

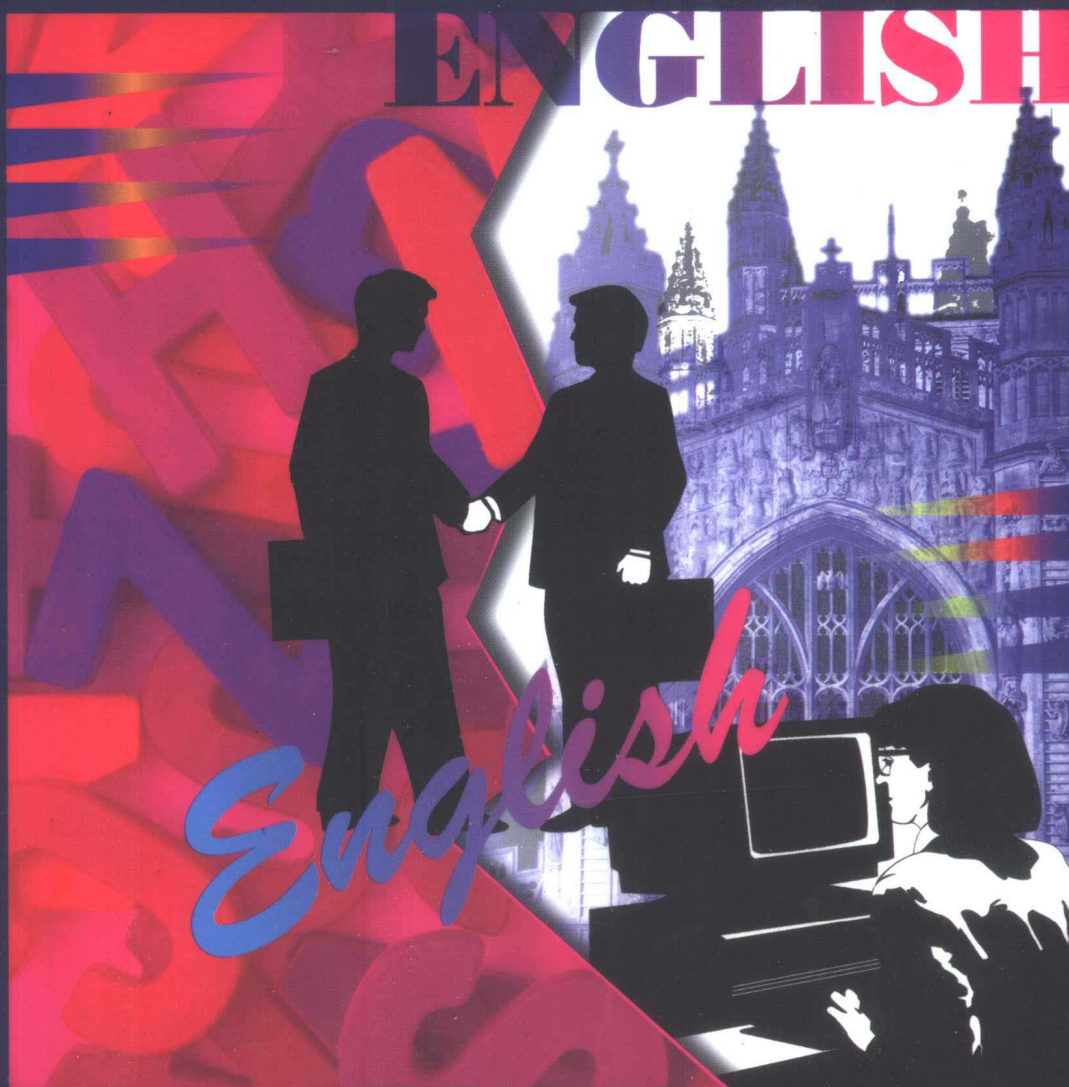
英语教师参考书

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Teachers' Manual

(非英语专业专科用)

教育部《英语》教材编写组 编



高等教育出版社

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英语教师参考书 1

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内 容 提 要

本书配合《英语 1》使用,旨在帮助使用该教材的教师备课和授课。书中内容包括:教学目的与要求、背景资料、练习指导和补充练习、语法提示和练习、练习答案和参考译文等。此外,书中还编有 4 套自测试卷及其答案。

本书适合英语教师及使用上述教材的英语自学者使用。

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英语教师参考书 1

(非英语专业专科用)

《英语》系列教材编写指导组

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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，应用能力可以含盖实用能力，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, 因人因时因地而异。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。

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Aims and Requirements

I. 内容重点 (Language Focus)

1. 交际重点 (Communicative Focus)

致意、问候、感谢

2. 重点单词和词组 (Focal Words and Expressions):

chief, delicious, department, employee, engineer, expert, receptionist, technical, term, have a good journey, have one's lunch, joint venture, have the honor

3. 重点句型和习惯表达法 (Focal Functions and Patterns):

1 Hi, how do you do?

I'm glad to meet you.

2 Good morning/afternoon/evening. Long time no see.

Yeah, it's been a long time. Too long.

I have missed you very much.

I haven't seen you for years/ages.

3 Hi! How are you?

Hello! How are things with you?

Hey! How are you doing?

4 Fine, thanks. And you?

I'm very well, thank you. And you?

OK. How about you?

Not bad. And you?

5 Thank you.

Thank you for coming to meet me.

That's very kind of you.

You are welcome.

6 Have a good journey.

Let's (give her a warm welcome).

7 I have the honor to introduce (Professor Waters).

It's a pleasure for us (to have Prof. Waters as our English teacher here).

- 8 (Prof. Waters) is a good teacher.
(Prof. Waters) is really an expert in English teaching.
(Prof. Waters) has taught students in many countries.

II 技能要求 (Skills Development)

1. 听说 (Listening and Speaking)

熟读对话与课文，背诵课文对话语句，并能就课文内容进行问答。

2. 读译 (Reading and Translating)

能朗读并翻译（英译汉）有关介绍致意、问候、感谢等的小短文。

3. 写 (Writing)

能使用所学词汇、句型和语法写出有关致意、问候、感谢等的英文语句。

III. 语法要点 (Grammar Focus)

系动词 **be** 在陈述句中的用法；主系表结构

Integrated Skills Development

I. 背景资料 (Background Information)

1. It is inappropriate in English to greet people by asking whether they have done something or they are doing something, for instance “吃饭了吗？”“去图书馆呐？” Often in English this sounds a little strange because the questions seem to ask about the obvious. These questions in English function as a genuine request for information rather than as a greeting. In other words, questions of this kind are often a lead-in to a suggestion or invitation. They cannot be used simply to greet a person, as is normal in Chinese. In such situations, it is possible to simply greet a person with a common greeting like “Hello”. But if you wish to add something extra, so as to appear more friendly, the more normal way is either to express a wish or to make a comment on what they are doing. So in the situation described above, a person could say, “Hello. Have a nice dinner!” This is much more usual than simply describing what the person has done or is doing.
2. Another widely-used greeting in Chinese is to ask “Where are you going?” (你去哪儿？) This question does not really ask for information, but merely acts as a greeting. However, in English it is normally a request for information and it can be used only between very close friends. Such details are regarded as a

personal matter in the English culture. If is used it as a greeting, you will put your partner in a very embarrassing position.

II. 语言点 (Language Points)

1. 课文补充注释 (Notes to Passages)

1. Thank you for coming to meet me.(Dialogue A)

谢谢你来接我。

for coming: 介词后的动词要用 V-ing 形式, 语法上称为动名词。

e.g. I'm looking forward to seeing you.

我盼望见到你。

He was sent to prison for stealing.

他因偷窃而被捕入狱。

2. It's a long journey, you know.(Dialogue A)

你知道, 这可是长途旅行。

you know 在这里用作句子的插入语, 故需用逗号与句子的其他部分隔开。

e.g. He is always an excellent student, you know.

你知道, 他一直是一个出色的学生。

3. There are so many good things to eat in the canteen.(Dialogue B)

食堂里有这么多好吃的。

good things to eat: to eat 作 good things 的定语。动词作名词的定语要放在名词的后面, 其前要加 to, 且二者之间常为动宾关系, 即 to eat good things。再如 a letter to write (要写的信), a question to ask (要问的问题)。

e.g. I have the honor to introduce Professor Waters to you.

我非常荣幸地把沃特兹教授介绍给你们。

2. 词汇用法 (Word Usage)

1. receptionist: *n.* a person who receives people arriving in a hotel, visiting a doctor, etc. 接待员

e.g. Linda is a receptionist of the hotel.

Tom has applied for a job as a receptionist in a foreign hotel.

receive *v.* (fml) to accept as a visitor or member; act as host to; welcome (正式)接待

e.g. Lady Jones receives on Monday afternoons.

Synonym: steward/stewardess *n.* one of a number of those who serve passengers on a ship or a plane. (飞机、船上等的) 男/女招待员

e.g. She is a qualified stewardess.

2. guest: *n.* a person who is in someone's home by invitation, for a short time (as for a meal), or to stay (one or more nights) 客人

e.g. We have three guests to dinner.

3. technical: *a.* having special knowledge, esp. of an industrial or scientific subject 技术的, 工业的

e.g. Mary is an English teacher of a technical school.

They are technical experts.

4. **overseas**: *a.* to, at, or in somewhere across the sea; foreign 海外的, 外国的

e.g. They've gone to live overseas.

Usage: overseas students 与 students from overseas 都可以指从外国来到本国求学的学生; 而 students overseas 则是指正在其他国家读书的留学生; returned students 是指“归国留学生”。

5. **journey**: *n.* a trip of some distance, usu. by land 旅行; 旅程 (通常指陆地旅行)

e.g. Life is a journey from birth to death.

6. **employee**: *n.* a person who is employed 雇员

e.g. There are 30 employees in his firm.

Alice is an old employee at her company.

employ *v.* to use (a person) as a paid worker 雇佣

e.g. We employed her as an adviser.

Synonym: **staff** *n.* the group of workers who carry on a job or do the work of an organization 全体职工; 全体工作人员

e.g. The school's teaching staff is/are excellent.

7. **joint**: *a.* shared by 2 or more people 联合的; 共同的

e.g. This is our joint opinion.

Mr. Jones and his two sons are the joint owners of the business.

n. a place where things (esp. bones) join 接头; 关节

e.g. Our arms and legs bend at the joints — the elbows and knees.

8. **venture**: *n.* something you do that is new and be difficult and so involves the risk of failure 冒险 (行动或事业)

e.g. All the children listened to his ventures with eager attention.

The two companies agreed to set up a joint venture.

v. to risk going somewhere or doing something (dangerous) 冒险 (行事)

e.g. Don't venture too near the edge of the well; you might fall in.

9. **chief**: *a.* most important; main 主要的; 总的

e.g. What is the chief town of Norway?

Rice is the chief crop of India.

n. a leader; ruler; person with highest rank; head of a party, organization, etc. 领袖; 首长; 首领

e.g. The king is chief of the armed forces by right.

10. **engineer**: *n.* a person who plans and understands the making of machines, roads, bridges, harbors, etc. 工程师

e.g. Mr. White is an electrical engineer.

We have three foreign engineers in our company

engine *n.* a piece of machinery with moving parts which changes power from steam, oil, etc. into movement 引擎; 发动机

e.g. He is repairing the engine of his car.

11. **canteen**: *n.* a place in a factory, military camp, etc. where people may buy and eat food, meals,

drinks, sweets, etc. 食堂;

e.g. There are three canteens in our university.

12. **delicious:** *a.* pleasing to one of the body's senses, esp. those of taste or smell 香的; 味道好的

e.g. What delicious food you've cooked!

The soup is delicious.

Synonym: **tasty** *a.* (esp. of salty rather than sugary food) having a pleasant noticeable taste; pleasing to the taste (尤指咸食而非甜食) 美味的; 好吃的

e.g. This is really a tasty meal.

13. **secretary:** *n.* a person with the job of preparing letters, keeping records, arranging meetings, etc., for another 秘书

e.g. We need a secretary who can speak English fluently.

14. **department:** *n.* any of the important divisions or branches of a government, business, school or college, etc. 部门; 系

e.g. I am in the Chinese Department.

I bought a skirt for my daughter from the children's clothing department of a large store.

15. **professor:** *n.* BrE (the title of) a teacher of the highest rank in a university department (英) 教授; AmE a teacher at a university or college (美) 大学或学院的老师

e.g. He is Professor of History at my university.

16. **everyone:** *pron.* each person 每人; 人人

e.g. Everyone in the class reads English every morning.

usage: everyone 意为每个人, 后面不可接 of; 故不可说 everyone of the children, 但可以说 every one of the children (every one 指 "...中的每一个人或每一件事", 后面可以接 of)

17. **honor:** *n.* (a polite word) 荣幸

e.g. Would you do me the honor of dancing with me?

18. **applause:** *n.* loud praise for a performance or performer, esp. by striking the hands together (clapping) (鼓掌以示) 赞许

e.g. The applause shows the success of his lecture.

19. **term:** *n.* one of the periods of time into which the school or university is divided 学期

e.g. Are there any examinations at the end of the term?

He learned cooking in the summer term.

Phrase: in the long/short term 从长远/眼前的观点看来

e.g. In the short term we expect to lose money on this book but in the long term we hope to make large profits.

20. **expert:** *n.* a person with special knowledge or training 专家

e.g. She is an expert in teaching small children.

He is an expert in cookery.

a. with special knowledge or training 熟练的; 精通的

e.g. She is expert at teaching small children.

Synonym: **specialist** *n.* a person who has a special interest or skill in a limited field of work or study (精通某一专门领域的) 专家

e.g. He is a specialist in Arabic language and culture.

n. a doctor who gives treatment in a particular way or to certain kinds of people or diseases (精通某种医术或专门治疗某种人、某种疾病的)专家;专门医师

e.g. She is a heart specialist.

21. **author:** *n.* the writer of a book, newspaper article, play, poem, etc. 作者

e.g. The author of this story is Mark Twain.

22. **dozen:** *n.* a group of 12 一打, 十二个(与数字连用时 dozen 也为单数形式, 如 three dozen, 而不是 three dozens. dozens of 的含义是 ‘很多’。)

e.g. There are a dozen ducks in the river.

23. **pleasure:** *n.* a cause of happiness, enjoyment, or satisfaction 愉快的事

e.g. It's been a pleasure to talk to you.

24. **clap:** *v.* to show one's approval by striking the hands together 鼓掌

e.g. The people in the theatre enjoyed the play and clapped loudly.

III. 练习指导及补充练习 (Guide to Exercises and Supplementary Exercises):

- 练习 1 至 3 的目的为检验学生对有关对话及短文的理解, 教师应注意引导学生用自己的语言回答, 并围绕这些练习就对话与课文的内容与词汇句型等用法进行口头训练, 不要把它们作为单纯理解练习使用。
- 练习 4 与 5 的目的为巩固并扩展本课所学“致意、问候”的句型。教师应要求学生背诵并引导学生在课上创造更多的语境进行实际交际训练。

Supplement to Exercise 4:

除本课总结的常用句型外, 口语中还有一些常会出现的句型。如:

- 1 Very please to meet you.

见到你很高兴。

I'm glad to see you, too.

我见到你也很高兴。

- 2 How's everything going?

您近来好吗?

- 3 I'm quite all right.

我很好。

- 4 It's so nice to see you again, Henry.

亨利, 很高兴再次见到你。

- 5 How have you been?

近来好吗?

- 6 How's everyone at your house?

你的家人都好吗?

- 7 I feel great couldn't be better.

我觉得好棒，一切都很好。

8 Pretty good.

很好。

9 How do you like this weather?

天气不错吧？

It's gorgeous. We shouldn't be working today.

天气太好了。我们今天真不应该上班。

3. 练习 6 至 8 的目的为加深学生对本课词汇的理解及提高学生的灵活应用能力。教师可以增加一些类似的词汇搭配练习，在练习中扩大词汇学习量。其中练习 8 尤为重要，教师应设法作些补充练习，最好能归纳本课的重点词汇和用法，使学生达到学会使用的目的。

Supplement to Exercise 8:

重点句型归纳：

1 Greetings and responses

Hi, how do you do?

I'm glad to meet you.

Good morning/afternoon/evening. Long time no see.

Yeah, it's been a long time. Too long.

I have missed you very much.

I haven't seen you for years/ages.

Hi! How are you?

Hello! How are things with you?

Hey! How are you doing?

Fine, thanks. And you?

I'm very well, thank you. And you?

O.K. How about you?

Not bad And you?

2 Giving thanks

Thank you.

Thank you for coming to meet me.

That's very kind of you.

You are welcome.

3 Making suggestions

Let's give her a warm welcome.