



21 世纪高职高专规划教材

(非英语专业用)

Practical English

(Second Edition)

(第二版)

Teacher's Manual

1

实用英语 教师参考书

教育部《实用英语》教材编写组 编

高等教育出版社

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内 容 提 要

《实用英语》是一套专科层次的公共英语教材,1995 年正式出版发行。为了更加有利于学生英语应用能力的培养,结合这几年使用《实用英语》教学情况及专科这一教育层次的英语教学要求,编写组对《实用英语》进行了修订。修订后的《实用英语》第二版不仅适用于高专的学生,也适用于高职的学生。

本书是《实用英语教师参考书 1》第二版,内容包括《实用英语综合教程 1》第二版各单元教学重点,课文语言点解释,课文内容提要,背景知识介绍,阅读、翻译和写作技能训练要点,练习答案(包括听力部分的文字材料),课文参考译文以及《泛读教程》第 1 册的注释和练习答案。

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Practical

English

实用英语



面向 21 世纪课程教材



21 世纪高职高专规划教材



普通高等教育“九五”
教育部重点教材

《实用英语》修订说明

《实用英语》自1995年正式出版发行以来，它所坚持的内容的实用性、教学的针对性和编写教材的科学性受到了使用者的热烈欢迎。广大师生把它看作我国专科层次英语教学自己的教材。与此同时，他们本着爱护和培育这块英语教学园地的精神，希望《实用英语》在发扬其优点的同时，能及时对其存在的不足进行适当的修订，使之更加完善，更加符合当前专科层次英语教学的需要。为此，我们根据近年来广大师生提出的改进意见，对《实用英语》的《综合教程》、《教师参考书》、《综合训练与自测》和《泛读教程》进行了如下调整和修订：

一、《综合教程》

1. 对每单元的结构进行了如下调整：

调整前	调整后
课文A (Text A)	课文A (Text A)
课文B (Text B)	课文B (Text B)
● 阅读技能实践 (Reading Skills)	技能训练 (Skills Development and Practice)
综合练习 (Comprehensive Practice)	● 阅读技能实践 (Reading Skills)
● 写作实践 (Guided Writing)	● 翻译实践 (Translation Practice)
● 翻译实践 (Translation Practice)	● 写作实践 (Guided Writing)
● 听与说 (Listening and Speaking)	● 听与说 (Listening and Speaking)

2. 对听说训练部分进行了较大的调整：

- 1) 听力训练：适当降低了难度，主要是Listening Passage部分。修订后的听力训练文章短小精悍，生动有趣，且尽可能与Conversation Practice所涉及的话题相关，使听与说的训练更紧密结合；
- 2) 会话练习按功能和情景两大类进行了局部调整，第一、二册以功能为主线，第三册以情景为依托，并把话题情景加以具体化，使之尽可能适合中国学生在国内可能会遇到的涉外交际场景，以增强会话训练的针对性和实用性。

3. 对写作练习部分进行了局部调整：

原书的写作部分分为“基础训练”和“实用英语写作”两个小模块，这是本书的特色之一，受到师生们的好评。但基础训练部分有的练习偏长偏难，这次作了适当简化或更新。对部分应用文进行了删换，删除了部分内容偏专的商业信函，增补了传真、求学信、成绩单和公证书等专科学生可能会实际使用的涉外应用文。

4. 把《综合教程》中的部分综合练习与《综合训练与自测》中的相关内容合并统一编排，使练习更加紧凑合理。

5. 调整了个别课文与相应练习。

6. 书后加附了《实用英语多媒体学习课件》光盘，并将光盘中有背景介绍、阅读技能、翻译技能、写的技能、听的技能、英文歌曲等内容用标注在每课的相应部分，使学生能借助计算机辅助教学手段，学习光盘提供的多媒体学习材料，加深对课文的理解，强化技能训练，欣赏英文歌曲。书后附有《实用英语多媒体学习课件》结构一览表。

二、《教师参考书》

依照《综合教程》的调整和修订,《教师参考书》也相应调整和修订了练习答案、录音脚本、课文译文等内容。

三、《综合训练与自测》

增加了构词法的示例,修订了词汇练习部分。

四、《泛读教程》

更换了部分阅读文章和练习;为了便于学生自学,书后加附了所有练习的参考答案。

修订工作由孔庆炎教授总负责,《综合教程》和《教师参考书》中的听说部分由姜怡、姜欣修订编写,应用文部分由安晓灿、刘然修订编写,课文部分由向前进修订编写,《综合训练与自测》由余渭深、刘寅齐、安晓灿修订编写,《泛读教程》由安晓灿、向前进、刘锋修订编写。

本修订版承蒙《实用英语》第一版总主编吴银庚教授和华南理工大学郭杰克教授审阅,在此谨表示衷心的感谢。

修订后的《实用英语》在保持了第一版注重基础、强调实用特点的同时,练习更加紧凑,结构更加合理。它不仅适用于高等专科的学生,也适用于高等职业教育的学生。希望广大师生在使用过程中继续提出宝贵意见。

编 者
1999年11月

第一版前言

《实用英语》系列教材是根据教育部1993年颁布的《普通高等专科学校英语课程教学基本要求》编写的,供高等专科学校文理工各专业英语课程教学使用。《基本要求》规定,普通高等专科学校英语课程教学的目的是:培养学生掌握必需的、实用的英语语言知识和语言技能,具有阅读和翻译与专业有关的英文资料的初步能力,并为进一步提高英语的应用能力打下一定的基础。

为了体现上述教学目的,在编写《实用英语》系列教材的过程中,我们既注意吸收现代外语教学理论中适合我国英语教学实际的某些观点,又采纳传统外语教学理论中某些合理部分,结合我国外语教学中行之有效的理论和方法,力求处理好语言基础和语言应用的关系,突出加强英语实践能力的培养和实际运用。

《基本要求》将专科英语课程教学分为两个阶段。第一阶段重视语言共核教学,培养基本的语言技能;第二阶段结合专业,强调基本的阅读和翻译技能在本专业的实际应用。根据这样的教学安排,本套教材也分为两个阶段。第一阶段包括《实用英语综合教程》和《实用英语泛读教程》各三册,第二阶段包括《实用业务英语》一册。第一阶段的教材重视语言基础,兼顾文、理、工各科的通用性,侧重培养学生掌握基本的语言知识和技能,并在教学内容和技能训练方面逐步向第二阶段教材过渡。为了帮助广大师生使用上述教材,我们还编配了配套的《教师参考书》和同步练习性质的《综合训练与自测》。

本书是《实用英语教师参考书》第一册,内容包括《综合教程》第一册各单元教学重点,课文语言点解释,课文内容提要,背景知识介绍,阅读、翻译和写作技能训练要点,练习答案(包括听力部分的文字材料),课文参考译文以及《泛读教程》第一册的注释和练习答案。《综合教程》中有些练习,如主观性题目,可能有不同的答案,因此本书提供的答案仅供参考。

《综合教程》各单元的练习量较大,教师在处理这些练习时,可根据教学实际情况有所侧重。

本书旨在为教师备课提供参考资料,在实际教学中教师可根据学生的不同情况,采用灵活的方法组织教学,充分利用教材所提供的内容,落实《基本要求》规定的教学目标。

《实用英语教师参考书》总主编为吴银庚、陈永捷,《实用英语教师参考书》第一册主编为孙立良,参加本书编写的编者为吴银庚、陈永捷、孙立良、汪俭、陈希文、范菊芬。《综合教程》第一册课文由奚兆炎翻译,葛亮宏提供了《综合教程》第一册的部分练习答案,本教材试点班教师王洁、王磊、沙韵、张翼、陶佩华参加了本书部分教案的编写工作。

本书由上海交通大学刘鸿章教授和大连理工大学孔庆炎教授审定,美籍专家 Melisa Smith 女士审校了每篇课文的导语和内容概要。

由于时间仓促,疏漏之处在所难免,希望广大读者批评指正。

编者

1997年4月

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Unit 1

Comprehensive Course

Aims

Aims	Text A		Text B	
Words	account, adjust, aspect, confuse, cope, federal, handle, locate, responsibility, savings		assign, case, comprehension, concentrate, content, major, promote, reference, title, wander	
Phrases	add to, adjust to, cope with, have...off, in a row, on one's own, sleep in		before long, believe in, clear out, concentrate on, go over, in most cases, make sense, make up, put aside	
Structures	1. be expected to 2. not...but... 3. 强调句			
Skills	Reading	Translation	Writing	Listening & Speaking
	Topic Sentences	选择词义	缩略词	1. Sound Discrimination 2. Greeting 3. Listening Comprehension

Text A

College — A New Experience

I. Introduction

1. Introductory Remarks

College is a place many young people are longing for. They are fond of college life for different reasons. In this passage, the author gives us her reasons why she likes college.

2. Introductory Questions

The students are expected to go over the text very quickly. Then they are required to make a True/False response to each of the following statements:

1) The author likes college just because she loves being on her own. (F)

T: Being on her own, talking with friendly people, and having Fridays off are some things she likes about college.

- 2) Before the author entered college, her parents always seemed to be around her, saying what she should do and what she shouldn't. (T)
- 3) The author feels comfortable in the dorm because there are friendly people around to talk with. (T)
- 4) It seems that the author is very busy with her studies at college. (T)
- 5) The author likes to get up early. (F)
T: She loves to sleep in.
- 6) When the author was at high school she couldn't sleep late in the morning. (T)
- 7) The author likes college so much that she almost forgets her family in New York. (F)
T: She can still get homesick.

II. Outline

Para. 1	Brings up the main idea of the article: Being on my own, talking with friendly people, and having Fridays off — these are just some things I like about college.
Para. 2	Living at college gives me a sense of responsibility of being on my own.
Para. 3	Friendly people
Para. 4	I love having Fridays off.
Para. 5	Conclusion

III. Detailed Study of the Text

1. I'm away from home, so I have many things to adjust to.

— Since I've left my home, there are many things for me to get used to.

adjust to: to get used to by changing behavior or ideas

e.g. The body adjusts itself to changes in temperature.

You should adjust your expenditure to your income.

2. (be) on one's own: (to be) alone, (be) independent

e.g. He can't be left to work on his own.

We are expected to solve the problem on our own.

The old lady is now on her own in a small town.

3. have (some time) off: to have a rest for a period of time, be away from work or duty

e.g. I would love to have a year off.

You'd better have a few days off.

4. a sense of responsibility: an ability to behave sensibly so that you can be trusted to do the right thing

e.g. Parents need to encourage a sense of responsibility in their children.

"Sense" here means a general feeling or understanding.

5. handling my own life: controlling my own life

handle: to control, deal with

e.g. She couldn't handle the pressures of her new job.

My secretary will handle all the details.

She's very good at handling difficult customers.

6. account:

a) an arrangement with a bank, shop or other organizations by which they take care of your money or allow you to buy things and pay for them later

e.g. I've opened an account with a building society.

Have you got a bank account?

cf. **checking account** (支票存款账户, 活期存款账户), **deposit account** (定期存款账户), **savings account** (储蓄存款账户)

b) a written or spoken description of an event

e.g. She gave a vivid account of her recent visit to China at the meeting yesterday.

He kept a detailed account of the suspect's movements.

7. ... or where they were located: ... or the place where they were situated

be located in/by/near, etc.: to be in a particular position

e.g. The business is located in the center of the town.

8. now (that): because of the fact (that)

e.g. Now that you have mentioned it, I do remember.

Now that you have grown up, you must stop this childish behavior.

9. I was a bit confused about where I was going.

— I didn't know for sure where I was going.

I was wondering where I was going.

be confused: not be clear, don't know exactly what to do

e.g. I'm afraid I'm a little confused about these things.

Many people are confused about the new ways of measuring temperature.

a bit: to some degree, rather, a little

10. be supposed to: should, must, be expected to

e.g. Everyone is supposed to know the rules.

You are supposed to report the matter to the police as soon as possible.

I'm not supposed to talk to you about this.

11. add to: to put (one thing together with another)

e.g. The Yangpu Bridge has added greatly to the beauty of Shanghai.

Adjectives add to the meaning of nouns.

12. cope with: to deal with successfully; endure

e.g. John and Sally coped with all their problems cheerfully.

Poor families have to cope with a lot of strain.

13. in a row: one after another without a break

e.g. We had three bad summers in a row.

He was elected president three times in a row.

14. sleep in: to sleep late in the morning

e.g. We usually sleep in for a bit on Sundays.

I slept in by mistake and was very late for work.

He worked late and decided to sleep in the next morning.

IV. Summary of the Text

The author regards college life as a new and different experience and gives three reasons to explain this. First, she thinks college life makes her feel responsible for herself and independent because she has to make decisions on everything she does. Then she writes about the friendly people she can get help from and talk with. Lastly, she mentions the possibility of having Fridays off. In short, she enjoys this new life in spite of the fact that she is far from her hometown.

V. Text-related Information

1. Credit Card:

Credit card is a card that identifies its owner as one who is entitled to credit when purchasing goods or services from certain establishments. Credit cards originated in the United States in the 1930s; their use was wide-spread by the 1950s. They are issued by many businesses serving the consumers, such as oil companies, retail stores and chain stores, restaurants, hotels, airlines, car rental agencies and banks. Some credit cards are honored in a single store, but others are general-purpose cards, for use in a wide variety of establishments. Bank credit cards are examples of the general purpose card. Establishments dispensing almost every form of product or service are honoring such cards, and it is predicted that credit cards might some day eliminate the need for carrying cash.

When a credit card is used, the retailer records the name and account number of the purchaser and the amount of the sale, and forwards this record to the credit card billing office. At intervals, usually monthly, the billing office sends a statement to the card holder listing all the charged purchases and requesting payment immediately or in installments. The billing office reimburses the retailer directly.

Most of the work involved in credit card operations is now handled by computers. Charges for the use of a credit card are sometimes paid directly by the card holder, and sometimes borne by the retail establishments that accept them. In the latter case, the cost is absorbed into the price of the merchandise. Department stores usually charge interest to credit customers who do not settle their bills within a month, but certain credit plans do not charge interest until a bill has been outstanding for several months. Interest rates for overdue balances are regulated by state law. A continuing problem involved in the use of credit cards is the ease with which they can be used fraudulently if stolen or lost, although the liability of the owner is limited.

2. Colleges and Universities:

Universities and colleges are institutions that offer education beyond the secondary (preparatory or high school) level. This broad category of institutions may include colleges offering only undergraduate preparation; universities offering undergraduate and graduate education; free-standing professional colleges offering degrees in law, medicine, engineering and the like; and two-year community and junior

colleges offering technical, vocational and liberal arts programs.

Terminology for institutions as well as types of programs vary greatly within a single country. In general, a college offers degree programs for undergraduate students, but it may have master's degree programs also. The universities are usually dedicated to three comprehensive activities: instruction for undergraduate, graduate, and professional degrees; research geared to expanding the frontiers of knowledge; and outreach or dissemination of learning beyond the boundaries of the institution through the printed word, scholarly associations, formal and non-formal instruction, and worldwide telecommunications and computer linkages.

National systems of higher education in general are geared to serving youth between the ages of 17 and 25. The enrollment as a percentage of the country's total population has been growing appreciably in many countries. Where once higher education was reserved for a small elite, today university education in many countries is a massive social enterprise.

Despite the ravages of two world wars and the damage and disruption of uncounted local military contests, many nations of the world have received increasing demands for higher education from their people and have responded by building more universities and other types of higher education institutions. The Third-World nations in Africa, Southeast Asia, and South America have built new universities. Some universities have reached enormous size, such as the National Autonomous University of Mexico, which has over 300,000 students.

Text B

How to Study Read

I. Introduction

1. Introductory Remarks

Study reading is different from regular reading. One is expected to understand and remember details and is usually tested on what he reads. Then, how can one study read? The text provides a four-step method.

2. Warming-up Exercise

Before the teacher goes into a detailed explanation of the text, the students may be asked to read it rapidly. And try to fill in the following blanks.

Step 1: Prepare to Read

Skim over the chapter to be read.

- 1) Read an opening paragraph or two.
- 2) Read the headings and subheadings.
- 3) Read the summary or the last couple of paragraphs.
- 4) Read the study questions if there are some.

Step 2: Read

- 1) Make up some questions about the text.
- 2) Read from one heading to the next.
- 3) Stop and follow Step Three,

Step 3: Examine What You Read

Write down or try to recite the major points you have just read.

Step 4: Plan to Review

Review the reading notes once a week.

II. Outline

Para. 1	Most students don't know how to study read.
Paras. 2-5	The four-step method for study reading
Para. 6	PREP helps your grades go up

III. Detailed Study of the Text

- study read:** Used as a compound word, which means "to read in detail". (细读, 精读, 研究性阅读)
e.g. speed-read (to read with speed: 速读)
mass-produce (to produce in large quantities: 成批生产)
- the assigned page:** the page they are asked to read
assign: to give someone a particular job or make them responsible for a particular person or thing
e.g. I've been assigned the job of looking after the new students.
- wander (off):** to stop concentrating on something and start thinking about other things; be absent-minded
e.g. My thought kept wandering back to that horrifying night.
The lecture seemed boring and the audience's mind wandered off.
We've wandered off the point somewhat. (= started talking about a different subject)
- be expected to do something:** to be required to do it as a duty or obligation
e.g. We are expected to work on Saturday. 你期望我们星期六上课.
You are expected to be punctual. 准时, 如期. 我们期望你准时.
- in most cases:** very often
e.g. In most cases, the traffic will be heavy during the rush hour.
He is ready to help others in most cases.
- ... and promote retention of what is read.**
— ... and help keep your new knowledge in mind.
promote: to help something to develop and be successful
e.g. Greenpeace (绿色和平组织) works to promote awareness of the dangers that threaten our planet today.
It has long been known that regular exercise promotes all-round good health.
- When you try to plunk yourself into reading an assigned chapter...**
— When you try to start reading an assigned chapter...
- Because you can think faster than you can read, your mind can easily go into daydreams or other thoughts if you aren't ready to read an assignment.**
— You will easily be absent-minded if you aren't ready to read the assigned material because it is easier for you to wander off than to concentrate on reading.

9. **sink in**: to become fully understood or realized
 e.g. He paused, not for an answer, but to let his words sink in. 他停顿, 不是为了回答, 而是为了让他的话沉下去。
 It is said that this lesson hasn't sunk in. 据说这节课还没理解。
10. **an opening paragraph or two**
 — one or two paragraphs that come first
11. **make sense**: to have a meaning that can be understood; to have a good reason or explanation
 e.g. What you have said doesn't make sense. 你说的话没有意义。
 I looked at the printed pages but the words made no sense.
 It just doesn't make sense — why should she do a thing like that? 它根本没有意义, 为什么她还像以前做的那样?
12. **clear out**: to empty, make clear by taking out the contents of
 e.g. It's time I cleared out the kitchen cupboards. 是时候清理厨房橱柜的时候了。
 All these hospital expenses have cleared me out. 所有这些医疗费用把我口袋里的钱清空了。
13. **make up**: to invent 发明, 创造, 编造
 e.g. The whole story is made up. 这个故事是编造的。
 Prof. Lee has made up some questions for the Final Examination. 李教授(编)了一些问题。
14. **stand a good chance of**: to have a fair prospect of; have a possibility of
 e.g. He stands a good chance of becoming the manager of the company. 他有可能成为公司的经理。
 Our team stands a better chance of winning the game. (much) 我们的队有可获胜的机会。这场比赛。
15. **concentrate on**: to give all your attention to
 e.g. You can solve the problems if you concentrate on them. 如果你对这些问题集中精力, 你就能解决它们。
 The boy can't concentrate on his lessons. 这个孩子不能集中精力上课。
16. **believe in**: to be in favor of; hold as an opinion
 e.g. He believes in plenty of fresh air and exercise. 他相信大量的新鲜空气和锻炼。
 I've always believed in being broad-minded.
 cf. believe someone (meaning someone is telling the truth)
 e.g. I don't believe him — it can't be true.
17. **When you are satisfied you understand what you read, ...**
 — When you are pleased with the fact that you understand what you read, ...
18. **but it's very important for remembering what you read and can mean the difference between a C and an A on a test.**
 — but reviewing is very important for remembering what you read and can be related to your grades on your tests.
19. **... it's not so much how long you study that gets good grades, but how well and how often you study.**
 — to get good grades does not depend so much on how long you study, but depends on how well and how often you study.
20. **go up**: to rise; become higher
 e.g. The price of vegetables will go up as it's going colder and colder. 蔬菜的价格会随着天气越来越冷而上涨。

IV. Summary of the Text

Study read is a type of reading that can help you remember a great deal of information and be well