

中等职业学校

Listening

Speaking

Reading

Writing

英语 3

Intermediate

教师用书

中等职业学校英语改编组

(高等职业学校英语预备级)

E.MOUTSOU - S.PARKER

高等教育出版社
HIGHER EDUCATION PRESS

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出版说明

为了适应中等职业教育领域英语教学的改革和发展,高等教育出版社引进了英国 PLUS 系列英语教材,委托熟悉中等职业学校英语教学的专家及教师根据教育部《职业高级中学三年制英语教学大纲(试行)》进行了改编。本系列教材共4册,1~3册供中等职业学校三个学期使用;“预备级”可供低起点的学生选用,也可供学生复习初中所学内容使用;第3册还可作为根据 PLUS 系列英语教材改编的《高等职业学校英语》系列教材的预备级。

本教材以全新的视角体现了目前国内外外语教学研究的成果,以与学生生活贴近的“话题”(topic)为主线,以形式多样而又便于操作的“活动”(activity)方式,创设有意义的语言情境,循序渐进地训练学生听、说、读、写四项基本技能,培养学生运用英语进行交际的能力。具体说本书有以下突出特点:

1. 综合训练听、说、读、写等技能

听、说、读、写四项语言技能是相互联系的整体。本教材注重对学生进行听、说、读、写等技能的综合训练,使学生的各项语言技能得以协调发展。

2. 体现以教师为主导,学生为主体的教学原则

本教材以教学活动的方式,使学生通过独立思考、成对及小组活动协作完成学习任务,改变了教师 chalk and talk,学生机械记忆的教学模式,有利于激发学生的学习兴趣,培养学生的团队精神以及自我管理、自我评价意识,从而建立起学习的自信心与成就感。

3. 培养科学的学习方法与学习技巧

本教材在编写及改编的过程中,有意识地培养学生科学的学习方法与学习技巧,如听力活动中的泛听与精听,阅读活动中的略读、跳读、抓大意与读特定细节等。

4. 培养“跨文化意识”

跨文化交际中的文化因素在外语教学中具有特殊意义。本教材注意语言材料与文化内容的融合,大量介绍了英美等国的文化风俗、名胜古迹、成语典故、史实轶事等,在改编时也注意了中西文化背景的结合。

本系列教材的每册编有10~12个单元,每单元主要包括 Listening, Speaking, Reading, Writing 及 Grammar 五部分。听力部分包括听前准备活动、听的过程中的活动及后续活动,由此引介本单元的主题、语言功能和部分词汇。口语部分一般由2~3项活动组成,学生根据所设置的交际情景及语言进行成对、小组或全班活动。活动难度由浅入深,由语言的控制性练习(controlled practice)、半控制性练习(semi-controlled practice)到语言使用自由度较高的练习(free practice)。练习形式有:解释图片、讲述故事、表达观点、抒发情感、猜测活动及角色扮演等。阅读文章为写作提供范文,练习形式新颖多样,包括阅读理解、词汇语法练习以及篇章结构练习等。写作题材新颖实用,有叙事描写、信函、日记及应用文等。设计了多种不同形式的语言练习,如填充、配对、重组、扩充、变换等。从句子、段落到篇章,从指导写作(Guide to Writing)逐步过渡到自由发挥。语法部分则包括了教学大纲规定的所有语法项目。

本书为第三册,由杨力红、王松美、南媛媛、张洲、马英华改编。由吴一安教授和陈中美教授审稿。

在我们即将进入新的世纪之际,这套教材的出版,必定对我国的外语教学从应试教育转为素质教育起到积极的促进作用。几年来,我们殚精竭虑,力求为国内提供一套反映时代气息、符合新时期要求、适合中等职业学校学生学习使用的英语教材,改编引进教材是我们所做的新的尝试,由于时间有限,本套教材仍会有许多不尽人意之处,衷心希望广大师生在使用过程中提出宝贵的改进意见。

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使用说明

《中等职业学校英语》第三册共10个单元,每单元由LISTENING, SPEAKING, READING, WRITING和GRAMMAR五个部分组成。各部分内容联系紧密,相互渗透,以不同的活动方式进行听、说、读、写等交际能力的培养与训练。

LISTENING 设听前准备和两项活动,通过新颖、多样的形式,训练学生多项听力微技能。教师应认识到交际过程中“听懂”的概念,并不等于听清每一个句子甚至每一个单词,重要的是理解语篇(discourse)。语篇的理解是一种在把握关键词语的基础上对听力材料进行的整体判断。本教材的作者与编者注意到了对听力材料的语篇整体训练,因此尽管听力材料中出现一些生词,但在学生完成听力任务过程中并不会构成理解障碍。听力的第一个活动往往要求学生听懂大意,第二个活动要求学生抓住重要细节。要做好听前的准备工作,如用提问、讨论等方式介绍所要听的话题;鼓励学生预测所要听的内容;说明要完成的听力任务的类型以及解释听力任务中出现的生词;根据学生的具体情况对听力材料中的某些词汇事先做必要的处理等。

听力活动可按下列步骤进行:

- 首先把学生的注意力放在第一项活动上;
- 放一至两遍录音;
- 引导学生回答第一项活动中的问题,要求他们对所得出的答案作出说明;
- 全班核对答案,进行有针对性的讲解;
- 学生准备做第二项活动;
- 放第二段听力材料或同一听力材料(1~2遍);
- 学生完成第二项活动中的听力任务;
- 全班核对,讲解答案;
- 再放一遍录音,对听力材料做进一步讲解;
- 着重解释将在SPEAKING和WRITING中出现的重点词和短语,把这些词和短语写在黑板上。

SPEAKING 包括2~3项不同方式的交际活动:成对活动、小组活动或班级讨论。书中的照片、插图等为说的活动提供了生动的素材。在活动前,要明确活动要求及活动方式,对有关生词及表达法做必要的讲解。在进行成对及小组活动时,要限定完成活动的时间。在活动过程中,教师在班上进行巡视,确保学生用英语交谈并给予必要的帮助。但教师不要替代学生表达,也不要急于纠正学生在交际过程中出现的错误。活动结束后,可让一两组(对)学生在班上演示,教师这时可指出活动中发现的一些普遍性错误及问题,让其他学生提出改进的意见或建议。

在班级讨论时,教师起协调员的作用。要鼓励学生避免用Yes或No等简短形式回答问题,教会学生如何扩展思路。在学生作口头表达时不要急于纠错,可记下一些带普遍性的错误,在讨论结束时提交给全班,共同商讨改进这些错误的意见与建议。

READING 训练学生阅读技巧并为写作提供范文,包括2~3项阅读活动。第一项活动通常引导学生注意理解文章的主旨大意,后面的活动检查对具体信息的理解与把握。

在阅读前,教师可通过提问或初步讨论引介阅读的主题,鼓励学生预测所要阅读的内容,明确阅读任务,讲解必要词汇,告诉学生不必看懂每个词和每个句子,而要首先理解文章大意以及获取阅读任务所需

要的信息。

阅读过程中及阅读后的活动可按以下步骤进行:

- 首先把学生注意力放在第一项活动上;
- 限时默读课文;
- 引导学生回答第一项活动中的问题并要求他们对所得答案作出说明;
- 全班核对答案, 进行必要的解释;
- 其他阅读活动也按以上步骤进行;
- 朗读或让学生朗读课文并做进一步讲解;
- 着重解释将在 WRITING 中出现的重点词和短语, 把这些词和短语写在黑板上。

WRITING 提供了一系列写作活动, 帮助学生练习、巩固前面部分所学的知识, 引介新的知识点。

WRITING PLAN 及 GUIDE TO WRITING 为完成写作任务提供框架, 指导学生根据不同的体裁类型 (text types) 用不同的组合方式连句成文。该部分提供了写作活动所需要的词汇、句型、表达法以及具体写作技巧与建议, 教师可与学生一起学习、讨论这部分内容或者先让学生自学, 划出问题或难点后, 再进行讨论。

GRAMMAR 为学生提供了大纲中要求掌握的语法项目并配以相应的练习。

VOCABULARY 附单元词汇表, 每单元分三个部分, 每部分按字母顺序排列。Part A 为教材中出现的生词, Part B 为听力材料中出现的生词, Part C 为专有词汇。在对本系列教材进行改编时, 有意识地保留了一些超纲词汇 (用星号 * 表示), 这些词汇多可用于表达学生的爱好与经历, 有利于激发学生的学习兴趣。超纲词汇可不列入考试范围。

本教师用书中每单元包括: 教学要点、教学步骤、教学参考、练习答案以及听力材料等。教学要点一览表列出了该单元的语言交际功能、句型以及语法项目; 教学步骤为教师提供了分步教学建议; 教学参考对教材中重点、难点以及文化背景等进行了注释、举例和说明等。

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Patterns & Expressions	Grammar
He / She is very / quite ... but sometimes ... He / She has got ... so ...	Word Formation
I believe ... would be more suitable because ... In my opinion, ...	Comparative Degree and Superlative Degree
What have you been up to? I've got some good / bad news ...	Members of the Sentence
As we / they were walking / looking ... Finally, we / they arrived ...	Infinitive
Would you like to ... How about ... I'd love to. Sorry ... because ...	Difference Between Infinitive and Gerund
It would be a good idea to ... The best choice would be ... because ... Why don't we ... instead of ...	Article
What was the cause of the accident? Was anybody injured? Who came to the rescue?	Kinds of Sentences
I believe a good idea would be ... because ... I definitely think ... would not be a good idea because ... I don't think ... would be a good idea ...	Adverbial Clause
I need your advice because ... What can / should I do about ...? If I were you ... I think you should / had better ...	Agreement
I don't think ... is very important because ... I believe ... is one of the most important factors because ...	Past Participle
A good idea would be to ... It is necessary to ...	Inversion
One (dis)advantage would be ... Another (dis)advantage may be ...	Revision

教学要点

Function	Describing People
Patterns & Expressions	He / She is very / quite ... but sometimes ... In my opinion ... In general ... He / She likes ... so ... I think he / she likes ... because ... He / She has got ... so ... I suppose he / she is interested in ... as ... He / She must enjoy / be ... because ...
Grammar	Word Formation

Listening

教学步骤

PRE-LISTENING

1. 教师首先讲清活动要求, 引导学生从eyes, hair color and hair style, personality等方面入手提问, 同时还可提供一些有用词汇, 这样不仅有助于学生开展讨论, 也为下面听力活动做好准备。如:

描述相貌	描述性格特征
dye, light brown, go thin, on top, beard, a large forehead, go bald, huge grin	intelligent, quiet type, socialising, take things seriously, positive, pessimist

ACTIVITY 1

1. 为了帮助学生更好地理解听力材料, 教师可以在听录音前先让学生简单地描述这6个人的相貌及性格特征。
2. 教师明确听力任务, 然后放第一遍录音。
3. 同桌对照答案。
4. 教师放第二遍录音, 学生检查答案。
5. 教师在全班核对答案, 如有争议或不明确的地方, 可将个别部分重放。

ACTIVITY 2

1. 听录音前，教师明确听力任务，并确保学生明白练习中形容词的意思。
2. 学生听录音，完成听力练习。
3. 同桌对照答案。
4. 教师在全班核对答案，如有不明确处可再放一遍录音。

教学参考

1. She's always dyeing it different colours.
这里的 dyeing 是现在分词，需要注意的是在加 ing 时，dye 中的“e”不能去掉。
2. She spends many hours at the office, little time at home and even less time with friends or going out.
这句中的 many hours, little time 和 less time 都是动词 spend 的宾语。
3. He's a D.J. and he's also a member of a motorbike club, which is really cool.
此句中的 which is really cool 是非限定性定语从句，修饰前一部分 he's also a member of a motorbike club。非限定性定语从句一般以逗号隔开，若此部分去掉，其它部分仍能成立。
4. ... and often forgets to do important tasks.
forget to do something 忘记做某事;
forget doing something 忘记做过某事;
如:
I forgot to tell her about it. 我忘记告诉她这件事了。
I forgot telling her about it. 我忘记我已把这件事告诉过她了。

听力材料 Transcript

Speaker 1

My elder sister Ruth has big, brown eyes. Her hair is cut in a strange way — it's got all these different lengths — she's always dyeing it different colours. Not long ago it was black, now it's light brown. Ruth is very intelligent and takes her work very seriously. She spends many hours at the office, little time at home and even less time with friends or going out. But, then again, I suppose that's logical since she is in charge of a whole department and everyone at work depends on her.

Speaker 2

My neighbour John has blue eyes and brown hair which has started to go thin on top. He's also got a beard. When people first meet him, they think he's the quiet type — because he wears glasses — but just the opposite is true. He loves socialising and makes friends quite easily. He's a D.J. and he's also a member of a motorbike club, which is really cool.

Speaker 3

My best friend Kathleen has a really nice smile. She has brown eyes and straight, black hair. She works as a secretary in an office. She really likes her job, as she deals with many different people. She loves joking around a lot, which has got her into trouble a few times. You see, she doesn't take things seriously

enough and often forgets to do important tasks. She's definitely a lot of fun, though.

Speaker 4

My mother's brother, Uncle Peter, has short, brown hair and blue eyes. He's got a large forehead as he's going bald. The best thing about him is his huge grin. In fact, he smiles all the time and he always looks on the positive side of things. I'm the opposite — a pessimist. But we do have several things in common ... we love working out at the gym ... going climbing ... (fade out)

听力参考译文

讲话者 1

我姐姐罗斯有一双大大的褐色眼睛，她的头发剪得很奇怪——有长有短——她总是把头发染成各种不同的颜色。不久前还是黑色的，现在就变成了淡褐色。罗斯非常聪明，对工作也非常严肃。她大部分时间都在办公室工作，很少呆在家里，甚至更少有时间 and 朋友们在一起或出去玩。但我觉得这也合理，因为她负责整个部门，工作中每个人都得依靠她。

讲话者 2

我的邻居约翰有一双蓝色的眼睛和褐色的头发，已经开始谢顶了。他还留胡子。人们初次见到他时，会觉得他是那种安静型的——因为他戴眼镜——但事实正好相反。他喜欢社交，易结交朋友。他是音乐节主持人，也是摩托车俱乐部的成员，真是很酷。

讲话者 3

我最好的朋友凯瑟琳笑起来很甜，她有一双褐色的眼睛和又直又黑的头发。她在办公室做秘书，她很喜欢她的工作，因为可以和不同人打交道。她喜欢到处开玩笑，有几回因此而惹上麻烦。你看，她总是对事情不够认真，还经常忘记一些重要的工作。但她确实很有意思。

讲话者 4

我母亲的兄弟，彼得舅舅，有一头短短的褐色头发和蓝色的眼睛。由于开始谢顶，他的前额显得很宽。他最让人喜欢的地方就是他那咧着嘴的大笑。实际上，他总是笑，他总是把事情往好处想。我却正相反，是个悲观主义者。但我们的确有很多相似之处……我们都喜欢去健身房……去爬山……（声音渐弱）

练习答案

PRE-LISTENING Exemplifying answer

- Choose a student and ask him/her to think of one of his/her classmates.
- Instruct the rest of the class to ask the chosen student not more than five questions so as to guess who the person is. Point out that they must ask questions which elicit only a Yes/No response.
- The person who guesses correctly continues the game by thinking of another student.

ACTIVITY 1 Key

1 C 2 D 3 B 4 F

ACTIVITY 2 Key

- Ruth - hardworking and responsible
 John - friendly and outgoing
 Kathleen - humorous and forgetful
 Peter - active and optimistic

Speaking

教学步骤

ACTIVITY 1

1. 做这个练习之前，可以先让学生模仿听力中的表达方式描述4个人，然后再用这个练习中所给的词汇描述听力中未提到的另外2个人。
2. 教师让一个学生描述图片中的一人，然后全班猜他描述的是哪个人。

ACTIVITY 2

1. 教师要明确学生是否熟悉所有词汇，根据学生的需要也可加一些词汇。
2. 学生2人一组或4人一组练习用所给的词汇和句型描述班上的任何一个同学，由其他人来猜。教师给予适当的帮助。
3. 由一个学生在全班描述一个同学，其他人猜描述的是谁。

ACTIVITY 3

1. 做此练习前，教师可引导全班同学一起描述这个卧室，并根据卧室状况推测主人的性格、爱好。
2. 学生练习用书上的句型描述卧室的主人。

教学参考

1. 教师在让学生口头描述一个人时，可以参考后面的写作技巧，例如：描述人的相貌时，使用的形容词该如何排列等。
2. 教师注意提醒学生在使用 to be interested in ... 和 enjoy 时，后面必须跟名词或动名词。
3. 这里提供一些描述某人性格的词汇，仅供参考。

kind	talkative	lively
sociable	optimistic	pessimistic
quiet	shy	energetic

练习答案

ACTIVITY 1 Exemplifying answers**Photograph A**

- young man in his late twenties
- slim
- roundish face
- nice smile
- short, light, brown hair
- blue eyes
- wears glasses
- straight nose

Photograph E

- young woman of Asian origin in her early twenties
- slim
- roundish face
- nice smile
- short, curly, black hair
- small, black/brown eyes
- small, flat nose

ACTIVITY 2 Open exercise**ACTIVITY 3 Exemplifying answers****Interests**

- car racing (posters on the wall)
- music (many CDs)
- reading (many books)
- basketball (has a basketball)
- rugby/football (has a jersey)

Personality/Character

- disorganised/untidy (messy desk/room)
- active (likes sports)
- lazy (doesn't tidy up)

Reading & Writing

READING

教学步骤

PRE-READING

1. 在阅读文章之前，学生两人一组用所学的表达方式描述各自最好朋友的相貌、性格，以及与朋友共同的兴趣爱好。
2. 教师请几位同学向全班描述自己最好的朋友。

ACTIVITY 1

1. 教师对文章的背景稍加解释。
2. 让学生关注最后的问题：What does the writer like about Mark?
3. 给学生限定时间阅读(一分钟)，回答上面的问题。

ACTIVITY 2

1. 教师讲清练习要求，给学生更多的时间自己阅读，并做练习。
2. 两人一组用英语互对答案。
3. 教师在全班核对答案，并对学生不清楚的地方给予必要的解释。

教学参考

1. Mark is now in his mid-teens.
teens 是指 13 至 19 岁的年龄，mid-teens 指 15 ~ 16 岁。
2. "What's more" means in addition; more importantly 而且；此外；还有；更有甚者；如：
They are going to get married, and what's more, they are setting up in business together.
他们就要结婚了，而且还要一起做生意呢。
He's dirty, and what's more he smells. 他很脏，身上还有味儿呢。
3. rock 摇滚乐
4. 教师在学生阅读完文章后，可以引导学生把每一段的主要内容概括一下，为写作部分做准备。

练习答案**PP5 READING Exemplifying answers**

- tall and slim
- long, black hair
- round face
- expressive, big, brown eyes
- trustworthy, friendly
- talkative
- pessimistic

- sports
- music
- shopping
- computer games
- going out
- playing chess

ACTIVITY 1 Exemplifying answers

The writer likes Mark's ambition, the fact that he is very understanding and reliable.

ACTIVITY 2 Key

a 5 b 3 c 1 d 2 e 4

WRITING**教学步骤****WRITING PLAN**

1. 教师和学生一起阅读写作计划，并利用书上的问题提示讲解每一部分的写作细节。

2. 如有时间, 也可让学生回答这些问题, 为写作内容打下基础。

GUIDE TO WRITING

1. 教师引导学生阅读写作技巧和语言表达方式, 如有生词加以解释, 也可用图片或黑板简笔画加以展示。
2. 在讲解这部分内容时, 教师还可以启发学生增加一些词汇。

ACTIVITY 1

1. 教师讲清练习要求。
2. 学生独立完成这一练习。
3. 两人一组互对答案。
4. 教师在全班核对答案。

ACTIVITY 2

1. 教师讲清练习要求, 并引导学生复习所学的写作技巧和语言表达方式。
2. 让学生口头完成这一练习。
3. 如学生水平较差或课堂时间有限, 可将此练习留给学生课下做。否则学生课上完成此练习。
4. 如学生在课上完成, 教师可让二三位同学在全班读所写的文章, 并加以修正。

* ACTIVITY 3

1. 教师讲清作业要求, 学生课下完成。
2. 教师书面批改, 课上讲评。

教学参考

1. ... she was more involved with ordinary people.
involved with (与某人)有(密切)关系
2. social worker: 社会福利工作者

练习答案

ACTIVITY 1 Key

- | | | |
|----------------|------------------|----------------|
| (1) attractive | (5) blue | (9) casual |
| (2) tall | (6) short | (10) shy |
| (3) fair | (7) well-dressed | (11) confident |
| (4) big | (8) fashionable | (12) caring |

ACTIVITY 2 Exemplifying answer

Aunt Karen is in her late thirties. She is slim but not very tall. She has big, brown eyes and

wears glasses. Her hair, which she keeps at shoulder length, is dark and wavy. She usually dresses in comfortable casual clothes.

My aunt is a sensitive and very caring person. She is always there to listen to my problems and offer her advice and support. She is also very patient. These qualities make her an excellent social worker.

In her free time, Aunt Karen likes reading and painting. She is actually a very good painter and occasionally sells her paintings. Although she is not very keen on sports, she enjoys horse-riding.

* ACTIVITY 3 Exemplifying answer

The person I admire most is my mother's mother. All her grandchildren and even her own children call her Nanna. She's a really sweet person.

My grandmother is sixty-six years old and quite tall. She has sparkling green-blue eyes and a friendly smile. She wears colourful clothes which make her look younger.

Nanna is a very optimistic person even though she has been through a lot in her life. Her bright personality makes everyone feel good when they are around her. I can always turn to her for advice or just for a talk when I'm feeling down.

She likes to spend her free time shopping. She can spend hours in the large department stores in the city. I like the fact that she enjoys shopping because I always receive fantastic presents.

These are all the reasons why I admire Nanna. It's a shame I have to share her with so many other relatives.

Grammar

GRAMMAR EXERCISES Key

- I. 1. (v. - n.) 2. (v. - n.) 3. (n. - v.) 4. (a. - v.) 5. (a. - v.)
 6. (a. - v.) 7. (n. - ad.) 8. (a. - n.) 9. (ad. - v.) 10. (n. - v.)
- II. 1. He emptied all his pockets, but not a penny did he find.
 2. Could you water the garden?
 3. The workers there began to down tools.
 4. We stopped our car on the beach for a swim.