



中等职业教育国家规划教材
全国中等职业教育教材审定委员会审定

Book 1

英语

(提高版)

第一册

(修订本)

主编 戴宗显 王立善



语文出版社
Language & Culture Press
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English for Vocational School

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责任主审 刘鸿章

审 稿 王墨希

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本书如有缺页、倒页、脱页, 请寄本社发行部调换

中等职业教育国家规划教材出版说明

为了贯彻《中共中央国务院关于深化教育改革全面推进素质教育的决定》精神,落实《面向21世纪教育振兴行动计划》中提出的职业教育课程改革和教材建设规划,根据教育部《中等职业教育国家规划教材申报、立项及管理意见》(教职成[2001]1号)的精神,我们组织力量对实现中等职业教育培养目标和保证基本教学规格起保障作用的德育课程、文化基础课程、专业技术基础课程和80个重点建设专业主干课程的教材进行了规划和编写。从2001年秋季开学起,国家规划教材将陆续提供给各类中等职业学校选用。

国家规划教材是根据教育部最新颁布的德育课程、文化基础课程、专业技术基础课程和80个重点建设专业主干课程的教学大纲(课程教学基本要求)编写的,并经全国中等职业教育教材审定委员会审定通过。新教材全面贯彻素质教育思想,从社会发展对高素质劳动者和中初级专门人才需要的实际出发,注重对学生的创新精神和实践能力的培养。新教材在理论体系、组织结构和阐述方法等方面均作了一些新的尝试。新教材实行一纲多本,努力为教材选用提供比较和选择,满足不同学制、不同专业和不同办学条件的教学需要。

希望各地、各部门积极推广和选用国家规划教材,并在使用过程中,注意总结经验,及时提出修改意见和建议,使之不断完善和提高。

教育部职业教育与成人教育司

2001年5月

前言

中等职业教育国家规划教材《英语(提高版)》是根据《中等职业学校英语教学大纲(试行)》的要求,紧密结合中等职业学校教学实际和培养目标的需求编写的。教材的起点与义务教育初中英语教学的基本要求相衔接,是中等职业学校基础英语教学阶段用书。

随着英语教学改革的发展及普通初中《英语课程标准》的推行,结合中等职业学校对本教材使用的反馈建议,为进一步满足中职英语教学需求,本套教材在2001年版基础上进行了第一次修订。

本套教材的教学目标是:在初中英语教学的基础上,使学生巩固、扩大英语语言基础知识,发展听、说、读、写基本技能,重视阅读能力的同时,促进学生自主学习与合作学习的能力,确保共核英语教学内容并为顺利过渡到专门用途英语教学阶段和为学生今后进一步学习和发展打下良好基础。

本套教材适应不同地区、不同程度的中职学生的英语水平,在分单元教学模块中具有弹性要求。体现了中等职业教育的理念和特色,充分注意了中职学校学生的特点和需求,兼顾了不同基础水平学生的提高:既适应基础水平较低的学生水平的提高,使之能够完成大纲规定的基本要求;同时也为基础水平相对较高的学生提供了切合实用的培养综合语言运用能力的教学资料,使之能够完成大纲规定的较高要求,并与高职招生、对口升学及相应的英语水平考试相衔接。

教材语篇选材内容贴近现代生活,富有较强的时代气息,有利于提高学生的人文素养。在话题、功能、结构相结合的教学途径上,配合现代的任务型语言教学模式,组织安排了不同层次和多种形式的“任务型”教学活动,给教师以创造性教学空间,给学生以主动参与、乐于实践的任务项目。教材对英语语言知识和技能训练作了系统安排,循序渐进,循环反复,有利于学生构建语言知识和语言能力系统。

本套教材含有主干教材1-4册、配套《教学参考书》1-4册、配套《练习册》1-4册、外籍教师录音教学磁带每册3-4盒、教学多媒体课件光盘每册2盘,同时还为英语基础较低或零起点的中职学生编配补学或自学复习初中英语的《中职英语》(预备级)教材1册。完成主干教材1-3册,可达到教学大纲规定的“基本要求”;4册全部完成可达到大纲规定的“较高要求”。

主干教材每册含有12个单元,每个教学单元含有“综合阅读”(Reading A)、“听为训练”(Listening)、“口语训练”(Speaking)、“完全理解性阅读”(Reading B)、“写作训练”(Writing)和“语法”(Grammar)等六个模块。

“综合阅读”模块以大纲中的“话题”为纲选材编写。词汇和语法教学围绕话题

和语言材料进行。“完全理解性阅读”模块与“综合阅读”话题相关联,除培养学生准确理解和快速阅读的阅读能力外,同时对基础较好学生可配合“综合阅读”模块进行词汇教学和相关能力的训练,体现了教学上的弹性要求。

“听力训练”、“口语训练”和“写作训练”模块均以大纲中的“语言功能项目”和“话题”为纲编写,体现了时代精神和新大纲中突出实用、开发学生语言能力及运用英语进行真实交际的能力要求,设计了真实常见的语言情景,图文并茂,便于教学操作,力求使学生感到需要交流、愿意交流和能够交流,以形成有效的学习策略。在能力训练模块内容设计中,安排了具有中职教育特色的职业通用的交际内容,为培养高素质的劳动者服务。“语法”模块围绕大纲所规定的语法项目展开,结合各单元阅读材料中出现的语法内容,进行简单明确的说明和举例,便于教师指导和学生自学掌握。

各单元的每个教学模块均附有操作性很强的练习。这些练习的设计围绕单元话题展开,既注意了内容的关联性,又突出了相关的技能训练,便于学生自我训练、巩固和提高,并使英语课堂教学成为在教师指导下的以学生为主体的教学活动。

每册教材后附有按字母顺序排列的本册总词汇表,便于学生学习和复习。词汇总表加注了新国际音标,供师生参考。

为了编写出高质量、高水平的面向 21 世纪中等职业教育国家规划教材,我社成立了国家规划中等职业文化基础课教材编写委员会。编委会主任:史习江;编委会副主任:杨曙望;编委会委员(按姓氏笔画排列):王立善、王晓庆、方鸣、史习江、江文清、李建国、乔家瑞、张程、杨克、杨曙望、赵大鹏、赵曾、戴宗显。

本套教材由全国中等职业学校中职《英语(提高版)》教材编写组编写,成员有:戴宗显教授(北京第二外国语学院)、王立善(吉林邮电学校高级讲师、全国中等专业学校英语课程组组长)、美籍专家 Douglas McNeal、阎善明教授(北京对外经济贸易大学)、董蔚君(人教社编审,课程教材研究所研究员)、于彩虹(沈阳市职教教研室)、余达人、王珍君、乔阔、韩书华、原雅娟、孟琳、徐明、宁凤荣、张彦林、李恩相、雷淑雅、王淙、刘新、周正达。

本书为《英语(提高版)》第一册,由戴宗显、王立善任主编;刘鸿章责任主审、王墨希审稿;马登阁、Michael H. Collins(英)、Miss Susan F. McGregor(新)审阅;董蔚君审校;责任编辑方鸣。

全部录音材料由外国专家审定并录音。

本套教材的编写得到了孔庆炎教授的大力支持和指导,在此深表谢意。

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2004 年 4 月

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UNIT 1

LIFE ON CAMPUS

Reading A A letter from Anna

Listening

① My new school

② An English lesson (Dialogue)

Speaking

Greetings and responses

Reading B

Managing time

Writing

Personal letter writing

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WARM UP

1. Is this your first term at this school?
2. Do you have any friends in your class?
3. How do you like your life at the new school?
4. Are you ready for the new term?

Section 1

 READING A**A LETTER FROM ANNA**

August 15, 200__

Dear Li Hua,

How are you getting along? I'm writing to you from San Francisco.

Last year I left my teachers and friends in China and came here to meet my parents. Believe it or not, I was sent to school on my second day here in America.

On my first day at school, I felt a bit afraid. I was surprised to see so many strange faces. There were boys and girls, white and black. The teacher talked to me, but I didn't understand her. I felt like crying. I never knew how I managed to get through that day. Then I started to go to an English class. It's a special class for foreign students like me. After school I also received some help from my parents. Soon I could understand the teachers' lessons.

I like the teachers here. They're kind and very careful not to hurt the students. At our school there is a saying, "Learning through playing." Our teachers try to make their lessons lively and funny, so they can get the students' attention. Once my French teacher came into the classroom with a map. He asked us to tell him how to get to the zoo in French. A boring foreign language class became very interesting.

I like the way they teach at this school. But I also miss my friends in China. I know you've started a new term. How's everything with you? Please write to me when you are free. You can also send me e-mail if you have a computer.

With best wishes!

Yours,
Anna

New words and expressions

campus /'kæmpəs/ <i>n.</i>	校园
write to sb	给(某人)写信
believe /bi'li:v/ <i>v.</i>	相信
surprise /sə'praiz/ <i>v.</i>	使惊奇;使感到意外
surprised /sə'praizd/ <i>adj.</i>	惊奇的;感到诧异的
manage /'mænidʒ/ <i>v.</i>	设法对付;管理;安排
special /'speʃl/ <i>adj.</i>	专门的;特别的
saying /'seiɪŋ/ <i>n.</i>	名言;格言
lively /'laɪvli/ <i>adj.</i>	活泼的;充满生机的
funny /'fʌni/ <i>adj.</i>	有趣的;滑稽可笑的
attention /ə'tenʃn/ <i>n.</i>	注意;关心
French /frentʃ/ <i>adj.</i>	法国的
<i>n.</i>	法语
boring /'bɔ:riŋ/ <i>adj.</i>	令人厌烦的
miss /mis/ <i>v.</i>	想念;怀念
e-mail /'i:meil/ <i>n.</i>	电子邮件
computer /kəm'pjʊ:tə/ <i>n.</i>	电脑

Notes

- How are you getting along? 你好吗? 这是熟人间写信时常用的话。
- San Francisco /'sænfræn'siskəu/ 旧金山, 美国西海岸的城市, 或称三藩市。
- Believe it or not, I was sent to school on my second day here in America.
不管你信不信, 在来到美国的第二天, 我就被送到学校去了。
believe it or not 为口语, 意思是“不管你信不信”。
was sent 是动词 send 的被动结构, 由“助动词 be 的各种形式+动词的过去分词”构成。
- white and black 有白人, 也有黑人。
- I felt like crying. 我真想哭。to feel like sth / doing sth (很)想干什么。
- Learning through playing. 玩耍中学东西。
- I like the way they teach at this school. 我喜欢他们在这所学校的教学方法。
- I know you've started a new term. 我知道你已经开始了一个新的学期。
- How's everything with you? 你一切都好吗?

Practice

I. Answer the following questions.

1. Where is Anna now?
2. Why is Anna in San Francisco?
3. How did Anna feel the first day at school?
4. Could Anna understand her teachers at first?
5. How did she manage to understand them?
6. Did she love her French class? Why?

II. Hot words

Study the words and expressions in the box, and complete each sentence with one of them in the right form.

believe	lively	boring	manage
be surprised	special	feel like	

1. Do you _____ some coffee?
2. I like the English classes. They are very _____ and interesting.
3. I _____ she will come tomorrow.
4. Don't you think he can only give us a _____ lesson?
5. I _____ to see so many people in our classroom.
6. Can you _____ to clean all the windows in the house?
7. "What's new?" "Nothing _____."

Section 2

 LISTENING

I. Now you can hear a short passage. Listen and try to understand it first. Then listen to it again and fill in each blank with the word you hear.

My name is Mary. I'm studying ____ No. 2 Vocational (职业的) School. I like my new school very ____, because the life here is very _____. We have many _____ this term, such as maths, physics, Chinese, _____, PE and so on. I am good ____ maths. I'm not doing well ____ English. But I like English very much. I'll try my _____ to study all the subjects _____.

II. Read the questions first, and then you will hear a short conversation on the tape.

Questions

1. What's the teacher's name?
2. Is everybody here in class?
3. Who isn't here? Why?
4. Who's on duty today?
5. What's she going to do in class?

Practice

Answer the above questions orally according to what you hear.

Section 3**SPEAKING****Greetings and responses** 问候与应答

- I. Look at the following pictures, and talk about each picture in English. Please use the simple past tense. The following words and phrases may be useful.

first day at school

come to school

in the morning

say hello to each other

English class

play basketball

after supper

do homework

wash one's clothes

go to bed

in the bedroom

get ready for the next day

Li Hua's First Day at School

1.



2.



3.



4.



II. Read the following dialogue.

A: Excuse me, where is Class 1?

B: It's on the second floor. Are you a new student here?

A: Yes. I don't know my way around.

B: Come with me. I'm going to Class 1, too.

A: Thank you.

Practice

Answer the following questions according to the real situation.

A: Excuse me, where is your class?

You: My class is _____.

A: Are you a new student here?

You: _____.

A: Do you know your way around?

You: _____.

A: Are you having an English class now?

You: _____.

A: Do you like to speak English in class?

You: _____.

A: Do you want to study English well?

You: _____.

Section 4

READING B

MANAGING TIME

What is time? Is it a thing to be saved or spent or wasted, like money? Or is it something we have no control over, like the weather?

Is time the same all over the world? That's an easy question. Wherever you go, a minute is 60 seconds; an hour is 60 minutes; a day is 24 hours and so on. But time is more than that and it's a valuable resource. That's why people like to say, "Time is money."

Because people believe that time is a limited resource, they try to save and manage it. People often attend meetings or read books on time management. It seems that they all want to make the best use of time. They also carry pocket-planners around to keep everything on time. So there is a famous saying, "Do you love life? Then do not waste time, for that is what life is made of."

Students should learn how to manage and spend their time. One may write down things one has to do, and then decide what to do at the moment, what to do later or what to get someone else to do. One also has to know what is ahead for the day and what is ahead for tomorrow.

Time is important. But we have to admit that no one can master time. Time — like money — goes easily through our fingers. Time — like the weather — is hard to predict. We must remember what Franklin said "Never leave that until tomorrow, which you can do today," because time lost cannot be called back again.

