

普通高等教育"十一五"国家级规划教材

《新编实用英语》修订版

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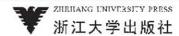


教学参考 第一册 Teacher's Book Elementary

# a Course in Natural English

本册主编:盛湘君 洪华英 本册副主编:周颂波 丁展平 方富民

Richard Moore Morgan Lewis Hugh Dellar Andrew Walkley





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Strategies for College Writing

The Daily Telegraph

The World of English

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# Preface



# 前



《创新实用英语》是普通高等教育"十一五"国家级规划教材——《新编实用英语》的修订版本,本教材沿袭了原教材的编写理念,并与全球知名出版集团美国圣智学习出版公司(Cengage Learning)合作,将其优秀的教学资源——《创新》(Innovations)系列教材的大部分材料及其先进的学习理念引入本教材中。

圣智学习出版公司(原Thomson Learning),是全球最大的、为终身学习提供信息的出版集团之一,其产品和服务已涵盖高等教育、职业教育、语言教学和图书馆参考书及数据库等多个类别。与其他英语教材不同的是,《创新实用英语》将语言学习与日常生活会话紧密联系在一起,寓教于乐。无论是重要语言点、语法知识、翻译技巧,还是词汇理解、写作练习,以及趣味阅读等,都贯穿在生动有趣的课堂活动中,让学生在轻松愉快的氛围中更好地掌握语言知识,提升语言应用能力。

《创新实用英语》旨在通过情境式教学手法,将美国先进的课堂教学理念带入中国的高职高专英语课堂中,突出"以学生为中心的主题教学模式",体现先进、创新的国际化教学理念。根据《高职高专教育英语课程教学基本要求》和高职高专院校学生的特点,我们的编写团队在教材编写过程中严格遵循以下四条原则:

- (1)以学生为中心;
- (2)重视语言基本功的训练:
- (3)遵循"实用为主,够用为度"的原则,尤其注重语言应用能力的培养;
- (4)在多样化的教学形式中注重语言的实际使用,配以与行业有关的内容来突出学习重点,为学生进入职场奠定良好的英语基础。

该教材共有三个级别: Elementary (入门)、Intermediate (进阶)、Advanced (高阶)。各级别教材分别由《综合教程》、《教学参考》和《学习指导》组成,满足了教师和学生的不同需求。

《综合教程》由八个单元组成,每个单元含七大模块:热身活动(Warming-up)、听说模块(Listening & Speaking)、阅读模块(Reading)、语法模块(Grammar Focus)、实用写作(Practical Writing)、翻译模块(Translation Focus)和趣味阅读(Reading for Fun)。在情境式的听说教学中,着重培养学生听和说的输入输出能力。同时,本系列教材旨在突出英语学习的"实用性",尤其在阅读模块中添加了行业性阅读,以此来激发学生的学习兴趣。Elementary(入门)、Intermediate(进阶)分册侧重实用英语写作,为学生进入职场奠定坚实的基础;而Advanced(高阶)则侧重话题作文训练,以帮助学生参加等级考试和专升本考试等。

《教学参考》是一本同时服务于《综合教程》和《学习指导》的教学辅导用书,主要涉及以下



# Preface

内容: 教师任务书 (Teaching Focus)、重要语言点 (Language Focus)、课文翻译 (Text Translation)、练习答案与样例 (Key & Sample)、听力原文(Tapescript)。从课前、课中和课后三个角度,全方位地提供教学和语言知识,帮助教师进行高效的教学活动,"事半功倍"地实现教学目标。尤其是特别配备的各类课堂活动和课堂游戏均来自真实的美国课堂。

《学习指导》主要涉及以下内容:学生任务书 (Learning Focus)、词汇讲解 (Word Study)、课文重点句解析 (Sentence Analysis)、课文翻译 (Text Translation)、语法练习 (Grammar Exercise)、写作范文 (Writing Sample)、翻译练习 (Translation Exercise) 和单元测试卷 (Quiz)。《学习指导》旨在通过与《综合教程》相配套的延伸学习和练习,帮助学生更全面地理解《综合教程》中所涉及的重要知识点,并拓展应用能力。每单元后的测试卷A和测试卷B均采用半活页的形式,以便老师们根据课时进度灵活选择课内测试或是课后练习。与本教材配套的八套活页模拟卷 (含期中和期末模拟试题各一套,A级、B级和三级模拟试题各两套)随书附赠,将教材与考试无缝对接。

《创新实用英语》是一套充分体现现代化教学理念的高职高专公共英语教材,提供了高质量的英语教学资源和内容。在纸质教材的基础上,《创新实用英语》配有互动式的网络学习平台,为教师和学生提供了资源共享平台、师生沟通论坛、在线测试以及即时阅卷系统等先进的在线英语教学资源,符合创新型教材的特点,也体现了现代高职高专公共英语教学精品化、国际化、数字化的新趋势。

这套系列教材的编写得到了浙江省高等教育学会大学外语专业委员会高职高专分会、美国圣智学习出版公司、各高等院校,尤其是高职高专院校的大力支持,是"浙江省高等教育教学改革与质量提高工程"的一个重要组成部分,也是广大英语教师长期以来在语言教学、语言学习方面进行理论研究和实践的产物。

本系列教材由何莲珍任主审,蒋景阳任总主编、周颂波任副总主编。本册主编为盛湘君、洪华英,副主编为周颂波、丁展平、方富民。参与本册编写与审校的有 (按字母顺序) 陈群、孔珊、邢承设、曾呢娟,以及美籍专家Andrew Walkley, Darryl Hocking, Hugh Dellar, Lynda Edwards, Morgan Lewis, Richard Hallows, Richard Moore, Ryan Small, Soh Yuan Ting, Yoshioka Edward, 英籍专家Harriet Clayton等。

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# Unit 1 Communication



# Teaching Focus

Listening & Speaking	打电话和电话新功能 常用句型: 1. Do you want to leave a message? 2. Anyway, I was wondering if you could help me. 3you might be able to recommend somewhere cheap to stay. 4. I'm coming down on Friday and then I'm going to go back on Tuesday. 5and it's got Internet connection and games, and things like that. 6. How long do the batteries last?
Reading	1. Text A—等了好久! Text B—电话故事 2. 重点词汇和主要句型  Text A  重点词汇:     arrange, as usual, awful, excuse, hopeless, rough, somewhere, sound, spoil, suppose, the other day, turn up, wait for, window shopping, worry 主要句型: 1. This man/woman would probably meet his/herin/at 2. I'd rather look a bit lonely than be outside 3. Sorry, I'm late. The traffic was awful. 4. Prepositional phrases for location:     outside the post office in Moss Side/at bus stops/in a bar/in a café  Text B  重点词汇:     annoy, anyway, as well, by mistake, dial, embarrass, get on/along (with), hang up, interest, keep on, meet up, miss, mobile, on holiday, opposite, ring, stuff, swap, take notice, take the hint, text 主要句型: 1. Who is this? 2. I was so embarrassed I hung up straightaway. 3. It was really embarrassing/horrible/annoying.
Grammar	名词 (Grammar Exercise with Key)
Practical Writing	Business Card (Writing Sample)
Translation	词义的选择 (Translation Sample Answer)
Appendix	Coursebook Tapescript
Appendix	Workbook Key & Tapescript

**Notes:** 



### Part One Warming-up

One good way to start this lesson is to get students to brainstorm the history of communication. For example, face-to-face talk, body language, mails, phones, Internet connection, etc.

You can then ask students to talk about the fantastic advantages of modern communication using the following patterns:

Cell phones enable people to...

Through the Internet, we can...

#### Forms of Communication

#### Task 1

This activity is to work on some expressions relating to communication. You can ask students to work on the matching task in pairs, and then go through the answers. You could also write up more ways of communication. For example, tone and intonation, text message, chat room, QQ or MSN, etc.

> **ANSWERS** 1. H 2. C 3. E 4. F 5. I 6. B 7. A 8. G 9. D

#### Task 2

You can ask students to discuss in pairs, or do the task as a class. You could write the following sentences on the board to help.

#### SAMPLE ANSWER

I like email best because it is fast, easy to use, and costs almost nothing. It is also "green" and environmentally friendly.

#### **Telephone Conversations**

#### Task 1

Ask students to complete the sentences on their own and then compare their answers with a partner's when they are done. You might need to explain the following expressions:

(1) If you call in sick, you call your place of work and say that you are sick and won't be coming in to work. For example,

A

**Notes:** 

	You should	just call	in sick	and sta	y home	in bea
--	------------	-----------	---------	---------	--------	--------

(2) If you *give* someone *a ring*, you call them on the phone. For example, *Give me a ring tonight and we'll decide where to go tomorrow.* 

You can also use *ring* as a verb with the same meaning. For example, *I'll ring you tomorrow.* 

Ring me at home.

#### **ANSWERS**

1. make 2. call 3. book 4. put

5. sell 6. look up 7. spends 8. answered

Ask students to underline the complete expressions and tell them to spend a few minutes memorizing them. Then they can test each other in pairs. One person reads the sentences and says "blank" for the missing words. The partner, with the Coursebook closed, says the complete expression.

#### Task 2

These questions practice some of the language from Task 1. Read the questions aloud and then give your answers to one or two of them. The following provides students with a model.

#### SAMPLE ANSWERS

- 1. In my family my mom usually answers the phone. Her colleagues call/ring her to discuss some problems in work.
- 2. In my family my dad spends the longest on the phone. He loves talking. He calls/rings his friends every day. He never calls me, though.
- 3. I was once so angry that I put the phone down on my classmate. We had a bitter argument.
- 4. I had to call in sick last Monday. I had a bad cold and had to stay in bed.

Here are some extra questions you can add:

What do people say when they answer the phone in English?

Do you like chatting on the phone?

How often do you give your friends a call/ring?

Do you prefer to book movie tickets over the phone or over the Internet?

For some extra practice, get students in pairs. Write the following on the board: *I'll call/ring you...* 

I'll give you a ring/call...



#### **Notes:**

Tell the students to write down five "time phrases" that refer to the near future. For example, later, tomorrow night, this afternoon, in two days, at the end of the week, etc.

They can then drill each other and form sentences by using the "time phrases" and the patterns on the board:

A: Later tonight.

B: I'll call/ring you later tonight.

#### Task 3

The task focuses on expressions used to explain why someone can't come to the phone. Ask students to complete the sentences.

#### **ANSWFRS**

- 1. for lunch; an hour
- 2. off sick; a couple of days
- 3. on holiday; next week
- 4. his day off; around half past eight
- 5. in the shower: ten minutes
- 6. closed; between ten and four

Ask students to tell you which conversations probably take place in an office (all except 5). Then get pairs of students to think of some more reasons why someone can't come to the phone—maybe three at home and three at work. For example,

He's putting the baby to sleep.

She's in the middle of dinner.

He's on the other line.

She's in a meeting.

Ask students to practice the conversations in pairs.

### Part Two Listening & Speaking



Talking on the Phone

Talking on the Phone (I)



You could introduce this activity by asking students the following questions: Who was the last person you called? Why? When was the last time you received or left a message?

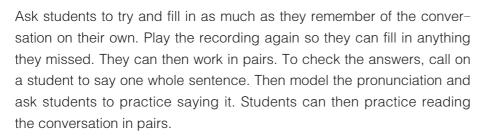
A

#### **Notes:**

#### **ANSWERS**

- 1. She's gone out shopping.
- 2. Probably in an hour.
- 3. She will call back later.

# Task 2



#### **ANSWERS**

- 1. there
- 2. I'm afraid not
- 3. be back
- 4. leave a message
- 5. I'll just call back later

#### Task 3

One way to do this activity is to ask each student to write down either home or office (e.g. *Home: Is X there? Office: I'd like to speak to X, please.*) and a name (e.g. *Antonia, Mr. Gold*) on a slip of paper. They should then use this information as a basis for their conversation.

#### SAMPLE ANSWER

- A: Is Antonia in?
- B: I'm sorry. She's at school at the moment.
- A: When will she be back?
- B: She's normally back by five.
- A: Thanks. I'll try again later then.

When the students have had their conversations, they exchange slips and partners. Then let them have another conversation based on their new slip. Get students to do this for several minutes. You could also take part in this activity.



#### **Notes:**

#### Talking on the Phone (II)



Tell students that Paola phones back and talks to Jenny. Ask them to guess the answers to the five questions. Then play the recording. Get them to compare their answers with their partner.

#### **ANSWERS**

- 1. No. 2. To find a cheap place to stay when she visits London.
- 3. In two weeks. 4. She invites Paola to stay with her.

# Task 2



Ask students to complete as many of the sentences as they can. Then play the recording again so they can fill in anything they missed. As you go through the answers, check whether they understand the expressions.

You may need to explain the following:

If you have a *spare room*, you have an extra bedroom.

If you say It's no trouble, you are happy to do something.

For example,

A: Thanks for picking me up at the airport last night.

B: Oh, it was no trouble.

Point out that Sentence 3 is a good example of how we can change the "tense" of verbs to be more polite. The continuous is used (wondering instead of wonder), the past is used instead of the present (/ was wondering instead of I'm wondering) and could is used instead of can.

#### **ANSWERS**

- 1. same 2. told 3. wondering 4. recommend 5. spare
- 6. trouble 7. time 8. ring/call
- 9. offer
- 10. No

#### Task 3

Students can use the 10 expressions in Task 2 to help them to remember the conversation.

### A New Phone

### Task 1



Go over the features listed and ask students to guess which might be the features of the new phone. Play the recording and ask students to check