



普通高等教育“十一五”国家级规划教材



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

Teacher's Book

教学参考书 (第三册上)

本册主编 宋梅 周明芳 顾伯清



复旦大学出版社

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复旦卓越·英语系列

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江苏工业学院图书馆
藏书章

复旦大学出版社

总主编简介

翟象俊，1939年出生。1962年毕业于复旦大学外文系英美语言文学专业，1966年在复旦大学研究生毕业。曾任复旦大学英语部主任兼外文系副主任、教授、硕士生导师。享受国务院特殊津贴。现为上海市翻译家协会副会长。曾参与《英汉大词典》、《英汉双解英语短语动词词典》的编写。主编《大学英语》（精读）（获国家优秀教材特等奖）及“九五”国家重点教材《21世纪大学英语》（获国家优秀教材二等奖）；译著有《乱世佳人》、《钱商》和《阿马罗神父的罪恶》及英、美作家海明威、霍桑、贝克特等人的中短篇小说多种。

余建中，1955年出生，复旦大学外文学院教授。现任教育部大学外语教学指导委员会委员、全国大学外语教学研究会副会长。代表译著和主编的教材有：《朗文英汉双解英语成语词典》（主译），《21世纪大学英语》（主要编者、部分分册主编），《大学英语综合教程》（全新版）（主编之一），《新世纪文科英语教程》（主编）等。曾获上海市育才奖、宝钢教育奖等。

陈永捷，教授，博士生导师。1953年出生。现任上海交通大学外国语学院副院长、全国大学外语教学研究会副会长、上海市大学英语教学研究会理事长。主编《实用英语综合教程》系列教材，获1998年上海市教委优秀教材二等奖。为《大学核心英语》（修订版）、《21世纪大学英语》和《新视野大学英语》的主要编者之一，《21世纪大学英语听力》（第四册）、《新视野大学英语》（读写第四级）主编，并负责《实用英语综合教程》（第三版1-3册）的修订。1995年获宝钢教育奖。

内 容 提 要

《21世纪大学实用英语》系列教材根据《高职高专教育英语课程教学基本要求》以及我国高职高专人才培养特点和教学改革成果编写而成,突出教学内容的实用性和针对性,将语言基础能力的培养与实际涉外交际能力的训练有机地结合起来,以满足21世纪全球化社会经济发展对高职高专人才的要求。

本套教材包括《综合教程》、《综合练习》、《教学参考书》(基础教程和1-4册)及配套的音带、多媒体课件、电子教案等。第一册的起点词汇为1000词。本套教材供高职高专院校普通英语教学使用。

本书为《教学参考书》第三册,共8个单元。每个单元根据综合教程的相关内容配备教法推荐、作者介绍、背景知识、课文详解、练习答案以及《综合练习》中的练习答案和录音原文等。同时,在版式设计上有所改革,将学生用书的内容完整地融入教学参考书,课文讲解引入了“左学右教”的方式,以方便教师教学。本书另配有电子教案。

《21 世纪大学实用英语》编写人员

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前言

《21 世纪大学实用英语》系列教材根据教育部颁发的《高职高专教育英语课程教学基本要求》编写,包括《综合教程》、《综合练习》、《教学参考书》(每一种分为基础教程和 1—4 册)及配套的音带、多媒体课件、电子教案和网络课程等。本套教材供高职高专普通英语教学使用。《综合教程》第一册的起点词汇为 1 000 词,《基础教程》起点词汇为 600 词。一般以第一册作为起点,基础稍弱的学生也可以从《基础教程》学起,而基础较好的学生则可以将第二册作为起点。

《综合教程》每册 8 个单元,每个单元包括三大板块(听说板块、读写板块和实用板块)和导语。本册中“听说板块”围绕每单元的主题,并结合高职高专学生学习生活和毕业后工作实际需要,对学生进行听力与口语方面的专门训练。“读写板块”由同一题材的三篇文章组成:Text A 为精读材料,配有课文前的热身练习,课文后的口语、阅读理解、词汇、结构、翻译等技能训练;Text B 为泛读材料;Text C 为扩展阅读材料,课后也均配有与课文相关的练习。“实用板块”则根据高职高专英语教学的特点,提供以提高职业技能和素质为目标的实用训练,包括语法复习、实用写作和基本阅读技能等内容。为方便教学,实用板块穿插于每一单元中。

《综合练习》每册 8 个单元,每个单元包括两个部分。第一部分是根据《综合教程》各个单元中 Text A 和 Text B 的内容而设计的相关练习,并配合各单元的主题,增加 2—3 篇快速阅读短文;第二部分结合高等学校英语应用能力考试(Practical English Test for Colleges)的要求设计练习试题,所有题型和题量均以 B、A 两级考试大纲和样题为依据。此外,按照期中、期末的学制安排,《综合练习》还包含期中、期末考试练习卷各一份,最后还附有一份 PRETCO 模拟试卷。

《教学参考书》每册 8 个单元,每个单元根据《综合教程》的相关内容配以教法推荐、背景知识、课文译文、课文逐段详解及相应例句(全部例句均配中文译文)、练习答案及相关试题解析和答案。

《21 世纪大学实用英语》吸取了现行国内外同类教材的优点,以我国高职高专人才培养特点和教学改革成果为依据,突出教学内容的实用性和针对

性,将语言基础能力与实际涉外交际能力的培养有机地结合起来,以满足 21 世纪全球化社会经济发展对高职高专人才的要求。具体说来,本套教材具有以下几个特点:

1. **注重培养听说能力。**本教材根据高等教育英语教学内容和课程体系改革的要求,与时俱进,以“听、说”为重点,将听、说题材与课文主题保持一致,把听、说、读、写、译的技能训练有机地结合起来,使学生的听、说训练贯穿于课程教学的始终。

2. **着眼于提高学生的职业技能和素质。**本教材根据高等教育英语教学的特点,提供相关的实用训练,力求使学生通过切合实际的学习过程打下一定的基础,在日常或涉外工作时能更加熟练地掌握和使用英语。

3. **选材广泛,注重“跨文化”知识的教学。**本教材注重选材内容的趣味性、信息性和实用性,语言的规范性和文体的多样性,不仅重视英语语言基础知识和基本技能的训练,还同时注意将文化内容与语言材料相融合,介绍西方文化背景。

4. **强调教学的整体性。**本教材将听、说内容与读、写内容相结合,将精读、泛读和扩展阅读融为一体,把听、说、读、写、译五种技能的训练和培养围绕同一主题展开,形成一个有机的整体。

5. **将“教、学、练、考”融为一体。**除了与课文内容相关的练习和期中、期末练习试卷以外,本教材还配有专门针对高等学校英语应用能力考试的习题和题解,以期让学生在巩固所学内容的同时,能够适应各种英语能力考试。

6. **拓展教学时空,实现教材的立体化。**本教材包括配套的音带、多媒体学习课件、电子教案及网络课程等,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。

《21 世纪大学实用英语》的主干教材由复旦大学、上海交通大学、上海商学院等高校的翟象俊教授、余建中教授、陈永捷教授、梁正溜教授、姜荷梅副教授等主编。上海及其他省市多所高等院校的资深专家共同参加了编写工作。

编 者
2005 年 3 月

使用说明

本书为《21 世纪大学实用英语教学参考书》第三册。全书共 8 个单元,供使用《21 世纪大学实用英语》教材的教师作教学参考。

本书包含了教材中的所有练习答案、有声材料的文本、授课方案及各种教学参考资料。本书的编写原则是:内容丰富,使用简单。

根据我国高等学校大学英语教学的实际情况,本书每一单元在确立教学目的 (Objectives) 之后,都提供一份本单元的教学计划 (Suggested Teaching Plan) 及相关的背景资料 (Background Information)。随后的课堂讲解 (Class Presentation) 则根据《综合教程》的内容同步展开,教师可以使用本书提供的分析、讲解、例句等轻松地完成教学任务。

Objectives 的核心是学生应该掌握的英语知识和技能。在教学过程中,教师不能只考虑自己的教学进度而忽视对学生实际能力的培养。因此,教师应该在每一个教学环节,时刻对照本单元的教学目的,注重培养学生的英语实用能力。

Suggested Teaching Plan 列出了我们建议教师采用的教学步骤。为了给使用本书的教师提供一个教学思路,这些步骤非常详细。教师在具体的教学过程中,可以根据学生的不同情况适当调整,以使教学计划在最大程度上适合各类学生的需要。

Background Information 为教师提供了跟课文内容相关的背景材料。所选材料的文字一般都比较浅显,如有需要,教师可以择要在课堂上使用。

Class Presentation 是本书的主体,按《综合教程》课文顺序,分为听力练习文本及答案,Text A, Text B 和 Text C 的课堂处理及各课文后的练习答案。每一单元中,Text A 是重点,其中包括对课文题目和作者的讲解,课文分段讲解和实用写作讲解。课文分段讲解含针对该段文字的课堂提问 (Questions About This Paragraph)、汉语译文 (Chinese Version) 及语言要点 (Language Points)。为了提高本书的实用性,我们对语言要点中的词或词组使用了英汉双语解释,为所有常用词和词组及语法要点配了充足的例句。Text B 除了没有实用写作的内容外,其他部分跟 Text A 相同。Text C 只提供汉语译文。听说内容的文本及

答案和课文练习答案均按其在《综合教程》中出现的先后词序穿插在本书的相应页面。

本书各单元 Text A 和 Text B 课文讲解部分采用“左学右教”的编排方法,即全书相关部位左侧页面印刷学生用《综合教程》的有关内容,并在醒目位置印上这些内容在学生用书中的页码,用 S-1, S-2, S-3……标明;右侧页面则按教师用书统一编排页码,内容为针对左侧页面学生用书中相关内容编写的教学参考内容。如果左侧页面学生用书内容因为篇幅问题需要分页印刷的话,则相关页面用 S-1a, S-1b, S-1c……来表示。

本书较新的编写方式是我们的一次尝试。希望使用本书的教师在使用的过程中不断给我们提出宝贵的意见和建议,以便我们将本书修订得更好。

编 者
2005 年 3 月

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Highlights

Preview

Listening & Speaking

Attitude Words and

Phrases

Using Attitude Words and

Phrases

Follow-up Practice

Reading & Writing

Text A

Attitude Is Everything

Grammar Review

Subjunctive Mood (2)

Practical Writing

Résumés

Text B

What Makes a Good

Attitude?

Text C

Attitude — One of Life's

Choices

Basic Reading Skills

Scanning

UNIT

1

Preview

This is the first unit of Book Three. In the Listening and Speaking section, you will learn how to use attitude words and phrases and will do some practical exercises. In the Reading and Writing section, the writers bring forward a topic very important to our lives — our attitude. As the writer of Text A tells us through a story about his friend Jerry, attitude is more important than anything else. Text B contains a list of four characteristics about happy and positive people. And in Text C, the writer illustrates how one can choose a positive attitude through his own personal experience.

I . Objectives

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

1. master the basic language and skills to use attitude words and phrases;
2. understand the main idea of Text A, Text B and Text 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 subjunctive mood (2);
4. know how to write a résumé;
5. use the reading skill of scanning.

II . Suggested Teaching Plan

1. Suggested Time and Teaching Plan for Unit 1

| 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 <i>Listening and Speaking</i> exercises as follows:</p> <p>I) Attitude Words and Phrases</p> <p>A. Give a brief lead-in talk on attitude words and phrases so as to define them;</p> <p>B. Have the students listen to Exercise 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 students can check their completed answers;</p> <p>D. Present more attitude words and phrases, make sure students know how to use those added attitude words and phrases, and organize the activity to accomplish Exercise 2.</p> |

| Time | Contents | Plan |
|------|----------|---|
| | | <p>2) Using Attitude Words and Phrases</p> <p>A. Go through the new words and phrases for the conversation in Exercise 3;</p> <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 attitude words and phrases in the conversation;</p> <p>E. Next, students can role-play the conversation.</p> <p>3) Follow-up Practice (Be Selective)</p> <p>A. Go through the words and expressions from the ad in Ex. 6 and have the students to do questioning exercises as guided after reading the ad. 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 questions and answers between the speaker and audience in pairs according to the talk in Ex. 4, and do Ex. 9 and Ex. 10 individually as their homework. 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 oral presentation.</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 the assignment mainly to have a review of the functional and notional language the students picked up in the previous unit. The teacher asks one or two pairs of students to act out the conversations between the uncle and niece, and then invites a few students to tell the class their messages based on the picture in Ex. 9 or present their opinions on the topic of "Traditional Respect for Old Age in China" orally. 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. asks some students to answer the questions. (10 minutes)</p> <p>2) Text A</p> <p>The teacher</p> <p>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);</p> <p>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).</p> |
| 1 period | <p>Grammar Review and</p> <p>Practical Writing</p> | <p>1) Grammar Review</p> <p>The teacher talks about the use of subjunctive mood (2), and at the same time, asks the students to do the grammar exercises in class.</p> <p>2) Practical Writing</p> <p>The teacher tells as well as shows the students how to</p> |

| Time | Contents | Plan |
|-----------|---|--|
| | | reply to a résumé by doing Ex. 12 of <i>Practical Writing</i> , and then requires the students to do Ex. 13 and Ex. 14 as their homework. |
| 2 periods | Text B, Text C & text-related exercises Basic Reading Skills | <p>1) Text 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>2) Text C</p> <p>This text should be read by the students themselves as their homework or as fast-reading in class.</p> <p>3) Basic Reading Skills</p> <p>The teacher tells the students how to use the reading skill of scanning, and asks them to do the exercises in <i>Basic Reading Skills</i>.</p> |

III . Background Information

Attitude

Attitude is a key concept in social psychology. In the language of academic psychology, attitudes are positive or negative views of an “attitude object”: a person, behaviour, or event. Research has shown that people can also be “ambivalent” towards a target, meaning that they simultaneously possess a positive and a negative attitude towards it. There is also a great deal of new research emerging on “implicit” attitudes, which are essentially attitudes that people are not consciously aware of, but that can be revealed through sophisticated experiments using people’s response times to stimuli (how quickly they can make judgements about them). Implicit and “explicit” attitudes (i.e. the ones people report when they consciously ask themselves how much they like a thing) both seem to affect people’s behaviour, although in different ways. They tend not to be strongly associated with each other, although in

some cases they are. The exact relationship between them is not currently well understood. (From http://en.wikipedia.org/wiki/Attitude_%28psychology%29)

Harvard University

Harvard University is the oldest institution of higher learning in the United States. It was founded in 1636, just 16 years after the Pilgrims landed at Plymouth. Harvard is also one of the richest private universities in the United States, with an endowment of over \$4 billion. The main campus is in Cambridge, Mass. The university also has several schools in Boston.

Harvard has played an important role in American life. American presidents John Adams, John Quincy Adams, Theodore Roosevelt, Franklin D. Roosevelt, and John F. Kennedy graduated from Harvard. President Rutherford B. Hayes attended Harvard law school. (From the *1998 World Book Multimedia Encyclopedia*)

Carl Jung

Carl Gustav Jung (1875-1961) was a Swiss psychiatrist and psychologist who developed the field of analytical psychology. His teachings extended beyond psychology and influenced other fields, including anthropology, philosophy, and theology. Jung challenged many of the theories proposed by the famous Austrian physician Sigmund Freud, who had developed the method of therapy called psychoanalysis. However, both Jung and Freud stressed the effects of unconscious ideas on human behavior. (From the *1998 World Book Multimedia Encyclopedia*)

California

A state of the western United States on the Pacific Ocean. It was admitted as the 31st state in 1850. The area was colonized by the Spanish and formally ceded to the United States by the *Treaty of Guadalupe Hidalgo* (1848). California is often called the Golden State because of its sunny climate and the discovery of gold during its pioneering days. Sacramento is the capital and Los Angeles the largest city. Population, 29,839,250.

Houston

A city of southeast Texas northwest of Galveston. Founded in 1836 and named for Sam Houston, it is a major industrial, commercial, and financial hub, the center of the U. S. aerospace industry, and a deep-water port connected with Galveston Bay and the Gulf of Mexico by the Houston Ship Channel. Houston is also the largest city in Texas. Population, 1,630,553.