

ENGLISH

浙江省中等职业学校课本

英语

教师教学用书

浙江省教育厅职成教教研室 编

第四册



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编委会主任：方展画

编委会副主任：崔陵

编委：方展画 崔陵 姜华水 丁明华
谭云青

执行主编：姜华水

执行副主编：丁明华 谭云青

审稿：黄约法

编写人员：於芳 郭宝道 戴玉珍 陈平
王凤英 赵锦秀 梁小洁 王新忠

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Unit 1 Occupations

Teaching Aims and Demands

(教学目的和要求)

词汇	technician, astronaut, typist, conventional, routine, outgoing, analyze, investigative, track, imaginative, counselor, fantastic, accountant, contact, terrific, constant, document, laundry, definitely
话题	Talk about jobs.
功能	What are you good at? Do you like...? I like being a teacher because I'm creative. Being a teacher is/would be patient, in my opinion/ for me/ as far as I am concerned...
语法	动名词的用法

教学内容分析:

本单元的中心话题是“职业”，具体涉及介绍各种职业、谈谈个人的职业情况和未来的工作等内容。其主要目的是通过本单元课文的学习使学生知道：虽然职业的种类很多，但要做自己喜欢

欢的工作还是不容易的。平时要做有心人,努力学习文化知识和专业知识,再根据自己的个性特点,选择一份适合自己的工作。

第1课呈现不同职业的名称,通过听短文填词和选择正确答案来培养学生的语感和听力。第2课是学习短文“适合的工作”,要求学生了解课文所介绍的几种个性所适合的职业,并且可以结合自己的实际情况考虑今后可能从事的职业。第3课主要是对话练习,让学生学习如何阐述自己喜欢某项工作的理由。第4课是对前几课词汇的总结与回顾,呈现单元的语法内容,并且培养学生的写作能力。

课时建议:

本单元共需5课时,每课课时可根据实际情况分配。

Lesson 1

Warm-up.

1. 教师让学生看书中的图,导出本单元的话题——职业。
2. 进行练习操作:用句子 What do these people do? Where do they work? What skills do they need? 对学生进行提问,要求学生根据图片说出常见的职业和工作地点,并能描述这些职业所需要的技能和品质。
3. 让学生有时间准备和讨论,之后让学生进行分组表演,根据他们的表演给以一定的评价,然后让学生说说除这些之外还有哪些职业,分别是什么。继而告诉学生只要努力,人人都会有工作,并可以引入一句俗语: Every road leads to Rome.

Listen and imitate.

先让学生自己读读这些句子,猜猜句子的意思,然后教师给出正确的解释,和学生一起朗读。

Listen and choose the right word from the box, then fill in the blanks.

1. 第一次听录音:学生认真听课文中的一段短文。
2. 第二次听录音:根据短文内容,填出空缺的单词。
3. 第三次听录音:教师和学生一起核对答案,教师对短文做适当解释。

Listen to the short passage and choose the right answer.

1. 第一次听录音:学生听录音,理解大意。
2. 第二次听录音:学生在教师指导下完成相关练习。
3. 第三次听录音:学生检查自己的答案,教师让学生提供答案,

然后指正。

4. 教师对短文中的语言点做适当讲解。内容如下:

(1) used to do sth. 过去常常做某事

例如: My grandfather used to smoke. Now he doesn't smoke at all.

(2) in one's twenties 在某人 20 多岁时

(3) remember one's hard early years and the long road to success 记得早期艰苦的时期和成功之路的艰辛

Homework.

完成同步练习中的练习。



课文习题参考答案

Listen and imitate.

1. 不能爱哪行干哪行, 要干哪行爱哪行。
2. 说得好不如做得好。
3. 尽量少讲, 尽量多干。
4. 除非你亲自尝试一下, 否则你永远也不会知道自己能够干什么。
5. 先工作, 后娱乐。
6. 不流汗水, 哪有甜蜜。

Listen and choose the right word from the box, then fill in the blanks.

Mrs Jack is a doctor from Britain. She is now in China. She works in a children's hospital in Chongqing. She is also learning Chinese medicine there. She likes Chinese medicine very much. She loves to work for children. She works hard in

the day and reads English books on Chinese medicine at night. She learns Chinese from her workmates and her friends. Now she can speak some Chinese. She can read some Chinese, too.

Listen to the short passage and choose the right answer.

Yesterday afternoon Frank Hawkins was telling me about his experiences as a young man. Before he retired, Frank was the head of a very large business company, but as a boy he used to work in a small shop to repair bicycles and he used to work 14 hours a day. He saved money for years and in 1958 he bought a small workshop of his own. In his twenties Frank used to make spare parts for planes. He had two helpers. In a few years the workshop had become a large factory which employed 728 people. Frank smiled when he remembered his hard early years and the long road to success. He was still smiling when the door opened and his wife came in. She wanted him to repair their grandson's bicycle!

1. C 2. B 3. B 4. A 5. B



同步练习参考答案

- I. 1. W: What exactly do you do at Seaview Hotel?
M: I cut the grass and take care of the flowers.
Q: What is the man?
2. W: Hello, this is Mary Connors. May I speak with my husband please?
M: He has just gone out with a customer to show him

a new car.

Q: What kind of work does Mr. Conners do?

3. W: I wonder when Mr. Roe can finish grading our papers.

M: He is leaving tomorrow to attend a meeting, so he has to finish his grading by then.

Q: What is Mr. Roe?

4. W: Are you sure you have to leave now?

M: Yes, I've to get up early tomorrow. Thank you for a wonderful dinner.

Q: What is the probable relationship between the two speakers?

5. W: Can I help you?

M: Yes, I'd like two tickets for Friday's concert.

Q: Whom is the man speaking to?

1. B 2. C 3. A 4. B 5. B

II. I have just received a letter from my brother, Tim. He is in Australia. He has been there for six months. Tim is an engineer, he is working for a big firm and he has already visited a great number of different places in Australia. He has just bought an Australian car and he has gone to Alice Spring, a small town in the center of Australia. He will soon visit Darwin. From there, He will fly to Perth. My brother has never been abroad before, so he is finding this trip very exciting.

1. B 2. B 3. C 4. C 5. A

III. 1. T 2. F 3. F 4. F 5. F

IV. 1. A 2. D 3. D 4. A 5. A

Lesson 2

Pre-reading.

1. 教师问学生: How many kinds of jobs do you know? What are they? Which kind of job do you prefer? Why?
2. 教师指导学生看两个问题, 启发学生就自己的实际情况作出相应的回答。

Reading.

1. 教师就课文内容设计几个问题, 要求学生带着问题去阅读课文。问题如下:
 - (1) What should you do first if you want to find a job?
 - (2) How many kinds of personalities do you think there are?
 - (3) What kind of personality do you have?
2. 让学生听课文录音并快速阅读课文。
3. 学生三四个人为一组, 讨论如何回答这几个问题。
4. 教师先让学生发表自己的意见, 然后大家一起总结并给出答案。
5. 教师讲解生词及词组的用法。
 - (1) conventional *adj.* 传统的, 保守的; 常规的
例如: a conventional war 常规战
Break down foreign conventional rules and follow our own road in developing industry. 打破洋框框, 走自己的工业发展之路。
 - (2) routine *n.* 日常工作, 常规

例如: follow routines 墨守成规

He is tired of the routine life. 他厌倦了日常生活。

- (3) outgoing *adj.* 外向的, 对人友好的

例如: an outgoing personality 外向的性格

He is outgoing and he is ready to help people. 他性格外向乐于助人。

- (4) analyze *vt.* 分析, 解释

例如: analyze the cause of success and failure 分析成功和失败的原因

The teacher often analyzes sentences when the students don't understand them. 当学生不懂句子时, 教师常常分析句子。

- (5) investigative *adj.* 调查研究的

动词形式为 investigate; 名词形式为 investigation.

例如: He is investigative into the matter that happens or will. 他对发生或将要发生的事作调查研究。

- (6) track *n.* 行踪, 轨迹(常用复数)

例如: keep tracks of details 按部就班, 做事仔细

In the snow there are tracks on a snowy day. 下雪天留下踪迹。

- (7) imaginative *adj.* 富于想象力的

例如: an imaginative artist 有想象力的艺术家

The little boy has imaginative power. 这个小男孩想象力丰富。

- (8) counselor *n.* 顾问, 指导

例如: If you have difficulty with your study, you can ask your counselor. 若在学习上碰到困难, 你可以去咨

询辅导老师。

Post-reading.

1. 学生仔细阅读课文,完成课后的练习。
2. 学生给出答案,教师指正并详细讲解。
3. 学生四人或五人一组,对两个问题进行讨论。
4. 教师请几个学生发表自己的见解,然后总结对待求职应该持有的正确态度。

Homework.

完成同步练习中的练习。



课文参考译文和答案

Reading.

称心如意的工作

无论你相信与否,几乎50%的人对现有的工作都感到不满意。希望这种情况不会发生在你身上。如果你想找一份合适的工作,不要急于查看报纸上的招聘栏。相反地,静下心来想想:自己是哪一种类型的人?做什么工作会让自己开心?

据说,人可以分为六种性格类型。一般不会有人只有一种单一的性格类型,但大多数人都有一种较明显的性格倾向。对某一类型的人来说,有些工作合适而有些则不合适。

保守型:这种类型的人做事仔细,但易于墨守成规,按部就班。

实际型:这种类型的人注重实际操作,喜欢跟机器等工具打交道。

社交型:这种类型的人为人友好,喜欢帮助人或培训人。

艺术型：这种类型的人想象力丰富，喜欢通过创造艺术来表达自己。

管理型：这种类型的人性格外向，喜欢领导别人。

研究型：这种类型的人有好奇心，爱好学习，喜欢分析和解决问题。

如果你知道了自己是哪种性格的人，你就能决定做什么工作。例如，露西很想为孩子们做些事，她以为自己可以当个老师去帮助他们，于是她就去学相关的科目，结果她发现一点都不喜欢这些课程。然后她到职业顾问那里去咨询，这时才认识到原来她是属于艺术类型的人，所以就去学了电影专业。她现在在拍儿童片，而且很喜欢这个工作。

Post-reading.

2. (1) F (2) F (3) F (4) F (5) T

同步练习参考答案

I. 略

- II. 1. want ads 2. advice 3. interview 4. a manager
5. career 6. skills 7. out of work 8. hire
9. an expert 10. resume

- III. 1. C 2. B 3. A 4. C 5. D 6. A 7. B 8. B
9. A 10. D

- IV. 1. A 2. B 3. A 4. C 5. D

- V. 1. B 2. B 3. C 4. D 5. B 6. B 7. D 8. C
9. D 10. B

Lesson 3

Read and say.

1. 学生听录音, 熟悉对话的内容。
2. 教师就对话内容向学生提几个问题, 学生回答, 以增进理解。
 - (1) Where do Lily and Susan meet?
 - (2) What relationship do they have?
 - (3) What did Susan do before he becomes a teacher?
 - (4) What does Lily do now?
 - (5) Why does Susan change his job?
 - (6) What do you think of their jobs?
3. 教师领读生词, 适当讲解。
 - (1) fantastic *adj.* 难以相信的
例如: It's fantastic when she can't pass the examination.
她没有通过考试真是让人难以相信。
 - (2) accountant *n.* 会计师
例如: She majors in accounting. Now she is an accountant. 她主修会计, 现在她是一名会计师。
 - (3) contact *n.* 联系, 联络
例如: We're good friends. I hope we can still keep in contact with each other. 我们是好朋友。我希望我们彼此能继续保持联系。
 - (4) terrific *adj.* 了不起的, 极好的
例如: You can see a terrific view all the way to Beijing by train. 你坐火车去北京路上能看到极好的风景。