

新标准高职高专公共英语系列教材
VOCATIONAL COLLEGE ENGLISH

总主编 王守仁

实用综合教程 3

主 编 王守仁
副主编 陈新仁

AN INTEGRATED
SKILLS
COURSE

教师用书
TEACHER'S BOOK



上海外语教育出版社
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



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编 者 赵文书 唐友东 尤小燕

樊 菲 唐志娟 顾力豪



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前言

为了完善和规范高职高专英语教学,教育部颁发了《高职高专教育英语课程教学基本要求(试行)》,旨在促进高等职业英语教育的健康发展,为社会培养适需、合格的高技能人才。《实用综合教程》就是按照该《要求》、根据“实用为主,够用为度,应用为目的”的原则、结合高职高专英语教学的特点和实际需要编写而成的一套综合英语教材。

本书是为配合《实用综合教程》第三册而编写的教师参考书,提供配套教材的相关知识点及其讲解。主要包括以下内容:

1、教学目标(**Teaching Objectives**):列出每一单元的教学内容,以便教师与学生对本单元教学任务有总括性的了解。

2、教学方案(**Teaching Plan**):旨在帮助教师规划教学安排,以合理利用课时,完成教学任务。

3、背景材料(**Background Information**):介绍与课文有关的一些背景知识,为加深学生对课文的理解提供参考。

4、课堂活动(**Classroom Activities**):结合课文内容,每单元都精心设计课堂活动,旨在活跃课堂气氛,提高学生参与度,增强学生英语会话能力。

5、课文学习(**Text Study**),分课文A与课文B,每篇课文都包括:

词汇(**Vocabulary**):对课文中出现的生词和重要的短语进行解释,并配以若干精选例句;一词凡有不同词性和多个义项均一一标明,以便教师和学生全面掌握词语的意义和用法。

语言要点(**Language Points**):对课文中重要的语言点进行详细解释,强化学生对重要句型、句式的理解和掌握。

参考译文(**Chinese Translation of the Text**):每个单元的课文A和课文B都配有中文译文,供教师和学生参考。

6、重点语法(**Focus on Grammar**):介绍相关的英语语法知识。

7、练习答案(**Key to the Exercises**):每个单元中的练习题均提供了参考答案,便于教师参考。

本册教师用书在书后提供一套模拟试题及答案。试题内容以学生用书中的知识点为基础,形式参照“高等学校英语应用能力考试(B级)”中的题型进行设计,既考察学生对教材内容的掌握,也为学生应试做准备。

由于编者水平有限,时间紧迫,错误和疏漏之处一定不少,敬请老师和同学们批评指正。

编者

2006年8月

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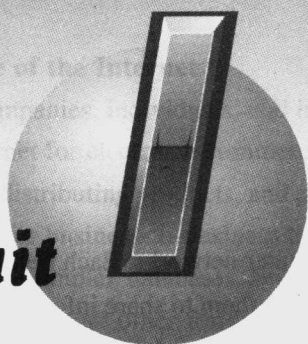
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A Simulated Test of PRETCO (Level B)

Unit



The Information Age



Teaching Objectives

| | Text A | Text B |
|-------------------|---|---|
| Theme | Instant messaging and the young generation | America in the computer age |
| Vocabulary | instant, message, glossary, formal, real-time, type, capital, punctuation, abbreviation, slang, modem, keyboard, typical, Internet, bill, mean, express, beep, emoticon, join, connect, monitor, admit, linguistics | discuss, topic, technology, explain, cyberchat, store, analyze, information, scale, increase, revolution, income, exist, African-American, Hispanic, program, announce, generous, local, donate |
| | instant / complete / improve / develop / trouble | |
| Speaking | Talking about the advantages and disadvantages of the Internet | |
| Grammar | Direct speech and indirect speech | |
| Writing | Writing a resumé | |



Teaching Plan

| | Teaching Tasks |
|------------------------------|---|
| The first class hour | Warm-up Discussion; Study of Words and Expressions in Text A; Vocabulary Check (B and C) |
| The second class hour | Discussion of Text A |
| The third class hour | Comprehension (Pair Work; Group Work); Comprehensive Exercises (A) |
| The fourth class hour | Comprehension (Presentation); Grammar Tips; Active Words and Vocabulary Check (A) |
| The fifth class hour | Discussion of Text B and Comprehension (A and B) |
| The sixth class hour | Comprehensive Exercises [Ask the students to do the translation exercises beforehand]; Preparation for the Writing Test |



Background Information

The Internet

The Internet is made up of many interconnected computer networks. Each network may link tens, hundreds, or even thousands of computers, enabling them to share information with one another and to share computational resources such as powerful supercomputers and databases of information. The Internet has made it possible for people all over the world to communicate with one another effectively and inexpensively. Unlike traditional broadcasting media, such as radio and television, the Internet does not have a broadcasting center. Instead, an individual who has access to the Internet can communicate directly with anyone else on the Internet, make information available to others, find information provided by others, or sell products with a minimum overhead cost.

The history of the Internet

Before the Internet was created, the U.S. army had developed communications networks, including a network known as ARPANET. Uses of the networks were restricted to people in the army and the researchers who developed the technology. Many people regard the ARPANET as the forerunner of the Internet. From the 1970s until the late 1980s the Internet was a U.S. government-funded communication and research tool restricted almost exclusively to academic and military uses. It was managed by the National Science Foundation (NSF). At universities, only a handful of researchers working on Internet research had access. In the 1980s the NSF relaxed restrictions and allowed faculty at universities to use the Internet for research and scholarly activities. However, the NSF policy prohibited all commercial uses of the Internet. Under this policy advertising did not appear on the Internet, and people could not charge for access to Internet content or sell products or services on the Internet.

By 1995, however, the NSF stopped its management of the Internet. The Internet was privatized, and its commercial use was permitted. This move coincided with the growth in popularity of the World Wide Web (WWW), which replaced file transfer as the application used for most Internet traffic. The difference between the Internet and the Web is similar to the distinction between a highway system and a package delivery service that uses the highways to move cargo from one city to another: The Internet is the highway system over which Web traffic and traffic from other applications move. The Web consists of programs running on many computers that allow a user to find and display multimedia documents (documents that contain a combination of text, photographs, graphics, audio, and video). By the end of 2000, Web traffic dominated the Internet — more than 80 percent of all traffic on the Internet came from the Web.

The use of the Internet

Companies, individuals, and institutions use the Internet in many ways. Companies use the Internet for electronic commerce, also called e-commerce, including advertising, selling, buying, distributing products, and providing customer service. In addition, companies use the Internet for business-to-business transactions, such as exchanging financial information and accessing complex databases. Businesses and institutions use the Internet for voice and video conferencing and other forms of communication that enable people to telecommute (work away from the office using a computer). The use of e-mail speeds communication between companies, among co-workers, and among other individuals. Media and entertainment companies use the Internet for online news and weather services and to broadcast audio and video, including live radio and television programs. Online chat allows people to carry on discussions using written text. Instant messaging enables people to exchange text messages in real time. Scientists and scholars use the Internet to communicate with colleagues, do research, distribute lecture notes and course materials to students, and publish papers and articles. Individuals use the Internet for communication, entertainment, finding information, and buying and selling goods and services.



Classroom Activities

Warm-up Discussion

Question: *What can we do on the Internet?*

Hints:

1. The Internet can be useful in many ways to individuals, businesses, and institutions. For more information, see “The use of the Internet” in the Background Information section of this unit.
2. The students will find different uses of the Internet. They may not know much about how the Internet can be useful to businesses and institutions. In that case, the teacher may introduce some of the ways in which businesses and institutions can make use of the Internet after the students’ answers.
3. The students will probably have trouble with the English expressions related to the Internet. The teacher may allow the students to answer this question in Chinese, and then give the students key terms in English and ask them to express their ideas again in English. Some useful words and expressions can be found in the “Words and Expressions Related to Computers and the Internet” section of the textbook.

Group Work and Presentation

Group Work

1. Divide the students into groups. Each group should have no more than six students.
2. Appoint a leader for each group.
3. Encourage the students to take turns speaking in the discussion.
4. Encourage the students to have their own ideas.

Hints:

- *Advantages for young people making use of the Internet might include:*

1. learning through online education programs;
2. free downloading of books, music, and videos for information or entertainment;
3. making friends from different places;
4. reading the latest news to learn what's happening around the world;
5. receiving timely information;
6. playing exciting games, etc.

- *Possible problems might include:*

1. becoming addicted to the Internet while neglecting everything else;
2. imitating the violence in online games;
3. safety problems resulting from making deceptive friends online;
4. overindulgence in the Internet leading to certain physical and mental problems, etc.

- *How to keep the problems under control:*

1. Parents should keep computers in a common area.
2. Parents may limit their children's time online.
3. Laws should be made to make commercial computer rooms impose age limit on the users and limit the users' time online.
4. The most important thing is that the young people should realize the danger of indulging themselves in net games.

Presentation

1. Ask one student from each group to present the opinions of the group to the whole class. Make clear that each speaker should limit his or her presentation to 4 minutes.
2. Within the limited time allowed, each speaker could focus on one topic. They could choose either to focus on the advantages or disadvantages of using the Internet, or to focus on ways to keep the problems under control.
3. Encourage the students to speak rather than read from their notes.
4. After the presentations, the teacher may sum up the students' ideas and give some comments.



Text Study

TEXT A

Vocabulary

1. instant /'ɪnstənt/ *adj.* 即时的, 立刻的 *n.* 瞬间, 即刻

e.g. (1) instant milk powder 速溶奶粉

(2) instant noodles 方便面

(3) This patient is in instant need of first aid. 这位病人急需抢救。

(4) I shall be back in an instant. 我马上就回来。

instantly *adv.* 立刻, 立即

e.g. The man recognized her instantly when he caught a glimpse of her. 那人一看到她就认出来了。

Phrase: the instant (that) ... 一...就...

e.g. I told you the news the instant (that) I heard it. 我一听到消息就告诉你了。

2. message /'mesɪdʒ/ *v.* 发送消息 *n.* 消息

e.g. (1) The manager messaged the instruction through e-mail. 经理通过电子邮件发出指示。

(2) Will you take this message to her? 你能给她带个口信吗?

(3) The manager is out. Would you like to leave him a message? 经理不在, 您想给他留言吗?

Phrase: get the message 明白, 领会

e.g. She said it was getting late. I got the message and left. 她说时间不早了, 我心领神会, 于是告辞。

3. formal /'fɔ:məl/ *adj.* 正式的, 形式的

e.g. (1) She invited us to attend a formal dance. 她邀请我们参加正式的舞会。

(2) There is only a formal resemblance between the two systems; they are in fact very different. 这两个系统只在表面上有相似之处, 实际上有很大不同。

Antonym: informal *adj.* 非正式的, 随意的

e.g. You can wear casual clothes because this is an informal party. 你可以穿得随意一些, 因为这是个非正式的聚会。

formally *adv.* 正式地

e.g. The new rates of pay have not been formally agreed. 新的工资标准尚未正式通过。

4. type /taɪp/ *v.* 打字 *n.* 类型, 典型

e.g. (1) Mary types very well. 玛丽打字打得很好。

(2) Cotton is a type of material. 棉花是一种材料。

(3) blood type 血型

5. capital /'kæpɪtəl/ *adj.* 大写的 *n.* 首都, 首府

e.g. (1) London is spelt with a capital "L". "London" 这个单词中的 L 是大写的。

(2) Beijing is the capital of China. 北京是中国的首都。

capitalize *v.* 以大写字母书写

e.g. You should capitalize your name and address when filling out the form. 填表时请将姓名和地址大写。

6. punctuation /ˌpʌŋktʃu'eɪʃən/ *n.* 标点符号

e.g. The children have never been taught punctuation. 这些孩子从未学过标点符号。

punctuate *v.* 加标点符号

e.g. When the sentence is punctuated, the meaning becomes clear. 句子加上标点, 意思就清楚了。

7. abbreviation /əˌbrɪːvi'eɪʃən/ *n.* 缩写, 缩写词

e.g. "Jan." is the abbreviation for January. "Jan." 是 "January" 的缩写。

abbreviate *v.* 缩写

e.g. You may abbreviate November to Nov. "November" 可以简写为 "Nov."。

8. slang /slæŋ/ *n.* 俚语

e.g. "Grass" is criminal slang for "informer". "grass" 是罪犯用的黑话, 意思是 "告密者"。

9. typical /'tɪpɪkəl/ *adj.* 典型的, 有代表性的

e.g. (1) a typical teacher/businessperson/official 典型的教师 / 商人 / 官员

(2) The book is typical of its kind. 这本书在同类书籍中具有代表性。

(3) It is typical of her to forget. 她就是爱忘事。

typically *adv.* 典型地

e.g. Typically, she had forgotten her keys again. 她总是这样, 又忘了带钥匙。

10. bill /bɪl/ *n.* 账单; 票据 *v.* 给...开账单

e.g. (1) a phone/electricity/water/gas bill 电话 / 电 / 水 / 煤气费账单

(2) Every month I must pay the electricity bill. 我每月都得付电费。

(3) I cannot pay for the books now. Will you bill me (for them) later? 这些书我现在不能付款, 晚点开账单来好吗?

11. mean /mi:n/ *adj.* 刻薄的; 吝啬的 *n.* 平均 (数), 中庸

e.g. (1) He was very mean to me. 他对我很刻薄。

(2) She is too mean to make a donation. 她很小气, 不肯捐款。

- (3) That man is very mean over money matters. 那个人在钱的问题上非常吝啬。
(4) The mean of 7, 9 and 14 is 10. 7、9 和 14 的平均数为 10。
(5) You must find a mean between frankness and rudeness. 你必须在坦诚和唐突之间取其中。

12. express /ɪk'spres/ v. 表达

e.g. (1) She expressed her thanks. 她表示感谢。

- (2) No words can express the grandeur of the parade. 阅兵式宏伟的场面是无法用语言来描绘的。

expression *n.* 表情; 表达方式

e.g. We can't understand the expression on his face. 我们无法理解他脸上的表情。

expressive *adj.* 富有表情的, 富有表现力的

e.g. She gave him an expressive glance. 她含情脉脉地看了他一眼。

13. join /dʒɔɪn/ v. 参加; 结合

e.g. (1) He joined the army last year. 他去年参军了。

- (2) This road joins the two villages. 这条路把两个村庄给连接起来了。

Phrase: join in 参加(某活动)

e.g. They all joined in singing the Christmas carols. 他们一起唱圣诞颂歌。

14. connect /kə'nekt/ v. 连接, 与...建立起联系

e.g. (1) Will you connect this wire to the television? 你把这根电线连到电视机上好吗?

- (2) The two cities are connected by a railway. 这两个城市之间有火车相通。

(3) She is connected with a noble family by marriage. 她是某名门望族的姻亲。

connection *n.* 连接, 联系

e.g. (1) The television isn't working. Is there a loose connection? 电视机坏了, 是不是哪个接线点松了?

- (2) Do you have connections in Beijing? 你在北京有关系吗?

15. monitor /'mɒnɪtə/ v. 监控, 监视 *n.* 监视器; 班长

e.g. (1) Teachers should be responsible when monitoring examinations. 监考时教师们应该认真负责。

- (2) The policemen are monitoring a suspected criminal's phone conversations. 警察正在监听疑犯的电话。

(3) You should clean the monitor of your computer regularly. 你应当定期清洁电脑的显示器。

(4) Jimmy has been made the monitor of our class. 吉米被任命为我们班的班长。

16. admit /əd'mɪt/ v. 承认(事实, 错误等)

e.g. I admit that I was wrong. 我承认我错了。

admission *n.* 承认; 入场费; 许可入场(入学、入会等)

e.g. (1) He could not take back his admission that he had lied. 他已经承认自己撒了谎, 不可收回。

(2) You have to pay admission to get into the park. 进公园得买票。

(3) Admission to Chinese universities depends on examination results. 中国大学入学以考试成绩为准。

17. linguistics /lɪŋ'gwɪstiks/ *n.* 语言学

e.g. Our English teacher specializes in applied linguistics. 我们的英语老师专攻应用语言学。

linguistic *adj.* 语言的

e.g. Linguistic abilities could be developed through training. 语言能力可以通过训练得到提高。

linguist *n.* 语言学家

18. right away 立刻, 立即

e.g. I want it printed out right away, please. 请立刻把它打印出来。

19. slow down 慢下来

e.g. The train slowed down as it approached the station. 火车进站时慢了下来。

20. keep in touch 保持联络

e.g. (1) Let's keep in touch. 咱们保持联系。

(2) We have been keeping in touch with each other after graduation. 毕业后我们一直保持联系。

21. on the phone 在打电话

e.g. They have been on the phone for an hour. 他们已通话一小时了。

22. keep up with 与...保持联系; 跟上

e.g. (1) Distance can not prevent us from keeping up with friends any longer. 距离不能再阻隔我们与朋友的联系。

(2) She likes to keep up with the latest fashions. 她喜欢穿戴入时。

23. in person 亲自, 亲口

e.g. You may apply for tickets in person or by letter. 需票者可亲自来申请或来信索取。

24. take ... away from 剥夺, 把...拿走

e.g. These books must not be taken away from the library. 这些书不准带出图书馆。

25. wait for 等, 等待



e.g. We are waiting for the rain to stop. 我们在等雨停。

26. get in the way of 妨碍

e.g. I'm afraid your bike is getting in the way of my car. 你的自行车恐怕挡了我的车道。

27. at the expense of 以...为代价; 在损害...的情况下

e.g. He built up a successful business at the expense of his health. 他创建的企业成功了, 代价是他的身体垮了。

28. so / as long as 只要, 如果

e.g. As long as it doesn't rain, we can play. 只要不下雨, 我们就能玩。

Language Points

1. "Wass^?" "N2M, U?" "JC." "G2G. BFN.": See the Instant Messaging Glossary on Page 3 of the Student's Book for explanations of these abbreviations and others in this unit.

Wass^? = What's up? 怎么啦?

N2M, U? = Not too much, and you? 没什么。你呢?

JC. = Just chilling 闲着呢。

G2G. BFN. = Got to go. Bye for now. 我得走了, 再见。

2. Confused?: Are you confused?

This is an elliptical sentence. An elliptical sentence often appears in speaking or informal writing when the context makes the meaning clear. More examples:

(1) Still unconvinced? Let me give you another example. 还不相信? 我再给你举个例子。

(2) Interesting? You won't find it interesting if you know what's going to happen next. 你觉得有趣吧? 但你要是知道接下来要发生什么, 就不会觉得有趣了。

3. Your dictionary won't help you, but our word list will: You can't find these words in your dictionary, but you can find them in our word list.

but our word list will: This is an elliptical clause with repetitious elements omitted. The complete clause should be "but our list will help you". For example:

If you don't eat the ice cream, I will (eat it). 你是不吃冰淇淋, 那我就要吃了。

4. Instant messages are typed so fast that users don't slow down to change into capital letters, add punctuation, or write complete words: Instant messages are typed very quickly. Users do not slow down their typing, and as a result there are no capital letters or punctuation in instant messages and words are often spelled incompletely.

so ... that: with the result that 所以