



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

总主编：蒋景阳

副总主编：周颂波

审稿：Sally Ross
Soh Yuan Ting
Yoshioka Edward

创新 实用英语

教学参考 第2册
Teacher's Book Intermediate

a Course in Natural
English

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总 主 编 蒋景阳
副 总 主 编 周颂波
审 稿 Sally Ross Soh Yuan Ting Yoshioka Edward
本 册 主 编 胡海英 潘宏伟
本册副主编 熊海虹 马以容

丛书策划 张 琛 (zerozc@zju.edu.cn)
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Contributors

《创新实用英语系列教材》编委会

本版总主编：蒋景阳

本版副总主编：周颂波

本版审稿：Sally Ross Soh Yuan Ting Yoshioka Edward

本版编委（按姓氏拼音排序）：

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Andrew Walkley	Darryl Hocking	Harriet Clayton	Hugh Dellar				
Lynda Edwards	Morgan Lewis	Richard Hallows	Richard Moore				
Ryan Small	Sally Ross	Soh Yuan Ting	Yoshioka Edward				

Preface

前言

《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：

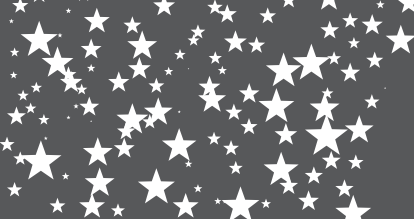
- (1)以学生为中心；
- (2)重视语言基本功的训练；
- (3)遵循“实用为主，够用为度”的原则，尤其注重语言应用能力的培养；

(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 and 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)、趣味阅读 (Reading for Fun) 或小微项目 (Mini-project)。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，主要包括以下



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，全方位地提供教学指导和语言知识，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》主要包括以下内容：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，以便老师们根据课程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。在纸质教材的基础上，《创新实用英语》配有丰富的数字资源，包括：(1) 互动式的网络学习平台，为师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；(2) APP数字教材，为师生提供了一个社区化的多媒体移动英语教学平台，运用于平板电脑等；(3) 纸质书课件，为师生提供了配套的教学指导和相关辅助材料。本系列教材符合创新型教材的特点，同时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策划，蒋景阳任总主编、周颂波任副总主编。本册主编为胡海英、潘宏伟，副主编为熊海虹、马以容。参与本册编写与审校的有 (按字母顺序) 江文国、应惠兰，以及美籍专家Andrew Walkley, Darryl Hocking, Hugh Dellar, Lynda Edwards, Morgan Lewis, Richard Hallows, Richard Moore, Ryan Small, Sally Ross, Soh Yuan Ting, Yoshioka Edward，英籍专家Harriet Clayton等。

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Oxford Advanced Learner's Dictionary

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Unit 1 Friends

Teaching Focus



Listening & Speaking	<p>好朋友，老友聚会 常用句型：</p> <ol style="list-style-type: none"> 1. <i>We both love...</i> 2. <i>...we had a lot of things in common.</i> 3. <i>I haven't seen you for a long time.</i>
Reading	<p>1. Text A—家庭还是朋友；Text B—长久失去联系的朋友 2. 重点词汇和主要句型</p> <p>Text A 重点词汇： <i>apart from, chat, convention, funny, get on, go through, have sth. in common, in addition, shopping, similar, theater</i> 主要句型： 1. <i>If I had a problem, I might/would probably talk to him.</i> 2. <i>I've known her since I was at school.</i></p> <p>Text B 重点词汇： <i>catch up, contact, desperate, get in touch, huge, notice, program, pub, separate</i> 主要句型： 1. <i>Some people think this is a very good idea; while others think it is a dreadful one.</i> 2. <i>Bob wished that they hadn't.</i></p>
Grammar	动词不定式 (一) (Grammar Exercise with Key)
Practical Writing	Memorandum (Memo) (Writing Sample)
Translation	正说反译 (Translation Sample Answer)
Mini-project	Friendship Festival
Appendix	Teacher's Resources
	Coursebook Tapescript
	Workbook Key & Tapescript

Cultural Background or Related Information

Friendship plays an important role in people's life. A true friend can always be trusted, loved and respected. He or she can share our joys and sorrows in life. He or she is always there for help when we are in trouble or difficulties. We can even trust him or her with our secrets! The most important thing is that a friend always understands us. No wonder some researchers have found that people who have friends tend to be happier, healthier, and live longer than those who do not.



2

Part One Warming-up

Task 1

The focus of this activity is to make students share with each other their understandings of the funny pictures so as to get them familiar with the topic of this unit. You can ask the students to discuss the following questions:

What do you see from the first picture?

What will a person do if his or her friend cries?

What will a person do if his or her friend laughs?

What does the last picture tell us?

What do you think friendship means?



SAMPLE ANSWER

From the pictures, we can see that friends are people who share happiness and sorrow with us, and who will always help us get through hard times. So friendship means a lot to a person.

Task 2

The focus of this activity is to enable students to think about their ways of making friends and share their opinions. Have the students discuss in pairs and provide them with some language help.

SAMPLE ANSWERS

1.

(1) To keep a friend, we should above all be true and sincere. Never think of making use of friendship to satisfy one's personal needs; then we ought to know that helping a friend is something most pleasant in the world.

(2) If you want to make friends and develop friendships, you should follow these steps: First, be friendly, outgoing, easygoing, neighborly, talkative and honest. Second, attend parties, sporting, events and special gatherings where people socialize and remain open to new cultures, ideas and values. Third, reach out to others when they need help. The last and the most important is to learn to share, to love and to respect.

Notes:

2.

(1) Friendship means a lot to me. To be exact, it means love, happiness, trust, sincerity, support and comfort. It may be in the form of jokes, discussion and things shared with each other. Sometimes it may even be a quarrel or a fight.

(2) A true friendship can encourage you to realize your dream, support you in reaching your goals, comfort you for your losses and build your self-esteem. It can bring love, happiness, support, etc. Of course companionship should come first. It brings out the best in a person.

Part Two Listening & Speaking

1 My Best Friend

Task 1



The focus of this activity is to learn how to talk about one's best friend. You can start the activity by asking the following questions:

Who is your best friend?

When did you first meet?

You can tell students some useful expressions about friends such as: *trustworthy, honest, reliable, good-looking, easy-going, kind, go shopping, go traveling, do homework*

ANSWERS

1. her sister/Helen 2. his dog/Bobby 3. her neighbors/Joyce & Zola

Task 2



Play the recording again and ask students to repeat some of the key sentences so that they can not only write down the missing words but also learn to use the sentences while talking about the topic.

ANSWERS

1. cooking 2. loyal 3. lie
4. walk 5. China 6. active

Task 3

The focus of this activity is to give the students a chance to practice their spoken English. Since each student has his/her best friend, it's time to encourage them to share with others about their friend.



Notes:

2



SAMPLE ANSWER

My best friend is Mary and we have known each other since we were in kindergarten. She is kind and humorous, and it's fun to be with her. We share the same hobbies. Both of us enjoy reading, singing and traveling. We always help each other when we have problems. I always turn to her for advice. Though we now study at different colleges, we still manage to make time to see each other and do things together.

2 Long Time No See!

Task 1



The focus of this activity is to help students learn how to talk with a friend they haven't seen for some time about what they have been doing recently. You can begin by asking the students the following questions:
Can you think of someone you haven't seen for a long time? Why haven't you seen them?

Are you still in touch?

What is the person up to now?

ANSWERS

1. Barry's been working really long hours. He went to his grandma's birthday party last weekend.
2. Sharon went to an art exhibition on Sunday, visited her friend, did a bit of shopping and she's been doing things for college.

Task 2



Play the recording again and ask students to repeat some of the key sentences so that they can not only write down the missing words but also learn to use the sentences while talking about the topic.

ANSWERS

- | | | |
|--------------|----------------|----------------|
| 1. went down | 2. lovely meal | 3. beach |
| 4. fuss | 5. met | 6. at my mum's |

Task 3

Nowadays it's very common for college students to get together with their former friends or classmates from high schools or primary schools. Get them to have a discussion first about what they would like to say on these occasions. You can provide them with some language help. For example,

Notes:

Hello, how are you?

I haven't seen you for ages.

You haven't changed a bit.

You look exactly the same! Not one day older!

What've you been doing for the past two years?

What're you doing now?

Do you still play (tennis)?

Where do you live now?

Are you still (afraid of snakes)?



► Part Three Reading

Text A Family or Friends

Task 1

SAMPLE ANSWERS

sincere, friendly, intelligent, warm-hearted, humorous, easy-going, reliable, considerate, kind, dependable, etc.

Task 2

1 Pre-reading

SAMPLE ANSWERS

1. Yes, I have a lot of friends. But they are different types. Some friends are very intimate in that I can share my secrets with them. I will open my heart and tell them everything. Some friends are not as close. We just share the same interests. For instance, we watch movies together. We go shopping together. We play badminton together, etc.
2. Close friends totally love and support each other. They trust each other and they tell each other their secrets. They share each other's happiness and comfort each other's sadness. They can tolerate each other's weaknesses, while at the same time, they can tell harsh truth to each other if necessary. They are always there to help each other.
3. Friendship should be based on many good qualities like love, trust, honesty, sincerity, etc., and common interests as well. Those factors play an important role in friendship.

Notes:

2 Passage Reading



Language Points

1. We enjoy spending the whole day going to different shops, and trying things on. (Para. 1)

trying things on是动词的-ing形式作状语，表示伴随状态。动词的-ing形式作状语还可以表示时间、原因、条件、行为方式等。

e.g. I) She went out, slamming the door.

她走出去，把门一甩。(伴随)

II) Turning left, they saw a tall building in front of them.

一转弯，他们就看见前面有一幢高楼。(时间)

III) Being a reserved man, Tom didn't want to offer his opinions.

作为一个矜持的人，汤姆不发表意见。(原因)

2. ...and chat with each other about everything. (Para. 1)

chat意为“聊天”。“聊什么”用**chat about**；与某人聊天，要用**chat to/with**。

e.g. I) We drank our coffee and chatted about our experiences.

我们喝着咖啡，聊着我们的经历。

II) Harry chatted to a couple of Australian tourists as we waited for the show to begin.

在等待演出开始前，哈里跟一对澳大利亚游客聊天。

3. If I had a problem, I would probably talk to him. (Para. 3)

这是if引导的虚拟条件句，表示与现在事实相反，从句用一般过去式，主句用would/could/should/might+动词原形。

e.g. I) If I had a lot of money, I would quit my job.

如果我有许多钱，我会辞职。

II) If she understood English, she would not ask me for help.

如果她懂英语，她就不会找我帮忙。

4. We met in Nigeria, where we were both teaching. (Para. 4)

这里where引导的是一个定语从句，修饰Nigeria。关系副词where可以引导限制性和非限制性定语从句，用在表示地点的先行词后面。

e.g. I) This is the place where I hid the key.

这是我藏钥匙的地方。

II) In 1963 we moved to Boston, where my grandparents lived.

1963年我们搬到波士顿，那是我祖父母生活的地方。

