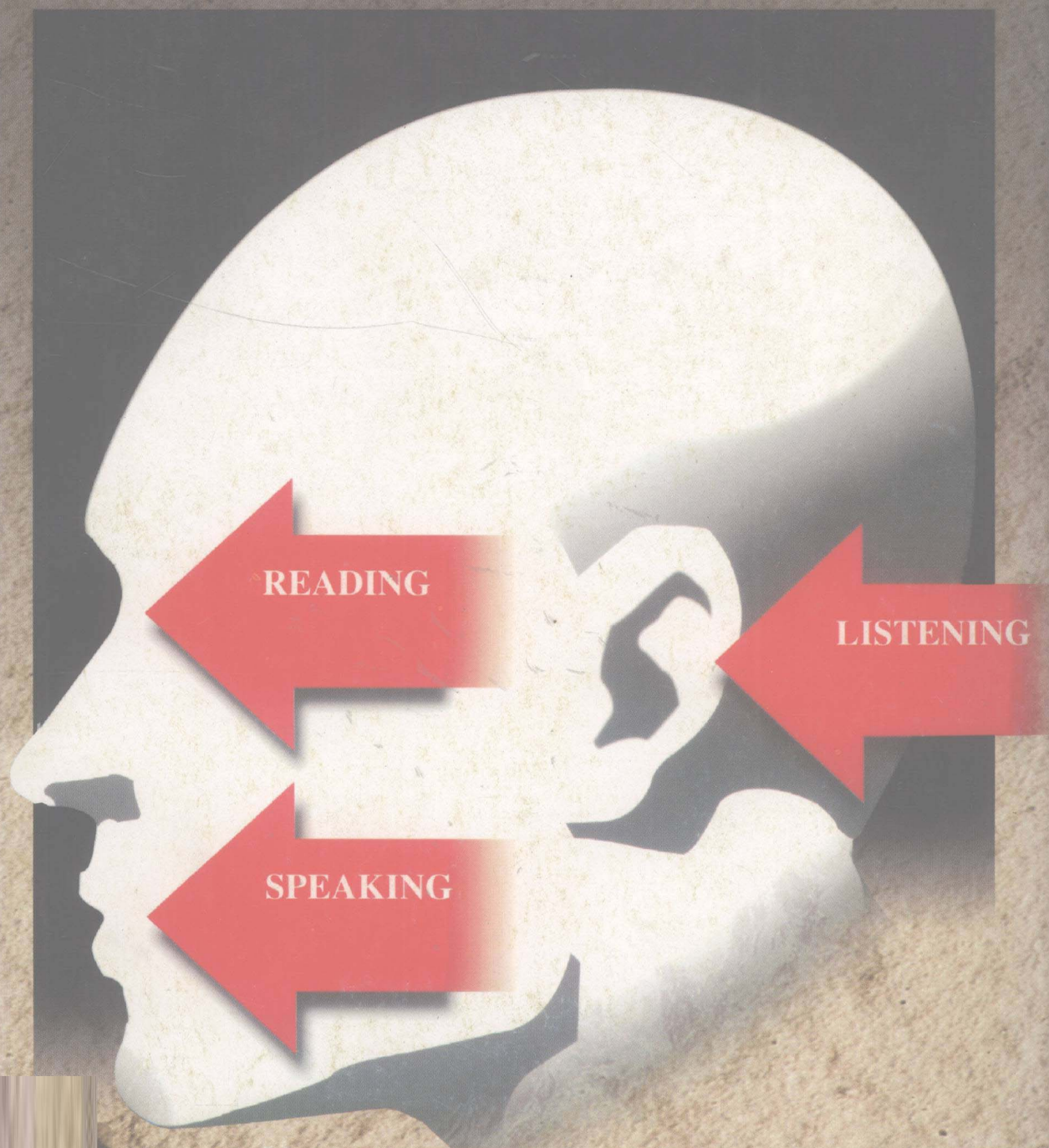


职业教育试用教材

赠阅

公共英语初级教程

陈家喆 主编



重庆大学出版社

职业技术学校试用教材

公共英语初级教程

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前 言

《公共英语教程》(新版)是根据教育部颁发的《全国中等职业教育英语教学大纲》(讨论稿),结合我省中等职业教育实际编写(修订)的,适用于普通中专、成人中专、职业中专、职业高中、技工学校等中等职业学校学生。本套教材经四川省教育厅职业技术教育教材审查委员会审查同意,为全省中等职业学校统一使用的试用教材,供不同学校、专业选用。

新版《公共英语教程》分初级、中级和高级三册。其中,《公共英语初级教程》的教学对象是除普通中专学校以外的其余中等职业学校学生。由重大出版社出版的原中等职业学校试用教材《公共英语教程》(上、下册)经修订现分别更名为《公共英语中级教程》和《公共英语高级教程》。

《公共英语教程》的编写指导思想是:遵循中等职业教育的基本培养目标、中等职业教育改革的方针政策以及中等职业教育《英语教学大纲》的基本要求,“以应用为目的,以必要和够用为尺度”,做到选材新、定位准,内容科学实用,叙述准确精炼,教师好教,学生好学。

1996年,《公共英语教程》(第一版)出版以后受到全省中专教师和学生的广泛关注,各校在使用过程中对这套教材的框架、内容等给予了充分肯定,同时也提出了宝贵的意见和建议。为了进一步完善这套教材,使之既符合部颁《教学大纲》的基本要求,更符合我省学生的实际,我们通过书面调查和召开座谈会等形式广泛收集了各类中专学校教师和学生的意见和建议,在对这些意见和建议深入细致地进行分析 and 论证的基础上,于1999年初对《公共英语教程》作了较大幅度的改动。修订后的《公共英语教程》在原有基础上调整、更换和减少了部分内容,进一步注意了与现行初中英语教材的衔接,增添了一定数量的基础练习,加大了常用词汇和短语的复现率,同时对版式也做了适当调整。

修订后的《公共英语教程》在原有基础上更加符合英语教学改革的需要和中专学生的实际,但随着教育体制的改革,需要我们本着“实事求是”的态度,对《公共英语教程》作进一步的调整和修改,使其适应形势发展的需要。这就是本次《公共英语教程》改版的原因。

新版《公共英语教程》的突出特点是:版式新颖,模块鲜明,重点突出,难点分散,既注意知识的连贯与复现,又注重能力的培养与提高,具有较强的通用性和可操作性。

《公共英语初级教程》本着“强化初中,略有提高”的思路,以全新的形式复习、巩固和适当扩展初中英语的基础知识,培养英语听说和阅读的基本技能。

《公共英语中级教程》注意与现行初中英语的衔接,在加强听说技能训练的同时,侧重阅读技能的培养。

《公共英语高级教程》以深化基础英语教学为主,在继续加强听力和阅读能力训练的同时,增加了适当的英语翻译和写作训练。

这三册书在模块的构成上虽然不尽相同,但每册书均以“综合阅读”模块为核心,“听力”模块为重点,两者构成最基本的搭配形式。在使用本套教材教学时,各校可根据学生情况和学时数的不同对书中各大模块自行进行模块组合。

本套教材的编写旨在对中等职业学校英语教学进行一种新的尝试,还需要在今后的教学实践中不断完善,希望所有使用这套教材的师生对此提出意见和建议。

编 者

2000年6月

使 用 说 明

《公共英语初级教程》教学对象为成人中专、职业中专、职业高中和技工学校一年级学生及少数普通中专一年级的学生(主要是自费生)。教学目标是通过听、说、读训练使学生复习、巩固和适当扩展初中阶段所学英语知识,获得基本的英语听说能力、阅读能力和自学能力,为他们进一步学习英语打下较坚实的基础。

全书共 24 课,供两学期使用,第一学期教授 1~12 课,第二学期教授 14~24 课。建议每 4 个学时完成一课教学,2 个学时完成一套“单元目标检测”,每学期安排 10 个学时的机动和复习课,这样,完成本书教学需要 128 学时左右。

本册书教学完毕,学生可参加“四川省职业技术学校英语等级考试中心”组织的英语“一级证书”考试。

《公共英语初级教程》每课包括“听说”(Listening and Speaking)、“综合阅读”(Comprehensive Reading)及“快速阅读”(Fast Reading)三大模块。“综合阅读”模块含有“课文”(Text)、“注释”(Notes)、“生词及表达法”(New Words and Expressions)和“语法”(Grammatical Structure)四个部分,每部分均配有练习。

本书的特点是:

“听说”模块以日常生活用语为主,既注意与本课“综合阅读”部分的词汇和语法相结合,又在每课集中体现一个“交际功能”。

“综合阅读”模块选用的课文短小精悍,题材广泛,语言规范,大多出自英、美等国近年来出版的书刊和教材,少数文章略有删改。这些文章思想性、知识性、科学性和趣味性兼容,且尽可能体现本课语法。

语法项目的编写遵循“以应用为目的,以必要和够用为尺度”的原则,力求做到重点突出,难点分散,语言精练,点到为止。教师在语法教学中应注意精讲多练,切忌面面俱到。

所编练习形式多样,紧扣本课课文和语法,注意所学知识的复现,立足于基本功的训练。

“快速阅读”模块的选材注意体现本课语法,难度略低于课文,主要用于巩固所学知识,培养学生的阅读兴趣和阅读能力。

每 4 课后配有一套“单元目标检测题”(Unit Target Test),这样做是为了及时了解学生掌握知识的情况,以达到“巩固与提高”的目的。

书末附有“总词汇表”、“不规则动词表”、“动词常用时态简表”、“常用被动语态简表”和“一级考试模拟试题”。

本书“总词汇表”所列生词共 488 个(不含短语),其中,要求掌握的词(即不带 * 号的词)共 410 个。

编 者

2000 年 6 月

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UNIT ONE

Listening and Speaking



Listening

A. Listen carefully and choose the word you heard:

- | | | | |
|-------------|----------|---------|----------|
| 1. A. knock | B. clock | C. bark | D. cock |
| 2. A. boot | B. foot | C. put | D. shoot |
| 3. A. pay | B. lay | C. way | D. play |
| 4. A. heavy | B. every | C. very | D. hurry |
| 5. A. rice | B. nice | C. wise | D. twice |

B. Listen carefully and choose the best answer to the sentence you heard:

- | | | |
|------------------------|----------------------------|--------------------------|
| 1. A. She is fine. | B. She is thirteen. | C. She is a teacher. |
| 2. A. I'm a doctor. | B. That's all right. | C. I'm fine, thank you. |
| 3. A. Yes, it's a pen. | B. No, it's a pencil. | C. It's a pen. |
| 4. A. That's right. | B. All right. | C. That's all right. |
| 5. A. I am a farmer. | B. I do washing by myself. | C. I work near the farm. |

C. Listen to the passage and fill in the missing words:

Hi, Lucy! Are you 1 after class? We are going to play 2 with Class One 3 afternoon. Would you 4 to come? We will begin 5 half past two. Please come at 6 past two. You may come a little 7, but don't be 8 late. Oh, don't 9 to tell Lily. If she 10 any time, ask her to come with you.



Speaking

Greetings

Example 1:

Chang: Good morning, Mr. Green.

Green: Good morning, Mr. Chang.

Chang: How are you?

Green: Fine, thank you. And you?

Chang: I'm fine, thank you.

Example 2:

Chang: Good afternoon, Mr. Green.

Green: Good afternoon, Mr. Chang.

Chang: How is your mother today?

Green: She's very well, thank you.

Similar usage: How are you doing?

How is it going?

How have you been doing?

How's everything?

I'm doing fine.

Just fine/Fine/Not bad/Pretty good. Thanks.

Complete the following dialogue:

Ted: Hi, Mary, haven't seen _____ for ages. How is everything?

Mary: Not _____. How about _____?

Ted: Very well. How are your parents?

Mary: They _____ very well, _____ you.

Comprehensive Reading

Text The Students in My English Class

The students in my English class are very interesting. Liang Bin is Chinese. He's from Shanghai.

Leta is Russian. She's from Moscow. Mr and Mrs Roger are Spanish. They're from Madrid.

George is Greek. He's from Athens. Nicole is French. She's from Paris. Mr and Mrs Wade are Japanese. They're from Tokyo. My friend Maria and I are Mexican. We're from Mexico City.

Yes, the students in my English class are very interesting. We're from many different countries ... and we're friends.

Q

1. Where is Liang Bin from?
2. Is Leta Russian or Chinese?
3. Is George from Paris?
4. Where are the students in the writer's English class from?

Notes

The students in my English class are very interesting. 我所在的那个英语班的学生很有趣。句中 in my English class 是介词短语作后置定语修饰 the students。介词短语作定语应放在被修饰的名词之后。

例: The book on the desk is mine. 桌上那本书是我的。

All the girls in the room are Chinese. 房间里所有女孩都是中国人。

Comprehensive Exercise

Choose from the three items the one that best completes the following statements according to the text.

1. The students in my English class are from _____.
A. the same country B. different countries C. three countries
2. Liang Bin is _____.
A. Chinese B. Russian C. French
3. Mr and Mrs Roger are _____. They're from _____.
A. Spanish ... Madrid B. Russian ... Madrid C. Spanish ... Moscow
4. _____ is Greek.
A. Nicole B. Leta C. George
5. Mr and Mrs Wade are from _____.
A. China B. Japan C. Mexico
6. How many students are mentioned in the writer's English class? _____.
A. Seven B. Eight C. Ten

New Words and Expressions

class /klɑ:s/ *n.* 班级; 课
interesting /'intrɪstɪŋ/ *a.* 有趣的
city /'sɪti/ *n.* 城市; 都市
country /'kʌntri/ *n.* 国家; 乡村

Greek /gri:k/ *n.* 希腊人; 希腊语
a. 希腊的; 希腊人的
French /frentʃ/ *n.* 法国人; 法语
a. 法国的; 法国人的

different /'dɪfərənt/ <i>a.</i> 不同的	Japanese /ˌdʒæpə'niːz/ <i>n.</i> 日本人; 日语
Spanish /'spæniʃ/ <i>n.</i> 西班牙人; 西班牙语	Leta /'liːtə/ 莉塔(人名)
Russian /'rʌʃən/ <i>n.</i> 俄罗斯人; 俄语	Roger /'rəʊdʒə/ 罗杰(人名)
Mexican /'meksɪkən/ <i>n.</i> 墨西哥人	George /dʒɔːdʒ/ 乔治(人名)
Moscow /'mɒskəʊ/ 莫斯科(俄罗斯首都)	Nicole /'nikəl/ 尼科尔(人名)
*Madrid /mə'drɪd/ 马德里(西班牙首都)	Wade /weɪd/ 韦德(人名)
*Athens /'æθɪnz/ 雅典(希腊首都)	Maria /mə'riə/ 玛丽亚(人名)
Paris /'pæris/ 巴黎(法国首都)	
Tokyo /'təʊkjəʊ/ 东京(日本首都)	
Mexico /'meksɪkəʊ/ 墨西哥	
Mexico City 墨西哥城(墨西哥首都)	

Vocabulary Exercise

Fill in the blanks with the words given below. Change the form if necessary.

class, interesting, city, country, from, different

- This shirt is white and that one is blue. Their colors are _____.
- In their English _____, they always answer the teacher's questions in English.
- The story-book is very _____ and I like it very much.
- Wang Lei comes from China, a great _____.
- Do you live in a town or a _____?
- I often borrow books _____ the school library.

Grammatical Structure

(1) Subject Pronouns (2) To be

1. 主格人称代词(Subject Pronouns):

1) 形式:

单数 I, you, he/she/it

复数 We, you, they

2) 用法: 在句中充当主语。

2. to be 动词(am/is/are):

1) 用法: 表示主语的性质、身份、特征、状态等, 后面可接名词、形容词、副词、介词短语、不定式短语或从句。

2) 肯定句, 否定句, 一般疑问句及简略回答:

肯定句

否定句

一般疑问句及简略回答

I am a student.

I am not a student.

Are you a student? Yes, I am./No, I am not.

He/She is out.

He/She isn't out.

Is he/she out? Yes, he/she is./No, he/she isn't.

You are from China.

You aren't from China.

Are you from China? Yes, I am./No, I am not.

We are free today.

We aren't free today.

Are you free today? Yes, we are./No, we aren't.

You are Chinese.

You aren't Chinese.

Are you Chinese? Yes, we are./No, we aren't.

They are happy.

They aren't happy.

Are they happy? Yes, they are./No, they aren't.

Grammar Exercises

I. Fill in the blanks with the pronoun that corresponds to the underlined words.

- A. 1. My sister is tall. _____ is tall.
 2. The dog is hungry. _____ is hungry.
 3. Mr. Henry is angry. _____ is angry.
 4. My brother and I are teachers. _____ are teachers.
 5. The children are good friends. _____ are good friends.
 6. Roger is Spanish. _____ is Spanish.
 7. Mr. and Mrs. Wade are Japanese. _____ are Japanese.
 8. The day is sunny. _____ is sunny.
- B. 1. Are the children tired today? No, _____ are not.
 2. Is Maria a teacher? No, _____ is not.
 3. Are you a student? Yes, _____ am.
 4. Is Henry Chinese? Yes, _____ is.
 5. Are Maria and Leta French? No, _____ are not.
 6. Is the book interesting? Yes, _____ is.

II. Fill in the blanks according to the models.

Model A: Today is Tuesday.

1. Mike and Tom are my friends.

Today is not Monday!

It is Tuesday!

Mike and Tom _____ your friends.

They _____ my friends.

2. Henry is from America.

Henry _____ from Moscow.

He _____ from America.

3. Nicole is French.

Nicole _____ Russian.

She _____ French.

4. Maria and I are Mexican.

Maria and I _____ Chinese.

We _____ Mexican.

5. I am late.

I _____ on time.

I _____ late.

6. Apples are green.

Apples _____ red.

They _____ green.

Model B: Laura is a French teacher.

Is she an English teacher?

No, she is not.

1. The car is new.

_____ old?

No, _____.

2. I am Chinese.

_____ Chinese?

Yes, _____.

3. Maria and Tom are classmates.

_____ classmates?

Yes, _____.

4. We are Greek.

_____ Japanese?

No, _____.

5. The apples are small.

_____ big?

No, _____.

6. Mr. Wade is from Spanish.

_____ from Spanish?

Yes, _____.

Fast Reading

Brown: Hello, students of English. I'm Brown and I'm from Bonn in Germany. I'm a doctor and I'm learning English in London. This is Francis. She's a secretary(秘书) from Marseilles(马赛) in France and she's learning English, too.

Francis: Hello, students of English. How are you? I am very happy in London. My English class is very good. This is my teacher, Mr. White. He's from Ireland(爱尔兰) and he's an excellent(优秀的) teacher.

Mr White: Good evening, students of English. Work hard, speak English, and good luck! Good-bye.

Choose from the three items the one that best completes the following statements according to the text.

1. Brown comes from _____.

A. London

B. Bonn

C. Marseilles

2. Brown is a _____.

A. teacher

B. secretary

C. doctor

3. Francis is from _____.

A. France

B. Germany

C. Mexico

4. Brown and Francis are learning English in _____.

A. Bonn

B. London

C. Paris

5. Mr. White comes from _____.

A. Ireland

B. France

C. Germany

6. Mr. White is _____.

A. a good doctor

B. an excellent student

C. a good teacher

UNIT TWO

Listening and Speaking



Listening

A. Listen carefully and choose the word you heard:

- | | | | |
|-------------|----------|----------|----------|
| 1. A. pair | B. bear | C. hair | D. tear |
| 2. A. bed | B. dad | C. dead | D. bad |
| 3. A. black | B. back | C. break | D. bread |
| 4. A. Dick | B. pig | C. pick | D. big |
| 5. A. south | B. mouth | C. month | D. math |

B. Listen carefully and choose the best answer to the sentence you heard:

- | | | |
|----------------------------|------------------------------|----------------------------|
| 1. A. That's good. | B. Glad to meet you, too. | C. That's all right. |
| 2. A. Nice to meet you. | B. How are you? | C. Good morning, Mr Green. |
| 3. A. No, you can't. | B. Who are you? | C. Sorry, he's not in. |
| 4. A. I saw it last night. | B. It's about an old farmer. | C. It's very interesting. |
| 5. A. It's a pleasure. | B. You're right. | C. Never mind. |

C. Listen to the passage and fill in the missing words:

Wang Lin is a 1. He is twelve. He lives in Shanghai. He 2 in No.4 Middle School. Wang Lin gets up 3 half past five. He 4 English every morning. He 5 breakfast at seven. After that, he goes to school 6 his friends. They have four 7 in the morning and two in the afternoon. In the evening, he often 8 TV. Wang Lin likes 9. Now he is reading an English 10 in his room.