



教育部职业教育与成人教育司推荐教材
五年制高等职业教育文化基础课教材

英语教程

预备级

(修订版)

ENGLISH FOR
HIGHER VOCATIONAL EDUCATION

主编：刘凤玲 主审：陈琳



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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修订版说明

《英语教程》自 2000 年正式出版发行以来,得到广大读者的充分肯定。该套教材是教育部职业教育与成人教育司推荐教材,并于 2006 年被评为“普通高等教育‘十一五’国家级规划教材”。

《英语教程》根据《五年制高等职业教育实用英语课程基本要求》和《普通高等专科学校英语课程教学基本要求》编写而成。教材突出了“立足实用、打好基础、强化能力”的高职英语教学原则,其基本思路立足于以人为本,提高学生的英语交际能力;采用听读领先的教学模式,以话题为中心,开展听、读、说、写的综合训练;合理设计,注重科学性、趣味性、前瞻性和灵活性,强调实用性。教材由浅入深,循序渐进。根据学生可塑性强的特点,设计各种实用有趣的活动,不仅为学生提供练习的机会,更使他们在运用语言交际的过程中获得乐趣和成就感。针对大班课堂学生水平差异较大的情况,设计难易程度不同的练习材料,以利师生取舍。

近年来,随着高等职业教育的发展,针对目前五年制高职学生的英语水平现状,原教材显露出不足之处,如:课文的生词量过大(15%);词汇复现率比较低;基础阶段个别文章偏难;习题量以及形式需要改进。为了使这套教材更加完善,适应初中后的高职教育的实际需要,全国五年制高等职业教育公共课开发指导委员会和外语教学与研究出版社组织部分作者利用问卷调查、信息反馈和师生座谈的形式,广泛地征求使用者和专家的意见和建议,对原教材进行修订。《英语教程》修订版在保留原有特色的基础上,适当降低起点和难度,以符合学生的实际水平。同时,注意吸收新知识和新观念,适当增加跨文化交际方面的材料,增加课堂活动的趣味性,突出实用性,以符合学生的学习特征和认知规律,使教材结构更趋合理,便于学生和教师使用。

本套修订版教材包含预备级和 1-6 册,各册之间呈一定的梯度。预备级和 1-3 册为基础阶段;4-6 册为提高阶段,侧重专业方向:4 册侧重听说技巧,5 册侧重商务技巧,6 册侧重翻译技巧。

新版预备级教材保留了原教材的特色,并充分注意以下几点:

1. 以素质教育为核心,以培养学生英语实用交际能力为重点,处理好语言知识传授和语言应用能力培养的关系。不以语法为纲,也不排斥必要的语法知识,以必须和够用为度。练习设计主要着眼于培养学生英语语言应用能力。

2. 以话题为中心,组织各项基本技能训练活动。话题主要选择学生在学习过程中和

今后职业岗位上所涉及的常用话题。以这些话题为中心，多侧面和多层次地组织与之有关的语言材料，使学生有机会接触、消化和积累与话题有关的语言现象和语料，参与各种训练活动，有效地表达自己的意思和情感。

3. 语言材料的选择，除了考虑不同学习阶段的难易程度外，注重科学性、趣味性和适度的前瞻性，强调实用性和针对性，力求体现“五年制、高职、实用”的特点。

4. 巩固语言知识与提高语言应用能力相融并进。在语言知识的安排、语言材料难度的确定和话题的选择等方面力求更贴近学生的实际水平，同时又通过语言知识和语言材料的处理方法、练习的设计和话题的拓展，力求巩固学生的语言知识，进一步提高学生的语言应用能力。

参加本书编写的人员有（以姓氏笔画为序）：常州纺织服装职业技术学院刘凤玲（Unit One, Unit Five, Unit Seven, Unit Eight）、无锡职业技术学院朱盘宝（Unit Three, Unit Four）、北京工业职业技术学院陈建珍（Unit Two）和郑州铁路职业技术学院寇世忠（Unit Six）。

本教材的修订是在外语教学与研究出版社高等英语教育出版分社的关心和大力支持下进行的，谨此致谢。由于时间仓促和编者水平有限，书中存在的缺点和不足之处，恳请广大师生和读者批评指正。

编者

2010年5月

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UNIT ONE

Classroom Manners



LISTENING AND SPEAKING

Classroom English



READING

Classroom Manners



WRITING AND TRANSLATION



GRAMMAR

The Parts of Speech and Parts of Sentence



LISTENING AND SPEAKING

Classroom English

A You will hear one word read from each group. Choose the word you hear.

- | | | |
|-------------|-----------|-----------|
| 1. A. had | B. hand | C. land |
| 2. A. bird | B. girl | C. work |
| 3. A. pay | B. lake | C. make |
| 4. A. why | B. guide | C. lie |
| 5. A. fair | B. pear | C. glare |
| 6. A. sure | B. poor | C. insure |
| 7. A. loud | B. flower | C. house |
| 8. A. load | B. broke | C. folk |
| 9. A. avoid | B. noise | C. enjoy |
| 10. A. here | B. mere | C. gear |

B You will hear a poem about classroom manners twice. Listen carefully and read after the recording. Practise more till you can recite it.

Speak loud

In front of the crowd.

Please don't fear,

Speak really clear.

When you sit,

Your butt should fit

In your chair,

Not high in the air.

Hearts, like doors will open with ease,

To very, very little keys.

And don't forget that two of these

Are "Thank you sir" and "If you please".

C You will hear two conversations. Each will be read twice. Listen carefully and choose the right answer to each question. Before listening, learn the following words and expressions.

stand for	代表
mile /maɪl/ <i>n.</i>	英里 (= 1,609 米)
per /pɜː/ <i>prep.</i>	每, 每一
What is it called?	它叫什么?
write down	记录下来
opposite /'ɒpəzɪt/ <i>adj.</i>	对面的; 相反的
What does it start with?	它是以什么开头的?
say it in your head	在心里说

Conversation 1

1. What's the relationship between the two speakers?
 - A. Teacher and student.
 - B. Classmates.
 - C. Brother and sister.
2. What does "mph" stand for?
 - A. Meters per hour.
 - B. Miles per hundred.
 - C. Miles per hour.

Conversation 2

3. Where does this conversation happen?
 - A. In a shop.
 - B. In a classroom.
 - C. At home.



4. Which word is mainly talked about in the conversation?

- A. Left.
- B. Right.
- C. Write.

5. What is the boy asked to do?

- A. He is asked to write it down.
- B. He is only asked to repeat it.
- C. He is asked to teach it.

D You will hear five sentences. Each will be read three times. Listen, repeat and write down what you hear.

1. _____
2. _____
3. _____
4. _____
5. _____

E Listen to the following expressions and practise them in pairs or groups.

What did you put / write for No. 1? 第一题你的答案是什么?

How did you answer No. 1? 第一题你是怎么答的?

I agree. 我同意。

I don't agree. 我不同意。

What do you think? 你是怎么想的?

I think that's right. 我认为是对的。

I think that's wrong. 我认为错的。

Let's ask the teacher about this. 让我们问问老师吧。

Who's going to begin? 谁先来?

You start. 你先来。

Let's start. 开始吧。

Which roles are you going to take? 你们想扮演什么角色?

I'll be ..., You'll be ... 我当……, 你当……

It's my turn. 该我了。

It's your turn. 该你了。

Whose turn is it? 轮到谁了?

I think we've finished. 我想我们已经完成了。

What should we do now? 我们现在该做什么?

F Listen to the following classroom English expressions. Match them with their Chinese versions below.

- A. Is everybody here?
- B. Today we'll begin a new lesson.
- C. Next page, please.
- D. Could you explain again, please?
- E. Put your hands up if you can't follow, please.
- F. Try it in English, please.
- G. Let's check the answers.
- H. Don't be afraid (nervous / shy).
- I. Review what we did today, then try the exercises after the text.
- J. I'm sorry, I didn't understand.
- K. Who can translate this sentence better?
- L. Be quiet, please.
- M. Have a guess if you don't know.
- N. Ask me if anything is not clear to you.
- O. If you need help, stay behind after class.

- 1. 请安静。
- 2. 请翻到下一页。

3. 都到齐了吗?
4. 不懂就请举手。
5. 如果你不会，就猜一猜。
6. 今天我们上新课。
7. 如果你需要帮助，课后留下来。
8. 试着用英语说。
9. 对不起，我不懂。
10. 请你再解释一遍好吗?
11. 不清楚请问我。
12. 别害怕 / 紧张 / 不好意思。
13. 复习今天学习的内容，然后试着做课文后的练习。
14. 让我们来核对答案。
15. 谁能把这个句子翻译得更好些?

G

Work in pairs. Student A uses File A and Student B uses File B.

File A

1. Read the following classroom expressions to your partner.

- | | |
|---------------------------------|--------------------------------|
| 1) Stand up, please. | 2) Turn around, please. |
| 3) Sit down, please. | 4) Put your hands up, please. |
| 5) Put your hands down, please. | 6) Write it down, please. |
| 7) Read aloud, please. | 8) Repeat what I said, please. |
| 9) Clap your hands. | |

2. Now change your turn. Listen to your partner carefully and act as what he or she asks you to do.

File B

1. Listen to your partner carefully and act as what he or she asks you to do.

2. Now change your turn. Read the following classroom expressions to your partner.

- | | |
|---------------------------------|--------------------------------|
| 1) Stand up, please. | 2) Turn around, please. |
| 3) Sit down, please. | 4) Put your hands up, please. |
| 5) Put your hands down, please. | 6) Write it down, please. |
| 7) Read aloud, please. | 8) Repeat what I said, please. |
| 9) Clap your hands. | |

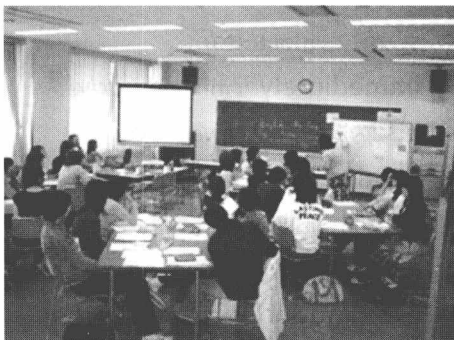


READING

Classroom Manners

Manners make the man. Manners in the schoolroom are as important as they are everywhere else.

Come to class **punctually**. If you are late, an **apology** should be made to the teacher either at the time or after class. Repeated **lateness** is a form of **rudeness**, as a **latecomer** takes away everyone's attention from the lesson.



It is bad manners in the classroom to talk while anyone else is talking. If you have something to say on the subject, wait till you have a chance and say it to the whole class. If it is not on the subject, keep it till the class is over. **Thoughtlessness** of others is **considered** bad manners at any time and any place. Don't **interrupt** anyone who is **reciting** or speaking. It is also bad manners to keep **silent** when the teacher asks you a question. If you do not know the answer, say so **immediately** in a voice loud enough for the whole class to hear.

It is bad manners in the classroom as it is **elsewhere** to look at anything your

neighbour has written, or to try to see what mark he has received without asking for his permission. In examinations and in certain kinds of written work intended to measure a student's own progress, it is not only dishonest but foolish to help or to ask for help from one another.

New Words and Expressions

manner /'mænə/ <i>n.</i>	礼貌；举止；态度
punctually /'pʌŋktʃuəli/ <i>adv.</i>	准时地
apology /ə'pɒlədʒi/ <i>n.</i>	道歉；认错
lateness /'leɪtnɪs/ <i>n.</i>	迟到
rudeness /'ruːdnɪs/ <i>n.</i>	无礼；粗鲁
latecomer /'leɪt.kʌmə/ <i>n.</i>	迟到者
take away	拿走；夺去
thoughtlessness /'θɔːtlɪsnɪs/ <i>n.</i>	欠考虑；不为他人着想
consider /kən'sɪdə/ <i>vt.</i>	将……视为；认为
interrupt /ɪntə'rʌpt/ <i>v.</i>	打断；打扰
recite /rɪ'saɪt/ <i>v.</i>	背诵；叙述
silent /'saɪlənt/ <i>adj.</i>	沉默的
immediately /ɪ'mɪdiətli/ <i>adv.</i>	立刻，马上
elsewhere /els'hweə/ <i>adv.</i>	在别处；到别处
neighbour /'neɪbə/ <i>n.</i>	邻居
receive /rɪ'siːv/ <i>vt.</i>	收到；接收
permission /pə'mɪʃən/ <i>n.</i>	许可；准许
examination /ɪg.zæmɪ'neɪʃən/ <i>n.</i>	考试
intend /ɪn'tend/ <i>vt.</i>	原意要；想，企图
measure /'meʒə/ <i>vt.</i>	测定；评价
progress /'prɒɡres/ <i>n.</i>	进步
dishonest /dɪs'ɒnɪst/ <i>adj.</i>	不诚实的
foolish /'fuːlɪʃ/ <i>adj.</i>	愚蠢的，不明智的

Notes

1. Repeated lateness is a form of rudeness, as a latecomer takes away everyone's attention from the lesson.

屡次迟到是无礼的表现，因为迟到者分散了大家上课的注意力。

句中 **lateness** 和 **rudeness** 均是由形容词 + 词缀 **ness** 构成的抽象名词。又如：
carelessness, darkness, hopelessness.

2. **It is bad manners in the classroom to talk while anyone else is talking.**

在课堂上，当别人正在讲话时，你在下面说话是不礼貌的。

It 作形式主语代指真正的主语 **to talk**。

3. **If you do not know the answer, say so immediately in a voice loud enough for the whole class to hear.**

如果你不知道答案，就立即用全班都能听到的声音说你不知道。

enough 为副词，置于形容词和副词之后。**enough for sb. to do sth.** 足够……做……。

例如：The house is big enough for three of us to live in. 这房子给我们三个人住够大的了。

You are old enough to decide by yourself. 你已经长大，完全可以自己做决定了。



4. **... it is not only dishonest but foolish to help or to ask for help from one another.**

……在这种情况下帮忙或请别人帮忙，不仅不诚实，而且是愚蠢的。

注意 **not only ... but (also)** 的结构。

例如：Good manners are not only about the way we talk, but also about all other things we do when we communicate with other people. 礼貌不仅包括谈话的方式，而且包括与人交往处世的行为。



Exercises

I. Read the text again. Decide whether the following statements are true (T) or false (F).

- () 1. You should immediately say sorry for being late for the whole class.
- () 2. Latecomers take away little attention from the lesson.
- () 3. It is good manners to keep silent when the teacher asks you a question.
- () 4. A person with good manners thinks of others before himself.

- () 5. When a person is reciting a text that you think is wrong, you should interrupt him and tell him what to do.
- () 6. It is good manners to keep silent when the teacher is talking.
- () 7. It is good manners for students to help each other in a test.
- () 8. Try to see your neighbour's paper.

II. Match each word in Column A with a similar meaning in Column B.

A	B
1. apology	a. at once
2. manners	b. bad manners
3. rudeness	c. polite behaviour
4. immediately	b. quiet; without sound
5. progress	e. expression of regret
6. consider	f. test
7. interrupt	g. forward or onward movement
8. examination	h. someone who lives next or near
9. silent	l. think of as
10. neighbour	j. break in on

III. Fill in the blanks with the words or phrase given below. Change the form where necessary.

examination receive interrupt apology intend
 permission consider rudeness take away silent

- The children went out, and the room was _____.
- "Was he at all sorry for what he'd done?"
 "Oh, he was full of _____."
- It is _____ bad manners in some cultures to speak with your mouth full of food.