



中等职业教育国家规划教材

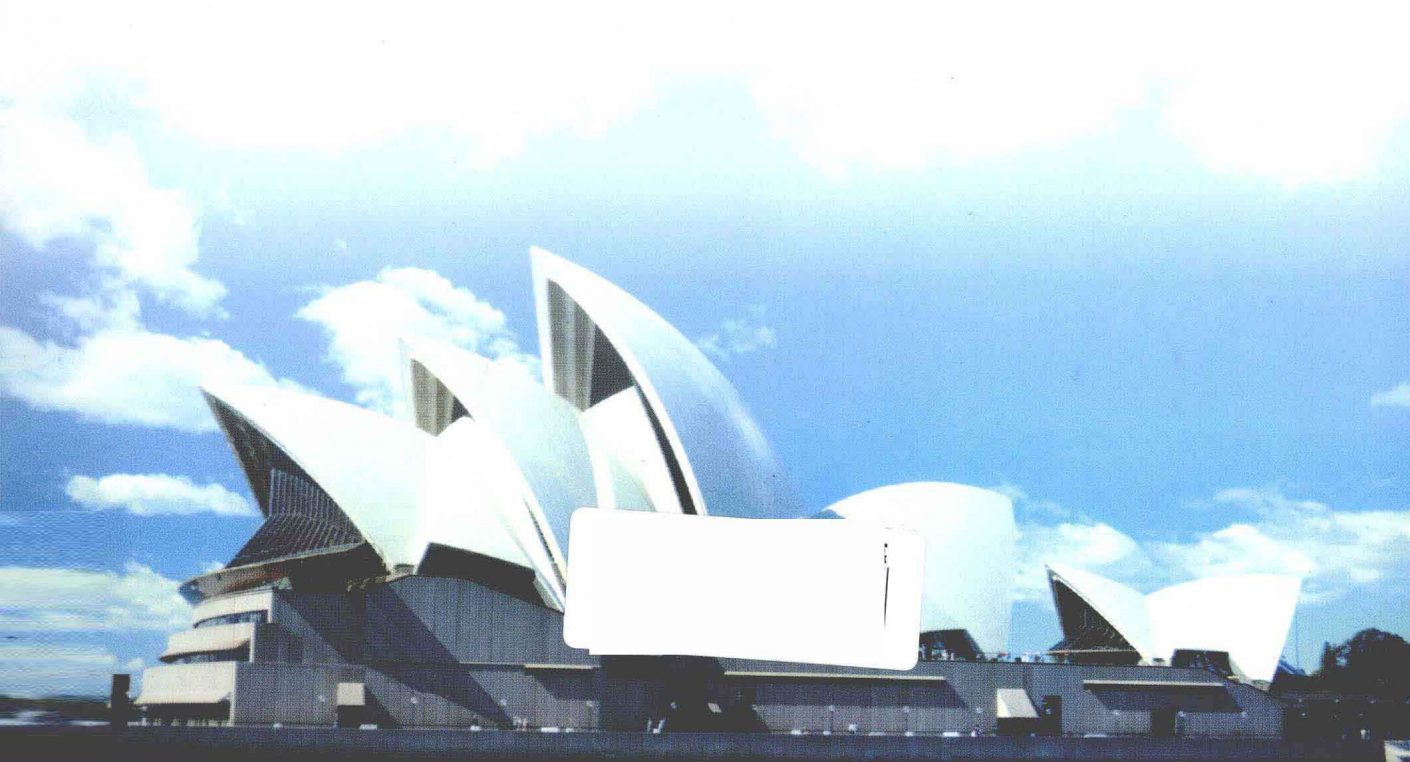
全国中等职业教育教材审定委员会审定

英语 (基础版)

学生用书 第一册

English for Secondary
Vocational School
Students' Book

主编 武尊民



北京师范大学出版社

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图书在版编目(CIP)数据

中等职业教育国家规划教材·英语(基础版)第一册:学生用书/武尊民主编. —北京:北京师范大学出版社, 2002. 7
ISBN 7-303-04790-5

I. 中… II. 武… III. 英语课—中等职业教育—教材
IV. G634.411

中国版本图书馆CIP数据核字(98)第15262号

北京师范大学出版社出版发行

(北京新街口外大街19号 邮政编码:100875)

出版人:常汝吉

北京师范大学印刷厂印刷 全国新华书店经销

开本:787mm×1092mm 1/16 印张:12 字数:291千字

2001年6月第3版 2002年7月第5次印刷

定价:12.50元

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《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,教育部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编写而成的,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

二〇〇一年五月

前言

《中等职业学校英语教学大纲》规定英语课程为职业学校各类专业学生必修的文化基础课。按照这个规定，本套教材的目的是：在初中英语教学的基础上，使学生巩固、扩大基础知识，发展听、说、读、写的基本技能；注重培养学生运用英语进行交际的能力和继续学习的能力；激发和培养学生的学习兴趣，帮助学生树立自信心，养成良好的学习习惯，提高自主学习的能力，形成有效的学习策略，为学生步入社会和进一步学习打好基础。

本教材以近年国际、国内外语教学理论的发展及研究成果为依据，在编写过程中参考了许多最新初级英语教材。教材编写的基本原则是“话题为主线”(topic based)和“任务为主线”(task based)。即在一个单元中设几项语言活动任务，围绕一个主题展开。教材所用语言是现代英语，力求反映口头用语与书面用语的区别。适当注意几个主要英语国家所用英语的差别。同时注意教学对象的年龄特点。

教材的编写注意了教学内容如语言结构、词汇等的重复出现。这样有利于帮助学生形成长期记忆，切实掌握教学内容。有些内容是先做讲解，在后面的单元里反复出现；有些内容是先出现于前面的某个单元，到后面的单元时再做讲解。这样做的好处是学生先有了印象，再通过课堂讲解加深印象以求掌握。

全套教材共四册，可以分四个学期使用，也可以根据各学校的具体教学情况及学生的专业特点自行安排。教学总时数为 220 学时，每周安排 3~4 学时。

全书共 10 个单元，每五个单元安排一个复习单元，通过归纳前面单元的主要内容和测试帮助学生巩固所学内容。在全书的后面还附设了〈初中重点语法项目练习〉部分。可以帮助有需要的学生梳理初中所学语法知识，以便更好地适应高中的教学内容。

近年来的外语教学研究越来越重视对学生学习能力和学习策略的培养。本教材在这方面做了些尝试，试图通过有步骤地介绍一些学习方法，引导学生注意培养有意义的学习策略。

教材布局介绍

1) Warm-up

准备工作：介绍本单元主题，其中包括语言功能以及部分词汇。

2) Listen and Speak: Task 1

听对话：了解本单元交际功能，简单口语练习。

3) Read and Write: Task 1

阅读短文/对话：学习本单元部分词汇和语法内容，简单书面表达练习。

4) Listen and Speak: Task 2

听对话/短文：进一步学习本单元交际功能，情景口语练习。

5) Read and Write: Task 2

阅读短文：进一步学习本单元语法和词汇内容，阅读理解练习和简单书面表达练习。

6) **Language Focus**

Grammar 本单元的语法内容讲解

Word Study 词汇学习

Exercises 本单元语法、词语练习

Pronunciation 复习语音单音发音、单词与句子重音、连读、失去爆破等

7) **Word List** 本单元要求掌握的词汇

8) **Learning to Learn** 学习策略：探讨研究有效的学习方法内容

9) **More about ...** 与本单元主题相关的简短阅读材料

这里有必要对学习策略做一下特别说明。

掌握并使用有效的学习策略是外语学习者在最短的时间内达到最佳的学习效果的必备条件。当代外语教学都很重视对学生进行学习策略的培养，很多教材都把学习策略的训练渗透到课堂教学之中。鉴于职业高中的学生在校期间课堂外语学习时间相对比较少，同时也为了确保学生获得外语学习的成功，本教材在每个单元中特别安排了学习策略的讨论。讨论基本上是以回答问题的方式进行的。答案没有对错之分，但是可以引导学生对自己的学习经历和学习策略进行反思。不同的回答可以显示学生所选择的不同学习策略。教师应鼓励学生根据自身情况采用适合自己的学习策略。同时也鼓励学生相互交流学习经验，提高学习效率。

为了切实达到预期效果，有关学习策略的讨论全部是用中文进行，以避免用英语而造成的不必要的语言障碍。此外，考虑到教学课时比较紧，教材中的有关学习策略的谈论最好是利用自习时间进行。建议操作方式：学生自己回答问题，然后两人一组或多人一组进行讨论，最后教师总结。

在本教材的编写过程中，我们就课本样章征求了一些省市职高教研部门和经验丰富的一线教师的意见，还举办了教材使用研讨会，对于教材的编写思路与呈现方式予以充分肯定和热情支持。同时也得到了不少颇有见地的意见和建议。在此期间，英语教育家陈琳教授、英语教学法专家胡春洞教授以及其他同行同事也对本教材的编写予以精心指教和各方面的支持。我们十分感动，谨向他们的支持和帮助表示感谢。

我们邀请英语教学研究前辈、德高望重的丁往道教授为本教材把关，以使教材的编写符合外语教学的一般规律。我们还邀请美籍专家 Cheryl Moen 和英国剑桥大学的 Lynda Taylor 博士审阅了教材。以保证教材所用材料准确，表述恰当，语言地道流畅。他们提出了许多宝贵的意见和建议，编者获益匪浅。在此也向他们表示衷心的感谢。

尽管我们力求呈献给中等职业学校英语教育一本比较好的教材，但是由于编者水平的局限性，教材中肯定存在这样那样的问题与误差，恳请使用学校提出批评意见和改进建议。

编者

2001年8月

Map of Book 1

Units	Topics	Functions/Notions	Grammar	Vocabulary
1	Meeting New People	Introducing people(介绍) Greeting(问候)	状语从句: ①when ,while 引导的时间状语从句 ②if 引导的条件状语从句 ③because 引导的原因状语从句 ④as 引导的方式状语从句	title, company, hobby, piano, introduce, greet, custom, common, formal, depend on, express, besides, address, situation, professor, customer
2	Our Day	Stating facts about daily life(陈述事实)	动词-ing 的形式 (1) ①作主语 ②作表语 ③作动词宾语 ④作定语	article, magazine, feed, secretary, type, supermarket, weekend, concert, college, job, application, advertisement, assistant, manager, manner, file, order, extra, trust
3	Social Customs: A Dinner Party	Asking for or giving advice (咨询和给予建议) Response to advice(对于 建议的应答)	动词-ing 的形式 (2) ①作介词宾语 -形容词+介词+动词-ing -动词+介词+动词-ing -介词+动词-ing ②动词-ing 形式的复合结构	social, advice, gift, host/hostess, suggestion, candle, fun , guest, kitchen, accept, comfortable, dumpling, natural, treat, invite, reply, reason, expression, roommate, fork, choose, spoon, shy

4	Where's the Post Office?	Asking and giving directions(问路和指路)	介词 in, on, at, across(表示地点与方位)	carpark, direction, department, celebrate, deliver, neighbour/neighbor, main, look forward to, officer, bank, general, pretty, church, ocean, central
5	On the Move	Prohibition and warnings(禁止和警告) Transportation(交通)	被动语态 (1) ①构成: be+动词的-ed 形式 ②被动语态的各种时态	fuel, circle, passenger, remove, highway, safety, according to, board, nearly, addition, in addition, speed, carelessly, law, mark, result in, responsibility, clothing
Revision I		Part A: Review	Part B: Practise Your Tongue Part C: Test Yourself	
6	Holidays and Travel	Opinions(表达意见)	被动语态(2) ①情态动词+be+动词的-ed 形式 ②可带双宾动词词的被动语态转换	plan, couple, camp, hotel, beach, in fact, rent, abroad, national, wild, view, attract, purpose, information, experience, preparation
7	I'm Sorry	Making an apology (道歉)	过去完成时: ①形式 ②与现在完成时比较 ③与一般过去时比较	apologize, chemistry, chemical, hole, promise, decision, spirit, in high/low spirits, as usual, desire, stare, ceiling, explain, brave, movie, brightly, actually, manage, control, make up one's mind, truth, tyre, forgive, satisfy, right now, vacation

8	Television	Asking for or giving opinions(征求或表达意见)	定语从句: 关系代词 who, whom, whose, which, that	discussion, opinion, effect, interview, entertainment, especially, terrible, useful, commercial, educational, advantage, play a part in, press, button, show, benefit, patient, take up, cause, period, get used to
9	Eating Out	Offering, accepting, or refusing(提议、接受或拒绝)	情态动词: can, could, may, might, will, would	ice cream, juice, beer, cafe, Italian, prepare, waiter, waitress, menu, check, bill, type, taste, dressing
10	Our Food	Inviting, accepting or refusing(邀请、接受或拒绝)	定语从句: 关系副词 when, where, why	weight, energy, not only... but also..., provide, properly, crop, production, raise, demand, balance, loss, soil, increase, war
Revision II		Part A: Review	Part B: Read the Stories Part C: Test Yourself	

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Unit 1

Meeting New People

Discuss the following questions in groups:

1. In China, when people meet for the first time, what do they do?
2. When people get to know each other, how do they usually greet each other?
3. Do foreigners do the same things as the Chinese?
4. If someone's name is John Smith, what are the different ways you can address him?

Do you know how to use the titles Miss, Mrs. and Ms.?

Listen and Speak: Task 1



Li Ming is a student of No. 5 Middle School. He is in Class 2, Grade 1. On the first day at school, he met a foreign girl at the school gate. Listen to the conversation between Li Ming and the foreign girl. While you are listening, try to answer the following questions.



Get ready—

Listen and repeat

1. Are you a new student?
2. Nice to meet you!
3. We are in the same class.
4. Where are you from?
5. Do you speak Chinese?

1. What is the foreign girl's name?

2. Where is she from?

3. Which class is she in?

Unit 1

4. Where are her parents?

5. Where do her parents work?

☐ Bank of China

☐ A German Company

Read and Write: Task 1



Read the following description of Lucy Reis and fill in the Student Card on the right.

Lucy, aged 16, is from Germany. She is the only daughter of Mr. and Mrs. Reis. She came to Beijing two months ago with her parents, who are now working in a German company in Beijing. Lucy had learned some Chinese before she came to China. She hopes that she can go on with her schooling in a middle school in Beijing. Her English is better than her Chinese, but she believes she can understand the lessons given by the Chinese teachers. Lucy has many interests and hobbies. She likes music, dancing, reading and travelling. She plays the piano quite well.

Student Card

First name _____

Last name _____

☐ Male ☐ Female

Age _____

Nationality _____

Languages _____

Reasons to be in Beijing:

Interests and hobbies:



Suppose you are going to study in another country. Write something about yourself.
The school needs this to fill in a Student Card for you.

Name _____	<input type="checkbox"/> Male <input type="checkbox"/> Female
Nationality _____	Languages _____
Interests and hobbies _____	

Listen and Speak: Task 2



When Li Ming and Lucy arrived at their classroom, they met their English teacher, Miss Zhao. Since Miss Zhao didn't know Lucy, Li Ming tried to introduce them to each other. Listen to the following and fill in the missing words.

Li Ming: _____, Miss Zhao!

Miss Zhao: Hi, how are you today?

Li Ming: _____. Thank you! Oh, have you met Lucy before?

Miss Zhao: No, I don't think I have.

Li Ming: _____.
This is Lucy. She is our classmate. (To Lucy) Lucy, this is our English teacher, Miss Zhao.

Lucy: _____, Miss Zhao!

Miss Zhao: Hi, Lucy, _____. By the way, where are you from?

Lucy: I'm from Germany. I came here with my parents. They are now working in Beijing.

Miss Zhao: Oh, really? _____.

Lucy: Thank you, Miss Zhao.

Read and Write: Task 2



Read the following passage and discuss the questions:

In everyday life, when people meet, they greet each other to show their friendliness and kindness. Greeting can be done in different ways. This is because different places or countries have different customs.

In English speaking countries, the most common way of greeting is to say "Hello". Sometimes, people just say "Hi", which is less formal than "Hello". Or depending on the time of day, people can say "Good morning", "Good afternoon", or "Good evening". Very often, besides greeting, people also ask about each other, for example, "How are you?" "How is everything?" Sometimes people also express their happiness to see each other, such as "Nice to see you!" But when two people meet for the first time, they should say "Nice to meet you!"

When people greet each other, they also address each other. In English, there are many different address forms, which are used for different people, at different times, and in different situations. The most common form to address someone is to put *Mr.*, *Mrs.*, *Miss*, or *Ms.* in front of the last name. In a shop or restaurant, a customer may be addressed as "sir" or "ma'am". In formal situations, people use words like "Doctor" or "Professor" to address someone who has these titles. But we cannot use the word "Teacher" to address a teacher as we do in Chinese. We can't say "Hello, Teacher Wang!" or "Good morning, teacher!" Instead, we can say "Hello, Mr. Wang" or "Good morning, Mr. Wang!"

Notes:

1. English speaking countries 讲英语的国家（如英国、美国、加拿大、澳大利亚、新西兰等）
2. address each other 相互称呼，如“先生、女士”等
3. Ms. (英国英语中也可以不写后面的点) 用来称呼女士，不说明婚姻状况
4. last name 姓。名字是“first name”或“given name”。如“John Smith”，即姓Smith，名John
5. ma'am [məm] 相当于 madam，但是ma'am更加常用
6. Doctor 在这里的意思是“博士”

Questions for discussion:

1. Why is greeting important in people's everyday life?

2. What do people say most often when they meet and greet each other in English speaking countries?

3. Can you give some examples of formal and informal(非正式的) greetings?

4. When do we use formal expressions and when do we use informal expressions?

5. What are the possible ways to address a teacher?

Language Focus

Grammar 状语从句**I. when和while 引导的时间状语从句**

when 为“当……时”的意思，指某个具体的时间，表示一件事发生之时另一件事也发生；**while** 为“当……的时候”的意思，强调主句中的动作与从句中的动作也在某一段时间内同时发生。例如：

When people greet each other, they also address each other.
(人们打招呼时也相互称呼。)

We'll have a big party for him when he gets here.
(当他到这儿时，我们将为他举行盛大聚会。)

Unit 1

While you are listening, try to answer the following questions.

(你在听录音时, 尽量回答下列问题。)

He often listens to music while working.

(他时常边工作边听音乐。)

II. if 引导的条件状语从句

if 表示“如果”的意思。例如:

If two people meet for the first time, they should say “Nice to meet you!”

(如果两个人初次见面, 他们应该说: “认识你很高兴。”)

If I work late, I will get tired.

(如果我工作到很晚, 就会疲劳。)

If we don't start now, we'll be late.

(如果现在不出发, 我们就该迟到了。)

III. because 引导的原因状语从句

because 表示原因。例如:

Greeting can be done in different ways because different places or countries have different customs.

(可以用不同的方式打招呼, 因为不同的地区和国家有不同的习俗。)

I like my job very much because the work is interesting.

(我非常喜欢我的工作, 因为这份工作很有意思。)

I couldn't see her expression, because her head was turned.

(我看不到她的表情, 因为她的头转过去了。)

IV. as 引导的方式状语从句

as 表示“像……一样”的意思。例如:

We cannot use the word “Teacher” to address a teacher as we do in Chinese.

(我们不能像中文那样用“teacher”称呼教师。)

I did as he asked.

(我照他的要求做了。)

I have changed it as you hoped.

(我按你所希望的那样把它换掉了。)

Word study

1. 词的派生

在学习英语单词时，我们可以注意到有一些单词在加上前缀或后缀后，能够派生出另外一些词汇来，称为派生词，它们有时是在词性上起了变化，有时是在词义上有了延伸，在使用上也就与原词不同。

动词	名词	名词(人)	形容词	副词
	friendship 友谊	friend 朋友	friendly 友好的	
teach	teaching 教学	teacher 教师		
express	expression 表达, 表情		expressive 表现的, 富于表情的	expressively 表现地, 表示地
depend	dependence 依靠 dependency 依赖; 附属国 independence 独立	dependent 家属	dependent 依靠的 dependable 可靠的 independent 独立的	independently 独立地

在学习新词时，如果能够同时了解它们的派生词，会极大地加快英语单词的记忆。但是一定要注意查阅词典，不能随意推断。例如，cook 一词的名词是 cooking，而“厨师”不是 cooker，而是 cook。cooker 则通常是指烹饪所用的器皿。

2. 后缀 -ness

如果在一些形容词词尾加上 -ness，它们就变成了名词。例如：

kind (好意的、好心的) — kindness (好意、好心)；

careful (小心的) — carefulness (小心)

当形容词词尾是字母 y 时，通常要把 y 改写成 i 然后加 -ness。

把下列形容词改写成名词：

dark _____

busy _____

cheap _____

happy _____

dirty _____

bright _____

ill _____

cool _____

sick _____

dry _____