



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

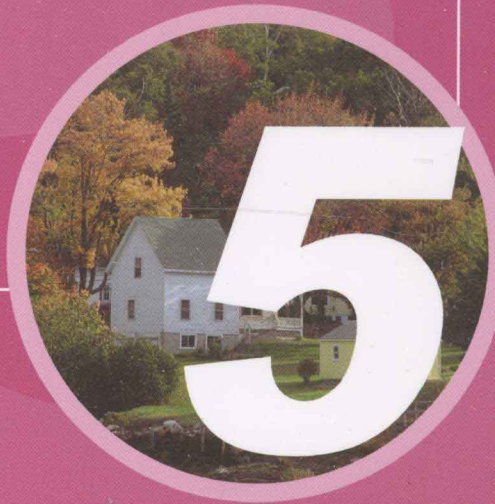
21世纪大学新英语

读写译教程教学参考书

邹 申 总 主 编

王美娣 本册主编

Vladimir Ostapowicz



21世纪大学新英语

读写译教程(第二版)

王守仁 主编

王守仁 副主编

上海外语教育出版社



上海外语教育出版社



21 世纪大学新英语系列

21世纪大学新英语

读写译教程教学参考书

邹申 总主编

王美娣 本册主编

Vladimir Ostapowicz



图书在版编目(CIP)数据

21 世纪大学新英语读写译教程教学参考书. 5/邹申总主编,
王美娣, Vladimir Ostapowicz 本册主编. —上海: 复旦大学出版社, 2011. 7
ISBN 978-7-309-07150-4

I. 2… II. ①邹…②王…③V… III. ①英语-阅读教学-高等学校-教学参考资料
②英语-写作-高等学校-教学参考资料③英语-翻译-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 117261 号

21 世纪大学新英语读写译教程教学参考书. 5

邹 申 总主编 王美娣 Vladimir Ostapowicz 本册主编
责任编辑/施胜今

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

常熟市华顺印刷有限公司

开本 850 × 1168 1/16 印张 26 字数 711 千

2011 年 7 月第 1 版第 1 次印刷

ISBN 978-7-309-07150-4/H · 1438

定价: 50.00 元

如有印装质量问题, 请向复旦大学出版社有限公司发行部调换。

版权所有 侵权必究

《21 世纪大学新英语读写译教程教学参考书 5》编写组成员

总 主 编 邹 申

本册主编 王美娣 Vladimir Ostapowicz

编写人员

王美娣 Vladimir Ostapowicz 何 静

策 划 倪琴芬

责任编辑 施胜今

总主编与分册主编简介

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 年、1996 版及 2004 版高校英语专业四、八级考试大纲的修订工作。目前负责英语专业四、八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》、《有关阅读能力的探讨》、《试论口语测试的真实性》、《语料库在试题设计和验证中的应用研究》等。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。

王美娣,复旦大学外文学院副教授。1982—1983 年在美国夏威夷大学,1998—1999 年在美国加利福尼亚大学做交流学者。近年来先后出版了数十套教材,其中主编《研究生英语听力》上下册、《新潮实用英语综合教程》1—3 册、《新潮实用英语练习与测试》1—3 册、《新潮实用英语教师用书》1—3 册、《新潮大学英语视听说教程》1—4 册。参与编写《21 世纪大学英语视听说教程》(第一册)为国家级重点教材,新编研究生英语系列教材《基础综合英语》学生用书及教师手册。

《21 世纪大学新英语读写译教程教学参考书 5》编写委员会

(按姓氏笔画为序)

王秀珍 (武汉大学)

石 坚 (四川大学)

白永权 (西安交通大学)

刘龙根 (上海交通大学)

严 明 (黑龙江大学)

李战子 (南京解放军国际关系学院)

邱东林 (复旦大学)

邹 申 (上海外国语大学)

张 森 (河北科技大学)

陈永捷 (上海交通大学)

罗立胜 (清华大学)

贾国栋 (中国人民大学)

郭海云 (北京交通大学)

崔 敏 (吉林大学)

樊葳葳 (华中科技大学)

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世纪大学新英语读写译》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；第五册供分级教学使用。

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等院校。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

Contents

Unit 1

Communication Skills 1

- Teaching Objectives** 1
- Lead-in** 1
- Reading Focus — Text A** 3
- How to Negotiate Like a Child** 3
- Integrated Exercises** 19
- Reading Focus — Text B** 30
- Dealing with Difficult People** 30
- Intranet Assignments** 45

Unit 2

Personal Finance 49

- Teaching Objectives** 49
- Lead-in** 50
- Reading Focus — Text A** 51
- Think Like Warren Buffett** 51
- Integrated Exercises** 66
- Reading Focus — Text B** 78
- Stop Keeping up with the Joneses** 78
- Intranet Assignments** 92

Unit 3

Space Exploration 97

- Teaching Objectives** 97
- Lead-in** 98
- Reading Focus — Text A** 99
- Living in Space** 99
- Integrated Exercises** 114
- Reading Focus — Text B** 125
- Classroom above the Clouds** 125
- Intranet Assignments** 141

Unit 4

Road to Success 146

- Teaching Objectives** 146
- Lead-in** 146
- Reading Focus — Text A** 148
- Oprah Winfrey — the U.S. TV Talk Show Queen** 148
- Integrated Exercises** 162
- Reading Focus — Text B** 173
- Warren Buffett — the Road to Riches** 173
- Intranet Assignments** 188

Unit 5	Social Media 193 Teaching Objectives 193 Lead-in 193 Reading Focus — Text A 195 The Longest Day 195 Integrated Exercises 211 Reading Focus — Text B 222 Is the Internet Warping Our Brains? 222 Intranet Assignments 240
Unit 6	Career Advice 245 Teaching Objectives 245 Lead-in 246 Reading Focus — Text A 247 You've Got to Find What You Love 247 Integrated Exercises 263 Reading Focus — Text B 276 A Bad Principal Taught Me a Good Lesson 276 Intranet Assignments 290
Unit 7	Dating & Marriage 296 Teaching Objectives 296 Lead-in 296 Reading Focus — Text A 298 The Science of a Happy Marriage 298 Integrated Exercises 315 Reading Focus — Text B 328 Cyber Love: What Is Real & What Is Virtual 328 Intranet Assignments 344
Unit 8	Business Management 348 Teaching Objectives 348 Lead-in 348 Reading Focus — Text A 350 What Makes a Leader? 350 Integrated Exercises 368 Reading Focus — Text B 381 Wisdom from the Father of Management 381 Intranet Assignments 398

Proverbs and Quotations

To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others.

〔Am.〕 Anthony Robbins

为了有效地沟通,我们必须意识到我们每个人对这个世界的感知各有不同,并以此原则指导我们与他人的交流。

〔美〕安东尼·罗宾斯

In business, you don't get what you deserve, you get what you negotiate.

〔Am.〕 Chester L. Karrass

在生意场上,你得到的不是你应得的,而是你谈判的结果。

〔美〕彻斯特·喀拉斯

Teaching Objectives

1. We interact and communicate everyday. This unit is centered on that theme and looks at the more essential communication skills of business negotiations. Text A introduces us to the assuming innocence of a child and provides examples of how a child's tactics can get the better of business opponents. Text B relates to four personality types and offers an insight into how they can be spotted and negotiated with. In understanding these different personalities, you have a better chance of dealing with them. In addition, this unit is a lesson in human nature.
2. By learning this unit students will be able to grasp the main idea and structure of the texts, master new words and key language points. Students will be able to improve their skills in translation, communication and reading comprehension through performing the relevant tasks.
3. Language skills in this unit include Translation Skills and introduction of Debate Skills. Writing Focus will center on summary writing. Students will learn the key points on how to write a summary, which is a useful skill when gathering information or doing research.

Lead-in**A. Look at the picture and discuss with your partner on the following questions.**

1. When was the last time you negotiated something? What did you learn from it?
2. Is it all right to be dishonest when you negotiate?
3. When you were a kid, what effective child-negotiating techniques did you use to get what you wanted?



B. Listening Practice

Listen to the short passage about “Cultural Differences in Negotiation Styles and Manners”.

Pre-listening Task

Answer the following question and exchange your views with your partner. How do Chinese and westerners differ in their negotiation styles and manners?

[Script]

Cultural Differences in Negotiation Styles and Manners

A manager from an American company is planning to go to China. He is consulting with a cultural expert.

Man: Ummm, the meeting today is very important for the future of our company. Is there anything else I should know before I leave?

Woman: I briefed you of some of the details last week, but we need to discuss cultural differences such as style of negotiation and even manners.

Man: Good. Ummm, what should I do when we first meet? Shake hands and exchange name cards?

Woman: Well, be careful. In China it's considered rude to accept a business card with just one hand. You should always give and receive it with two hands and bow slightly. You should also read the information on the card before you put it away.

Man: Yes, I think I heard about that. Now, where shall we hold a meeting? Should we pull out all the stops and hold it on the top floor of the Jin Mao Tower?

Woman: No. That would be considered a waste of public expense. Better to hold it at a private lunch or dinner.

Man: U-hm. Ok. Who should I speak to first?

Woman: The team that meets you, you will be introduced from senior official to junior so you should always talk to the first person introduced, as he or she will be the most senior.

- Man: Okay, I'll keep that in mind. Well, this is useful information. What else?
- Woman: Well, don't take a nod as a sign of agreement. It's usually just a sign that people are listening attentively.
- Man: OK. I want you to look after the bookings and schedule. We need this to go very smoothly.

Post-listening Task

Answer the following questions.

1. What is considered rude in China when people exchange business cards?
It is considered rude to give or accept a business card with just one hand.
2. Why doesn't the woman like the idea of holding a meeting at the top of the Jin Mao Tower?
That would be considered a waste of public expense.
3. Who should the American manager speak to first when he is introduced to the team and why?
He should talk to the first person introduced, as he or she will be the most senior.
4. What does the sign of a nod mean in China?
It's usually just a sign that people are listening attentively.
5. What does the man ask the woman to do at the end of the conversation?
He asked her to look after the bookings and schedule.

Reading Focus

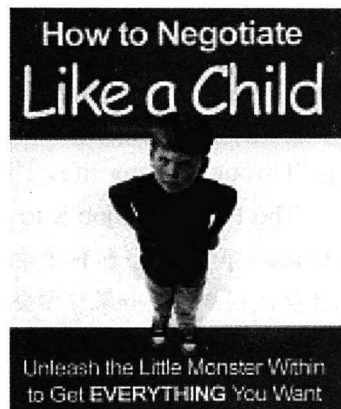
Text A

First Reading

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

How to Negotiate Like a Child

Shari Lifland¹



〔Chinese〕 像孩子般谈判

[Note 1] Shari Lifland (夏里·立菲兰): manages and creates all editorial and promotional content for several e-newsletters and Members-only Website for American Management Association. She also writes various projects. Her specialties are in excellent written and spoken communication skills.

1 Angelic. Sweet. Affectionate. These are the words that come to mind when we think of children. But there's another set of words that applies equally well to children: Stubborn. Determined. Manipulative. Winners.

[Language point] But there's another set of words ...: The phrase "a/another set of ..." is a unit phrase used to indicate the amount or number of something. Unit word or phrase can be singular or plural. Whether the verb is singular or plural is determined by the unit word or phrase.

e. g. A drop of blood was found on the ground.

Drops of blood were found on the ground.

[Chinese] 纯真、可爱、亲切。我们在谈到小孩子时,脑子里想到的都是这些词汇。但是还有另一组词汇也同样适用于他们:顽固、坚定、霸道,还有赢家。

Why should we learn how to negotiate like a child?

Children are the best negotiators in the world.

2 The truth of the matter is that when it comes to arguing with children, children often win and the parents lose. Children are the best negotiators in the world. If you learn how to negotiate like a child you will be able to get nearly whatever you want. Negotiating like a child may be the most critical skill you can have in business and other walks of life.

[Language point] ... when it comes to arguing with children, ...: "It" in this context is used to refer to the situation or condition in general instead of something that has been mentioned or already known.

e. g. It's getting very competitive in the job market.

The worst of it is I didn't prepare for the exam and failed.

[Language point] ... in business and other walks of life: "Walks of life /all walks of life" is a set phrase that means "different levels of social position or achievement".

e. g. Throughout my life, I've met men from all walks of life.

The President's job is to represent Americans from all walks of life.

[Chinese] 事实上,当和孩子争论时,孩子通常是胜者,父母们却是败者。孩子是世上最佳谈判专家。如果你学会如何像孩子般谈判,你就几乎能得到你想要的任何东西。像孩子般谈判可能是你在生意场和其他各行各业中需掌握的最重要的技能。

3 What are these techniques? In his slightly new book *How to Negotiate Like a Child: Unleash the Little Monster Within to Get EVERYTHING You Want*²,