



普通高等教育“十五”国家级规划教材

# 英语教师参考书

# 3

## Teachers' Manual

(Second Edition)

(非英语专业专科用)

教育部《英语》教材编写组 编

第二版



高等教育出版社

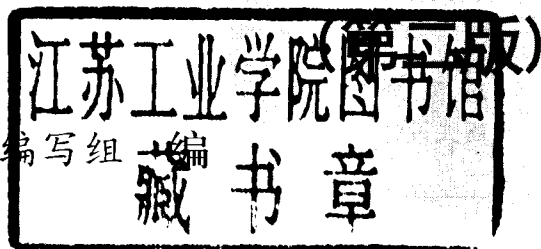
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**English**  
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## 内 容 提 要

《英语》第二版系列教材是“普通高等教育‘十五’国家级规划教材”，供高职、高专和成人专科院校非英语专业低起点学生使用。

与第一版相比，《英语3》（第二版）在原有话题的基础上做了些局部调整，并在每个单元“文章听说读写译综合练习”中都增加了一篇阅读文章 Passage B。修订后的教程还对语法部分（Grammar Focus）进行了必要的调整，针对基本语法技能进行必要的训练。

本书为《英语教师参考书3》（第二版），内容包括《英语3》（第二版）各单元的教学目的与要求、背景资料、语言点、阅读翻译技巧及相关练习、练习指导及补充练习、练习答案和参考译文等。

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## 修订说明

修订后的《英语》(第二版)仍为7册,即《英语0~6》。大多数高职高专入学新生可从第1册学起,少数入学水平较低的学生可使用零起点教程补习必要的英语基础,而后再转入第1册的学习。第1~6册分为3个层次,第1~2册为初级教程,学习基础语法和常用交际词汇,累计词汇量达到2000词;第3~4册为中级教程,学完基础语法,累计词汇量达到3300词;第5~6册为高级教程,为部分高职高专学生升入本科使用。

本教材以培养学生的实用涉外交际能力为主旨,围绕实用涉外交际话题编写,学完一个话题学生即能学会围绕该话题进行简短实用的英语口头和书面交际。修完1~4册即达到2000年教育部颁布的《高职高专教育英语课程教学基本要求(试行)》,故学生在修完第3册后即可参加“高等学校英语应用能力考试”的B级考试,修完第4册可参加A级考试。

修订后的教材依然为每册3本,即综合教程、教师参考书和配套学生练习册。

本教材第3、4册为同一单元编排模式,即分为1. Integrated Skills Development; 2. Applied Writing; 3. Grammar Focus; 4. Merry Learning; 5. Words & Phrases 五部分。其中Integrated Skills Development为单元重点,又分为对话听说和文章听说读写译综合训练。听说部分含2个对话和1个听力小短文;着重训练学生围绕交际话题进行模拟听说训练,培养基本的实际口头涉外交际能力。听说训练又是单元主体——文章听说读写译综合训练部分的引子,因为这一部分的核心话题也是本单元的交际话题。综合训练围绕2篇紧扣单元交际话题的文章展开。语言训练遵循“阅读理解”(Check your understanding)、“交际训练”(Learn to communicate)、“扩大语言积累”(Build up your language stock)和“独立阅读”(Extra reading)四个步骤进行。其中“交际训练”和“扩大语言积累”两部分又是核心,侧重培养学生通过学习实际使用和记忆掌握交际话题所涉及的语言手段(句型和词语)来提高实用英语交际能力。换句话说,本教材的核心指导思想是引导学生围绕交际话题进行语言表达(language production)训练。

修订后的教材增加了10篇课文,即在每单元中加编了一个Passage B,放在Passage A的全部练习之后,Applied Writing之前。题材、难度和长度与Passage A接近,但文字内容更加生动活泼。此外,在各单元的Passage A和Passage B后还增加了部分学生较为喜欢的有用语句的套写和改写练习。

本书为教材第3册的教师参考书,共10个单元,每个单元相应于主教材处理一个交际话题,内容包括有各单元的教学目的与要求(Aims and Requirements)、综合技能训练(Integrated Skills Development)、模拟应用写作(Simulated Applied Writing)、语法重点(Grammar Focus)、趣味学习(Merry Learning)、主教材练习答案(Key to Exercises)和主教材阅读文章参考译文(Text Translation for Reference)。

以上说明是为了帮助使用本教材的老师和同学更全面地了解本教材的编写和修订思路,更好地发挥教材的长处,避开其短处。多年来本教程受到广大高职高专师生的欢迎和支持,我们十分欣慰能用一本实用英语教材为大家服务。这次修订后依然存在缺陷和不足,我们仍一如既往地欢迎大家的批评

指正。

本教材的修订由孔庆炎教授任总主编,第3册教师参考书由晨梅梅教授任主编,参加本册修订的有王成林、汪宁、饶辉和鲍得旺。

修订者  
2005年11月

## 第一版前言

教育部2000年颁布的《高职高专教育英语课程教学基本要求(试行)》(以下简称《基本要求》)中规定的高职高专英语课程的教学目的是:“经过180~220学时的教学,使学生较好地掌握英语基础知识和技能,具有一定的听、说、读、写、译的能力,从而能借助词典阅读和翻译有关英语业务资料,在涉外交际的日常活动和业务活动中进行简单的口头和书面交流,并为今后继续提高英语交际能力打下基础。”

为了充分地体现上述教学目的,《英语》系列教材吸纳了先进的教学思想,并结合高职高专层次学生的实际情况和实际需要,确立了本教程的编写指导思想和特点。

### 《英语》系列教材的编写指导思想和特点

打基础与学以致用相结合:

1. 基础是必要的,又是相对的,基础的厚实程度取决于培养目标和教学时数。由于英语专业、本科非英语专业、高职高专非英语专业英语课程的培养目标和教学时数各不相同,因此对语言基础的要求和可能达到的程度也不尽相同。
2. 高职高专英语教学要贯彻学用结合、学用一致的原则,改变英语教学脱离实际的低效率局面。

处理好语言基础、应用能力和实用能力的关系:

1. 语言基础是指学习者对语言基本知识和语言基本技能掌握的程度,应用能力是指应用语言知识和技能的能力,实用能力则指在实际涉外交际环境中使用英语进行实际交际的能力。从广义的角度讲,应用能力可以涵盖实用能力,但进一步区分应用能力和实用能力对高职高专英语教学具有重要的意义。
2. 应用能力是通过语言知识和技能的训练来培养的,但语言知识和技能还必须用于实际的涉外交际中才能转化为实用能力。
3. 实用能力是应用能力的最重要的方面,对于接受高职高专教育的学生尤其如此。他们更希望看到英语学习的“即期”实用效果,并把所取得的即期实用效果转化为进一步学习的动力。因此,高职高专英语教学既要注意培养应用能力,更要注意培养实用能力,即贯彻“学用结合”的原则。
4. 外语学习的目标要分层次实现,不能一步到位,所以,打基础不应超越高职高专英语教学的现状。

听、说、读、译、写综合发展:

1. 《基本要求》要求培养学生具有一定的“听、说、读、写、译”的能力,扭转了忽视听说基本功训练的倾向。以往的英语教学片面强调读和译能力的培养,在很大程度上造成了“哑巴”英语的教学后果,不利于总体培养目标的实现,也不利于语言教学本身,故适当降低高职高专英语阅读能力的要求并加强其听、说、写的能力的培养,以适应改革开放对涉外业务交际能力的需

求,是高职高专英语教学改革的重要方面。

2. 读、译、写的重点应是涉外应用文献,而不是所谓的“本专业”的专业书刊。也就是说,应该加强“实用阅读”(Practical Reading)的训练与培养,即加强对应用文献的阅读和模拟套写的训练,使“学”与“用”更紧密地结合起来,体现“培养实际应用英语的能力”的方向和目标。
3. 改革开放提供了更多的涉外活动的机会,特别是涉外的就业机会。这些机会首先涉及口头交际和简短的书面交际,而不是长篇文章的读和译。
4. 就高职高专英语教学而言,写的要求应更着重于模拟套写,即套写那些在涉外业务活动中会经常遇到的应用文,而不是创造性地写一般性的文章。

体现分级教学的思想:

《基本要求》规定:高职高专英语教学要求“分为A、B两级,”“A级是标准要求,B级是过渡要求。入学水平较高的学生应达到A级要求,入学水平较低的学生应达到B级要求。”“完成《基本要求》规定的教学内容后,采用‘高等学校英语应用能力考试国家级题库’的命题进行检测。检测分为A、B两级(含笔试与口试)。”

本套教材体现了上述分级教学的思想,即学生学完1~3册,基本能达到B级的要求;学完1~4册,基本能达到A级的要求。

体现典型性、思想性、时代感、趣味性和可模拟性:

1. 典型性:选材必须是实际交际需要的,而且要具有典型性,这是本教程选材所遵循的首要原则。本教程所选用的语言材料和语言情景,力求符合实际交际的需要,如求职、求学、导游、导购、接待、信函传真处理等。
2. 思想性:外语教学要充分体现改革开放、友好对外的精神和中华民族的文化素养,与此同时,更要体现不卑不亢、自强不息的爱我中华的爱国主义精神。
3. 时代感:所选的材料具有时代感,交际的情景反映了当代生活的实际,如导购中的支付手段为现金、支票、信用卡,通讯手段为电话、传真、电子邮件等。
4. 趣味性:教材选材充分体现了趣味性,此外,还专门编写了“轻松学习”(Merry Learning)一节。
5. 可模拟性:所选择的应用文除重视其典型性外,还特别注意其可模拟性,便于在教学中培养学生模拟套写涉外业务应用文的能力。

## 《教师参考书》的编写思路和使用建议

本套系列教程共7册,1~4册为高职高专英语的主体教材,5~6册用于“专升本”阶段,《英语0》用于从ABC学起的学生补习使用。相应的教师参考书按三个模式编写:1~2册为一个模式;3~4册为一个模式;5~6册为一个模式;《英语0》未编写相应的教师参考书。

《教师参考书》的任务是帮助教师备课和上课,这涉及两个方面:一是教学所需的补充资料,二是教学方法指导。虽然教学法有宏观的指导原则,但具体的教学方法却灵活多样,因人因时因地制宜。本套《教师参考书》以提供有关教学资料为主,仅在介绍练习的编写意图时提出了一些教法建议。也就是说,本书以向教师提示教学要求、教学重点、教学资料和补充练习为主,教法部分则请教师根据教



学实际灵活使用。

本册教参的编写模式如下：

1. 教学目的与要求：包括每单元的重点词语、句式和各项技能要求。
2. 补充资料：包括背景资料、文章难点注释和词汇用法。
3. 练习指导和补充练习：针对每个练习都作了简要提示，对某些重要练习还加编了补充练习，以加强这一方面的训练。
4. 语法提示和补充练习：教师可根据学生的实际水平灵活选用补充练习。
5. 轻松学习：教参为每课提供了语言程度适中的补充资料。
6. 答案和译文：教参提供了主教材的练习答案和课文的参考译文。
7. 模拟试卷：为便于教师使用，教参提供了4套按照《高等学校英语应用能力考试大纲和样题》编写的模拟试卷。

编者

2001年4月

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# EDUCATION IN THE AIR

## I. Aims and Requirements

### I) Language Focus

#### 1. Focal Words and Expressions

education	know about	most of the time	expect	responsible for
decide	allow	have to do with	instead of	develop
interest in	worry about	make good use of	different from	get used to
enjoy doing sth.				

#### 2. Focal Functions and Patterns

- 1) ... may feel that ...;
- 2) ... let ... decide what to study / how much to study;
- 3) ... expect ... to be responsible for ...;
- 4) ... have to do with ...;
- 5) ... see no reason for ... / for ... to do sth.;
- 6) ... instead of being made to ...;
- 7) ... allow ... to grow as people / to develop one's own interests in ...;
- 8) ... do well / badly in ...;
- 9) ... may have problems getting used to doing sth.;
- 10) ... is a good idea only in theory.

### II) Skills Development

#### 1. Reading and Translating

- 1) Be able to read, comprehend and translate into Chinese the passage about open education;
- 2) Be able to use the focal words and patterns listed above to make sentences or translate into English the sentences using them;
- 3) Practice the reading skill of finding the topic sentence of a paragraph;
- 4) Practice the translating skill of deciding on the appropriate lexical meaning in the given context.

**2. Listening and Speaking**

- 1) Be able to talk a little about the advantages and disadvantages of the open education over the traditional education;
- 2) Be able to comprehend the short listening passages on the topic of education and be able to practice the skill of taking spot dictation;
- 3) Be able to talk a little about the students' own study.

**3. Writing**

Be able to fill in an application form with the help of a dictionary.

**II. Integrated Skills Development****I) Background Information****1. Introductory Remarks**

This passage compares open education with traditional education. It tells us what open and traditional education are, and it mainly shows us the advantages or good points of open education over traditional education. It also mentions some disadvantages of open education.

**2. Background Remarks****open education:**

It is a concept of preschool and kindergarten education which is supposed to be conducted in an "open classroom" or a large teaching area, two or more times larger than traditional classrooms. Without any separated walls, open classrooms are divided into a variety of teaching areas that students can access at will, according to individual interests, needs and motivations. Based on the concept of the British Infant School, the open classroom groups students of different, but compatible ages and abilities in one huge space, but it permits them to study individually or in small groups to pursue their own learning projects independently or with a teacher's guidance. Thus, a large number of learning experiences take place at the same time. The emphasis is on warm, open teacher-student relationship, self-directed learning or experimentation. The student can learn at his own pace according to his own abilities without any competitive and threatening pressure.

The open classroom does away with strictness and permits an integrated day during which learning activities are dictated by students' needs, interests and motivation rather than by prescribed time allotments. Introduced in privately operated preschools during the 1930s and 1940s, the open classroom approach to early preschool education became somewhat standardized in the USA and in other English-speaking countries later.

**open university:**

It belongs to the non-traditional higher education that combines a variety of teaching science approaches, including educational radio and television, correspondence courses and traditional teaching methods to provide education to adults unable to attend traditional institutions of higher learning. Developed in Britain after World War II, the first formal open university of the UK enrolled its first students in 1971. The concept has subsequently spread to at least 30 countries including the USA, where, unlike similar institutions overseas, open universities open their enrollment to all applicants.

**3. Comprehension Focus**

Comparison between open education and traditional education:

	<b>Open education</b>	<b>Traditional education</b>
<b>Concepts</b>	Students are treated as individuals first and students second and are expected to be responsible for what they do.	Teachers are always teachers and controllers; Students are told what to do.
<b>Objectives</b>	To help students to develop ability to learn on their own.	To teach students specific subjects and things.
<b>Approaches</b>	Students are free to choose what to study and how much to study.	Students closely follow teachers' instructions in their study.
<b>Advantages</b>	Students decide what to study and how much to study; Students are not made to study specific subjects or things; They grow as people. They develop their own interests; they enjoy learning; they are happier in class; they do not worry about grades or rules.	Students have rules to follow; Students study specific subjects and things; Students enjoy teachers' instructions.
<b>Disadvantages</b>	Many students do not do well in open education. They don't make good use of open education, and have problems getting used to making so many choices. They need some rules because a few rules will help them.	Students are not taught to know about the world. The focus is on learning knowledge, but not on how students grow as people.

## II) Language Points

### 1. Notes to the Passage

- 1) **The teachers feel that they must tell the students what to do most of the time, and that they must make the students study specific things.**

The main clause *The teachers feel* takes two object clauses both introduced by *that*. *What to do* is an infinitive clause introduced by a *wh*-word. Similar structures are *how much to study*, *when and how to do it*.

*make the students study specific things*: here *make* means *cause*.

- 2) **These teachers feel that the students are individuals first, and students second.**

*That the students ... second* are two object clauses, in which *individuals first*, and *students second* share the same S-V structure *the students are*.

e.g. These teachers regard their students as persons of independent character first, and then they are their students.

- 3) **They expect the students to be responsible for the things that they do.**

*To be responsible for* is used as an object complement. *That they do* is an attributive clause modifying *the things*.

- 4) **The teacher allows the students to decide what they want to do, and does not make them study specific subjects or things.**

The verbs *allow sb. to do sth.* and *make sb. do sth.* are of structure V+O+C. *To decide what they want to do* and *study specific subjects or things* are the object complements to *the students* and *them* respectively. *what they want to do* is the object clause of *decide*.

- 5) **The teacher lets them decide what to study and how much to study.**

In *lets them decide*, *let* should be followed by an infinitive clause without *to*.

*Decide* has two objects: *what to study* and *how much to study*, both of which are introduced by a *wh*-word.

- 6) **The second part of the idea of open education has to do with what the teacher does in the classroom.**

*What the teacher does in the classroom* is the prepositional object clause of *with*.

A prepositional clause can only be introduced by a *wh*-word.

e.g. We haven't yet made the decision on when we should start off.

- 7) **In the traditional classroom, the students are told what to do.**

*Are told* is the passive voice.

*What to do* is the object of *told*, an infinitive clause introduced by a *wh*-word.

- 8) **There is a list of things that the students must do to finish the class.**

*That the students must do to finish the class* is a restrictive attributive clause introduced by *that* and modifying *things*.

- 9) **There are rules made by the teacher that the students must follow, even if**

**the students see no reason for the rules.**

*Made by the teacher* is a past participle clause used as an attributive modifying *rules*.

*That the students must follow* is a restrictive attributive clause, also modifying *rules*, but separated from its anticipatory noun by *made by the teacher*.

*See no reason for the rules* means *do not see the reason why they should follow the rules*.

- 10) **The students are allowed to discover subjects in the open classroom, instead of being made to study them.**

*Instead of ...* is a preposition taking a noun phrase. That's why the passive form of *be made* is converted into *being made*.

*The open classroom* here is a figurative expression to actually refer to the class of open education.

**instead of:** *prep.* in place of something or someone / as an alternative to or substitute for (followed by a *n. pron., gerund, or prep. Phr.*)

e.g. We should do something instead of just talking about it.

He has been playing all afternoon instead of getting on with his work.

- 11) **This way of teaching allows the students to grow as people, and to develop their own interests in many subjects.**

This sentence is again framed in the structure of *S allows sb. to do sth.* *To grow as people, and to develop ...* are the two infinitive clauses used as the complements.

*To grow as people:* here *grow* is an intransitive verb, *as people* is an adverbial modifying *grow*. Similar structure could be found in *serve as a secretary, work as a driver*.

- 12) **The open classroom may allow them to enjoy learning.**

*Enjoy* takes a *gerund* instead of an infinitive form when a verb is used as its object.

**enjoy doing sth.:** get pleasure from doing sth. / take delight in doing sth.

e.g. I've enjoyed talking to you about old times.

Most young men enjoy watching football games.

- 13) **Because open education is so different from traditional education, these students may have a problem getting used to making so many choices.**

*Have a problem (in) doing sth.* means *have a difficulty in doing sth.*

**getting used to:** *to* is a preposition which should be followed by a V-ing form or a noun.

- 14) **For many students it is important to have some rules in the classroom.**

*It* is an anticipatory subject. *To have some rules in the classroom* is the actual subject of the sentence.

- 15) **So far some of the good points and bad points of open education have been**



explained.

*Have been explained* is the passive voice of the present perfect tense of the verb *explain*.

## 2. Word Usage

- 1) **allow**: *v.* to let someone do or have something, or let something happen 允许, 准许

allow sb. sth.

allow sb. to do sth.

be allowed to do sth.

allow sb. in / out / up etc.

e.g. He doesn't allow the dog in his bedroom.

Smoking is not allowed here.

We allow passengers one item of hand luggage each.

The committee allowed the company to build a factory on the island.

- 2) **be different from**: not like something or someone else, or not like before 与...不同, 与...不一样

e.g. Their two girls are very different from each other.

This is a different girl from the one he used to go out with.

- 3) **be / get used to doing sth.**: to have experienced something so that it no longer seems surprising, difficult, strange etc. 习惯于做某事

e.g. Some foreigners can't get used to Nanjing's weather.

I shall probably oversleep as I am not used to getting up so early.

- 4) **develop**: *v.* to grow larger, stronger, fuller or more mature 发育, 形成; to make the argument or idea clearer, by studying it more or by speaking or writing about it in more detail 详尽阐述, 发挥

e.g. James has developed into a charming young man.

The plot of the new novel gradually developed in the author's mind.

We will develop a few of these points in the seminar.

When you are **asked** to write a composition, you should develop a line of thought.

- 5) **education**: *n.* the process by which your mind develops through learning at a school, college, or university 教育

e.g. He is a man of higher education.

They had worked hard to give their children a good education.

**educational** *a.* connected with education

- 6) **even if / though**: *conj.* used to call attention to the extreme nature of what follows 即使

e.g. She won't leave the TV set, even though her supper's on the table.

Tom's going to have problems finding a job even if he gets A grades.

- 7) **expect**: *v.* think that something will happen because it seems likely or has been