

普通高等教育“十一五”国家级规划教材

21st Century Practical College English



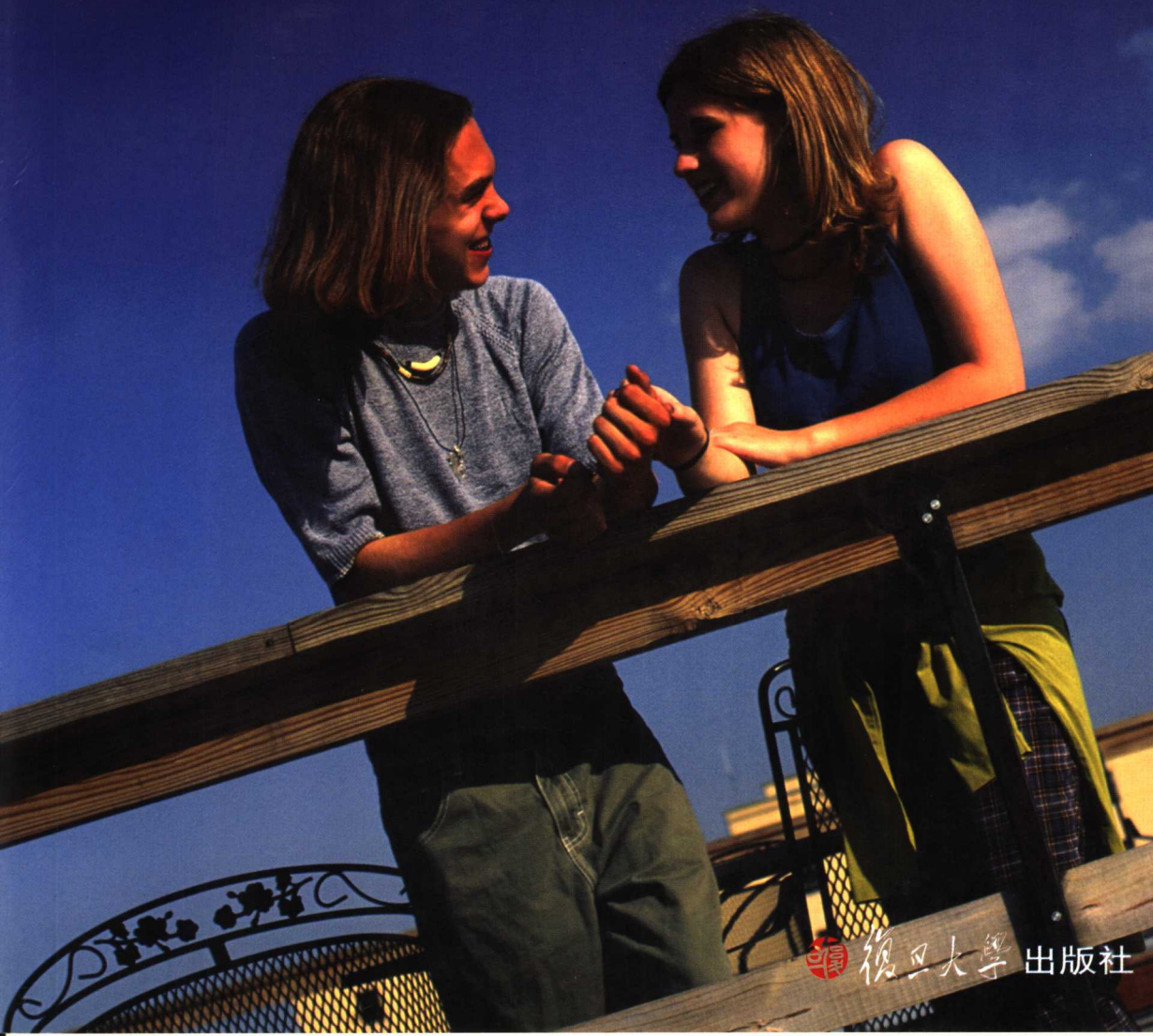
21世纪大学实用英语

总主编 翟象俊 陈永捷 余建中

Teacher's Book

教学参考书 (第二册下)

本册主编 周明芳 顾伯清 宋梅



复旦大学出版社

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复旦书苑·英语系列

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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 ask if someone remembers something;
2. understand the main ideas of Text A, Text B and Text C, and master the useful sentence structures and the words and expressions found in the relevant exercises of the first two texts;
3. know the difference between countable and uncountable nouns;
4. know how to write an envelope;
5. understand paragraph development (2).

II . Suggested Teaching Plan

Suggested Time and Teaching Plan for Unit 5

Time	Contents	Plan
2 periods	Preview	The teacher begins with the <i>Preview</i> to make sure that the students have a general idea of what this unit is all about. Then, the teacher activates <i>Listening and Speaking</i> exercises as follows:
	Listening and Speaking	<p>1) The Language for Asking If Someone Remembers Something</p> <p>A. Give a brief lead-in talk on the functions of asking if someone remembers something;</p> <p>B. Present the necessary language by doing Exercise 1;</p> <p>C. Ask one student to read aloud the talk so students can check their completed answers;</p> <p>D. Organize an activity for the students to accomplish Exercise 2 and reinforce the language they picked up in Exercise 1.</p>
		<p>2) The Practice of Asking If Someone Remembers Something</p> <p>A. Go through the new words in the first conversation in Exercise 3;</p>

Time	Contents	Plan
		<p>B. Have the students listen to the conversation twice and fill in the blanks with the 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 ask if someone remembers something;</p> <p>E. Next, students can role-play the conversation;</p> <p>F. Then, have them listen to the second conversation twice and complete the short passage accordingly;</p> <p>G. Afterwards, ask students to have a discussion about their responses in order to better understand the conversation;</p> <p>H. Now have them listen to the conversation again and complete it as the speaker recounts it;</p> <p>I. Finally, have them check the conversation by acting it out.</p> <p>J. Organize a unique classroom activity for the students to accomplish Exercise 4 to reinforce the useful language.</p> <p>3) Listening Practice</p> <p>Before ending, the teacher tells the students to do Exercises 5-10 as their assignment with the main purpose of reviewing the functional and notional language picked up in the <i>Listening and Speaking</i> section. The teacher also tells the students that they should get prepared to answer the questions in Exercise 9 and give an oral presentation on the topic provided in Exercise 10 when they come to class next time.</p>
3 periods	Review of the listening and speaking	The teacher asks some students to answer the questions in Exercise 9 of the <i>Listening and Speaking</i> section,

Time	Contents	Plan
	skills the students have learned Text A & text related exercises	<p>and invites a few students to tell their opinions on the topic of "How important is memory to learning?" in Exercise 10. 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. divides the class into several groups to discuss the questions in the starter for a few minutes;</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 and leaving some exercises as the students' homework according to the students' different levels of English (one period).</p>
1 period	Grammar Review	<p>1) Grammar Review</p> <p>The teacher talks about the difference between countable and uncountable nouns, and at the same time, asks the students to do the grammar exercises in class.</p>

Time	Contents	Plan
	Practical Writing	2) Practical Writing The teacher tells the students how to write an envelope by doing Exercise 11 of <i>Practical Writing</i> , and then requires the students to do Exercise 12 after class.
2 periods	Text B, Text C & text-related exercises	1) Text B While discussing the text with the students, the teacher makes the students pay attention to the structure of the paragraphs of the text, introducing briefly the concept of topic sentence. Exercises 14 and 15 can be done either in or after class. 2) Text C This text should be read by the students themselves as their homework or as fast-reading in class.
	Basic Reading Skills	3) Basic Reading Skills The teacher tells the students how to understand paragraph development (2), and asks them to do the exercises in <i>Basic Reading Skills</i> .

III . Background Information

Legacy

Legacy, in the law of wills, gift or bequest of real or personal property by will. A legacy becomes effective after the death of its author, who is known as the testator. The three principal types of legacy are a specific legacy, which consists of a definite article of personal property or parcel of real property; a general legacy, which consists of a certain amount of money payable from the estate as a whole; and a demonstrative legacy, which consists of a certain amount of money to be paid the legatee, or recipient, from a specific fund or other definite source named by the testator. Examples of these types of legacies are the following: (specific legacy) "I bequeath to my son A. B. my watch

and all my jewelry”; (general legacy) “I bequeath to my son A. B. the sum of \$1,000”; (demonstrative legacy) “I bequeath to my son A. B. the sum of \$1,000 payable to him out of the proceeds of the securities of company X that I may own at the time of my death.” (From the *Microsoft Encarta 1993-2003*)

Sotheby's

Sotheby's is a famous auction house with its main offices in New York and London, where valuable paintings, rare books etc. are sold.

Valentine's Day — A Day to Express Your Love

Valentine's Day is a special day observed on February 14. On this day, people send greeting cards called valentines to their sweethearts, friends, and members of their families. Many valentines have romantic verses, and others have humorous pictures and sayings. Many say, “Be my valentine.”

For weeks before February 14, stores sell valentines and valentine decorations. Schoolchildren decorate their classrooms with paper hearts and lace for the occasion. On Valentine's Day, many people give candy, flowers, and other gifts to their friends.

In the United States and Canada, children exchange valentines with their friends. In some schools, the children hold a classroom party and put all the valentines into a box they have decorated. At the end of the day, the teacher or one child distributes the cards. Many children make their own valentines from paper doilies, red paper, wallpaper samples, and pictures cut from magazines. Sometimes they buy kits that include everything needed to make valentines. Many children send their largest, fanciest cards to their parents and teachers.

Older students hold Valentine's Day dances and parties. They make candy baskets, gifts, and place cards trimmed with hearts and fat, winged children called cupids. Many people send flowers, a box of candy, or some other gift to their wives, husbands, or sweethearts. Most valentine candy boxes are heart-shaped and tied with red ribbon.

In Europe, people celebrate Valentine's Day in many ways. British children sing special Valentine's Day songs and receive gifts of candy, fruit, or money. In some areas of England, people bake valentine buns with caraway seeds, plums, or raisins. People in Italy hold a Valentine's Day feast.

In Britain and Italy, some unmarried women get up before sunrise on Valentine's

Day. They stand by the window watching for a man to pass. They believe that the first man they see, or someone who looks like him, will marry them within a year. William Shakespeare, the English playwright, mentions this belief in *Hamlet* (1603). Ophelia, a woman in the play, sings:

Good morrow! 'Tis St. Valentine's Day
All in the morning betime,
And I a maid at your window,
To be your valentine!

In Denmark, people send pressed white flowers called snowdrops to their friends. Danish men also send a type of valentine called a *gaekkebrev* (joking letter). The sender writes a rhyme but does not sign his name. Instead, he signs the valentine with dots, one dot for each letter of his name. If the woman who gets it guesses his name, he rewards her with an Easter egg on Easter. Some people in Great Britain also send valentines signed with dots. (From the 1998 *World Book Multimedia Encyclopedia*)

IV. Class Presentation

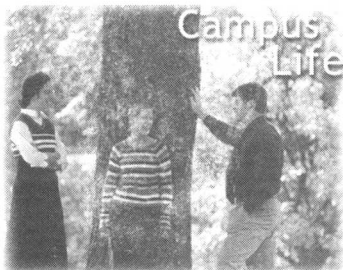
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Listening & Speaking

The Language for Asking If Someone Remembers Something

- 1 You are going to listen to an instructor talking about the language for asking if someone remembers something. Listen carefully and fill in the blanks with the missing words.

Instructor: Everybody remembers. Everybody forgets. A good student tends to have a good memory. Memory plays a vital role in learning.



But memory is selective. Some are good at remembering names; others are good at memorizing figures. In some cases, things are retained (记住) forever; in others, things slip without leaving any traces (痕迹).

Everybody, however, at some time asks someone or is asked to recall something.

Pick up the following sentences to ask if someone remembers something:

- Do you remember when we first met?
- Can you recall what you saw at the moment?
- Can you bring my name to mind?
- You haven't forgot what you told me, have you?
- You remember what I said, don't you?
- Do you by any chance remember what the instructor told us to do?
- Would you mind telling me if you still remember the password?
- I was wondering whether you remember your promise.

Pick up the following sentences to state you remember what has been asked:

- As I remember, we first met in 2000.
- As I recall, I saw nothing at the moment.
- It's coming back to me now.
- I recollect what I told you.
- I'll never forget what you said.

Pick up the following sentences to state you have forgotten:

- I don't remember.
- I've forgotten all about it.
- I simply can't recall.
- It won't come back to me.
- I'm afraid I forget it now.
- I'm afraid that escapes me.
- It slipped my mind.
- My mind's gone blank.

- 2 Now have a pattern drill between two students. One asks if the other remembers something and he or she replies with the language learned in Exercise 1.

Asking If Someone Remembers Something

3

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

dare	敢
tentative	试探性的
ring a bell	引起模糊回忆
enhance	增强

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

Li Ming: Excuse me, Wang Ying, do you by any chance remember what to say in English when you want to express curiosity?

Wang Ying: You're testing me, aren't you?

Li Ming: How dare I?

Wang Ying: We learned it last week. Don't you remember even one of the expressions used for that purpose?

Li Ming: I'm afraid I've forgotten it all now. That's why I'm asking you.

Wang Ying: You know, one thing can be expressed in different ways. As I recall, it's common to say: "I'm most curious about...." It's direct to say: "I'm very keen to know...." It's tentative to say: "I wonder if you could tell me...." Does this ring a bell?

Li Ming: Oh, it's all coming back to me now. Thanks for reminding me.

Wang Ying: Anytime.

Li Ming: How come you've got such a good memory?

Wang Ying: Repetition enhances memory. You remember reading aloud every day helps?

Li Ming: I do, but....

Wang Ying: But what?

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

1. What has slipped Li Ming's mind?
(The language used to express curiosity.)
2. When did they pick up that vocabulary?
(They learned how to use it last week.)
3. What does Wang Ying do?
(She helps Li Ming recall the language.)
4. How does Wang Ying explain her good memory?
(Repetition enhances memory.)
5. What does Wang Ying most probably do every day?
(She reads aloud every day.)

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

tee off	(从球座) 开球
swing	挥臂击球
fairway	(高尔夫球场上的) 平坦球道
yup	= yes

Listen to the conversation twice, and then complete the passage according to the conversation you have just heard.

Jack's wife Tracy asked him how his game was, and he said that he hit pretty well, but that he couldn't see where the ball went because of his poor eyesight. Tracy suggested that he take her brother Scott along. Her reason was that Scott had perfect eyesight even though he was 85 years old. The next day Jack teed off with Scott looking on. Jack swung and the ball disappeared down the middle of the fairway. Jack asked Scott whether he saw it, and Scott said yes. But when Jack asked him where the ball was, Scott said he'd forgotten.

Listen to the conversation again, and complete the form as the speaker recounts it. After that, act it out in class.

Tracy: How was your game, dear?

Jack: Well, I was hitting pretty well, but my eyesight's gotten so bad I couldn't see where the ball went.

Tracy: But you're 75 years old, Jack. Why don't you take my brother Scott along?

Jack: But he's 85 and doesn't play golf anymore.

Tracy: But he's got perfect eyesight. He would watch the ball for you.

The next day Jack teed off with Scott looking on.

Jack swung and the ball disappeared down the middle of the fairway.

Jack: Do you see it, Scott?

Scott: Yup.

Jack: Well, where is it?

Scott: I forgot.

- 4** Ask your classmates whether they still remember what they learned in each of the previous four units. Try to use the language you picked up in Exercise 1.

S-152

Listening Practice

- 5** Listen to the following people talking and then decide who is who.

- | | |
|------------------------------------|-------------------------------|
| 1. A) The woman speaker. | B) The man speaker. |
| C) David. | D) Sally. |
| 2. A) Mr. Kerry. | B) Mr. Morgan. |
| C) The receptionist. | D) The bellman(旅馆服务员). |
| 3. A) The woman's brother. | B) The man's brother. |
| C) The woman. | D) The man. |
| 4. A) The female speaker's sister. | B) The male speaker's sister. |
| C) The male speaker's wife. | D) Sam's wife. |
| 5. A) The woman's instructor. | B) The woman's parent. |
| C) The man's teacher. | D) The man's doctor. |

Tapescript & Key

1. **M:** So what's Sally doing here?

W: She says she's pretty free while her husband David's here for a conference. And she wants me to show her something of Shanghai.

Q: Who's in Shanghai for a conference? (C)

2. W: *Just one moment, I'll check. Oh yes, it's Mr. and Mrs. Kerry.*
M: *That's right.*
Q: *Who is the man? (A)*
3. W: *What's wrong with the job you have now?*
M: *I'm a terrible salesperson. I don't like talking to strangers, and I don't like the product I have to sell.*
Q: *Who's the salesperson? (D)*
4. M: *Another one! Sam's always talking about starting new businesses. He must have spent a fortune on the last one.*
W: *Yeah. Judy thinks her husband's crazy, but he insists on it.*
Q: *Who's Judy? (D)*
5. W: *I really blew that test. Dr. Smith told me that he had never seen anybody get such a low grade on one of his tests. He was really angry.*
M: *What happened? You usually get pretty good grades.*
Q: *Who's Dr. Smith? (A)*

6 Listen to the following five short dialogues and choose the appropriate answers.

1. A) The conference was held last Wednesday.
B) The conference was held this morning.
C) The conference was canceled.
D) The conference was put off.
2. A) The scores are not listed.
B) You can read the scores yourself.
C) The scores will be out tomorrow.
D) The English Department doesn't give out scores.
3. A) There is only one thing left to complete.
B) Everything is completed.
C) That is the right one.
D) No, it is not enough.
4. A) She can borrow the textbook from the library.
B) She had the salesman order the book for her.
C) She has to wait in line to buy her textbook.
D) It's too late to buy the textbook now.
5. A) She doesn't want to go the same way this time.
B) She thinks a new way will take too long.

C) She agrees with the man's idea.

D) She has changed her mind.

Tapescript & Key

1. *M: Didn't you say you would go to the conference this morning?*

W: Yes, but it was postponed until next Wednesday.

Q: What does the woman mean? (D)

2. *M: Do you have the test scores?*

W: No, but they are listed on the English Department bulletin board.

Q: What does the woman imply? (B)

3. *M: Is there anything else that I have to do to complete this course?*

W: No, that's it.

Q: What does the woman mean? (B)

4. *M: Have you gotten your textbook yet?*

W: They are out of it in the bookstore, but they put in a special order for me.

Q: What does the woman mean? (B)

5. *M: Do you want to try a new way to get there?*

W: Not this time; we don't have enough time.

Q: What does the woman imply? (B)

7 Listen to the following short story twice. Listen carefully and decide whether the statements are true(T) or false(F) according to the story you have heard.

porch

门廊

rocker

摇椅

casually

偶然地

obligingly

体贴地

engage

订婚

cheek

面颊

lingering

长时间的

wrinkled

有皱纹的

bold

大胆的

kind of

有点儿,有几分

nibble

轻咬

alarm

惊慌