

普通高等教育“九五”国家级重点教材

九五



21^{世纪}

大学英语

TWENTY-FIRST CENTURY COLLEGE ENGLISH

教师参考书（第一册）

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

普通高等教育“九五”国家级重点教材

H31

G8C11

21

世纪

大学英语

TWENTY-FIRST CENTURY COLLEGE ENGLISH

教师参考书（第一册）

主编单位

复旦大学 ● 上海交通大学



8587-90
91

复旦大学出版社 高等教育出版社

策划编辑 陈锡鏖 刘 书
责任编辑 唐 敏

图书在版编目(CIP)数据

21 世纪大学英语教师参考书 第1册/姚燕瑾主编. —上海:
复旦大学出版社;北京:高等教育出版社,1999.6
ISBN 7-309-02200-9

I. 21… II. 姚… 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(1999)第 04458 号

出版发行	复旦大学出版社	高等教育出版社
社 址	上海市国权路 579 号 200433	北京市东城区沙滩后街 55 号 100009
电 话	086-21-65102941	010-64054588
传 真	021-65102941	010-64014048
网 址	http://www.fudanpress.com	http://www.hep.edu.cn

经 销	新华书店上海发行所	新华书店北京发行所
印 刷	江苏句容市排印厂	
开 本	787×960 1/16	
印 张	18.5	
字 数	359 千	
版 次	1999 年 6 月第一版 1999 年 6 月第一次印刷	
定 价	35.00 元(含磁带)	
	(内部发行)	

如有印装质量问题,请向复旦大学出版社发行部调换。

版权所有 侵权必究

《21 世纪大学英语》编写人员

顾问

陆谷孙 杨惠中

主编

翟象俊 郑树棠 张增健

本册主编

姚燕瑾

主要编写人员

教案部分: 姚燕瑾 俞惠中 石 敏

答案部分: 《读写教程》编写组

译文部分: 莫尧炎 石 敏 杨 菁 等

听说部分: 陈希文 戴晓富 谢根华 等

策划编辑

陈锡鏊 刘 书

责任编辑

唐 敏

前言

《21 世纪大学英语》是根据教育部颁发的《大学英语教学大纲》编写的一套大学英语教材，包括《读写教程》、《听说教程》、《练习册》和《教师参考书》各四册，供大学英语教学两年使用。

《读写教程》每册十个单元，每个单元由同一题材的三篇文章组成。课文 A 为精读材料，配有阅读理解、词汇、结构、翻译、写作等多种练习；课文 B、C 为泛读材料。课文前系统介绍各种基本阅读技能，课文后配有阅读理解练习题。我们的意图是把精读、泛读融为一体，把听、说、读、写、译五种技能的训练和培养围绕着精读课文进行，重点培养读、写、译的语言能力。

《听说教程》在题材方面与《读写教程》一致，使学生在听、说两方面进一步得到训练。《听说教程》由五个部分组成：1. 复习“热身”；2. 根据功能、意念编写的对话练习；3. 围绕《读写教程》课文 A 进行的主题讨论；4. 听说练习；5. 课外听、说练习。

《练习册》包括三个部分。第一部分是《读写教程》课文 A 篇的词汇、结构补充练习；第二部分为《读写教程》B 篇的词汇、结构补充练习；第三部分是与《读写教程》各单元题材相关的三十篇阅读材料及阅读理解题。《练习册》可在教师指导下供学生课外自学使用，练习答案附在书后。

《教师参考书》为教师提供与《读写教程》、《听说教程》有关的背景知识、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，《读写教程》配有录音磁带和多媒体课件，《听说教程》也配有录音磁带。

《读写教程》、《听说教程》和《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，以实现大纲规定的大学英语教学的目的，即：“培养学生具有较强的阅读能力，一定的听、说、写、译能力，使她们能以英语为工具交流信息。”

《21 世纪大学英语》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 80、90 年代出版的英美报刊书籍，为适合教学目的对部分内容做了一些删改。

《21 世纪大学英语》由复旦大学和上海交通大学联合编写，上海大学的部

分教师参加了《听说教程》的编写工作。美籍专家 Sherill Pociacha 和 Maurice Hauck 参加了部分内容的编写, 并对全书提出了修改意见。对他们的辛勤工作我们表示衷心的感谢。

《21 世纪大学英语》于 1997 年初开始编写, 初稿曾在复旦大学和上海交通大学 97 级 12 个、98 级 26 个班中试用, 较受欢迎。根据试用师生的反馈意见, 我们又作了一些补充、修改。在此, 对两校试用这部教材的师生表示诚挚的谢意。

编者
1999 年 5 月

Contents

Part One Reading and Writing

读写教程教师参考书第一册使用说明	1
------------------	---

I . Teaching Plans 3

Unit 1	3
--------	---

Unit 2	14
--------	----

Unit 3	21
--------	----

Unit 4	31
--------	----

Unit 5	41
--------	----

Unit 6	49
--------	----

Unit 7	59
--------	----

Unit 8	71
--------	----

Unit 9	80
--------	----

Unit 10	89
---------	----

II . Key to Exercises 97

Unit 1	97
--------	----

Unit 2	101
--------	-----

Unit 3	106
--------	-----

Unit 4	110
--------	-----

Unit 5	116
--------	-----

Unit 6	122
--------	-----

Unit 7	127
--------	-----

Unit 8	131
--------	-----

Unit 9	136
--------	-----

Unit 10	141
III . Chinese Translation of the Texts . . .	146
Unit 1	146
Unit 2	151
Unit 3	157
Unit 4	162
Unit 5	168
Unit 6	173
Unit 7	177
Unit 8	182
Unit 9	187
Unit 10	191

Part Two Listening and Speaking

听说教程第一册使用说明	197
Unit 1	199
Unit 2	208
Unit 3	218
Unit 4	227
Unit 5	235
Unit 6	244
Unit 7	253
Unit 8	262
Unit 9	271
Unit 10	280

Part One Reading and Writing

读写教程教师参考书第一册使用说明

本书是《21 世纪大学英语》读写教程第一册的教师用书, 供教师参考使用, 内容包括读写教程第一至第十单元的教案、练习答案、课文翻译和听说教程的使用指导(详见本书第 197 页)。

读写教程各单元的教案分课文 A、B、C 三部分编写。

课文 A 的教案由以下五部分组成:

1. 预备活动 (Warm-up Activity), 主要包括小组讨论, 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、英美文化、社会生活以及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 和 C 的教案包括背景材料和语言难点两部分。背景材料 (Text-related Information) 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 (Difficult Sentences and Phrases) 包括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。

教案后附有读写教程练习答案和读写教程课文 A、B、C 的参考译文。

读写教程教案由本教材试点班教师编写, 编写人员有姚燕瑾、俞惠中、石敏。读写教程练习答案由读写教程编写组提供, 课文 A、B、C 的参考译文主要由奚兆炎、石敏和杨菁等提供。

在本书编写过程中,承复旦大学陆谷孙教授和美籍专家Maurice Hauck协助审阅,特此致谢。

编者
1999年5月

I. Teaching Plans

UNIT 1

Text A Secrets of A Students

Tapescript of Listening

Getting good grades in college does not depend only on how smart you are or even on how hard you work. In fact, the biggest key to success in college is learning how to study effectively. The following secrets of “A” students will tell you what it takes to get the best grades you can.

First of all, concentrate! Treat studying like a serious business, not something you can do while eating or watching TV at the same time.

Secondly, study anywhere — or everywhere. If your schedule is full, study while you are doing other things such as exercising or brushing your teeth.

Third, organize your materials. If everything you need is kept in one place, you can work more efficiently.

Fourth, organize your time. Start working on assignments well in advance so that you can avoid last-minute pressure.

Fifth, learn how to read selectively. Pay careful attention to passages that are relevant to what you are learning and skip over those that aren't.

Sixth, take good notes. Write down the professor's ideas and your own and also summarize the main points of each lecture.

Seventh, ask questions. This will make clear what points you understand well and in what areas you need more work.

Finally, study together. Working in a group with other students allows you to try different approaches and get support from your partners.

These are the secrets of “A” students. When you apply them to your own work, you’ll be on the way to becoming an “A” student too.

Key to listening questions:

1. B 2. D 3. B

Warm-up Activity

Procedures:

1. Arrange the students (Ss) in groups of 4-6, depending on the size of the class; each group elects a chairperson, a recorder and a speaker;
2. introduce the discussion topics:
What does your group like or dislike about English? Give two or three reasons.
What are the greatest problems your group has in English study? Specify two or three. If you don’t have any problems, recommend, as a group, two or three study habits your group finds effective.
English is a required course for most college students. Apart from passing exams, are there any other reasons for studying English? Specify two or three upon which your group agrees;
3. ask each group to choose one of the topics and discuss it for 5 minutes, and then to sum up the discussion with the recorder writing it down; and
4. (if this is the first session of the class, ask the chairperson to introduce their members to class, then) ask the speaker to report their discussion to class; and present the text by summing up the discussion, emphasizing the study habits Ss recommend.

Text-related Information

1. grading system

Schools, colleges and universities in Great Britain and the United States commonly use letter grades to indicate the quality of a student’s academic performance: A(excellent), B(good), C(average), D(below average), and F(failing). In the United States, work rated C or above is usually required of an undergraduate student to continue his /her studies; work rated B or higher is usually required of a graduate student to continue. In percentage scales, 100 percent is the highest mark, and 70 percent (or 65 percent) is usually the

lowest passing mark.

2. speed-reading

Also known as rapid reading, speed-reading is a method of reading rapidly by skimming and scanning. The aim is to increase the number of words read in a certain length of time, as well as the reader's comprehension of the text.

3. students at universities

A university student who has not yet taken his or her first, or "bachelor's" degree is an undergraduate. In the United States, a first-year student at a college or university, and in a high school as well, is called a freshman, a second-year student a sophomore, and a third-year student a junior, and a fourth-year student a senior. A graduate is a person who has completed a university degree course while a postgraduate (or graduate in the United States) is a person doing studies that are done at a university after one has received a first degree.

Language Points

1. make the most of — use or enjoy to the greatest advantage, use in the best way

Examples:

The young lady has learned to make the most of every opportunity offered to her.

The government is determined to make the most of the region's natural resources to further promote economic and social progress.

One secret of A students is to make the most of the university library.

2. count for much / little / nothing — be of much / little / no worth or importance

Examples:

He knows only one side of the story and therefore his opinion counts for very little.

Knowledge without common sense counts for little.

A man with no sense of responsibility does not count for anything.

3. put in — spend, pass (a specified amount of time, etc.)

Examples:

I hurried to the library, only to find that there was still an hour to put in before it opened.

He worked like a slave putting in fifteen hours of work daily.

On weekend, I sometimes enjoy putting in a pleasant afternoon in the public library.

4. athlete, sportsman /sportswoman, player

An *athlete* is a person who is skilled in bodily exercises and who competes in games that need strength and speed, such as running and jumping, while a *sportsman / sportswoman* is keen on, or good at, sports. A *player* is a person who plays in a ballgame, often professionally.

Examples:

It's quite an event for an athlete to win a gold medal at the Olympic Games.

My boss is a keen sportsman and keeps encouraging me to get more outdoor activity.

Michael Jordan is the best basketball player I've ever seen.

5. while brushing his teeth — while he was brushing his teeth

Here, “*while + doing*” is the same in meaning as “*while + clause*”.

More example of a similar pattern from the text:

Before writing anything, I divide my page into two parts.

6. get one's hands on — get hold of (something or someone), esp. violently, seize

Examples:

The hungry boy ate up everything he could get his hands on from the refrigerator.

The woman smashed every plate she could get her hands on in a terrible fight with her husband.

The book was sold out, and the girl had to go downtown to finally get her hands on a copy.

7. cut down on — reduce

Examples:

The already skinny girl declared she would cut down on food so as to lose weight.

The doctor urged the patient to cut down on smoking and drinking.

There is talk that they are going to cut down on government spending.

8. set — assign, put forward or arrange as (material to be dealt with)

Examples:

Can you imagine that the professor set such a difficult assignment on the very first day of the semester?

The manager set his secretary various tasks when he was away on a business trip.

9. write up — write (again) in a neat and complete form

Examples:

The results of the experiment were written up into a report.

His secretary always writes up the notes of a speech for him.

It took the student reporter a whole week to write up a story to the satisfaction of the newspaper editor.

10. stick to — keep to, refuse to leave or change

Examples:

In spite of the difficulties, the government sticks to the present policy.

Make sure to stick to the point when making a presentation in front of the class.

He is a man of principle — he always sticks to his principles.

11. work/do wonders — bring unexpectedly good results

Examples:

A few words of encouragement can work wonders in me when I'm not very confident.

The old lady was so difficult to please, but the girl has worked wonders in her.

The student tried the new approach, and to his amazement, it worked wonders!

12. lead to — have as a result, cause something to happen or exist

Examples:

Disobeying the law can lead to trouble.

Rising political tension in the region led to violence.

The smoke of the forest fire led to the worst air accident in the history of the country.

13. put down — record or enter in writing, write down, make a note of

Examples:

Here's my address — put it down before you forget it.

Let me put down what he's said. I never trust my memory.

14. put away — put in the usual place of storage, put or store (something) in its proper place

Examples:

The spoilt kid never put his toys away.

Please put the newspaper away on the shelf when you finish reading.

The business correspondence was all put away in numbered files.

15. approach — way of dealing with a particular problem

Examples:

We need a new approach to this problem.

Do you believe that the best approach for a language learner is the study of the spoken language?

16. after all — in spite of everything

Examples:

A billion people are expected to turn their television sets to the football World Cup final. After all, football is the most popular sport around the world.

The girl wept a lot during her first semester in college. After all, it was the first time that she had ever lived far away from her family.

Grammar Focus

1. Drill

Procedures:

1) Introduce the pattern “go + (un)p.p.” and explain that past participles can be used as the subject complement after the verb “go”, for example:

a) *Phone calls go unanswered.* → *Phone calls are unanswered.*

b) *They never solved the problem.* → *The problem went unsolved.*

c) *The police failed to identify the owner of the black car.* → *The owner went unidentified.* and

2) to practice, ask Ss to change orally the following sentences with “go + (un)p.p.” pattern:

a) *The letter was not finished.*

b) *The decision will not be changed.*

c) *The patient didn't touch the food.*

d) *The kid didn't do his homework.*

e) *While writing to her parents, the student didn't mention her poor performance in exams.*

2. Pair-work

Procedures:

1) Explain that “used to + infinitive” refers to a past habit or state, while “get used to + n. /-ing” means “become used to”, for example:

a) *Where did you use to live?*

I used to live with my family.

How about now?

I have got used to sharing a dormitory room with several others.

b) *How did people use to keep food?*

People used to keep food by salting it.

How about now?

Nowadays more and more people have got used to keeping their food in the refrigerator. and

- 2) ask Ss to work in pairs and to find information from each other by using the two structures in both questions and answers; call on individual student to tell the class what he /she finds from the partner.

Additional Activities

1. Dictation

Procedures:

- 1) Hand out the two worksheets, make sure that each student has the worksheet different from that of the student next to him /her;
- 2) tell Ss that the dictation passage will be read three times, the first for them to get a general idea, the second for them to write down the missing words, and the third to check;
- 3) do the three readings at normal speed, but pause at the end of each sentence at the second reading so that Ss have adequate time to write down the missing words;
- 4) have Ss check their job by working with a partner; and
- 5) as evaluation, ask one student to read aloud the complete text of the dictation passage.

Dictation Passage:

At the first session of a class, the teacher will often hand out a “syllabus”, which is a schedule of the topics to be covered, the dates of quizzes, examinations and the assignments you are expected to complete. Students are often expected to make presentations in front of the class depending on the nature of the class. If you haven’t had much experience with presenting in front of a group, you may want to let the teacher know or talk to other students about what is expected.