



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 第四册

English for Secondary
Vocational School
Students' Book

武尊民 赵小冬 程晓堂 编



北京师范大学出版社

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前 言

本套教材是根据《中等职业学校英语教学大纲》的要求，专门为中等职业学校英语课程编写的基础英语教材。教材的编写指导思想是：使学生在初中英语学习的基础上，巩固、扩大基础知识，进一步发展听、说、读、写的基本技能；注重培养学生运用英语进行理解与表达的能力以及运用英语分析问题和解决问题的能力；激发和培养学生学习英语的兴趣，帮助学生树立英语学习的自信心，养成良好的学习习惯，形成有效的学习策略，培养自主学习的能力；帮助学生在英语学习过程中培养观察、记忆、思维、想象和创造能力；提高学生的文化意识和跨文化交际能力，激发学生发扬爱国主义精神，增强世界意识。另外，教材还提供初步的专门用途英语的训练，为学生步入社会和进一步学习打好基础。

本套教材以近些年来国内外外语教学研究成果为依据，力求体现外语教学中的新思想、新思路。在编写过程中，我们参考了很多国内外最新出版各类英语教材，尽可能吸收其中的优点。教材编写的基本原则是，以话题为主线（Topic based），以任务为基础（Task based），即每一个单元的教学内容围绕一个主题展开；教学活动主要以任务形式来设计。所谓任务，就是用英语来做事情的各种各样的活动。学生通过用英语做事情来学习英语。完成任务的过程就是学习英语的过程。教材所用语言材料都是当代英语，力求反映口头用语与书面用语的区别，适当注意体现几个主要英语国家所用英语的差别。

本套教材共四册，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。本册书共 12 个单元，供一个学期使用。

教材布局介绍

(1) Warm-up

这是一个准备性的活动，也可称为热身活动。其主要目的是：引发学生对本单元话题的兴趣；启发学生结合单元话题进行思考，充分展示和交流已有知识和经验；为后面的学习内容在语言上做简单的铺垫。

(2) Listen and Speak: Task 1

这是第一轮听说活动。一般是让学生听一段与本单元话题有关的对话或短文，主要目的是通过听来获得信息；并在此基础上展开讨论等口头练习活动。

(3) Read and Write: Task 1

这是第一轮读写活动。学生阅读一段短文，在阅读理解的基础上进行讨论，然后进行简单的书面表达练习。

(4) Listen and Speak: Task 2

这是第二轮听说活动。其目的与第一轮听说活动类似，但往往在难度和深度上有所提高，教师的教学要求也可以相应提高。

(5) Read and Write: Task 2

这是各单元最后一轮教学活动，以读写练习为主。阅读文章的篇幅加长，难度略有提高，也是各单元主要语法项目和重点词汇的来源。

(6) Language Focus

这一部分主要包括语法学习（**Grammar**）和词汇学习（**Word Study**）两个部分。语法学习主要是就某个语法项目做简要的提示和举例，一般是学生在初中阶段学习过的项目，少数是新增内容。词汇学习以构词法的学习为主，有些单元也着重学习一些常见的容易混淆的单词或者用法比较复杂的单词。

(7) Exercises

为了有利于学生课后学习以及进一步巩固已学内容，我们在每单元后面安排了适量的书面练习，以语法学习、词汇学习为主。

(8) Word List

每单元后面的词汇表列出本单元出现的主要词汇。这些单词不一定是生词，主要是供学生预习或复习时参考。教材中出现的超纲词汇用*号表示，教师在教学中可以灵活处理。

(9) More about

为了给学生提供更多的阅读材料，我们在每单元的后面增加了一个部分“More about”，它通常是与本单元主题相关的简短阅读材料。

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业教育教研部门和部分一线教师的意见，还举办了教材使用研讨会，他们对教材提出了宝贵的意见和建议。在此期间，北京师范大学外语系的诸多同事以及英语教育界很多人士也对本教材的编写予以精心指导和各方面的支持，我们谨向他们表示诚挚的感谢。由于编者水平有限，教材中肯定还存在一些问题，恳请广大读者提出批评和指正。

参加本册书编写工作的有：武尊民、赵小冬、程晓堂（按姓氏笔画顺序）。

编 者

2002 年 7 月

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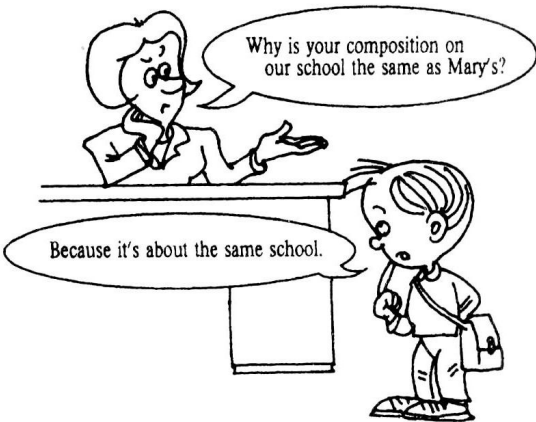

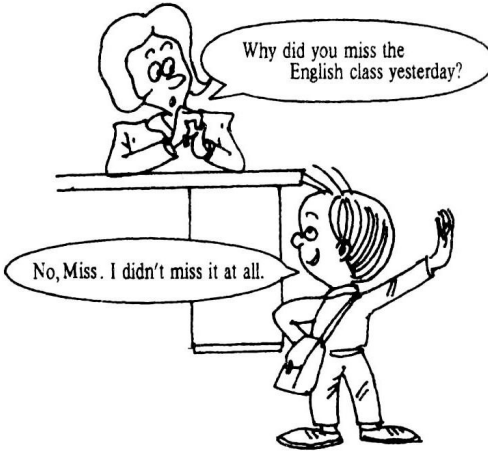
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Unit 1

School Life

Warm-up

Work in small groups. Look at the cartoons below and try to discuss what the cartoons probably mean. It does not matter if you have different opinions in the group.

 <p>Boy: What have I learned today? My mother will ask me.</p>	 <p>Teacher: Why is your composition on our school the same as Mary's? Boy: Because it's about the same school.</p>
 <p>Boy: What can I do if I want to be sent home?</p>	 <p>Teacher: Why did you miss the English class yesterday? Boy: No, Miss. I didn't miss it at all.</p>

Listen and Speak: Task 1



1. Many people say school days are the best days in their life. Did you have a lot of happiness in your primary school or junior middle school? Did you also have some unhappy memories? Work in groups of four. Tell each other a few things about your past school life.
2. Now listen to three students talking about their school days. When you are listening, note down the happy and unhappy things that are mentioned by each student.

	Happy things	Unhappy things
Student 1		
Student 2		
Student 3		

Read and Write: Task 1



1. What do you think are the most important things for a good school? Kind teachers? Interesting subjects? Or freedom? Work in groups and discuss the question briefly.
2. In the table below, in the left column are some statements about the aims of school education. Read the statements carefully and do the following:
 - 1) In column A, put a number 0-5 according to how important **you think** they are.
0 = not important at all; 5 = very important.
 - 2) In column B, put a number 0-5 according to the importance given to these aims at the school **you went to**.

	A	B
1. Helping students to develop their personality and character.	<input type="checkbox"/>	<input type="checkbox"/>
2. Helping students to do as well as possible in exams.	<input type="checkbox"/>	<input type="checkbox"/>
3. Teaching students about right and wrong.	<input type="checkbox"/>	<input type="checkbox"/>
4. Showing students how to get on with other people.	<input type="checkbox"/>	<input type="checkbox"/>

5. Teaching students about what is going on in the world.	<input type="checkbox"/>	<input type="checkbox"/>
6. Keeping students busy.	<input type="checkbox"/>	<input type="checkbox"/>
7. Teaching students how to read and write well.	<input type="checkbox"/>	<input type="checkbox"/>
8. Preparing students for their future job.	<input type="checkbox"/>	<input type="checkbox"/>
9. Making school a pleasant place.	<input type="checkbox"/>	<input type="checkbox"/>
10. Making students disciplined.	<input type="checkbox"/>	<input type="checkbox"/>

3. Write a short paragraph about three things that you think are most important for a school. You can start like this:

I think three things are most important for a school. First,

Listen and Speak: Task 2



1. Work in groups and discuss the question: Should schools give children freedom about what to study, how to study, and when to study and when to play?
2. Listen to two speakers discussing the question above. While you are listening, try to take down the speakers' main opinions in the table below.

Speaker 1	
Speaker 2	

Read and Write: Task 2



Read the article and do the tasks that follow.

Why Go to School?

School is one of the first social situations that you go to outside your family. Your attitudes are deeply shaped by the type of education you receive, by the personalities of your teachers, and by the suitability of the education for your career objectives. Although your first responses to your early educational environment were probably influenced by your attitudes of your family and friends, your later responses to life itself will be greatly affected by how and where you were educated.

Both you and your school are responsible for your education; it is a two-way street. Many people today argue that today's educational system does not meet the needs of students. If this is true, then the entire system of our education must be examined and reorganized. If the statement is false, then it is the responsibility of the educational system to make people believe the system is a good one. No educational system, however, can do a good job for you, the student, unless you yourself make contribution to the educational process.

The main objective of a school should be to teach you to think for yourself, to find your own value, and to develop your potential. School is not a place where you simply learn the ideas of other people or the knowledge written in books.

In school, you must always ask yourself questions like these: Whose values am I learning? Where do the teachers' ideas come from? Is everything introduced in the teaching materials right and appropriate for me?

The best school is not the one that forces you, the students, to fit in, but the one that tries its best to fit you in. So does your school fit your interests and your needs?



Notes:

think for yourself 自己拿主意

1. Answer the following questions.

- 1) What influence does education have on people?
- 2) Who is responsible for our education?
- 3) What are the major objectives of school education?

2. Compare the contents of the text with the actual situation in the school you are now studying in. Write a letter to the headmaster suggesting a few ways to improve the education at the school. You can start like this:

Dear Headmaster,

Generally speaking, I like this school. But I think it can be improved in a few ways. First, ...

Language Focus

Grammar 反身代词的用法

英文中的反身代词包括 myself, yourself, himself, herself, ourselves, themselves, yourselves, itself 等。它们的基本用法如下:

1. 表示强调某人自己或某物本身。例如:

(1) You yourself should also make contribution to the educational process.

(你自己也应该在教育过程中做出努力。)

(2) Your later responses to life itself will be greatly affected by how and where you were educated.

(你以后对生活本身的态度将在很大程度上受到你接受教育的方式和地点的影响。)

2. 表示自己做或亲自做, 而不是让别人来做。例如:

(3) Don't worry, Miss White. I'll type this letter myself.

(别担心, 怀特小姐。这封信我自己来打。)

(4) I'm busy. Can you get a drink yourself?

(我正忙着。你自己拿点饮料好吗?)

(5) Why didn't you talk to the headmaster yourself?

(你为什么不自已/亲自找校长谈?)

注意: 表示亲自做或自己做, 也可以说 for yourself (myself)。例如:

(6) If you don't believe me, go and see for yourself.

(如果不相信我, 你自己去看看吧。)

3. 表示不依靠别人的帮助, 独立地做某事, 一般用介词 (all) by。例如:

(7) I always do my homework (all) by myself.

(我总是独立完成家庭作业。)

注意：如果说 I always do my homework myself, 意思是“我总是自己做家庭作业（而不是请别人代劳）”。

4. 表示独自、一个人。例如：

(8) Everyone is having fun. Why are you sitting here by yourself?

(大家玩得都很开心。你怎么一个人坐在这里?)

5. 作动词或介词的宾语。例如：

(9) You should ask yourself whether you like this job.

(你应该问问自己是否喜欢这份工作。)

(10) I bought myself a pair of shoes.

(我给自己买了双鞋。)

(11) The child hurt himself when he was playing with a knife.

(那个小孩玩小刀时把自己伤着了。)

Word study

fit 的几种用法

1. 作及物动词使用，表示“适应……”或“适合……的需要”。例如：

(1) We should not force the students to fit the school. On the contrary, the school should try to fit the students.

(我们不能强迫学生适应学校。相反，学校应该努力适合学生的情况。)

2. 作动词使用，表示“(衣服)合身”。例如：

(2) My mother bought me a new sweater, but it doesn't fit.

(我妈妈给我买了一件新毛衣，但不合身。)

注意，表示颜色或式样不合适时，一般用形容词 suitable。例如：

(3) That old lady is wearing a red blouse. I don't think the colour is really suitable for her.

(那个老太太穿着一件红衬衣。我觉得颜色对她不合适。)

3. fit 作形容词使用时，表示“适合”、“称职”等意思，一般与 for 连用。例如：

(4) These bicycles are not fit for the roads in the countryside.

(这些自行车不适合在乡下的道路上骑。)

(5) Mary is young, but she is fit for the job.

(玛丽虽年轻，但对这份工作，她是称职的。)

如果不用介词 for，也可以说 be fit to do something。例如：

(6) In a word, that government is no longer fit to rule.

(总之，那个政府已经不适合继续执政了。)

Exercises

I. Use the following verbs to complete some statements about a good school's responsibilities.

understand
prepare
improve

get on with
distinguish

develop
make (used twice)

A good school's responsibilities

1. Help students to _____ their personality and character.
2. Teach students to _____ between right and wrong.
3. Show students how to _____ other people.
4. Help students to _____ their reading and writing skills.
5. Help students to _____ for their future life.
6. _____ the school a pleasant place.
7. Let students _____ their own decision.
8. Help students to _____ the world better.

II. The paragraph below is taken from "Read and Write: Task 2" in this unit. Can you fill in the blanks without looking at the original text?

Both you and your school are (1) _____ for your education; it is a two-way (2) _____. Many people today (3) _____ that today's educational system does not (4) _____ the needs of students. If this is (5) _____, then the entire system of our education must be (6) _____ and reorganized. If the statement is (7) _____, then it is the responsibility of the educational system to (8) _____ people believe the system is a good (9) _____. No educational system, however, can do a good job for you, the student, (10) _____ you yourself make contribution to the educational process.

III. Below is part of an international student registration form. Can you fill out the form with your own information?

International Student Registration Form

General Information

Student's full name (as it appears on passport/birth certificate): _____

Permanent address (in home country): _____

Individuals living at permanent address: ___ Father ___ Mother ___ Other(s) (list by relationship):

Telephone number (including country code): _____

Date of Birth ____/____/____
Month Day Year

Sex: ___ Male ___ Female

Father's name: _____ Current Employer: _____

Mother's name: _____ Current Employer: _____

Student's Government Identification Number: _____

Number of years of English study: _____

Current English level: ___ Good ___ Fairly good ___ Poor

IV. Complete the following sentences. Pay attention to the use of *fit*.

1. 如果你到另外一个国家，你需要一些时间适应新的环境。
When you go to another country, it takes some time _____.
2. 你买新衣服时一定要试一试。否则衣服可能不合身。
When you buy new clothes, you must try them on. Otherwise _____.
3. 这个型号的计算机价格太高。不适合中国的市场。
This computer is too expensive. It is _____.
4. 这家公司解雇了所有不称职的员工。
This company has fired all the employees _____.
5. 我们认为王明不适合做班长。
We don't think _____ our monitor.

V. Translate the sentences into English. Pay attention to the use of reflective pronouns.

1. 请自己用咖啡。

2. 我想给自己在乡下建一所房子。

3. 我不反对他们，是他们自己意见不一致。

4. 他是总经理，但他总是亲自检查每一台电脑。

5. 这个程序是他独立设计的。

6. 这件衬衫不是买的，是我自己做的。

7. 他一个人住在一所大房子里。

8. 你见到校长本人了吗？

Word list (加*号的词是大纲词汇表里没有列出的词，以下各单元同)

composition [kəmˈpəʊzɪʃən] *n.* 作文

decide [dɪˈsaɪd] *v.* 决定

primary [ˈpraɪməri] *adj.* 初级的；小学的

primary school 小学

develop [dɪˈveləp] *v.* 开发；发展

character [ˈkærɪktə] *n.* 品质；特性

exam [ɪɡˈzæm] *n.* 考试；测试

get on with 与……相处

pleasant [ˈplezənt] *adj.* 令人愉快的；舒适的

attitude [ˈætɪtjuːd] *n.* 态度；观点

shape [ʃeɪp] *v.* 影响；塑造

receive [rɪˈsiːv] *v.* 得到

suitability [sjuːtəˈbɪlɪti] *n.* 适合性

career [kəˈrɪə] *n.* 职业；事业；生涯

*objective [ˌɒbˈdʒektɪv] *n.* 目标；任务

*response [rɪˈspɒns] *n.* 反应；应答

*influence [ˈɪnfluəns] *v.* 影响

*disciplined [ˈdɪsəˈplɪnd] *adj.* 守纪律的

educate [ˈedʒukeɪt] *v.* 教育；使受教育

responsible [rɪˈspɒnsəbl] *adj.* 负责的；需负责的

*reorganize [rɪˈɔːɡənaɪz] *v.* 重组

statement [ˈsteɪtmənt] *n.* 陈述；说明；声明

false [fɔːls] *adj.* 不正确的；假的

responsibility [rɪˈspɒnsəˈbɪlɪti] *n.* 责任

contribution [kɒntri'bju:ʃən] *n.* 贡献
 make contribution to 对……做出贡献
 unless [ʌn'les] *conj.* 如果不, 除非
 process [prəu'ses] *n.* 过程; 进程
 potential [pəu'tenʃəl] *adj.* 潜在的; *n.* 潜力
 value ['vælju:] *n.* 价值; 价值观
 material [mə'tiəriəl] *n.* 材料; 原料
 *appropriate [ə'prəʊpriət] *adj.* 合适的; 适当的
 force [fɔ:s] *v.* 强迫; 迫使
 fit [fit] *v.* (使) 适合; (使) 符合

More about School Life

Small Schools in Britain

Britain has many small islands. On these islands, the schools are usually very small, sometimes only one teacher and a few pupils. Below are two schools like this.

Sutherland School

If Mary Ann, 6, arrives at school just 5 seconds late, it is immediately noticed. When the teacher Mrs Jolly asks the class a question she always looks at Mary Ann. When you're the only pupil in the school there's not a great deal you can do.

Mary Ann and her parents live on a small island. There isn't a school nearby, so the education authority decided to give Mary her own teacher and schoolroom. "I thought it would be the easiest job I had ever done," said Mrs Jolly, "but that soon changed. I have to take the part of another pupil, really, and it can be very exhausting. We don't have a timetable. We might be doing arithmetic and suddenly a bird appears at the window, so we start a discussion about birds."

Rhum School

"There's only one classroom in our school because the room next door is used as the church." Sandra Mackay, 10, has just five classmates at her school on the Hebridean island of Rhum. This whole island is a nature reserve, so red deer and grey seals are easily seen. The pupils know they're lucky, but small schools have their drawbacks too.

"I like this school, but I do miss other boys to play with," said Peter Mackay, the only boy in the school. "Sports are also a problem. We don't have enough space, and sometimes not enough pupils to form a team."