



“十二五”普通高等教育本科国家级规划教材

# New 21st Century College English

## 全新版 21世纪 大学英语 1

主编 毛立群 黎 凡

阅读  
教程

 复旦大学出版社



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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，而教学的实际需求更催唤着新一代教材的诞生。《全新版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《全新版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。

《全新版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》精神编写的系列教材,包括《读写教程》、《练习册》、《教师参考书》、《视听说教程》、《快速阅读》、《阅读教程》、《语法教程》等系列教材及相关配套网络平台。原《21世纪大学英语》教材,是采用主题教学法则(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《练习册》内也配以一定数量的同类题材练习材料。《全新版21世纪大学英语》虽仍沿用这一教学法则,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、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。

《全新版21世纪大学英语读写教程》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。《读写教程》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,《读写教程》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“补充视听和口语练习”(Viewing comprehension and oral practice)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。

《练习册》的设计在内容与主题上均与《读写教程》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。《练习册》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。《练习册》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《读写教程》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《读写教程》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,《全新版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,本教材在重视英语语言基础知识和基本技能训练的同时,还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。

《全新版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,以便我们在日后的修订中把工作做得更好。

编 者

2013年3月

# 使用说明

本书为《全新版21世纪大学英语》系列教材相配套的阅读教程第一册，共有8个单元，可供高等院校各专业本科生第一学期作为拓展阅读教材使用。

本阅读教程每个单元包括四大部分：一、阅读导入(Pre-reading Activities)；二、A课文(Text A)；三、B课文(Text B)；四、补充阅读(Additional Theme-related Activities)。

阅读导入部分由四个表格组成。表格一收集了课文中的主要词汇，要求学生通过词典来了解词义，当然也可以根据情况采用其他方法讲解。表格二收集的是课文中出现的重要词组，并给出相应的中文翻译，要求学生进行配对练习。表格三列出10个课文单词，要求学生做派生练习。表格四列举了一组前缀或后缀，要求学生给出相应的派生词。词汇是阅读的基础，在阅读之前先进行相关词汇的导入练习，无疑可以帮助学生了解和把握阅读文章的主旨，为有效理解做好铺垫，从而达到扩大词汇、提高阅读能力的目的。

第二和第三部分是二篇精选的课文。A课文的字数控制在960~1200之间，难度适中，并配有详细的注释。注释主要用来解释语言难点、人名地名以及其他文化知识。A课文的练习分课文理解(Understanding the Text)和语言学习(Learning the language)两种类型。前者包括课文理解题、讨论题和课文句子解释题。后者有课文单词题、课文词组题和容易混淆词比较题。练习是课文的必要延伸，具有很强的针对性，用来检查对课文的理解情况。

B课文与A课文虽然主题基本相同，但也有很多不同的地方。B课文的篇幅较长，难度较大，字数一般在1200~1500之内，体裁和题材也不一样。配制的练习有阅读理解、课文讨论和课文词汇三种形式。和A课文一样，练习题紧扣课文，同时具有一定的难度，学生要充分理解课文才能熟练掌握与操练。



全书围绕8个主题共收集16篇课文。所选主题都是生活中常见的,与《综合教程》完全一致。但从题材和体裁上说,选文力争做到多样和丰富,有文学的,也有科技方面的;有描写性的和介绍性的,也有论述性的。从语言上说,大部分课文文体规范,可以看成英语学习的范文,但也有几篇课文语言的时代感较强,反映出当代英语的特点。

每个单元的最后一部分是与主题相关的补充阅读活动。这些活动包括: 1. 组句成篇(Making a Paragraph), 2. 完形填空(Cloze), 3. 破解词义(Decoding the Meaning of Words), 4. 深度阅读(In-depth Reading), 5. 快速阅读(Fast Reading)以及 6. 语篇分析(Discourse Analysis)。这一部分选用了多篇相对完整的文章,思想健康,语言活泼,具有一定的可读性。课堂使用时可在这一部分多介绍英语阅读的技巧和方法,特别是如何学习词汇的方法,从而增加学生对语言的敏锐性,以提高阅读欣赏能力。

阅读课一般每学期为36学时,因此课堂上每周可用4课时来完成本书的一个单元,当然具体做法可根据情况而定。

编 者

2013年5月

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# Unit 1

## College Life

### Part I Pre-reading Activities

1. The following box contains words selected from Text A and Text B. Do you know these words? If not, check them out in a dictionary.

T E X T A	1. critically	10. prestigious	19. knight
	2. flock	11. editor	20. judge
	3. ignore	12. skinny	21. master
	4. master	13. deliberately	22. journal
	5. footnote	14. barrister	23. mental
	6. bibliography	15. equivalent	24. nationality
	7. immigration	16. tactfully	25. practitioner
	8. discipline	17. legal	26. debate
	9. publish	18. eventually	27. CV
T E X T B	1. self-evident	12. candidate	23. cultivate
	2. prosperous	13. dead-end	24. legacy
	3. diploma	14. trigger	25. cornerstone
	4. annually	15. dietary	26. essence
	5. phenomenal	16. criminal	27. elevate
	6. envy	17. incarceration	28. backward
	7. empower	18. condone	29. rebellious
	8. enrich	19. legality	30. colonist
	9. depreciate	20. morality	31. attainment
	10. credential	21. outlaw	32. dynamic
	11. legitimate	22. venue	33. transition

2. The following box contains two columns of phrasal expressions, one in English and one in Chinese. You are required to match the English phrase with its Chinese equivalent.

<b>T E X T A</b>	1. British Immigration Law	a) 哈佛法学评论
	2. clubs and societies	b) 掌握
	3. an Education academic	c) 俱乐部和社团
	4. Harvard Law Review	d) 历史课阅读书单
	5. a History reading list	e) 高级图书
	6. legal circles	f) 取得进步
	7. pre-university studies	g) 英国移民法
	8. source materials	h) (医生或律师)从业手册
	9. suck up to	i) 大学之前的学习
	10. trial lawyer	j) 一位教育学者
	11. practitioner book	k) 奉承
	12. how-to book	l) 法律界
	13. advanced book	m) 法庭辩护律师
	14. cross comparison	n) 操作指南
	15. get a grasp of	o) 交叉比较
	16. make progress	p) 原始资料
<b>T E X T B</b>	1. loan payment	a) 找到工作
	2. pass on to	b) 使自己与众不同
	3. set yourself apart	c) 美国人口普查局
	4. land a job	d) 远程学习
	5. appreciate in value	e) 吸毒成瘾
	6. U.S. Census Bureau	f) 联邦储备银行
	7. Federal Reserve Board	g) 现场表演
	8. community service	h) 还贷
	9. distance learning	i) 传给
	10. live performance	j) 社区服务
	11. quality of life	k) 升值
	12. drug addiction	l) 生活质量
	13. per-capita income	m) 人均收入

3. Fill in the following table with words related to or derived from the word given. Think as many derivatives as you can, paying special attention to their meanings and usage.

verb	noun	adjective	others
pay			
finance			
profit			
qualify			
prosper			
envy			
criticize			
ignore			
advance			
legalize			

4. Complete the following table by listing as many examples as you can, paying attention to their spelling and meaning.

prefix	meaning	examples
un- in- il- ir- im-	not, without	
pre-	before	
post-	after	
under-	beneath	
under-	not enough	
over-	too much	
over-	above, outing	
out-	better than	

## Part II Text A

### How to Be an Excellent Student

Charles James<sup>1</sup>

There is no secret to being an excellent student. It is not just about working hard; it is much more about working effectively and thinking critically. It is also about confidence.

When I was 16, just starting on my pre-university studies I asked a teacher why a novel called “Clochemerle<sup>2</sup>” was on her History reading list. She said it was to find out if any students read the course reading list! That was the competition I was up against<sup>3</sup>, so I did well. Actually I would have done better if everyone on the course was bright, because I might have had to struggle. If there are three or four of you who are bright, you are attracted to each other and you compete with each other so that everyone makes progress. So find the other bright ones. Excellent students flock together<sup>4</sup>.

In any area of study your library has a lot of books around your subject which 99% of the students ignore. A good student only reads the textbooks. An excellent student should read more. You really want to be reading the more advanced books that as a lecturer I tell most of my students to ignore. I tell them to ignore these books because most of them will not be able to master the subject to the point where those advanced books are useful<sup>5</sup>. You are good enough to master the subject and to gain from the more difficult books.

One surprise for students is that a textbook is not the final summary of all the knowledge there is in an area. It is that area of knowledge made simple and easy so that students can get a grasp of the subject. You should be looking at more advanced textbooks, journal articles, research papers, etc. If your textbook has footnotes, are you going to find those source materials and read them? If there is a bibliography, have you read most of the bibliography?

To give you an idea of the difference between the knowledge a student needs and how much knowledge is out there, the leading textbook on British Immigration Law has less than 30 pages on British Nationality<sup>6</sup>. The leading practitioner book<sup>7</sup> on British Nationality has 1,181 pages. I do not even tell my students that the practitioner book exists, because they do not need to

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know. If you are an excellent student in any discipline the practitioner books are out there!

The good student uses two or three textbooks. The excellent student does this, but also reads journal articles and looks at related fields for cross comparisons. Why are you not writing journal articles? At the best American universities the students publish journals, some of which are prestigious. If you are editor of the *Harvard Law Review*<sup>8</sup> you immediately stand out from all the other very bright students at Harvard Law School. A skinny black student<sup>9</sup> who was editor of the *Harvard Law Review* went on to be President of the United States. Even if you are at a bad university there is nothing to stop you researching and publishing.

A good student makes a careful study of past exam papers to understand what will be in the next exam paper. You may do that, but you are beyond that. You actually do not care what is in the examination paper because your depth of knowledge is such that you can handle anything. I remember one examination paper where I had to answer 4 questions out of 20, and there were 16 I could answer well. I deliberately chose questions from across the paper just to show I was wonderful all over. I got an A of course. In those days A was the highest mark you could get.

I once knew personally a young barrister (American equivalent is “trial lawyer”) who, to put it tactfully, needed more work. He was bright but as yet had no reputation. You get the cases from having a reputation, and you get the reputation from winning the cases. Chicken and egg<sup>10</sup>! So one day he went into the largest legal bookshop in London, looking for a book that was not there. He found an area where there was no book at all. He wrote the book, a simple “How To” book for lawyers on this topic. The book sold reasonably well because it was cheap and met a real need. When lawyers found they had such a case, they then needed a barrister who knew about this topic. They went to the man who wrote the book! He got the cases, he built the reputation, and he became famous in legal circles for this kind of work. He eventually was elected leader of all the barristers in England and Wales, was knighted<sup>11</sup>, and later became a judge.

Does this example give you an idea how you could establish yourself as an expert in something—preferably where there is no competition? If he could write a book, surely you can write just one article? One world-famous Education academic, while writing his PHD also churned out<sup>12</sup> an article a

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month for two years.

Do not be surprised if your library does not have practitioner books. Go to a better library that does have these books. Go to people working in that industry who can lend you the books from work.

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It is good to be an excellent student. It is even better if you are recognized by your fellow students as extremely bright. Social skills help, because if you are bright and disliked, your fellow students will not select you for anything. If you are bright and liked, you may be elected to things or be given opportunities.

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At the best British universities there are clubs and societies for debating and for drama which are world famous, and success there often leads to success later on. In the USA sport seems to be important. For your mental and physical health you need to do something you enjoy outside your studies.

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Now think about your CV<sup>13</sup>. What can you do while a student that will build your CV? Try to work in your chosen industry to earn money of course but also to build your knowledge and experience.

To be an excellent student is hard work, but it is also about confidence and a willingness to explore. Some of your time will be wasted, but it is surprising how much you can gain from reading around the subject and lifting your eyes to the hills<sup>14</sup>.

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Note what I have not said. I have not suggested you suck up to your professors or try to impress your professors. When your professors are coming to you—then you are an excellent student! (1,118 words)

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## Notes

1. About the author: Charles James is formerly a lawyer and recently retired as a lecturer in Law from Yorkshire, UK. The passage is adapted from his publication on ehow.
2. Clochemerle: a 1934 French satirical novel by Gabriel Chevallier.
3. That was the competition I was up against: That kind of competition was the most challenging one for me. “be up against” means “find it difficult to deal with”, e.g. “When I saw how deeply the racist views were held I began to understand what we were up against.”