



普通高等教育“十一五”国家级规划教材  
获上海普通高校优秀教材一等奖



21st Century Practical College English

# 21世纪大学实用英语

总主编 翟象俊 余建中 陈永捷

(U版)

Teacher's Book

## 教学参考书3下册

本册主编 宋梅 张德玉



复旦大学出版社



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# CONTENTS

## **Unit 5 285**

- I. Objectives 286**
- II. Suggested Teaching Plan 286**
- III. Background Information 289**
- IV. Class Presentation 290**
  - Listening & Speaking **290**
  - Reading & Writing **299**
    - Text A: A Sweet Love Story **299**
    - Grammar Review: Absolute Construction **319**
    - Practical Writing: Replies to Inquiries **321**
    - Text B: Hungry for Your Love (1) **324**
    - Text C: Hungry for Your Love (2) **339**
    - Basic Reading Skills: Skimming **343**

## **Unit 6 345**

- I. Objectives 346**
- II. Suggested Teaching Plan 346**
- III. Background Information 349**
- IV. Class Presentation 353**
  - Listening & Speaking **353**
  - Reading & Writing **361**
    - Text A: Sorry, But... **361**
    - Grammar Review: Direct Speech and Indirect Speech **388**
    - Practical Writing: Complaint Letters **391**
    - Text B: Credit, Not Charity **394**
    - Text C: Getting Rich **412**
    - Basic Reading Skills: Separating Facts from Opinions **417**

## **Unit 7 419**

- I. Objectives 420**
- II. Suggested Teaching Plan 420**
- III. Class Presentation 424**
  - Listening & Speaking **424**
  - Reading & Writing **434**
    - Text A: Students in Shock (1) **434**
    - Grammar Review: Ellipsis **455**
    - Practical Writing: Replies to Complaints **457**
    - Text B: Students in Shock (2) **460**
    - Text C: A Better Message **475**
    - Basic Reading Skills: Understanding Paragraph Development (6) **479**

## **Unit 8 481**

- I. Objectives 482**
  - II. Suggested Teaching Plan 482**
  - III. Background Information 485**
  - IV. Class Presentation 487**
    - Listening & Speaking **487**
    - Reading & Writing **495**
      - Text A: What Do We Need for Life? **495**
      - Grammar Review: Emphasis **521**
      - Practical Writing: Introduction Letters **523**
      - Text B: Environmental Protection Throughout the World **526**
      - Text C: The Greenhouse Effect **550**
      - Basic Reading Skills: Identifying the Author's Viewpoint **555**
- Chinese Version of Texts A and B (Units 5-8) 557**

## Highlights

### Preview

#### Listening & Speaking

The Language for Happy

Anticipation

Expressing Happy

Anticipation

Follow-up Practice

#### Reading & Writing

Text A

A Sweet Love Story

Grammar Review

Absolute Construction

Practical Writing

Replies to Inquiries

Text B

Hungry for Your Love (1)

Text C

Hungry for Your Love (2)

Basic Reading Skills

Skimming

# UNIT

# 5

## Preview

This is the fifth unit of Book Three. In the Listening and Speaking section, you will learn how to express happy anticipation and will do some practical exercises. In the Reading and Writing section, you are going to read two touching love stories. Text A tells how deep love triumphs over material and physical barriers. Texts B and C show the hope and strength that love brings to people.

## I . Objectives

After studying this unit, the students are expected to be able to

1. master the basic language and skills to use the language for happy anticipation;
2. understand the main idea of Text A, B and C, and master the useful sentence structures and words and expressions found in the exercises relevant to the first two texts;
3. know how to use the absolute construction;
4. know how to reply an inquiry;
5. use the reading skill of skimming.

## II . Suggested Teaching Plan

### 1. Suggested Time and Teaching Plan for Unit 5

Time	Contents	Plan
2 periods	Preview  Listening and Speaking	<p>The teacher begins with the Preview to make sure that the students have some idea of what this unit is all about. After that, the teacher activates <i>Listening and Speaking</i> exercises as follows:</p> <p><b>1) The Language for Happy Anticipation</b></p> <p>A. Give a brief lead-in talk on happy anticipations so as to define them;</p> <p>B. Have the students listen to Ex. 1 (2-3 times) and fill in the blanks with the missing words;</p> <p>C. Ask one student to read aloud the talk to check the fillings;</p> <p>D. Tell class good news in any aspect and ask students to express their happy anticipations using the language presented in Ex. 1.</p> <p><b>2) Expressing Happy Anticipation</b></p> <p>A. Go through the new words and phrases for the conversation in Ex. 3;</p>



Time	Contents	Plan
		<p>B. Have the students listen to the conversation twice and fill in the blanks with missing words;</p> <p>C. Ask students to answer the questions about the conversation;</p> <p>D. Now have them look for the language used to express happy anticipation in the conversation;</p> <p>E. Next, students can role-play the conversation.</p> <p><b>3) Follow-up Practice (Be Selective)</b></p> <p>A. Go through the words and expressions from the wedding invitation in Ex. 6 and have the students do questioning exercises as guided after reading it. Note: One thing can be expressed in many forms.</p> <p>B. Listen to the conversation in Ex. 7, do the exercises in it, and ask some students to speak out their questions. Note: One thing can be expressed in many forms.</p> <p>C. Listen to the recording of Ex. 8 and ask the students to respond by translating orally the Chinese messages into English.</p> <p>D. Assign the students to do Ex. 4, Ex. 5, Ex. 9 and Ex. 10 as their homework before they come to class next time. The teacher tells them how to do these exercises and presents any topic-related expressions on the chalkboard in advance, which can be used when the students make preparation for presentation.</p>



Time	Contents	Plan
3 periods	<p>Review of the listening and speaking skills the students have learned</p> <p>Text A &amp; text-related exercises</p>	<p>The teacher begins with the assignment mainly to have a review of the functional and notional language the students picked up in the previous unit. The teacher asks some students to act out the conversation in Ex. 4 and Ex. 5 of the <i>Listening and Speaking</i> section, and invites a few students to tell class their messages based on the picture in Ex. 9 or present their opinions on the topic of "Which counts for more, IQ or EQ?" orally. Then, the teacher turns to the <i>Reading and Writing</i> section. (These activities should be completed in 15 minutes.)</p> <p><b>1) Starter</b></p> <p>After a brief explanation of the instructions, the teacher</p> <ul style="list-style-type: none"> <li>A. gives the students a few minutes to think about the questions in the starter;</li> <li>B. asks some students to answer the questions. (10 minutes)</li> </ul> <p><b>2) Text A</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>A. lets the students answer the text-related questions, helps them identify the main idea of each paragraph and analyzes some difficult sentences and some language points while discussing the whole text with the students (one and a half periods);</li> <li>B. guides the students through the exercises, focusing on certain items or leaving some exercises as the students' homework according to the students' different levels of English (one period).</li> </ul>

Time	Contents	Plan
1 period	Grammar Review  Practical Writing	<p><b>1) Grammar Review</b></p> <p>The teacher talks about the use of absolute construction, and at the same time, asks the students to do the grammar exercises in class.</p> <p><b>2) Practical Writing</b></p> <p>The teacher tells as well as shows the students how to reply to an inquiry by doing Ex. 13 of <i>Practical Writing</i>, and then requires the students to do Ex. 14 as their homework.</p>
2 periods	Text B & text-related exercises  Text C  Basic Reading Skills	<p><b>1) Text B</b></p> <p>While discussing the text with the students, the teacher calls on the students to pay attention to the structure of the paragraphs of the text, asking the students to answer the questions about the text. Ex. 16 and Ex. 17 can be done either in class or after class.</p> <p><b>2) Text C</b></p> <p>This text should either be read by the students themselves as their homework or done in class.</p> <p><b>3) Basic Reading Skills</b></p> <p>The teacher tells the students how to use the reading skill of skimming, and asks them to do the exercises in <i>Basic Reading Skills</i>.</p>

### III . Background Information

#### Nazi

Germany experienced political and economic crises after its defeat in World War I (1914-1918). A democratic government had replaced the monarchy that ruled the country. But the nation suffered from severe inflation and unemployment after the war ended. Many Germans lacked faith in the new government and began to turn to politi-

cal groups that called for extreme changes. One of these organizations was the German Workers' Party, a small discussion group in Munich. Hitler joined this group in 1919 and quickly gained control. He changed its name to the National Socialist German Workers' Party in 1920. Nazi stands for the first word in the German name of the party. (From the 1998 World Book)

## Jews

Jews are the descendants of an ancient people called the Hebrews. During Biblical times, the Hebrews — who came to be called Israelites — lived in what is now Israel. But their country fell to a series of conquerors, and the Jews scattered throughout the world. By the A. D. 700's, they had established communities as far west as Spain and as far east as China.

The Jews have had great influence on history. They produced the Hebrew Bible, which, with its belief in one God and its moral teachings, became a cornerstone of two world religions, Christianity and Islam. But Jewish history has been full of tragedy. The Jews were a minority group almost everywhere they settled, and they often suffered persecution. During World War II (1939-1945), about 6 million Jews died in the Nazi campaign of mass murder known as the Holocaust. (From the 1998 World Book)

## IV. Class Presentation

S-164

## Listening & Speaking

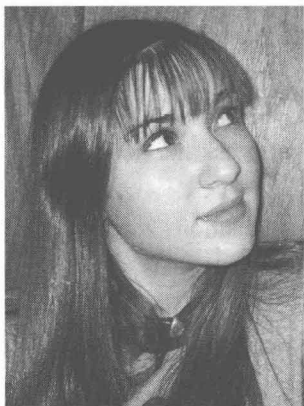
### The Language for Happy Anticipation

- 1 You are going to listen to an instructor talking about happy anticipation. Listen carefully and fill in the blanks with the missing words.

**Instructor:** All of us expect desirable things, and so experience happy anticipation throughout our work and personal lives. Happy anticipation is usually practical: clearly something worthwhile is coming my way. So I can perceive it in the distance and expect to meet it finally. In view of that happy moment, I just can't wait to have my expectation

fulfilled. The anticipation is happy, and I'm all eager in expectation.

Happy anticipation can be noisy. Use the following language to express your happy anticipation:



- I am looking forward to seeing her.
- I am expecting to propose to her.
- I can't deny my keen anticipation of her acceptance.
- I'm longing to receive her quick reply.
- The first thing I'm going to do when I see her is give this present to her.
- It will be really great to take her out for dinner.
- I can hardly wait to marry her.
- It'll be fun seeing her friends.
- Just think of all the things we'll be able to see and do!

- 2** Your instructor will give your class some good news in a number of ways. Respond to it using the language you have picked up in Ex. 1.

S - 165

### Expressing Happy Anticipation

**3**

Before you listen to the upcoming conversation, read the following words and expressions which may be new to you.

on the spot	在现场
anticipate	期望
spontaneous	自发的
Just think!	请想想!

Listen to the conversation twice and fill in the blanks with the missing words.

- Li Ming:** Tell you what, Gong Li is coming to our school!
- Wang Ying:** I didn't know that. You know, she's my favorite Chinese movie star.
- Li Ming:** Oh really? I like the way she acts, too.
- Wang Ying:** What's she doing here?
- Li Ming:** They say she'd like to have a talk with college students.
- Wang Ying:** You mean we'll have a face-to-face talk with her, is that so?
- Li Ming:** Exactly.
- Wang Ying:** I'm longing to meet her. It will be really great to ask her some questions right on the spot.
- Li Ming:** I must say I'm anticipating such a spontaneous situation, too.
- Wang Ying:** How about being there early so that we can get good seats?
- Li Ming:** Good idea!
- Wang Ying:** Just think, a famous movie star is coming to our school next week!
- Li Ming:** Surely it's going to be wonderful.
- Wang Ying:** I can hardly wait to see her.

Now listen to the following conversation again and answer the following questions.

1. What is the news for Wang Ying?  
( *Her favorite movie star is coming to their school.* )
2. What will the actress do on campus?  
( *She will have a face-to-face talk with college students.* )
3. What is Wang Ying's response to the news?  
( *She is longing to see the movie star.* )
4. Is Li Ming going there, too?  
( *Yes. He will go together with Wang Ying.* )
5. Why do they plan to go there early?  
( *To get good seats.* )

## S-166

## Follow-up Practice

## 4

Read the following words which may be new to you.

compaction	压紧	nutrient	营养物
erosion	侵蚀	deadly	致命的
soil	土壤	diseased	有病的
decaying	腐烂的		

Read the following notice on a public bulletin board(布告栏) silently while listening to the recording.

## WANT TO HELP?

You can play a major role in protecting the forest. Stay on paved walkways to prevent compaction and erosion of the soil. Don't collect wood or plants from the forest floor. Decaying plant material provides necessary nutrients that strengthen old trees and give young trees a fighting chance to survive. You can help prevent the spread of deadly tree diseases to new areas by not collecting and transporting diseased wood from the forest back to your home.

5 Read aloud the above notice in class. Then act out the role of a guide who is informing his/her tourists about environmental protection.

## 6

Read the following words and expressions which may be new to you.

request the honor of your presence	敬请光临
Unitarian	一位论派的
Universalist	普救派者
Jr.	= junior 小
Bld.	= boulevard 林阴大道
Philadelphia	费城(美国宾夕法尼亚州东南部港市)

Read the following wedding invitation for information.

Mr. and Mrs. David Wei Chen  
request the honor of your presence  
at the marriage of their daughter  
Ann Qing Chen  
to  
Robert Lewis Shepherd  
on Saturday, the twenty-first of May  
Two thousand and five  
At two o'clock in the afternoon  
Unitarian and Universalist Church  
202 Martin Luther King, Jr. Blvd.  
Philadelphia, Pennsylvania

Ask three questions of your partner, who is reading the wedding invitation for information ( write down your questions if necessary ).

Question 1 about the hosts:

- a. Tell me who's inviting us to the wedding?
- b. Who's inviting us to the wedding?
- c. Who does the wedding invitation come from?

Question 2 about the time:

- a. When is the wedding?
- b. When is the wedding going to take place?

Question 3 about the place:

- a. Where is the wedding?
- b. Where is the wedding going to be held?

Act out the above short conversation in class.

## 7

Read the following words and expressions which may be new to you.

forum	论坛
global	全球的
keynote speaker	主要发言人
It's a shame...	= It's a pity...



*Listen twice to the taped conversation below between a professor and a student whose role you are supposed to play. First, put down your questions for the professor during the timed pauses. Second, ask your questions out loud.*

**Student:** How many times have you been to China, Prof. Rice?

**Prof. Rice:** Let me see, it's my third trip to this country.

**Student:** When did you come for the first time?

**Prof. Rice:** Two years ago.

**Student:** How long are you going to stay here this time?

**Prof. Rice:** My plan is to stay for a week. I came here to attend a forum on the global economy.

**Student:** Are you going to give a presentation?

**Prof. Rice:** Oh, yes. I'm invited to the forum as the keynote speaker.

**Student:** Are you? I wonder if you'll have any chance to do some sightseeing in the city.

**Prof. Rice:** Actually, it's a shame I won't. I've got a busy schedule this time. Maybe next time.

**Student:** Have a nice stay here.

**Prof. Rice:** Thank you.

*Act out the above conversations in class.*

## 8

*Listen and, during the timed pauses, translate orally into English the Chinese sentences in each of the following three short conversations.*

1. **A Male Voice:** When in Rome, do as the Romans do! This is China, so I would urge you to drink a cup of Maotai Liquor. This is the most famous liquor in the country. Now let's drink to the signing of our contract!

**You:** 啊, 我希望你不要生气 (to be offended), 因为个人的原因, 我不能喝酒 (alcoholic beverages)。我当然想和你为我们的合同干一杯 (in a toast), 我能不能以可乐代酒?

2. **A Female Voice:** I love to go to fashion shows. They give you some idea about what kinds of clothes are coming into fashion and what are going out.

**You:** 那些漂亮的模特儿穿着艳丽的 (gorgeous) 衣服在舞台 (run-way) 上走确实很好看。不过坦率地说, 我觉得那些衣服日

常穿并不实际。

3. **A Male Voice:** Excuse me. Can you tell me where I get the bus to the University City?

**You:** 你可在这里坐3路公共汽车,然后在购物中心街换乘8路公共汽车,一直到那里。

**Tapescript & Key:**

1. **A Male Voice:** When in Rome, do as the Romans do! This is China, so I would urge you to drink a cup of Maotai Liquor. This is the most famous liquor in the country. Now let's drink to the signing of our contract!

**You:** *Well, I don't want you to be offended, but for personal reasons I can not drink alcoholic beverages. I certainly want to join you in a toast to our contract. May I use a Coke?*

2. **A Female Voice:** I love to go to fashion shows. They give you some idea about what kinds of clothes are coming into fashion and what are going out.

**You:** *It's nice to see those beautiful models walk down the runway in gorgeous clothing. But to be frank, I don't think those clothes are practical for everyday wear.*

3. **A Male Voice:** Excuse me. Can you tell me where I get the bus to the University City?

**You:** *You can take the Number 3 bus right here and then change at Shopping Center Street for the Number 8. That takes you right there.*

Act out the above conversations in class.

- 9** Take a close look at the picture below. Think about it for one minute. Then give a two-minute oral presentation to tell the class what you think it means.

Outstanding and Standing Out

