案后附有基础教程练习的答案和基础教程课文A和B的参考译文。

基础教程教案、练习答案和课文参考译文由季佩英、张颖、范烨、尤志文和余建中编写。

在本书编写过程中，承复旦大学美籍专家 Matt Spurgeon 协助审阅，特此致谢。

编 者

2000 年 6 月

I. Teaching Plans

UNIT 1

Text A Great Ball of Fire

Warm-up Activity

Procedures:

1. Arrange the students in groups of 4-6. Ask them to introduce to each other in English if it's the first session of the course;
2. ask students in each group to tell each other how much they know about the sun and how the sun affects our planet earth; and
3. ask representatives (or volunteers) from each group to report their discussion to the class.

Text-related Information

1. Hugh Downs

Hugh Downs, one of the most familiar American television figures in the history of the medium, is the co-anchor of ABCNEWS' 20/20, the prime time newsmagazine program. He is also a veteran journalist who has covered historic events and interviewed some of the greatest names in history.

Downs was born in Akron, Ohio. He began his broadcasting career as a radio announcer in Lima, Ohio, at the age of 18. After serving in the U.S. Army, he joined NBC in Chicago as a staff announcer, and joined the Home show on that network in New York in 1954. From 1956 to 1957, Downs was the announcer for NBC's *Caesar's Hour*.

Downs attended Bluffton (Ohio) College, Wayne University (now Wayne State), and Columbia University, and holds a post-Master's degree in gerontology from Hunter College. He has honorary doctoral degrees from St. John's University, the University of Maryland, and Daniel Webster College in Nashua, N.H., among others. His latest degree — a Doctor of Fine Arts — was awarded in June 1994, by Hunter College of the City University of New York.

In addition to his role as co-anchor, Downs goes into the field to report news features for 20/20 and to profile important personalities. He prefers to concentrate on issues of science, medicine, aging, adventure, the fine arts and family. He also provides commentary in connection with various 20/20 reports.

Downs was a reporter and narrator for a number of NBC News documentaries and specials, including *The American Wilderness* (1971), the Emmy Award-winning *The Everglades* (1971), *The Ice People* (1970), *The Great Barrier Reef* (1970), *Survival on the Prairie* (1970) and *The First Americans* (1969).

Downs has lectured throughout the country on a wide range of subjects, including the quality of life, energy, the role of the communicator in environmental concerns, the exploration of space and aging in America.

He has authored an autobiography, *Yours Truly, Hugh Downs*; and Doubleday published a collection of his science articles entitled *Rings Around Tomorrow*. His other books are *A Shoal of Stars*, his account of sailing a 65-foot ketch across the Pacific; *Potential*, a psychological study of human maturity; *Thirty Dirty Lies about Old*, which debunks the myths about aging; *The Best Years Book*, a manual on late years' planning; *On Camera: My 10,000 Hours on Television*; and *Fifty to Forever*, a manual on planning for later years. Downs' most recent book is *Perspectives*, a wide-ranging collection of more than 50 of his most interesting, informative and entertaining essays, adapted from his ten-minute radio broadcasts of the same name on the ABC Radio Network.

2. Fahrenheit

One of the earliest temperature scales was that devised by the German physicist Gabriel Daniel Fahrenheit. According to this scale, at standard atmospheric pressure, the freezing point (and melting point of ice) is 32 °F, and the boiling point is 212 °F. The centigrade, or Celsius scale, invented by the Swedish astronomer Anders Celsius, and used throughout most of the world, assigns a value of 0 °C to the freezing point and 100 °C to the boiling point. In scientific work, the absolute or Kelvin scale, invented by

the British mathematician and physicist William Thomson, 1st Baron Kelvin, is most widely used. In this scale, absolute zero is at -273.16 °C, which is zero K, and the degree intervals are identical to those measured on the Celsius scale. The corresponding "absolute Fahrenheit" or Rankine scale, devised by the British engineer and physicist William J. M. Rankine, places absolute zero at -459.69 °F, which is 0 °R, and the freezing point at 491.69 °R. A more consistent scientific temperature scale, based on the Kelvin scale, was adopted in 1933.

3. Absolute Zero

Absolute Zero, the lowest temperature theoretically possible, is characterized by complete absence of heat. Absolute zero is approximately -273.16 °C (-459.69 °F), or zero degrees on the Kelvin scale (0 K).

4. The Sun

The sun is our most important source of heat. If the sun should ever cool, the earth would become cold and lifeless. Only a tiny fraction of the heat produced in the sun strikes the earth. Yet it is enough to keep us — and all other organisms on the earth— alive.

The sun's heat is absorbed by the seas, the ground, plants, and the atmosphere. Large amounts of heat can be collected by using devices such as large solar furnaces. These furnaces have mirrors that reflect the sun's light from a wide area onto one spot. Some solar furnaces can generate enough heat to melt steel. Smaller ones can gather enough heat to cook food.

5. How the Sun Affects the Earth

Heat and light for life Almost all forms of life on the earth—including all the plants and animals—depend on the sun for heat and light. One exception is a type of bacteria living in rock far below the surface. These bacteria use the earth's internal heat, and they do not need light. But the steady flow of heat and light from the sun made it possible for all the other forms of life to develop. If the sun's heat and light were to vary significantly, this life would be endangered. Sometimes the earth would be too hot for this life, and sometimes it would be too cold.

The earth's atmosphere helps trap the heat of the sun. The atmosphere lets sunlight through to the surface of the earth. The light warms the earth, but the heat it creates cannot easily pass through the atmosphere into space. As a result, the earth is warmed by the sun. This behavior of the atmosphere is called the greenhouse effect because it

resembles the action of a greenhouse. A greenhouse lets sunlight in to heat the plants, but the heat passes back through the roof and walls very slowly.

All creatures except the rock-dwelling bacteria also depend on the sun for food. Plants and animals are part of a process called a food chain. Almost all food chains start with green plants. These plants make their own food through the process of photosynthesis. During photosynthesis, plants combine energy from sunlight with carbon dioxide from the air and water from the soil to make food. In the process, the plants give off oxygen. Some plants are eaten by animals, which in turn are eaten by other animals. Animals breathe the oxygen that the plants release during photosynthesis. They exhale the carbon dioxide that, in turn, is used by plants.

Sunlight can also be harmful. Too much strong sunlight can burn the skin. The sun can seriously injure the eyes if a person looks at it directly.

Weather Sunlight has a great influence on the earth's weather. For example, it evaporates water from rivers, lakes, and oceans, and this water later falls as rain or snow. When the water is suspended in the atmosphere, clouds appear. They reflect sunlight back into space. Sunlight also comes to the earth at various angles during different seasons. Clouds, and the angle at which sunlight reaches the earth, result in uneven heating of the earth's atmosphere. This uneven heating causes differences in air pressure. Air moves from high pressure areas to low pressure areas, causing wind and changes in weather.

The Sun as an Energy Source Until human beings developed nuclear energy, sunlight supplied their energy needs. Plants used sunlight for photosynthesis. Animals ate the plants, and people used both plants and animals for food, clothing, and shelter.

People also use the energy in fossil fuels — coal, oil, and natural gas. These fuels come from plants and animals that lived millions of years ago. After the plants and animals died, they were buried by soil in swamplands or on the sea floor. By burning coal, and by refining oil and natural gas, energy is released from the sun that was stored in the fossils millions of years ago.

In addition, people use sunlight for power in other ways. For example, the effects of sunlight cause wind, which powers windmills. Sunlight also evaporates water, which falls as rain. The rain forms rivers. Hydroelectric power plants on the rivers use the power of moving water to generate electric power. Solar furnaces use mirrors to focus sunlight to heat water or other fluids in boilers. Solar energy cells provide power for

artificial satellites and spacecraft.

6. Sun worshippers

Sun worship was a religious practice that developed in some lands as people came to associate the sun with the growing season and with warmth. It developed especially among agricultural peoples, who needed sunshine for their crops. Sun worship was important in the cultures of ancient Egypt, Babylonia, Persia, and northern India. The peoples of Scandinavia also worshiped the sun. Teutonic peoples named the first day of the week for the sun. Sun worship was important to American Indians in the agricultural lands that are now the Southeastern and Southwestern United States. It also grew up among the Aztec, Inca, and Maya peoples who lived in Central and South America.

Kings and queens in some lands believed themselves to be brothers, sisters, or children of the sun, and they came to be worshiped as gods. For hundreds of years, the Japanese worshiped their emperor as a descendant of the sun goddess, Amaterasu-O-Mi-Kami. The Bible warns against the worship of the sun, which it says was created by God.

Language Points

1. **In an interview following my 1965 voyage across the Pacific in a small sailboat, ...** — In an interview which followed my 1965 voyage across the Pacific in a small sailboat,...
2. **I wasn't kidding.** — I was not joking; I was serious.
   kid: joke; tease playfully; talk in a joking way

Examples.

He's always kidding.

Did she really win the prize or are you just kidding?

She was kidding him when she said she'd marry him.

3. **The boat did have an auxiliary engine....** — In this sentence "did" is used for emphatic purpose. /ɪm'fætɪk/
4. **The sails, of course, did nothing unless there was wind,...** — The sails could not be used to push the boat forward if there was no wind.
   unless: not... if...

Examples:

People may not realize they have certain aptitudes unless they are given the opportunity to develop them.

Unless they are better prepared this time, they will fail again.

Unless you learnt German, there would be little point in your going to a German university.

He will be here by 8 o'clock unless he has car trouble on the way.

5. **the space vacated by the rising warm air** — "vacated..." is a post modifier, modifying "the space". It is equivalent to "the space which is vacated by the rising warm air".

6. **suck** — drink, take, or absorb

Examples:

A sponge sucks in water.

Plants suck up moisture from the earth.

7. **gotta** — colloquial, meaning "have got to"

Example:

I gotta go. (=I must go)

8. **compare to** — examine one thing in relation to another thing in order to show the points of similarity or difference

Examples:

Europeans have a high standard of living compared to that of most other peoples of the world.

Compared to past laborers, modern workers earn higher wages, work shorter hours, are better protected against accidents, and receive more extra benefits.

9. **myriad** — countless; a great and varied number of

Examples:

They offered no solution for all our myriad problems.

The myriad lights of New York City impressed me most.

10. **rain down on** — fall in a large amount

Examples:

Bombs rained down on the city.

Fire-bombs rained down on the military convoy.

11. off the mark — missing the desired object or end; not accurate

Examples:

The projections of the Government on these outlays, turned out to be pretty far off the mark.

Your criticisms appear to be off the mark.

12. in the extreme — very, extremely

Examples:

He has been generous in the extreme.

She was foolish in the extreme to act like that.

13. good for — able to do, live, or last

Examples:

My car is good for another three years.

The doctor said that the old man would be good for some years more.

14. Suppose it didn't do that — What would happen if the sun did not reappear and begin to warm things up the next day?

Examples:

Suppose that both east and west had given up their nuclear stocks.

Suppose they resist you with strength?

(See *Grammar Focus* 2)

15. refute — prove to be false

Examples:

An opponent may want to refute you by challenging some underlying assumptions in your thinking.

The lawyer used new evidence to refute the charges and clear the young man.

16. sage — The sage mentioned in the last paragraph probably refers to Nasreddin Hodja, who lived in the 13th century in central Turkey, in a small town called Aksheir. He was a man with great humor. He was very clever and had an answer to almost all the problems and the dilemmas of his time.

Grammar Focus

1. The auxiliary verbs *do/does/did* can be used for additional emphasis.

It is possible to use *do/does/did* + bare *infinitive* in the affirmative when we wish to

add special emphasis. For example:

— Why *didn't* you tell me?

— I *did* tell you.

Do write and let me know how you're getting on.

This structure is chiefly used when another speaker has expressed doubt about the action referred to. Look at the following examples:

— Can I buy stamps here?

— Well, we *do* sell them, but we haven't got any at the moment.

2. suppose/supposing

Suppose or *supposing* can be used at the beginning of a sentence or clause to mean "what if " or "assume", for example:

Suppose the plane is late? (What if/What will happen if the plane is late?)

Suppose that a family wishes to buy a house but has not saved enough to pay the entire cost at once. (Let's assume that a family ....)

Supposing it rains, shall we still go to the zoo? (Let's assume that it rains, ...)

Suppose can also be used to introduce a suggestion. For example:

Suppose we wait a while. (Why don't we wait a while?)

Additional Activities

1. Dictation

Unlike the sun, the moon has little or no atmosphere. If the moon ever did have a surrounding layer of gases, it would have disappeared into space because of the moon's weak gravity. As a result of its lack of atmosphere, the moon has no weather, no clouds, no rain, and no wind. There is no water on its surface. Astronauts on the moon must carry air with them to breathe. They must talk to each other by radio because there is no air to carry sound.

2. Read the following passage and then the statements that followed. Ask the students to decide whether each of them is true or false, according to the passage.

The moon is the earth's nearest neighbor in space. In 1969, this huge natural satellite of the earth became the first object in space to be visited by human beings.

The moon is the brightest object in the night sky, but it gives off no light of its own. When the moon "shines," it is reflecting (casting back) light from the sun. But the moon