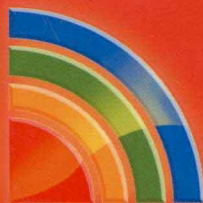




普通高等教育“十一五”国家级规划教材

HOPE ENGLISH



希望英语

第二版

总主编：徐小贞

主 编：蒋 剡 谭海涛

教师用书 1

TEACHER'S BOOK 1

SECOND
EDITION

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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希望英语

第 1 级

Hope English

1

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前言

普通高等教育“十一五”国家级规划教材《希望英语》高职高专立体化系列教材自2003年正式出版发行以来,以其全新的教学设计、灵活的学习任务、突出的易用性、有效的课内外结合以及创新的教学指导等特色,较好地完成了“一切有利于教师教学、一切服务于学生学习”的既定目标,得到了高职高专英语教学界广大同仁的普遍认同和赞誉,并对高职高专新型英语教材开发产生了积极而深远的影响。为了进一步适应高职高专英语教育的改革和发展,满足新形势下的教学需求,更好地服务于一线教学实践,外语教学与研究出版社在广泛征求使用院校意见的基础上,适时推出了第二版《希望英语》立体化系列教材。

为了更好地配合高职高专院校的实际教学情况,《希望英语》第二版主要作了以下调整:

1. 更新替换选篇。重新梳理了教材的单元主题和选篇,使其更符合当今大学生的心智发展和就业需求,教材梯度更加科学合理。
2. 降低整体难度。新增了部分常用词汇的注释和讲解,更换《综合教程》和《学习卡》中部分较难的练习,增强了教学活动的可操作性。
3. 完善教学指导。《教师用书》中增加教学活动的指导和参考样例,补充 Reading A 的语言点讲解,增加 Reading B 和 Reading C 的语言点讲解。
4. 优化配套资源。书后配备 MP3 光盘,包含所有选篇和词汇的录音,同时,制作了全新的 PPT 教学课件,方便教师备课和授课。

主要特点

《希望英语》系列教材在全面贯彻《高等职业教育英语课程教学要求(试行)》的前提下,结合一线教学实际,主要突出以下几方面的特点:

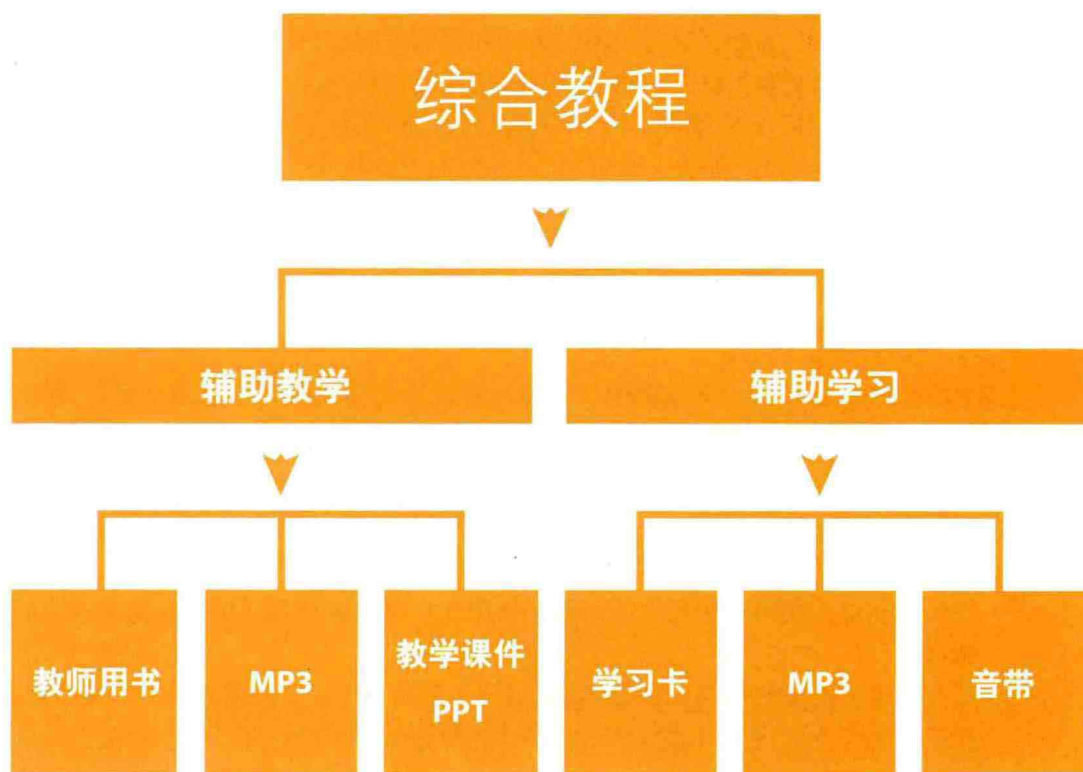
1. 单元各模块紧扣同一主题展开,强化听、说、读、写、译技能的综合培养。通过词汇在不同技能模块中的复现和扩展,提高学生对主题相关内容的表达能力。
2. 注重课堂活动的目的性和可操作性。课堂活动教学目标明确,并配有详尽的操作步骤建议,既增强了教学活动的可操作性,又为课堂教学组织提供了有益的选择。
3. 课内与课外活动相结合,学法与教法并重,引入自主式、发现式和协作式学习,注重培养学生自主学习能力。精心设计的单元学习策略有助于学生养成良好的自主学习习惯,使学生通过参与各种小组活动,树立合作与创新意识,为终身学习打下坚实的基础。
4. 教学课件突出教学设计。结合多媒体技术,引入大量体现教学设计思想的全新互动活动,并充分考虑了各种活动在课堂教学和自主学习中的易操作性,保障多媒体教学的有效实施。

教材体系

《希望英语》系列教材共四级，每级包括《综合教程》、《教师用书》、《学习卡》以及配套的录音带和 MP3 光盘，此外还有配套的教学课件和试题库。

- 《综合教程》每册包含八个主题单元和两个阶段测试，为课堂教学的主要素材，含听、说、读、写、译各项技能训练，并兼顾了必要的语法讲解与练习。
- 《学习卡》为《综合教程》的必要补充，提供了学习策略指导、与单元相关的自学内容以及自测练习，可作为课外作业，其部分内容还可灵活地用于课堂教学。
- 《教师用书》含《综合教程》的全部内容，采用与《综合教程》对照排版的形式，提供教学建议、答案、录音脚本、语言点讲解和译文，极大地方便了教师备课和授课。
- 配套音带和 MP3 提供课文和单词录音；配套教学课件以多媒体交互方式提供背景知识、课文详解、练习答案等内容；配套试题库包含了大量可供教学评估使用的素材，为教学实施提供了有力的支持。

本系列教材各组成部分的关系如下图所示：



《教师用书》编写及使用说明

一、编写说明

为方便教师使用，减少教师备课过程中的机械劳动，使教师有更多的精力投入课堂活动的安排和组织，本《教师用书》包括学生用书的全部内容，与学生用书对照排版，提供教学建议、课文翻译、语言点讲解、练习答案、听力原文等，清楚直观。

二、使用说明

1. 教学目标 (Objective)

本部分力求语言客观明晰，目标切合教学实际。从《综合教程》各具体模块来看，教学目标各有重点，分别如下：

1) 课外调研 (Field Work) 强调语言的综合运用和调研方法的训练。相关的课堂口头汇报 (Presentation) 则主要训练学生在公众场合的表达能力和小组配合能力。

2) 口语 (Speaking) 只提供参考答案，具体操作应考虑学生水平，教学目标因人而异。例如，对于基础较差的学生，如能根据模板或范例进行模仿，则已达到目标；而对于基础较好的学生，则应做更高要求，引导其向高级的口语表达迈进。另外，在听力部分还穿插有部分口语训练，主要目的是巩固与听力相关的功能意念，体现听与说的密切联系。

3) 阅读 (Reading) 分为主课文 (Reading A) 和副课文 (Reading B & Reading C)，前者以训练阅读技巧和掌握重要语言点和文化点为目标，后者以巩固阅读技巧和扩大知识面为目标。

4) 语法 (Grammar) 以各类英语测试考点为参考，以重点复习语法难点为主要目标。

5) 听力 (Listening) 既复习主课文语言点，又训练特定的情景表达法和功能意念。

6) 写作 (Writing) 分为基础写作和实用写作，第一册的基础写作目的是配合语法复习，强调句法层面写作的正确性，而非修辞效果，故课外调研部分的成果报告不纳入本册写作教学范围。实用写作以能正确撰写标准或常见模式的应用文为目标，对实际情况下的变化不做过多要求。

2. 教学时间 (Time)

此处所给时间依据编者实验数据，仅供参考，教师在授课中可根据学生水平和教学进度灵活处理。例如，操作课堂口头汇报 (Presentation) 时，应平衡考虑每组机会均等和优秀小组的示范作用等各种因素。

3. 教学步骤 (Steps)

该部分所列步骤仅供教师参考。其中，听力部分并未列出详细步骤，教师可根据具体情况灵活安排。如学生基础太差，可建议先完成《学习卡》相关部分的练习，再结合课堂精讲。

4. 选做步骤 (Optional Follow-up)

该部分仅在部分任务中出现，教师可根据具体情况选用。

5. 注意事项 (Notes)

该部分主要提醒教师在实际教学中应注意的问题。

6. 练习答案 (Key/Suggested Words/Suggested Answers/Samples)

该部分根据练习任务类型分为标准答案、参考答案、范例等形式。

7. 课文参考译文

主课文参考译文位于课文对应页面中，方便教师教学参考。

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2 Family Page 18	A: The Younger Generation B: Seven Ways of Successful Parenting C: The Experience of Being a Twin	Continuous Tenses	At the Airport	Help	Basic Sentence Patterns II Greeting Cards	Drawing a Family Tree
3 Sports Page 34	A: Extreme Sports B: Football C: How Important Is Winning?	Perfect Tenses	At the Hotel	Requests and Responses	Basic Sentence Patterns III Notices	Getting Information About a Sports Game
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5 Food Page 68	A: History of Pizza B: Family Mealtime—the Importance of Eating Together C: History of Beijing Roast Duck	Passive Voices	In a Restaurant	Preferences	Subject-Verb Agreement II Recipes	Writing a Menu
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希望英语

第 1 级

Hope English

1

顾 问：刘润清 吴一安

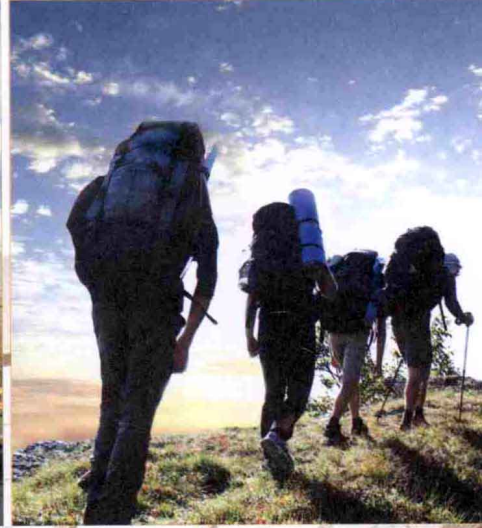
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杜国荣 陈建珍 张 梦



Field Work

- Work in groups.
- Search the library or the Internet for information about college life.
- Make a list of ten questions in English about college life, and divide them among your group members.
- Ask people who once went to college the ten questions and take notes.
- Write a group report and prepare for an in-class presentation.

Objectives:

- Ss develop research skills and strategies.
- Ss develop teamwork skills.
- Ss develop competence in questioning.

Time: Unit time span

Steps:

- Set guidelines for time and procedures for the project appropriate to Ss' ability level.
- Ss brainstorm possible resources (e.g. the school library, Internet, etc.) for interview samples and extra information.
- Divide the class into groups. Give groups guidelines for managing the task and the deadline for completion. The group decides who will do what and who will keep a log of its activities.
- Encourage Ss to design questions which cover as many aspects of college life as possible.
- Remind Ss of time management throughout the project.
- Encourage flexible presentation forms, e.g. the use of visual aids, telling stories, etc.

Notes:

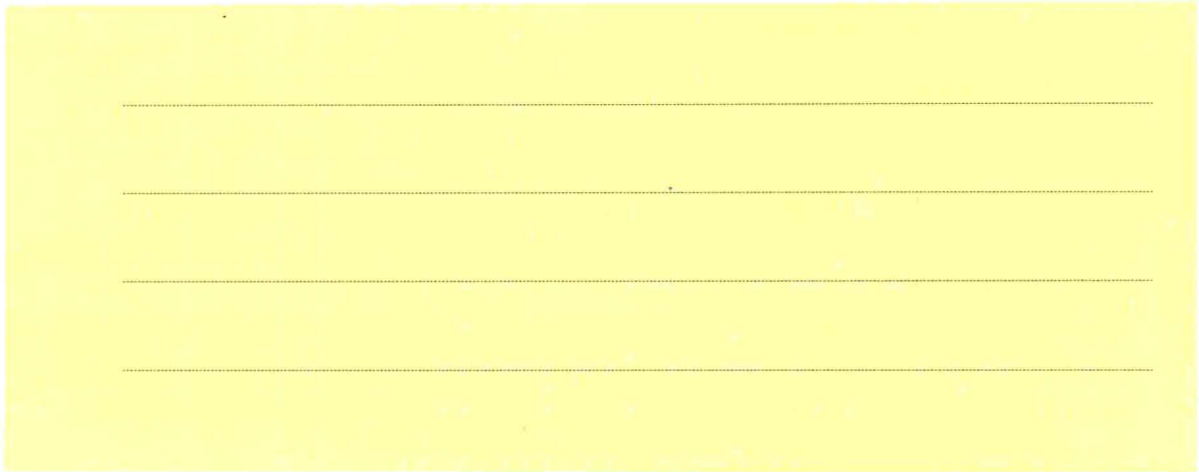
- Appropriate time management and job division are likely to be serious problems at the beginning, where basic instructions on cooperation from the teacher should come in. As Ss get used to the Field Work, they will become more experienced in these respects.
- If Ss find it difficult to ask questions in English, do some practice on interview questions in class. Ask Ss to use their question lists and do Q&A pair work. Circulate and monitor the interviews. Have some random pairs perform for the whole class. Provide positive feedback. Provide Sample Questions if Ss still have difficulties.
- Assessment is based on group achievement at first. Later, as Ss become more skilled, individual performance, presented in reports or essays on a personal basis, may make up a larger percentage of the assessment.

Sample Questions:

1. When did you go to college?
2. Why did you choose the college you went to?
3. What was your major?
4. Why did you choose that major?
5. What did you think of the campus of your college when you first saw it?
6. What happened on the first day when you were at college?
7. What can you remember about some of your college teachers?
8. How did you like your roommates?
9. What was the happiest experience you had at college?
10. What was the most unpleasant experience you had at college?
11. How did you spend your spare time?
12. How often did you go to the library? What did you usually do there?
13. Did you work for any student organization? If yes, what was your job?

Speaking

Task 1 Look at the pictures on Page 2 and list words or phrases about them. Then share your work with others.



Task 2 Use the following sentence patterns and the words or phrases from Task 1 to describe the pictures on Page 2 to your classmates.

A. In... you can see...

B. There is/are... in...

Task 3 Work in pairs. Take turns asking your partner the following questions and make notes. Organize your notes and report to the class using the given paragraph as a model.

Why do you come to college?

How do you like your college life?

What are the problems of living on campus?

What do you want to get from attending college?

Model Report



Tom is a college freshman. He studies computers because he wants to start his own Web company in the future. He enjoys what he studies, but he is having some problems with his roommates. He hopes he can get over the problems soon.

Speaking

Task 1

Objective: Ss develop a vocabulary list suited to the theme.

Time: 10 minutes

Steps:

- Ss read Speaking Task 1.
- Ss choose one of the pictures.
- Ss list five words about this picture. The words may be any part of speech. Review parts of speech if needed.
- List the words on the board or invite one student to write them on the board.
- Ss group the words according to the parts of speech.
- Choose another picture and repeat the above steps.
- Add the following words to the word list if they are not already there. Explain why these words are useful to the theme.

Suggested Words:

library campus school bus hike
backpack trekking pole teaching building
tutor/teacher

Notes:

- For classes where Ss are having difficulty with the task or are reluctant to volunteer answers, try the following:
 - * Organize a chain game or domino (i.e. all Ss taking turns in giving one word each) or
 - * Have Ss translate their ideas from Chinese into English with the help of Chinese-English dictionaries.
- For a class with higher English proficiency, skip this task and start on the next task.

Task 2

Objective: Ss can use the vocabulary from Task 1 and the sentence patterns outlined for Task 2 to create sentences.

Time: 10 minutes

Steps:

- Ss read and do Speaking Task 2. Give examples if needed.
- Ss work in small groups and share their sentences. For example, in pair work, one student picks one word or phrase from the vocabulary list, and the other makes the sentence.

Notes:

- In some weaker classes, make sure that Ss understand the uses of the given structures. Give examples when necessary.
- Skip this task and start on the next task in a class with higher English proficiency.

Sample Sentences:

In this picture, you can see a professor tutoring a student in the teaching building.

There is a teacher and his student in this picture.

There are some students hiking in the mountain in this picture.

Task 3

Objective: Ss are able to ask and answer questions about college and give a report based on the answers given to the questions.

Time: 10 minutes

Steps:

- Ss read Speaking Task 3.
- Ss spend 5 minutes interviewing each other using the given questions or their own.
- Ss prepare an oral report using their partners' answers and the given model.
- Some Ss present their reports.

Notes:

- Don't correct mistakes when Ss are making the report.
- Give affirmative feedback.
- If Ss' English proficiency is higher than the target level, skip this task and organize a less-controlled free talk to brainstorm ideas.

Reading A

Task 1 Try to work out the meanings of the highlighted words with the help of other words. The first one has been done for you.

1. I must make **adjustments** to my watch. It's slow.

changes; corrections

2. If students don't like the food in the college **cafeteria**, they can go to the restaurants nearby.

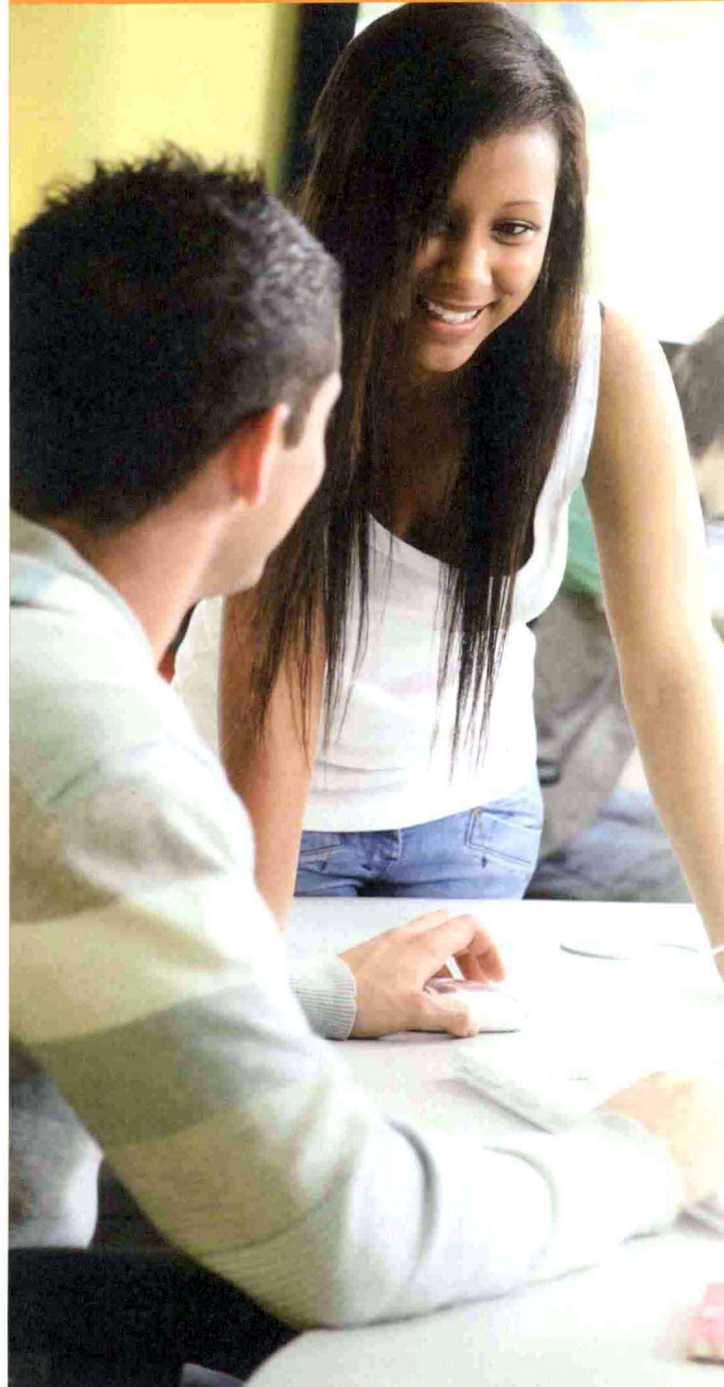
3. The television **interferes with** his studying. He cannot concentrate.

4. **Excessive** beer drinking will cause stomach problems.

5. Philip works as a school **counselor** to give advice and help to college students.

Task 2 Now read the following passage. Fill in the blanks on the right of each paragraph with words or phrases that you think are the most important for that paragraph. An example is provided for you.

Going to College



Reading A

Task 1

Objectives:

- Ss know some difficult words needed to understand the reading.
- Ss are able to understand the meaning of a word from its context.

Time: 10 minutes

Steps:

- Ss read Reading A Task 1.
- Tell Ss that it's not a good practice to look up every new word in the dictionary while reading. More importantly, we can often get some ideas about the meaning of a new word through context clues (i.e. the ideas expressed by words before and after). Use the first word as an example.
- Allow 5 minutes for Ss to do the task. Tell

Ss that they will be asked to give the reasons for their choices.

- For each highlighted word, ask one student to describe the context clues he/she used. When a word is difficult, ask the rest of the class to give further comments or explanations. Add teacher comments when necessary.

Notes:

- Ss' meanings don't have to be exact. They can be close or even just a little bit relevant.
- When making a comment, encourage rather than dishearten. Emphasize any good point made by Ss. To encourage fluency, don't always try to correct.

Suggested Answers (The underlined words are context clues.):

1. I must make **adjustments** to my watch. It's slow. (changes, corrections)
2. If students don't like the food in the college cafeteria, they can go to the restaurants nearby. (a restaurant, bar, etc. where people collect their own food and drink, often in a factory, college, etc.)
3. The television interferes with his studying. He cannot concentrate. (make hard for something to happen, prevent something from happening)
4. **Excessive** beer drinking will cause stomach problems. (greater than what is normal or necessary; too much)
5. Philip works as a school counselor to give advice and help to college students. (a person who gives advice to people who need it)

Task 2

Objective: Ss can select the key words from a passage in order to get the main idea.

Time: 15 minutes

Steps:

- Ss read Reading A Task 2.
- Use the example to explain the task when necessary.
- Select some Ss to share their choices for the first paragraph. Make a list of the key words on the board or circle the words in the text projected using an overhead projection system if available.

■ Ss explain their choices using the following pattern: "I think... and... are important because this paragraph is mainly about..."

- Ss check their choices with the list of key words.
- Repeat the previous steps for the other paragraphs.

Note:

- If Ss know the meanings of the list of key words, then they should have a good understanding of the passage.