

普通高等教育“十一五”国家级规划教材

21st Century Practical College English



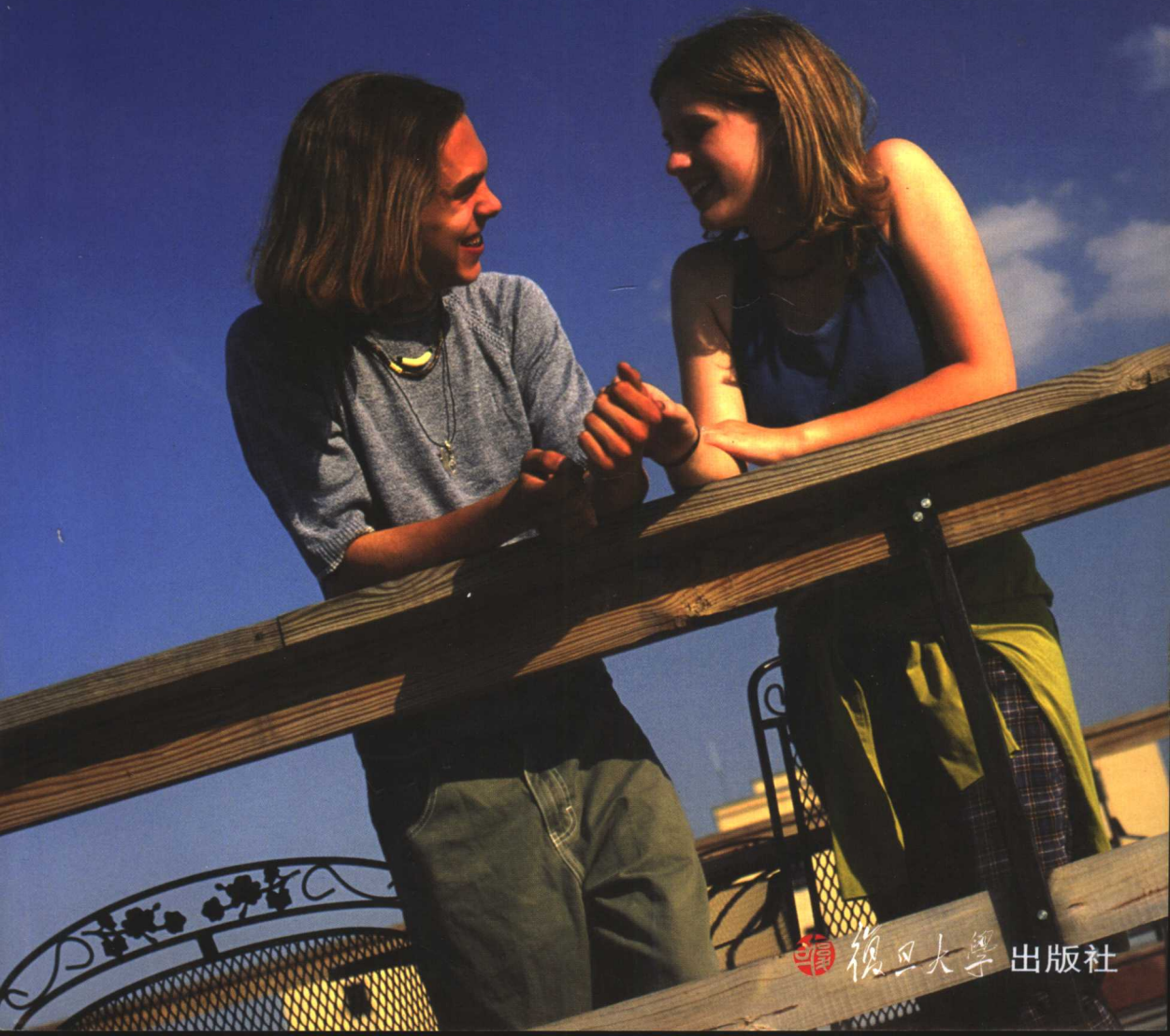
21世纪大学实用英语

总主编 翟象俊 陈永捷 余建中

Teacher's Book

教学参考书 (第二册上)

本册主编 周明芳 顾伯清 宋梅



复旦大学出版社

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复旦英语·英语系列

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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。

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。

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。

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》各四册及配套的音带、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四学期使用。

本书为《教学参考书》第二册,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。

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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》第一册的起点词汇量为 1 000 词,《基础教程》的起点词汇量为 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,每一册都设有期中、期末考试练习卷各一份。《综合练习》(1-4 册)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。另外还附有《综合练习》中的练习答案和录音原文。

《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的成果为依据,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着同一主题展开,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
2004 年 9 月

使用说明

本书为《21 世纪大学实用英语教学参考书》第二册。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
2004 年 9 月

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Highlights

Preview

Listening & Speaking

The Language for Asking

For and Giving Clarification

Asking For and Giving

Clarification

Listening Practice

Reading & Writing

Text A

Misunderstanding

Grammar Review

V + V-ing

Practical Writing

Letters of Invitation

Text B

The Mysteries of the English
Language

Text C

5 Ways to Enlarge Your
Vocabulary

Basic Reading Skills

Guessing the Meaning of Un-
known Words in Context (1)

UNIT

1

Preview

This is the first unit of Book Two. In the Listening and Speaking

section, you will learn how to ask for and give clarification. In the Reading and Writing section, you will learn some interesting aspects of the English language. Text A relates some real stories about how misunderstandings arise when one fails to catch the English word correctly; Text B presents some mysteries of the English language, and Text C may help you enlarge your vocabulary to a certain extent.

I . Objectives

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

1. master the basic language and skills necessary to ask for and give clarification;
2. understand the main ideas 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 write a letter of invitation;
4. know how to use V + V-ing;
5. guess the meaning of unknown words in context (1).

II . Suggested Teaching Plan

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 the <i>Listening and Speaking</i> exercises as follows:</p> <p>1) The Language for Asking For and Giving Clarification</p> <p>A. Have a warm-up activity by asking students what they say when they are not clear about what has been said or have become puzzled about a particular point just mentioned;</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. Ask other students to present their opinions on a particular subject or situation, trying to use the expressions learned in Exercise 1.</p>

Time	Contents	Plan
		<p>2) Asking For and Giving Clarification</p> <p>A. Go through the new words in the first dialogue in Exercise 3;</p> <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 for and give clarification;</p> <p>E. Next, students can role-play the dialogue;</p> <p>F. Then have them either do the same with the second dialogue or be creative with it;</p> <p>G. Finally, study the structures presented in Exercise 4, and create situations for conversations in which students are encouraged to ask for and give clarification using the language they have picked up in Exercise 1.</p> <p>3) Listening Practice</p> <p>Before ending, the teacher tells the students how to do Exercises 5-10 as their assignment. The teacher also tells them that they should be prepared to answer the questions in Exercise 9 and give an oral presentation on the topic in Exercise 10 when next they come to class.</p>
3 periods	Review of the listening and speaking skills the students have learned	The teacher begins with the assignment mainly to review the functional and notional language the students picked up in the previous classes. The teacher asks some students to answer the questions in Exercise 9 of the <i>Listening and Speaking</i> section and invites a few students to tell their classmates their opinions on the topic of "Life would be meaningless without misunderstandings."

Time	Contents	Plan
	Text A & text-related exercises	<p>Then, 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 tell the others their responses. (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	Grammar Review Practical Writing	<p>1) Grammar Review</p> <p>The teacher talks about the use of V + V-ing, 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 write an invitation by doing Exercise 11 of <i>Practical Writing</i>, and then requires the students to do Exercise 12 as their homework.</p>

Time	Contents	Plan
2 periods	Text B, Text C & text-related exercises	<p>1) Text B</p> <p>While discussing the text with the students, the teacher calls on them to pay attention to the structure of the paragraphs of the text, introducing briefly the concept of the topic sentence. Exercises 14 and 15 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>
	Basic Reading Skills	<p>3) Basic Reading Skills</p> <p>The teacher tells the students how to guess the meanings of unknown words in context (1), and asks them to do the exercises in <i>Basic Reading Skills</i>.</p>

III . Background Information

English Language

The English language is the most widely spoken language in the world. It is used as either a primary or secondary language in many countries.

During the 1500s, fewer than 2 million people spoke English. All of them lived in what is now Great Britain. Through the centuries, as the result of various historical events, English spread throughout the world. Today, about 400 million people speak English as their native language. Most of them live in Australia, Canada, Great Britain, Ireland, New Zealand, South Africa, and the United States.

Another 100 million people living chiefly in Bangladesh, India, Pakistan, and in many African countries speak English in addition to their own language. An additional 200 million people probably know at least some English. (From the 1998 *World Book Multimedia Encyclopedia*)

Characteristics of English

Vocabulary. English has a larger vocabulary than any other language. There are more than 600,000 words in the largest dictionaries of the English language.

Some English words have been passed on from generation to generation as far back as scholars can trace. These words, such as woman, man, sun, hand, love, go, and eat, express basic ideas and feelings. Later, many words were borrowed from other languages, including Arabic, French, German, Greek, Italian, Latin, Russian, and Spanish. For example, algebra is from Arabic, fashion from French, piano from Italian, and canyon from Spanish.

A number of words, such as doghouse and splashdown, were formed by combining other words. New words were also created by blending words. For example, motor and hotel were blended into motel. Words can be shortened to form new words, as was done with history to form story. Words called acronyms are formed by using the first letter or letters of several words. The word radar is an acronym for radio detection and ranging.

Pronunciation and spelling in English sometimes seem illogical or inconsistent. Many words are spelled similarly though pronounced differently. Examples include cough, though, and through. Other words, such as blue, crew, to, too, and shoe, have similar pronunciations but are spelled differently. Many of these variations show changes that occurred during the development of English. The spelling of some words remained the same through the centuries, though their pronunciation changed.

Grammar is the set of principles used to create sentences. These principles define the elements used to assemble sentences and the relationships between the elements. The elements include parts of speech and inflections.

Parts of speech are the word categories of the English language. Scholars do not all agree on how to describe the parts of speech. The traditional description lists eight classes: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. The most important relationships of the parts of speech include subject and verb, verb and predicate, and modifier and the word modified.

English has fewer inflections than most other European languages. An English noun has only two inflections, the plural and the possessive. Inflections are used to change the tense and number of a verb or the case of a pronoun. Inflections can change adjectives to the comparative or the superlative — for example, big, bigger, biggest. (From the 1998 *World Book Multimedia Encyclopedia*)

American English

American English is a variety of the English language spoken in the United