



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



复旦卓越·英语系列

总主编 翟象俊 陈永捷 余建中

(第2版)

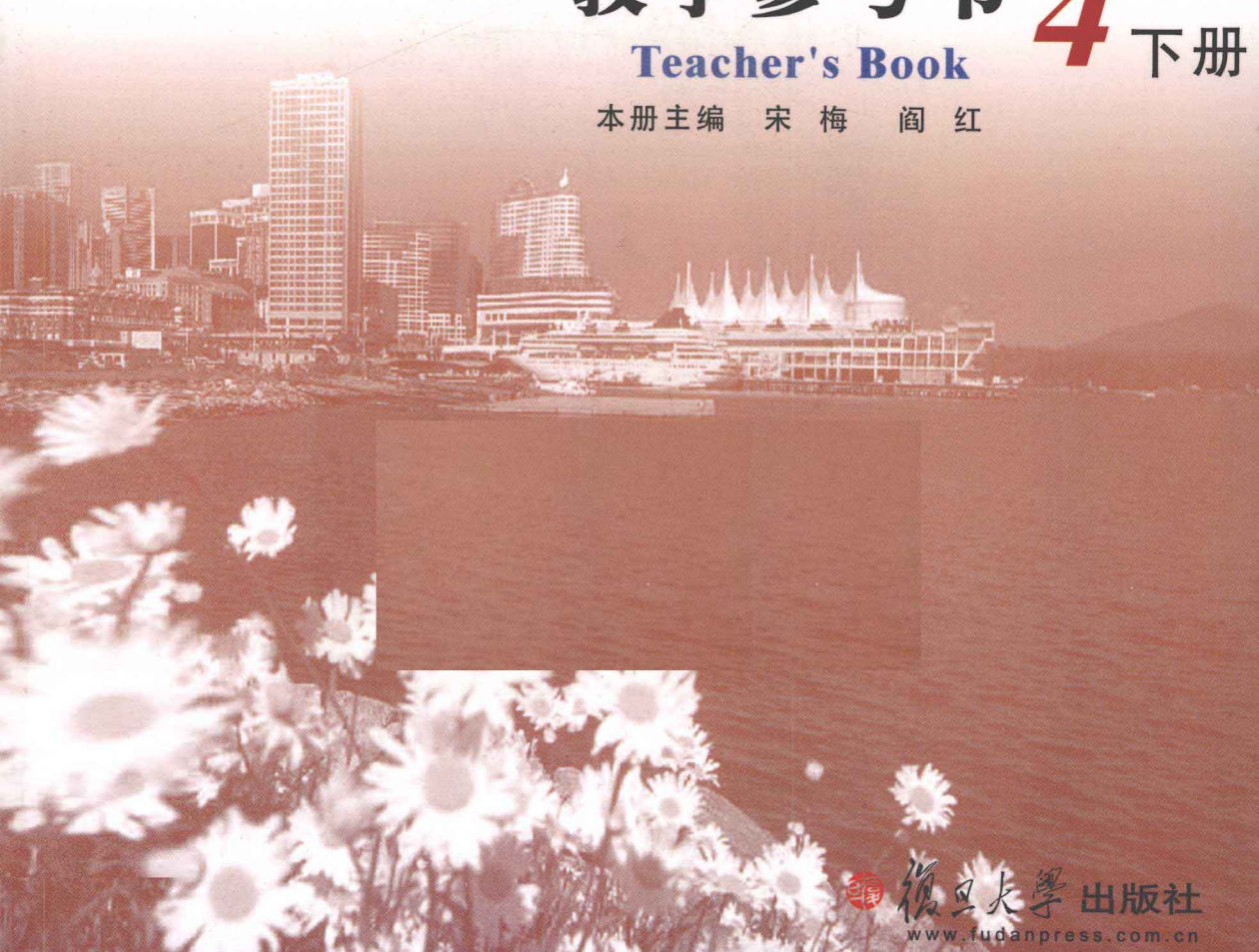
21世纪大学实用英语

21st Century Practical College English

教学参考书 4 下册

Teacher's Book

本册主编 宋梅 阎红



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Highlights

Preview

Listening & Speaking

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Opportunities
Taking Opportunities
Follow-up Practice

Reading & Writing

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Room for the Future

Grammar Review

Adverbial Clauses of Time,
Space and Manner

Practical Writing

Verification Letters

Text B

The Day I Flunked Out
of Law School

Practical Reading

Basic Reading Skills

Understanding Abstracts

UNIT

5

Preview

This is the fifth unit of Book Four. In the Listening and Speaking section, you will learn how to talk about taking opportunities and will do related practical exercises. In the Reading and Writing section, both writers recall how they walked away from a serious defeat in life and embraced the future. In Text A, the writer explains how he chose to look at the loss of his job as a welcome opportunity and to make the most of it, instead of being depressed and bitter. In Text B, we discover how flunking out of a prestigious law school ultimately made the writer a good judge. Practical Reading includes several commercial advertisements.

I . Objectives

After studying this unit, the students are expected to

1. have mastered how to talk about taking opportunities and have received practical listening and speaking training through various exercises;
2. have understood the main ideas of Text A and Text B, and have mastered the useful sentence structures and words and expressions found in the exercises relevant to the texts;
3. know how to use adverbial clauses of time, space and manner;
4. know how to write verification letters;
5. read several commercial advertisements;
6. know how to understand abstracts.

II . Suggested Teaching Plan

Suggested Time and Teaching Plan for Unit 5

Time	Contents	Plan
2 periods	Preview Listening and Speaking	<p>The teacher begins with the <i>Preview</i> to make sure that the students have some idea of what this unit is all about. After that, the teacher activates the <i>Listening and Speaking</i> exercises as follows:</p> <p>1) The Language for Taking Opportunities</p> <p>A. Ask the class to say whatever they can about taking opportunities. Then give a brief lead-in talk on the significance of taking opportunities;</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, so the students can check their completed answers;</p> <p>D. Organize an activity around Ex. 2, and make sure students know how to take opportunities using the language they have just learned.</p>

Time	Contents	Plan
		<p>2) Taking Opportunities</p> <p>A. Go through the new words and expressions for the conversation in Ex. 3;</p> <p>B. Have the students listen to the conversation twice and fill in the blanks with the missing words;</p> <p>C. Have the students listen to the conversation again and ask them to answer the questions about the conversation;</p> <p>D. Now have them identify the language used to talk about taking opportunities in the conversation;</p> <p>E. Next, ask the students to role-play the conversation.</p> <p>3) Follow-up Practice (Options)</p> <p>A. Go through the words and expressions in the ad in Ex. 6 and then have the students do the question exercises as indicated. Note: There are many ways to express something;</p> <p>B. Listen to the conversation in Ex. 7, do the following exercises, and invite some students to say their answers. Note: There are many ways to express something;</p> <p>C. Listen to the recording in Ex. 8 and ask the students to respond by translating the replies in Chinese orally into English;</p> <p>D. Group the students in pairs and have them develop questions and answers between audience and speaker based on the short talk in Ex. 4. Then have them do Ex. 9 and Ex. 10 individually as their homework. Make sure to explain these exercises in advance and to present topic-related expressions on the blackboard; these can be used when the students prepare oral presentations.</p>

Time	Contents	Plan
3 periods	<p>Review of the Listening and Speaking Skills the Students Have Learned</p> <p>Text A & Text-related Exercises</p>	<p>The teacher begins with assignment mainly to review the functional and notional language the students picked up in the previous classes. The teacher asks one or two pairs of students to act out the conversation between an agent and a customer, and then invites several students either to tell the class their interpretations of the picture in Ex. 9 or to present their opinions orally on the topic of "Wait For or Seek an Opportunity." After that, the teacher turns to the <i>Reading and Writing</i> section. (These activities should be completed in 15 minutes.)</p> <p>1) Starter</p> <p>After a brief explanation of the instructions, the teacher</p> <p>A. gives the students a few minutes to think about the questions in the starter;</p> <p>B. invites some students to respond to the questions. (10 minutes)</p> <p>2) Text A</p> <p>The teacher</p> <p>A. asks the students to answer the text-related questions, helps them identify the main idea of each paragraph and analyzes the difficult sentences and language points while discussing the whole text with the students (one and a half periods);</p> <p>B. guides the students through the exercises, focusing on certain ones and leaving others as the students' homework according to the students' different levels of English (one period).</p>
1 period	<p>Grammar Review</p> <p>Practical Writing</p>	<p>1) Grammar Review</p> <p>The teacher talks about the use of adverbial clauses of time, space and manners, and, at the same time, asks the students to do the grammar exercises in class.</p> <p>2) Practical Writing</p> <p>The teacher shows the students how to write employment verification letters by doing Ex. 11 of <i>Practical Writing</i>, and then requires the students to do Ex. 12 as their homework.</p>

Time	Contents	Plan
2 periods	Text B & Text-related Exercises	1) Text B 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, and asks them to answer the following questions about it. Ex. 14 and Ex. 15 can be done either in class or after class.
	Practical Reading	2) Practical Reading This part should either be read by the students themselves as their homework or done in class.
	Basic Reading Skills	3) Basic Reading Skills The teacher explains to the students how to understand abstracts, and asks them to do the exercises in <i>Basic Reading Skills</i> .

III. Background Information

Maria Harden

Maria lives with her husband and an ornery cat in sunny Winnipeg, Manitoba, Canada. She has learned to deal with little bumps along life's highway with humor, patience, and foresight. For the first time ever, she has enjoyed a summer off from job responsibilities and instead has filled her days with gardening, writing, and getting to know her inner self. One chapter in her life has gently closed its pages, but Chapter 2 is in the works! Her award-winning story was a two-part one, "The Christmas Child," followed by the sequel, "Her Mother's Wish." Among her many other stories are "Of Thee I Sing," "House of Horrors," and "Christmas Aftermath."

The Taj Mahal

The Taj Mahal is one of the most beautiful and costly tombs in the world. The ruler of Mogul India Shah Jahan ordered it built in memory of his favorite wife, Mumtaz Mahal, who died in 1629. The tomb stands at Agra in northern India. About 20,000 workers built it between about 1630 and 1650.

According to tradition, the Taj Mahal was designed by a Turkish architect. It is made of white marble and rests on a platform of red sandstone. At each corner of the platform stands a slender minaret (prayer tower). Each tower is 133 feet (40.5 meters) high. The building itself is 186 feet (56.7 meters) square. A dome covers the center of the building. It is 70 feet (21.3 meters) in diameter and 120 feet (36.6 meters) high. Passages from the Muslim holy book, the Koran, decorate the outside along with inlaid (镶嵌的) floral (花似的) patterns. A central room contains two cenotaphs (monuments). Visitors can see the monuments through a carved alabaster (雪花

石膏制的) screen. The bodies of Shah Jahan and his wife lie in a vault(拱顶) below. The tomb stands in a garden.

Denver, Colorado

Denver is the largest city and capital of the state of Colorado, United States of America. It is located on the plains just east of the foothills of the Rocky Mountains, which form a dramatic and awe inspiring skyline to the west. The central downtown district is on the east side of the South Platte River, near its confluence with Cherry Creek, approximately fifteen miles from the foothills. As of the 2000 census, the population of the city was 554,636.

The University of Colorado, Law School

The University of Colorado was founded in 1876 at the present Boulder campus. It is a state-supported coeducational(男女同校) university with campuses in Boulder, Colorado Springs, and Denver. It also has a health sciences center in Denver. The university offers courses in arts and sciences, business, education, engineering and applied sciences, environmental design, law, and other fields. The University of Colorado grants bachelor's, master's, and doctor's degrees. The student body of nearly 28,000 includes approximately 4,500 graduate and professional students. The university conducts extensive research along with its instructional and public service programs. It is one of the major research universities in the United States and is fully accredited by regional and national associations.

The School of Law was established in 1892 and is a charter member of the Association of American Law Schools. The school has been on the American Bar Association's list of approved law schools since its first publication in 1923. The school is located in the Fleming Law Building on the southwestern corner of the campus. The school is national in its orientation, and graduates are academically qualified to take the bar examination in any of the 50 states in which they intend to practice. The School of Law maintains high academic standards and admits only students ranking among the nation's best applicants. For the 2003 entering class, 3,132 applications were received, 717 applicants were offered admission, and 171 students matriculated(被注册入学).

George Norlin Award

In 1930 the University of Colorado Alumni Association(校友会) created the Norlin Award to recognize the beloved George Norlin, who presided over the university from 1919 to 1939. The Norlin Award honors alumni of CU Boulder for distinguished lifetime achievement. It recognizes the most outstanding alumni who throughout their lives have demonstrated a commitment to excellence in their chosen field and a devotion to the betterment of society and their community.

IV. Class Presentation

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Listening & Speaking

The Language for Taking Opportunities

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

Instructor: When speaking about opportunity, almost every culture has some form of this English saying: “Strike while the iron is hot.” It means that we should grab an opportunity quickly before it disappears. If we fail to take the opportunity, we will not be able to bring it back. It is gone forever once it has passed. There are no second chances with missed opportunities.



In English, there are other sayings about opportunities. When we say, “Every dog has his day” or “The sea has fish for every man,” we mean that everyone gets his or her chance to succeed or profit. But the question is whether we reach out to seize the chance or not. In response, we are taught the following clichés: “Make hay while the sun shines,” and “Hoist your sail when the wind is fair.”

You can learn more about how to talk about “taking the opportunity” by picking up the following useful expressions:

- The job is **up for grabs**(谁都可以争取). Why don't you apply for it? You have every chance of getting it.
- I decided to **play it by ear**(随机应变) when I went for the interview, so I didn't prepare anything in advance.
- What are you waiting for? **Jump at a job like that** — it's terrific!
- I intend to **break into**(冲破障碍进入) a new profession. I'm really fed up with what I do now.
- You'll **get ahead**(获得成功) if you work hard. Then you'll be ready when opportunity knocks.
- That way, we can make sure you don't **miss the boat**(错过机会).
- You **stand a good chance of** getting a promotion.
- I'm sure you'll **make good**(成功) as a salesman; I've never known you to miss an opportunity.
- To my surprise, he has greatly **come up in the world**(成功).

- 2** First tell your classmates your past successful experiences in which you took opportunities. Then urge those who appear to have fears and worries about their futures to take opportunities. Use the language you have just picked up in Ex. 1.

S-159

Taking Opportunities

3

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

northwest	西北	take	观点, 看法
bravery	勇敢	Well-said!	说得好!
remote	遥远的, 偏僻的	have what it takes	具备成功所需
ideal	理想的		的一切条件

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

- Li Ming:** It's an exciting report, isn't it?
- Wang Ying:** Yes, it is. He certainly has surprised us by making good in the northwest of the country.
- Li Ming:** He sure has. I really admire him for his bravery in jumping at the opportunity. He left town with his talents for that remote area when he had just graduated from college.
- Wang Ying:** The paper says that the northwest is developing fast. A lot of investors at home and abroad are interested in that area.
- Li Ming:** Which seems to be producing a great many opportunities for graduates like us.
- Wang Ying:** Exactly. Lots of jobs up for grabs.
- Li Ming:** I'm thinking of taking my chances there.

Wang Ying: Are you? I agree it's the ideal place for us graduates to explore our potential.

Li Ming: I'm glad we have the same take on the matter.

Wang Ying: I'm sure that we stand a good chance of success if we do as he did a couple of years ago.

Li Ming: Well-said!

Wang Ying: I'm determined to study harder, so I make sure I have what it takes upon graduation.

Li Ming: Count me in, too. I'm on board.

Wang Ying: Remember, chances favor those who are ready and willing.

Li Ming: I promise, I won't miss the boat.

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

1. What was the report Wang Ying and Li Ming listened to?
(*It was about a graduate who left town and made good in northwestern China.*)
2. What does Li Ming admire the young man for?
(*He admires him for his bravery in jumping at the opportunity.*)
3. What does Li Ming think of the rapid development in the northwest?
(*He says that it is producing a great many opportunities.*)
4. Where are Wang Ying and Li Ming thinking of going to take their chances?
(*They are thinking of going to the northwest.*)
5. What are they planning to do?
(*They are planning to study harder so that they will have what it takes upon graduation.*)

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Follow-up Practice

4

Read the following passage silently while listening to the recording.

If you don't have a clear representation (图像) of what your ideal day would be, what are your chances of creating it? If you don't know what your ideal environment would be, how would you create it? How are you going to hit a target if you don't even know what it is? Remember, the brain needs clear, direct signals of what it wants to achieve. Your mind has the power to give you everything you want. But it can only do that if it's getting clear, bright, intense and focused signals.

5 First read aloud the passage, and then deliver it as a short speech in class.

6

Read the following words which may be new to you.

Tokyo	东京(日本首都)
Vancouver	温哥华(加拿大西南部港市)
Copenhagen	哥本哈根(丹麦首都及最大城市)
Mauritius	毛里求斯(非洲岛国)
Auckland	奥克兰(新西兰北岛西北岸港市)
Dubai	迪拜(阿拉伯联合酋长国东部的一个城市和酋长国)
domestic	国内的
Add	= address

Pretend you are a businessman/businesswoman planning a trip by air. Read the following ad to gain further information.

Ticket

New Silk Road Business Travel Network (Shanghai)

Tokyo — RMB 2,080 and up	London — RMB 2,950 and up
Los Angeles — RMB 2,950 and up	Vancouver — RMB 3,700 and up
Copenhagen — RMB 3,950 and up	Mauritius — RMB 4,850 and up
Auckland — RMB 3,500 and up	Dubai — RMB 3,920 and up

30% discount for domestic tickets

Tel: 62121750/62121751

Add: 306/308 3F, No. 227 Dongzhuanbang Rd., Shanghai

Ask three questions at the ticket office to gain more information (write down your questions if necessary).

Question 1 about the number of weekly flights to Vancouver :

- a. *How many flights do you have to Vancouver every week?*
- b. *How often do you fly to Vancouver every week?*
- c. *Can you tell me how often you fly to Vancouver every week?*

Question 2 about the possibility of ordering tickets over the phone :

- a. *Can I order tickets over the phone?*
- b. *Is it possible to order tickets over the phone?*
- c. *I was wondering if I could possibly order tickets over the phone.*

Question 3 about the possibility of having ordered tickets delivered :

- a. *Do you have a service that delivers tickets to passengers?*
- b. *Can I have my tickets delivered to me?*
- c. *Do you deliver tickets?*

Act out the above short conversation in class.

7

Listen twice to the taped conversation below between an agent and a customer whose role you are supposed to play. First, write down your answers during the timed pauses. Second, say your answers out loud.

Agent : Good morning. Can I help you?

Customer : Yes. I'd like to order a round-trip ticket to the United States.

Agent : Where will you be going in the States?

Customer : I'll be going to Los Angeles to attend a conference.

Agent : And when are you going to leave and return?

Customer : I plan to leave on May 25th and return on June 1st.

Agent : What airline do you want to fly?

Customer : Whichever airline is cheapest.

Agent : Air China has a flight to San Francisco on May 24th. Will that be OK?

Customer : Fine. I have nothing on that day. No problem if I leave one day earlier.

Agent : Thank you.

Customer : Thank you.

Act out the above conversation 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 Female Voice:** We're definitely going somewhere, but we're not sure where.
You: 你想过什么样的假期? 是呆在一处呢? 还是四处转?
2. **A Male Voice:** What sort of a holiday do you want?
You: 我更喜欢富有活力的(energetic)。我喜欢观光游览, 四处转转看看。
3. **A Female Voice:** We need to take special precautions(预防措施) for that area. I know one thing I'd take — anti-mosquito spray(灭蚊喷剂).
You: 当然。再准备一点治肠胃不舒服(upset stomach)的药, 我对吃不习惯的食品总是反应很大。

Tapescript & Key:

1. **A Female Voice:** We're definitely going somewhere, but we're not sure where.
You: What sort of a holiday do you want? Staying in one place or traveling around?
2. **A Male Voice:** What sort of a holiday do you want?
You: I prefer something energetic. I'm into sightseeing and rushing around looking at places.
3. **A Female Voice:** We need to take special precautions for that area. I know one thing I'd take — anti-mosquito spray.
You: Yes, and something for upset stomachs. I always react badly to strange food.

Act out the above conversations in class.

9

Take a close look at the following picture. Think about it for one minute. Then give a two-minute oral presentation to explain to the class what the picture means.

Qualified but Dreamy

