

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 (第一册下)

本册主编 顾伯清 周明芳

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I . Objectives

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

1. master the basic language and skills necessary to make requests;
2. understand the main ideas of Texts A, B and C, and master the useful sentence structures, words and expressions found in the relevant exercises of the first two texts;
3. grasp five basic English sentence patterns;
4. know how to write a greeting card in English;
5. understand the signal words used to express causes and results(3).

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 explains the <i>Preview</i> to make sure that the students have some idea of what the present unit is all about. After that, the teacher activates the <i>Listening and Speaking</i> exercises as follows:</p> <p>1) The Language for Making Requests</p> <p>A. As a lead-in activity, ask one student if he or she has a particular request to make at this moment;</p> <p>B. Before listening, make sure that students understand that one request can be made in different forms of language;</p> <p>C. Listen to Exercise 1 (1-3 times) and fill in the blanks with the missing words;</p> <p>D. Ask students one by one to repeat the requests and reply to them using the correct responses listed in Exercise 2.</p>

Time	Contents	Plan
		<p>2) Making Requests</p> <p>A. Go through the new words in the 1st dialogue in Exercise 3;</p> <p>B. Listen to the dialogue twice and fill in the blanks with the missing words;</p> <p>C. Ask five indirect questions about the 1st dialogue to solicit both direct questions from the class and their corresponding answers, according to the dialogue;</p> <p>D. Look for the language used to make requests and study it for a better understanding;</p> <p>E. Role-play the dialogue;</p> <p>F. Either do the same with the 2nd dialogue or be flexible with it;</p> <p>G. Ask students to write a dialogue with a partner using the structures given in Exercise 4, with one beginning with Part A and the other playing the role of Part B. After that encourage them, using the language they picked up in Exercise 1, to practice the dialogue in class by stating a problem and making a request.</p> <p>3) Listening Practice</p> <p>Before ending the class, the teacher tells the students how to do Exercises 5-10 as their assignment. The teacher also tells the students that they should be prepared to answer the questions in Exercise 9 and give an oral presentation when they next come to class.</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 the assignment mainly to review the functional and notional language the students acquired in the previous unit. The teacher asks some students to answer the questions in Exercise 9 of the <i>Listening and Speaking</i> section and invites those who didn't practice the dialogue during the previous periods to do role-plays in class. Then, the teacher turns to the <i>Reading and Writing</i> section. (These activities should be completed within 20 minutes.)</p> <p>1) Starter</p> <p>After a brief explanation of the instructions, the teacher</p> <p>A. organizes group discussion among the students about "What is wealth?" and "What would a dying man leave to his children?" (10 minutes)</p> <p>B. asks each group to report their answers to the two questions. (15 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 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>

Time	Contents	Plan
1 period	Grammar Review Practical Writing	<p>1) Grammar Review</p> <p>The teacher explains the five basic English Sentence Patterns and 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 write a greeting card in English by doing Exercise 11 of Practical Writing, and then requires the students to complete the form in Exercise 12 with his/her help.</p>
2 period	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 identify the signal words in the text and to do Exercise 13. The other exercises can be done either in or after class.</p> <p>2) Text C</p> <p>This text should either be read by the students themselves as their homework or done as fast-reading in class, depending on the time left.</p> <p>3) Basic Reading Skills</p> <p>The teacher tells the students how to identify signal words used to express causes and results in an English article, and asks them to do Exercise 17 in <i>Basic Reading Skills</i>.</p>

III . Background Information

The Treasure in the Orchard

This story is taken from Aesop's Fables: The Hare and the Tortoise and Other Stories.

Fable

A fable is a short story or folk tale with a moral at the end. It often, but not necessarily, makes metaphorical use of an animal as its central character. In some cases usage of the term has been extended to include stories with mythical or legendary elements. An author of fables is a fabulist. The word fabulous strictly means pertaining to fables, although in recent decades its metaphorical meanings have been taken literally.

Aesop

Aesop (from the Greek Aisopos), famous for his Fables, is supposed to have lived from about 620 to 560 B. C. Aesop's fables are still taught as moral lessons and used as subjects for various entertainments, especially children's plays and cartoons.

Other fables by Aesop include: "The Lion and the Mouse," "The Ant and the Grasshopper," "The Fox and the Goat," "The Fox and the Crane (or Crow)," "The Fox and the Grapes," "The Dog and the Bone," "The Wolf in Sheep's Clothing," "The Boy who Cried Wolf," "The Hen (or Goose) that Laid the Golden Eggs," "The Town Mouse and the Country Mouse," "The North Wind and the Sun," "The Ass in the Lion's Skin," "The Lion and the Mouse", and "The Old Man and Death."

Phoenix

The phoenix is a legendary Arabian bird said to periodically burn itself to death and emerge from the ashes as a new phoenix; according to most versions only one phoenix lived at a time and it renewed itself every 500 years.

IV. Class Presentation

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Listening & Speaking

The Language for Making Requests

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

Instructor: In our daily life, we need to make requests (要求). In other words, we need to ask somebody to do something. We can make polite, hesitant (犹豫的), formal (正式的), and direct requests. How to make a request depends on whom you are talking to. You can use the following correct language in different situations:

1. Could you turn down the TV a little, please? (polite)
2. Would you clean you the room, please? (polite)
3. Do you think you could turn on the light? (polite)
4. Would you mind giving me his E-mail address? (polite)
5. I wonder if you could possibly shut off (关掉) the radio. (hesitant)
6. Can you take it away? (direct)
7. Will you throw these old things away? (direct)
8. Do me a favor and open the window, will you? (direct)



- 2** Now you can make requests using the structures you have just picked up in Exercise 1. Practice with a partner and use the appropriate responses given below.

1. OK.	1. I'm sorry. But...
2. Sure. No problem.	2. Oh, but...
3. Yes, of course.	3. Well, but...
4. I'd be glad to.	
5. All right.	
6. Never mind.	

Making Requests

3

1) Before you listen to the first conversation, read the following words which may be new to you.

do [用于加强语气] 确实
dorm 宿舍

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

Li Ming: Excuse me.

Wang Ying: Yes?

Li Ming: I was wondering if you could lend me your dictionary—
I'm doing my homework.

Wang Ying: I'm sorry. I'm using it right now. Maybe later.

Li Ming: Oh, that's OK. Thanks anyway.

Wang Ying: Do you think you could get one at the bookstore?

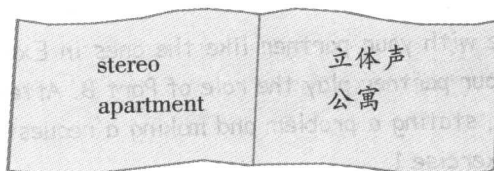
Li Ming: Oh, I do have one. But I left it in the dorm.

Wang Ying: I see.

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

1. Where could Wang Ying and Li Ming be?
(They could be in the library or in the classroom.)
2. What did Li Ming ask Wang Ying to do?
(He asked her if she could lend him her dictionary.)
3. What did Wang Ying do with the request?
(She turned it down.)
4. What did Wang Ying ask Li Ming to do?
(She asked him to get a copy at the bookstore.)
5. Did Li Ming do it at Wang Ying's request? Why or why not?
(No. Because he did have a dictionary, but left it in the dorm.)

- 2) Before you listen to the second conversation, read the following words and expressions which may be new to you.



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

- Tom Chang:** (Li Ming opens the door.) Hi. I'm your new neighbor, Tom Chang. I live next door.
- Li Ming:** Oh, hi. I'm Li Ming. So, you just moved in?
- Tom Chang:** Yes. Last week.
- Li Ming:** Do you need anything?
- Tom Chang:** Not right now. But thanks anyway.
- Li Ming:** Uh, any problems?
- Tom Chang:** Well, would you mind turning your stereo down? The walls are really thin, so the sound goes through to my apartment. It's so loud I can't stand it.
- Li Ming:** Oh, I'm sorry. I didn't know that. I'll do it right now.
- Tom Chang:** I appreciate that.
- Li Ming:** Sure.

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

1. Where is Tom Chang living now?
(*He's living next door to Li Ming.*)
2. What is Li Ming doing now?
(*He's playing loud music.*)
3. Why is Tom Chang having a word with Li Ming?
(*Because the noise is so loud he can't stand it.*)
4. What is Li Ming going to do right now?
(*He's going to turn his stereo down.*)
5. Do you think Tom made a polite request? And why?
(*Yes, because he used the polite language.*)

- 4** Write a dialogue with your partner like the ones in Exercise 3. Begin with Part A and let your partner play the role of Part B. After that, practice the dialogue in class, stating a problem and making a request using the language you learned in Exercise 1.

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Listening Practice

- 5** Listen to people speaking and decide what they are talking about.

- | | |
|-----------------|------------------|
| 1. A) A park. | B) A view(景色). |
| C) A country. | D) A window. |
| 2. A) A word. | B) A problem. |
| C) A trip. | D) Difficulties. |
| 3. A) Weather. | B) Snow. |
| C) Vacation. | D) Hometown. |
| 4. A) Children. | B) Education |
| C) School. | D) Pictures. |
| 5. A) Noise. | B) Neighbors. |

C) Neighborhood(居住区).

D) Campus(校园).

Tapescript & Key

1. M: Look at the view!

W: Beautiful! There's nothing like Shanghai at night. (B)

2. W: So, what was the best thing about your trip?

M: Oh, that's difficult to say. (C)

3. W: And what's the weather like in Beijing?

M: Well, it's cold in the winter, and hot in the summer. (A)

4. W: Hey! Are these pictures of you when you were a child?

M: Yeah. That's me. (D)

5. M: The neighborhood sure has changed!

W: What was this place like before? (C)

6 Listen to five questions and choose the appropriate answers.

1. A) Take it easy.

B) Turn it down.

C) Oh, which one?

D) Sure. What is it?

2. A) Oh great.

B) Of course.

C) That's right.

D) What's that?

3. A) I'd love to.

B) Yes, it does.

C) No, help yourself.

D) Sorry, I didn't know.

4. A) Yeah, I'm sure.

B) Oh, that's OK.

C) Maybe, I'll.

D) Sure do.

5. A) Everything seems to be going fine.

B) That's what I want to say.

C) I agree with you.

D) That's for sure.

Tapescript & Key

1. Excuse me, but could I ask you a question? (D)

2. Would that be all right? (B)

3. Is this seat taken? (C)

4. Are you sure you'll be okay? (A)

5. How is everything? (A)

7 Listen to five short dialogues and choose the appropriate answers.

1. A) A customer and a waitress.
B) A boss and a secretary(秘书).
C) A librarian and a student.
D) A teacher and a student.
2. A) Milk. B) Sugar.
C) Medicine. D) Humor(幽默).
3. A) Next to the sign. B) Behind the sign.
C) Behind the man. D) In front of the man.
4. A) He's asking somebody to do something.
B) He's talking with his mother.
C) He's picking up his things.
D) He's talking on the phone.
5. A) Sleep. B) Study.
C) Noise. D) Heat(热).

Tapescript & Key

1. M: O. K. Janet, can you take care of things here? I should only be gone a few minutes.
W: Sure, no problem. I'll see you later.
Q: What's the relationship between the two speakers? (B)
2. M: Hi. Can I help you?
W: Yes, please. Could I have something for a cough? I think I'm getting a cold.
Q: What does the woman need? (C)
3. M: Excuse me. Could you tell me where the post office is?
W: Right behind you. See that sign?
Q: Where is the post office? (C)
4. W: Michael, pick up your things. They're all over the floor.
M: In a minute, Mom. I'm on the phone.
Q: What's Michael doing now? (D)
5. W: Tom! It's too loud. I can't study.

M: Sorry about that. I'll turn it down.

Q: What's the woman's problem? (C)

8 Listen to the following short talk and fill in the blanks with the missing words. The talk is given twice.

In almost all cultures around the world throughout history, gold has been valued and sought as a precious(珍贵的) metal(金属) and a commodity(商品). It has been a symbol(象征) of power, wealth(财富) and success.

One of the most exciting events in Californian(美国加州的) history occurred on January 24, 1848. John Sutter had a huge land grant(授予物) at the junction(汇合处) of the American and Sacramento Rivers. He hired James Marshall to build a sawmill(锯木厂) at a place the Indians called Coloma. On that cold January morning, Marshall found something shining up from the millrace(推动水车的水流). He picked up several pieces. Were these small nuggets(小块) really gold? He tested one by smashing it. It flattened(变平) but didn't break. The woman who cooked for the construction(建造) people tested another in a pot(罐) of lye(碱液). It was gold! With this chance discovery of a few, small gold nuggets on the American River, everything changed in California. Sutter had hoped to keep the news of this discovery quiet while completing his construction. But there was no controlling gold fever(发烧)! People flocked(拥向) to California's gold. This is the California Gold Rush.

(184 words)