



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



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

(U版)

Teacher's Book

教学参考书 **1** 上册

本册主编 周明芳



复旦大学出版社



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内 容 提 要

《21 世纪大学实用英语》(U 版) 系列教材根据《大学英语课程教学要求》以及我国高等院校人才培养特点和教学改革的最初成果编写而成, 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等院校人才的要求。

本套教材包括《综合教程》、《综合练习》、《教学参考书》(每一种分为 1-4 册) 及配套的 MP3 光盘、音带、多媒体课件、电子教案、网络课程等。本套教材供高等院校普通英语教学使用。

本书为《教学参考书》第 1 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, 本书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。

前言

《21 世纪大学实用英语》(U 版)系列教材根据教育部颁发的《大学英语课程教学要求》编写,包括《综合教程》、《综合练习》、《教学参考书》(每一种分为 1-4 册)及配套的 MP3 光盘、音带、多媒体课件、电子教案和网络课程等。本套教材供高等院校普通英语教学使用。《综合教程》第 1 册的起点词汇量约为 1 300 词。一般以第 1 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 2 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,并结合高等院校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”由同一题材的两篇文章以及一篇实用阅读材料组成:Text A 为精读材料,配有课文前的热身练习和课文后的口语、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”则根据高等院校英语教学的特点,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;第二部分结合大学英语四级考试(CET-4)的要求设计练习试题,所有题型和题量均以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 CET-4 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。

《21 世纪大学实用英语》(U 版)吸取了现行国内外同类教材的优点,以我国高等院校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等院校人才的要求。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大学英语四级考试(CET-4)的习题和题解,以期让学生在巩固所学内容的同时,还能为参加大学英语四级考试做好准备。

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、MP3 光盘、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》(U 版)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
2009 年 9 月

使用 说 明

本书为《21 世纪大学实用英语》(U 版)系列教材《教学参考书》第 1 册。全书共 8 个单元,供使用《21 世纪大学实用英语》(U 版)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限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 的课堂处理及所配练习的答案。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 只提供课文译文和练习答案。听说内容的文本及参考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。本书的电子教案中还附有《综合练习》中的练习参考答案和录音原文。

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
2009 年 6 月

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Highlights

Preview

Listening & Speaking

Introducing Yourself
Getting to Know People
Listening Practice

Reading & Writing

Text A

College — A Transition
Point in My Life

Grammar Review

Countable and Uncountable
Nouns

Practical Writing

Registration Forms

Text B

What I Hope to Gain from a
College Education

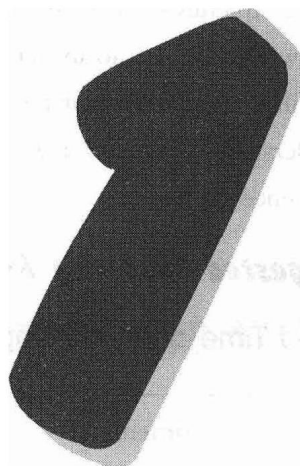
Text C

Devlin's Advice

Basic Reading Skills

Reading for the Main Idea;
Topic Sentence (1)

UNIT



Preview

This is the first unit of Book One. In the Listening and Speaking section, you will learn how to start a conversation with other people and how to talk about yourself. In the Reading and Writing section, Text A tells us about the transition the author experienced from high school to college; Text B tells us what the writer wants from his college education; Text C includes some advice from a former college student.

I . Objectives

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

1. grasp the basic skills necessary to understand and talk to other people when meeting them for the first time;
2. understand the main ideas of Texts A, B and C, and master the useful sentence structures and words and expressions found in the first two texts;
3. know clearly how to use countable and uncountable nouns;
4. fill in a form with their personal information;
5. understand the main idea of an English paragraph and identify the topic sentence (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 explains the <i>Preview</i> so that the students will have some idea of what this unit is about. Then, the teacher lets the students</p> <p>1) Introducing Yourself</p> <p>A. listen to the first half of the short talk in Ex. 1 twice and fill in the missing words;</p> <p>B. listen to the second half of the short talk in Ex. 1 twice and fill in the missing words;</p> <p>C. listen to the whole short talk and do Ex. 2;</p>

Time *	Contents *	Plan
		<p>2) Getting to Know People</p> <p>A. go through the new words in the 1st conversation in Exercise 3 and listen to the conversation twice while filling in the missing words;</p> <p>B. answer the questions about the conversation by way of group discussion or the traditional teacher-student interaction;</p> <p>C. go through the second conversation with the same steps;</p> <p>D. do Exercise 4 in pairs or groups.</p> <p>3) Listening Practice</p> <p>Before ending class, the teacher tells the students how to do the exercises (Ex. 5-10) in Listening Practice* as their homework. The teacher also tells the students that they should be prepared to answer the questions in Ex. 9 and give an oral presentation in class when the teacher and the students next meet.</p>
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 asks some students to answer the questions in Ex. 9 of the <i>Listening and Speaking</i> section and invites at least two students to give an oral presentation in class, telling their classmates three reasons why they want to be college students.</p> <p>After finishing the <i>Listening and Speaking</i> tasks, the teacher turns to the <i>Reading and Writing</i> section of the unit. (These activities should be done in half a period.)</p>

Time *	Contents *	Plan
		<p>1) Starter</p> <p>After a brief explanation of the instructions, the teacher</p> <ul style="list-style-type: none"> A. lets the students list the things that they were excited and worried about when they first got to college. This can be done in complete English sentences or just phrases. If the students have difficulty doing this, the teacher should provide them with the following key words in English: (for things students may be excited about) beautiful campus, good library, teachers and classmates, the computer room, the environment, new way of life, etc.; and (for things students may be worried about) being away from home, the food, competition with other students, difficulties in study, washing clothes, taking a bath or shower, new teachers, etc.; B. organizes pair work or group discussion among the students, which should last for about 5 minutes only, then C. gives the students 10 minutes to read Text A and find out the things that worried the writer when he first got to college. (The Starter should be done in about half a period.) <p>2) Text A</p> <p>The teacher</p> <ul style="list-style-type: none"> A. discusses the whole text with the students (one period); B. guides the students through the exercises, focusing on certain items or leaving some exercises as the students' homework according to the students' levels (one period or more).

Time *	Contents *	Plan
1 period	Grammar Review Practical Writing	<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> <p>2) Practical Writing</p> <p>The teacher asks the students to look at the Chinese information in Ex. 12 of the section of <i>Practical Writing</i> and see if they can fill in the English Registration Form with this information. After this, the teacher explains the different terms and expressions in the registration form. With the help of the teacher, the students should complete the form in Ex. 13 with their own information, and do Ex. 14 as well.</p>
2 periods	Text B & text-related exercises Text C Basic Reading Skills	<p>1) Text B</p> <p>While discussing the text with the students, the teacher calls the students' attention to the structure of the paragraphs of the text, introducing briefly the concept of the topic sentence. The vocabulary 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 in class.</p> <p>3) Basic Reading Skills</p> <p>The teacher makes full use of Texts A and B, analyzing and explaining some of the paragraphs in the two texts and, at the same time, inviting the students to analyze others.</p>

Teaching Plan Notes

- * This unit should be taught in 8 periods.
- * The Teacher's Book contains every page of the Student's Book. It also contains the listening scripts, the various notes and examples as well as the answers.

III . Background Information

High Schools in the U. S.

High schools in the United States offer college preparatory programs and vocational programs. College preparatory programs give students the necessary background for admission to a college or university. Vocational programs prepare students for jobs immediately following high school.

All high schools offer required courses — that is, classes in such subjects as English, science, and social studies. High school students also may choose from a wide variety of elective courses, such as music, foreign languages, or industrial arts. Extracurricular high school activities, which occur outside of classroom time, include sports, clubs, and plays.

Most United States high schools are free public schools supported chiefly by state and local taxes. Each local school district has a governing body, usually a school board, that makes school policies and monitors the quality of education that students receive. A superintendent administers the district policies. Each high school is headed by an experienced educator, usually called the principal.

About 90 percent of students in the United States attend public high schools. The United States also has several types of secondary schools outside the public-school system. Most of these private schools charge tuition. They include parochial schools, which are operated by the Roman Catholic Church or other religious groups, and private college preparatory schools, also called prep schools. Prep schools prepare students for admission to colleges and universities. Each state has laws and rules that its high schools must follow. (From the *1998 World Book Multimedia Encyclopedia*)

Colleges and Universities

Universities and colleges are schools that continue a person's education beyond high school. A university or college education helps men and women enjoy richer, more meaningful lives. It prepares many people for professional careers as doctors, engineers, lawyers, or teachers. It also gives a person a better appreciation of such fields as art, literature, history, human relations, and science. In doing so, a university or college education enables individuals to participate with greater understanding in community affairs.

Universities differ from colleges in that they are larger, have wider curricula, are involved in research activities, and grant graduate and professional as well as undergraduate degrees. (From the *1998 World Book Multimedia Encyclopedia*, *encyclopedia.com*)

Going to College

Students who decide to attend college must choose the school that most nearly fits their needs, finances, and personal likes. They can discover many of the facts by talking to friends and teachers. They can learn about particular schools by writing to them for information.

There are a number of basic questions a student should ask about any school being considered.

1. Does the school offer the courses in which I am interested?
2. How well is the school equipped in general buildings, libraries, laboratories, and other property?
3. What teaching methods does the school use? What is the average size of each class?
4. What is the standing of the school? Is it accredited? What is the standing of the particular college or department of the school in which I intend to do most of my work?
5. What are the school's tuition, fees, and living expenses? Are opportunities available for earning all, or part of, my expenses while I attend school?
6. Does the school offer the extracurricular (nonacademic) activities in which I am interested?
7. How is the school located with regard to transportation, living quarters, and general conveniences?

Colleges and universities state their entrance requirements in their catalogs. They nearly always require a transcript (copy) of an applicant's high school credits, as well as letters of recommendation. Entrance examinations are generally given several months before the school term begins. Freshmen usually take the intelligence and aptitude tests during an orientation period, frequently called freshman week at colleges and universities in the United States.

Many college students earn all or part of their expenses. Many students have part-time jobs while they attend school, such as working in stores and restaurants. Most schools offer students jobs, such as waiting on tables in dormitories or working in the library.

Students may receive all or part of their college expenses through various aid programs. These programs include scholarships and fellowships; federal, state, and private loan programs; and benefits for veterans and certain other groups such as war orphans. (Adapted from the *1998 World Book Multimedia Encyclopedia*)

Supplementary Names of Colleges and Departments

Beijing Union University 北京联合大学
Shanghai Dianji University 上海电机学院
Tianjin Vocational College 天津职业大学
Shanxi Finance & Taxation College 山西财政税务学院
Liaoning Radio & TV University 辽宁广播电视大学
Jinling Institute of Technology 金陵科技学院
Bengbu Medical College 蚌埠医学院
Nanchang Water Resources College 南昌水利水电学院
Chengdu Academy of Fine Arts 成都美术学院
Guangzhou College of Finance 广州金融学院
Guangdong Institute of Education 广东教育学院
Guilin Institute of Tourism 桂林旅游学院
North China University of Science and Technology 华北工学院
Shanghai Jiaotong University 上海交通大学
Northwest Sci-Tech University of Agriculture and Forestry 西北农林科技大学

Automation 自动化
Electronic Science and Technology 电子科学与技术
Communication Technology 通信技术
Civil Engineering 土木工程
Railway Engineering 铁道工程
Art Design 艺术设计
International Economics and Trade 国际经济与贸易
Accounting and Finance 会计财务
Financial Management 财务管理
Business Administration 工商管理
Marketing 市场营销
Engineering Management 工程管理
Electronic Commerce 电子商务
Logistics Management 物流管理
Tourism Management 旅游管理
Electronic Commerce 电子商务
Computer Application and Maintenance 计算机应用与维护
Electrical Technology 电气技术
Nursing 护理
Pharmaceutics 药剂学, 制药学