

中等专业学校教材

A Course of English for Vocational Schools

英语

第一册

高玉华 主编

山东教育出版社

中等专业学校教材

A Course of English
for Vocational Schools

英 语

第 一 册

编 者 (以姓氏笔划为序)

马培斌 张会利 李传孝
宗效灵 赵延亮 高玉华
高东明

主 审 刘仁德 苏荣诚

山东教育出版社

1999年·济南

中等专业学校教材

英 语

第一册

高玉华 主编

*

山东教育出版社出版

(济南经九路胜利大街)

山东省新华书店发行 临沂市第二印刷厂印刷

*

850×1168毫米32开本 6印张 5插图 140千字

1989年12月第1版 1989年12月第1次印刷

印数1—10000册

ISBN 7—5328—0849—1/G·707

定价：2.30元

组编单位

山东省教委职教处
山东省济宁财政学校

编委会

顾问 吴 坚

主任 董 操

副主任 高修启 刘庆春 孔庆尧 高玉华

委员 (以姓氏笔划为序)

| | | | |
|-----|-----|-----|-----|
| 王树勋 | 王新泉 | 邓延国 | 孙长起 |
| 孙辽媛 | 刘艾霞 | 任忠敏 | 乔爱云 |
| 张红卫 | 张杰华 | 林寿彤 | 周德桥 |
| 胡修周 | 侯秋霞 | 郭 浩 | 殷松梅 |
| 徐乃香 | 楚汉礼 | | |

前 言

为满足中等专业学校英语教学的需要，经国家教委职教司教材处和山东省教委职教处同意，山东省教委职教处和山东省济宁财政学校邀请省内外英语教学专家和中等专业学校英语教师编写了这套英语教材。山东省教委职教处于1989年5月组织召开了审稿会。经过审议，一致认为本教材结构合理，语言规范，形式新颖，选材精当，内容丰富，一致认为是一套适于中等专业学校使用的好教材。

本教材以初中毕业生英语水平为起点，供普通中专、职工中专、职业中专一、二年级学生和自学英语者使用。

本教材共分四册，每册十单元，第一、二册每单元包括会话、语音、课文A、语法、书面作业和课文B六部分。会话、课文A和课文B均选自原文或由原文精心改写而成。课文A为精读材料，是每课的中心内容；课文B为泛读材料，多与课文A相关，由教师视学生学习情况灵活处理，其生词和短语未收入总词汇表。语音在复习音素的基础上突出重读、节奏、语调的训练；语法以练为主，辅之以简明的小结；各单元生词和短语根据出现的先后顺序按普通词语和专有名词分别编号排列，并适当加注英语释义。每册书后附有本册的总词汇表和按构词类型编排的不规则动词累积表。

本教材各册配有《教师用书》供教师参考，并拟配录音磁带。

鉴于中等专业学校涉及行业较多，专业设置各异，英语课的时数也不相等，不便使用统一的专业英语阅读教材，学

完本教材之后，各校可根据具体情况，安排一定的课时，选学与本专业有关的专业英语材料，以便为学生毕业后在工作中阅读专业英语资料并继续提高英语水平奠定必要的基础。

本教材编写过程中，承蒙济宁医学院大力支持；刘仁德教授、苏荣诚高级讲师就教材的编写原则和实施方案提出指导性意见并担任审稿会主审；文作家、刘艾霞、邓延国等同志提供宝贵资料；张会利同志较早地提出编写动议并做了许多具体工作；有关中等专业学校英语教师大力协助和支持；谨此表示衷心的感谢。

本教材选用和参考的资料范围较广，恕不一一注明出处，在此谨向原编著者一并致谢。

由于我们水平有限，讹误难免，敬希读者不吝赐教。

编委会

1989年7月

CONTENTS

| | |
|--|----|
| Unit One | 1 |
| CONVERSATION | |
| How Are You? | |
| PHONOLOGY | |
| long vowels and length | |
| stress pattern O O | |
| intonation of statements | |
| TEXT A | |
| Easy or Difficult? | |
| GRAMMAR | |
| introductory <i>it</i> and <i>to</i> -infinitive | |
| relative <i>what</i> | |
| WRITTEN WORK | |
| TEXT B | |
| Do the English Speak English? | |
| Unit Two | 16 |
| CONVERSATION | |
| Very Glad to Meet You | |
| PHONOLOGY | |
| short vowels and length | |
| stress pattern O o O | |
| intonation of statements | |

TEXT A

The United States

GRAMMAR

relative clauses with *who* as subject

relative clauses with *which* as subject

WRITTEN WORK

TEXT B

Christopher Columbus

Unit Three 35

CONVERSATION

It's Time to Get Up

PHONOLOGY

short vowels contrasted

stress pattern o () o

intonation of statements

TEXT A

How to Miss a Train

GRAMMAR

present participle as adverbial

WRITTEN WORK

TEXT B

A Pair of Glasses

Unit Four 53

CONVERSATION

What Does the Weather Forecast Say?

PHONOLOGY

long and short vowels contrasted

stress pattern o O o o

intonation of statements

TEXT A

A Tale from India

GRAMMAR

adverbial clauses with *so...that*

indirect questions with *wh-words*

WRITTEN WORK

TEXT B

The Boy Who Cried Wolf

Unit Five68

CONVERSATION

How Was the Examination?

PHONOLOGY

diphthongs and length

stress pattern O o o O

intonation of statements

TEXT A

Why the Doctor Was Late

GRAMMAR

adverbial clauses with *while* and *while +*

-ing form

with + object + prepositional phrase

WRITTEN WORK

TEXT B

A Common Sickness

Unit Six 86

CONVERSATION

What Time Is It?

PHONOLOGY

diphthongs

stress pattern o O o o o

intonation of statements

TEXT A

The Happy Man's Shirt

GRAMMAR

verb + object + -ing form

verb + object + past participle

WRITTEN WORK

TEXT B

The Bag They Missed

Unit Seven 101

CONVERSATION

Good Night, Mom

PHONOLOGY

revision of vowels and diphthongs

stress pattern o O o O

intonation of wh-word questions

TEXT A

Robert Bruce, King of Scotland

GRAMMAR

verb + object + infinitive without *to*
-ing form and past participle as noun modifiers

WRITTEN WORK

TEXT B

A Man of the Forest

Unit Eight..... 119

CONVERSATION

We Can't Forget the Speed-Limit

PHONOLOGY

fortis plosives in various positions

stress pattern o O o o O

intonation of wh-word questions

TEXT A

What's the Weather Going to Be Like?

GRAMMAR

introductory *it* and *that*-clause

-ing form as object of prepositions or verbs

WRITTEN WORK

TEXT B

A Day at the Fair

Unit Nine 133

CONVERSATION

I'm Parking on the Wrong Side

PHONOLOGY

lenis plosives in various positions

stress pattern O o o o O

intonation of wh-word questions

TEXT A

Everything Included

GRAMMAR

relative clauses with *that* as object

relative clauses without *that* as object

WRITTEN WORK

TEXT B

The Wrong Number

Unit Ten.....151

CONVERSATION

I'm Always Ready to help

PHONOLOGY

fortis plosives; incomplete plosion

stress pattern o O o o o O

intonation of yes-no questions

TEXT A

Take Two Bullets with You

GRAMMAR

adverbial clauses with *although*

passive infinitive

WRITTEN WORK

TEXT B

The Amateur Photographer

Vocabulary 168

Irregular verb forms (accumulative) 180

How Are You?

Ed: Hi, How are you?

Bill: Fine, thanks. I'm Bill Jones.

Ed: Hello, Bill.

Bill: And you are?

Ed: I'm Ed White.

Bill: Hello, Ed.

Ed: See you later.

Bill: Good-bye.

Heleen: Good morning, Mrs Brown.

Mrs Brown: Good morning, Heleen.

Heleen: How are you this morning, Mrs Brown?

Mrs Brown: I'm very well, thank you. And how are you?

Heleen: Fine, thanks. How is Mr Barrow?

Mrs Brown: Mr Brown is nice, thank you.

Heleen: Good-bye, Mrs Brown.

Unit One

CONVERSATION

How Are You?

Ed: Hi. How are you?

Bill: Fine, thanks. I'm Bill Jones.

Ed: Hello, Bill.

Bill: And you are...?

Ed: I'm Ed White.

Bill: Hello, Ed.

Ed: See you later.

Bill: Good-bye.

☆

☆

☆

Helen: Good morning, Mrs Brown.

Mrs Brown: Good morning, Helen.

Helen: How are you this morning, Mrs Brown?

Mrs Brown: I'm very well, thank you. And how are you?

Helen: Fine, thanks. How is Mr Brown?

Mrs Brown: Mr Brown is fine, thank you.

Helen: Good-bye, Mrs Brown.

Mrs Brown, Good-bye, Helen. See you tomorrow.

Words and phrases

1. unit /'ju:nit/ *n.* 单位; 单元
2. conversation /,kɒnvə'seɪʃən/ *n.* 会话 (talk)
3. greeting /'gri:tɪŋ/ *n.* 问候

Proper names

1. Ed /ed/ 埃德 (男名)
2. Bill /bil/ 比尔 (男名)
3. Helin /'helin/ 海伦 (女名)

PHONOLOGY

1.1 Listen and repeat.

- A. Review of sounds: long vowels and length
(弱辅音, 如/d/, 前的元音之音长约为强辅音, 如/t/, 前的元音之音长的两倍)

/i:/

/a:/

bi:d bi:t

ha:d ha:t

mj:d mj:t

ka:d ka:t

li:v li:f

ta:d ta:t

ni:d ni:t

pa:z pa:s

li:g li:k

la:dʒ la:tʃ

/ɔ:/

| | |
|------|------|
| kɔ:d | kɔ:t |
| kɔ:z | kɔ:s |
| sɔ:d | sɔ:t |
| bɔ:d | bɔ:t |
| sɔ:z | sɔ:s |

/u:/

| | |
|-------|-------|
| ru:d | ru:t |
| lu:z | lu:s |
| ju:z | ju:s |
| dʒu:z | dʒu:s |
| fu:d | fu:t |

/ə:/

| | |
|-------|-------|
| hə:d | hə:t |
| kə:d | kə:t |
| sə:dʒ | sə:tʃ |
| pə:z | pə:s |
| sə:v | sə:f |

B. Stress and rhythm; stress pattern 〇 〇 (英语语流的节奏是以语句重音有规律地出现而形成的,非重读音节的多少基本上不影响语流的节奏)

'come 'here

'look 'out

'sit 'down

'try 'hard

'who's 'that?

C. Intonation; statements (意义完全而明确的陈述句用降调)

it was 'quite <good

I 'like it 'very <much

he'll 'come a<gain

TEXT A

Easy or Difficult?

There are about fifteen hundred languages in the world. But only a few of them are very important. English is one of these. Many, many people use it, not only in England and the United States, but in other parts of the world. About 200,000,000 speak it as their own language. It is difficult to say how many people are learning it as a foreign language. Many millions are trying to do so.

Is it easy or difficult to learn English? Different people may have different answers. Have you ever noticed ads of this kind in the newspapers and magazines? "Learn English in six weeks, or your money back..." "Easy and funny! Our records and tapes help you master your English in a month. From the first day your pronunciation will be excellent. Just send..." Of course, it never happens quite like that.

The only language that seems easy to learn is the mother tongue. We should remember that we all learned our own language well when we were children. If we could learn English in the same way, it would not seem so difficult.