

职 业 技 术 教 育 教 材

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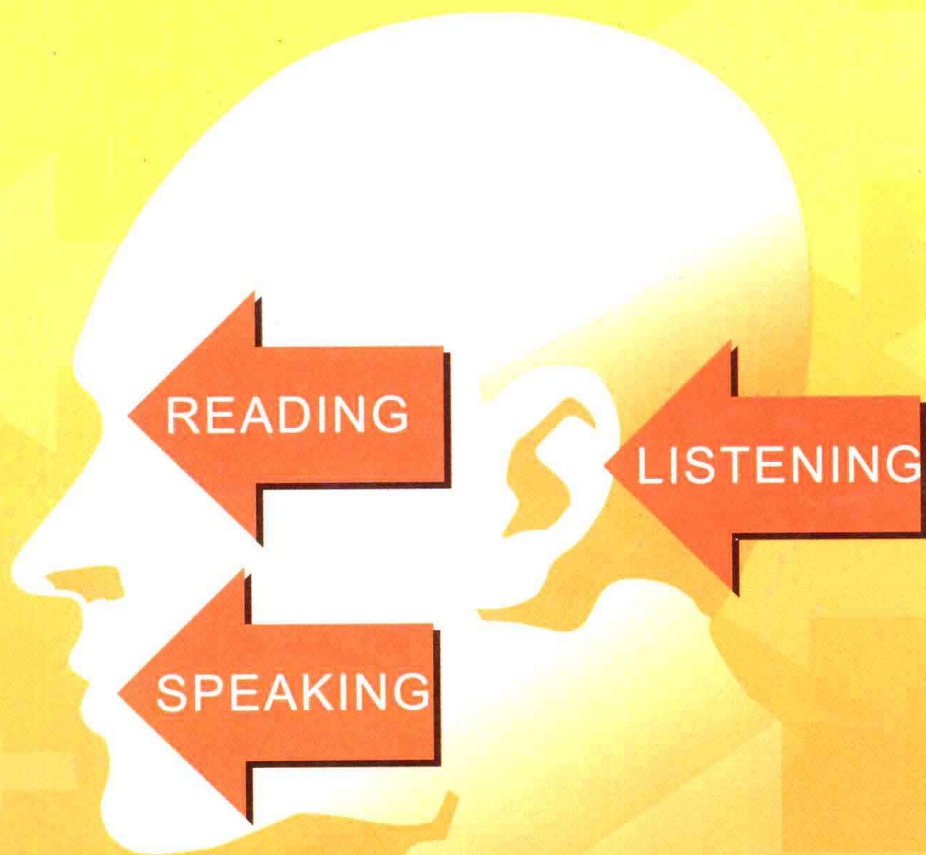
初 级

GONGGONG YINGYU CHUJI JIAOCHENG

公共英语初级教程

主编 陈家佶

(第二版)

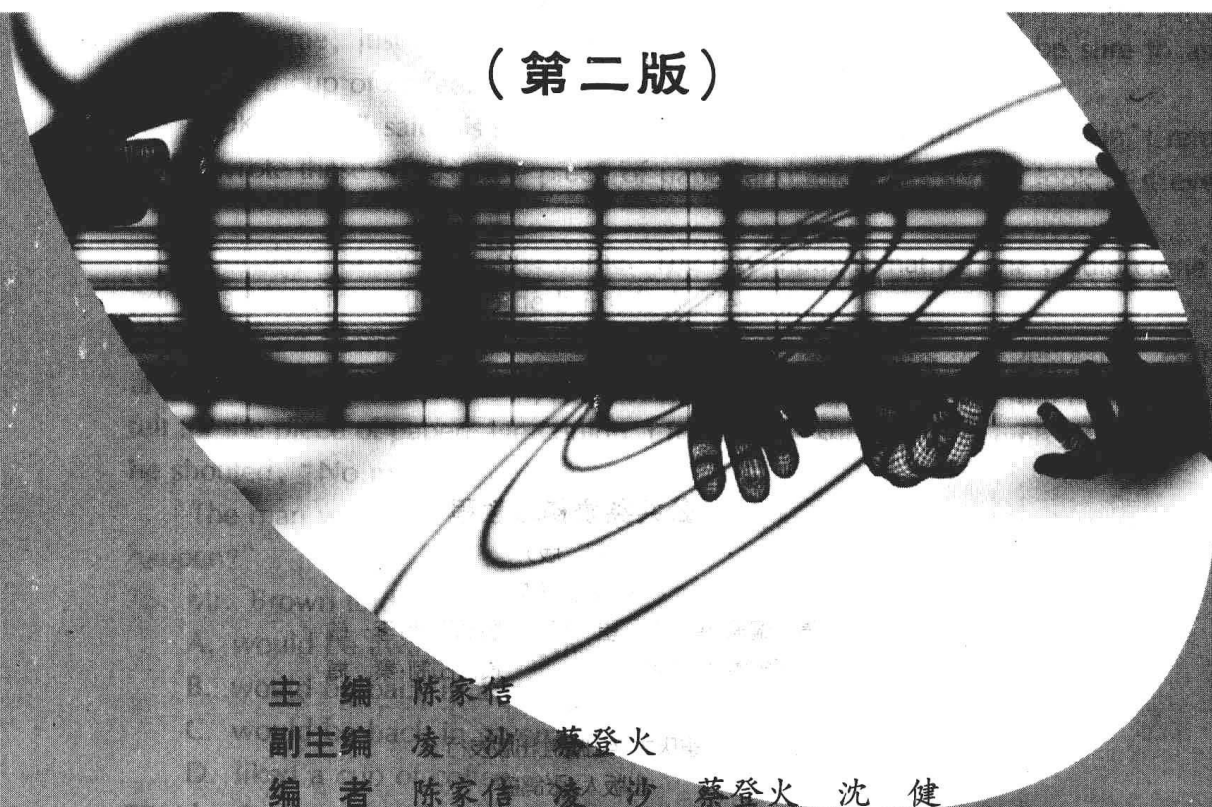


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职业技术教育教材

公共英语初级教程

(第二版)



主 编 陈家信

副主编 凌 沙 蔡登火

编 者 陈家信 凌 沙 蔡登火 沈 健

孙林燕 高 雅 田 东 吴 玲

胡子琼 王 洪 陈 黛 周社芳

陈月梅 邓时清

主 审 邓和刚

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主编:陈家佶

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责任校对:任卓惠 责任印制:秦梅

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重庆大学出版社出版发行

出版人:张鸽盛

社址:重庆市沙坪坝正街174号重庆大学(A区)内

邮编:400030

电话:(023) 65102378 65105781

传真:(023) 65103686 65105565

网址:<http://www.cqup.com.cn>

邮箱:fxk@cqup.com.cn(市场营销部)

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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》,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。

《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、中等职业教育教学改革的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。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年和2003年先后两次对《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。

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 468 个(不含短语),其中,要求掌握的词(即不带 * 号的词)共 395 个。

编 者

2000 年 6 月

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UNIT ONE

Listening and Speaking



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.



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 My Best Friends

My name is Li Hua. I'm Chinese. I study in No. 8 Middle School. There are many foreign students in our school. They are friendly. Lucy and John are my best friends. We are of the same age. Look, here is a photo. The one in yellow dress

is Lucy. She is from America. She is a talkative and happy girl. She likes singing and dancing. Pop music is her favorite. The one in blue sweater is John. He is a Canadian. He is quiet and shy. He has brown and curly hair. His hobbies are reading and sports. Both of us are in our school football team.

Lucy and John are used to the life here. We often have classes, play games together and learn from each other. We always enjoy ourselves.

1. Where is Li Hua from?
2. Is Lucy a Canadian or American?
3. What colour is John's sweater?
4. Who are in the school football team?

Notes

1. We are of the same age. 我们同岁。

句中中介词短语 of the same age 作表语,意为同龄、同岁。介词 of 可以省略。

例: Mike and I are (of) the same age. 迈克和我一样大。

2. The one in yellow dress is Lucy. 穿黄衣服的那位是露茜。

句中代词 one 作主语,指上文提到的人。

句中中介词 in 表示(服饰等)穿着;戴着。in yellow dress 是介词短语作后置定语,修饰 the one。介词短语作定语应放在被修饰名词之后。

例: I know the young man in a sports jacket.

我认识那个穿运动衫的年轻人。

The woman in glasses is our English teacher.

戴眼镜的那个女人是我们的英语老师。

3. Lucy and John are used to the life here. 露茜和约翰习惯这儿的生活。

句中 are used to 意为习惯于……

句中副词 here 作定语修饰 life; 副词作定语应放在被修饰名词之后。

例: Show me the white shirt there, please. 请让我看看那边的那件白色衬衫。

Comprehensive Exercise

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

1. Li Hua's best friends are from _____.
A. the same country B. two different countries C. many countries
2. Li Hua is _____.
A. a Chinese boy B. an American girl C. a Canadian boy
3. John is _____. He is from _____.
A. a Canadian ... Canada B. an American ... America C. a Canada ... Canadian
4. Lucy, John and Li Hua are _____.
A. in the same clothes B. in the same football team C. the same age
5. One of Lucy's hobbies is _____.
A. talking B. listening to music C. reading
6. John is a _____ boy.
A. talkative and shy B. happy and talkative C. shy and quiet

New Words and Expressions

friendly /'frendli/ *adj.* 友好的; 亲切的
same /seim/ *adj.* 一样的, 同样的
dress /dres/ *n.* 服装, 衣服
talkative /'tɔ:kətɪv/ *adj.* 爱讲话的, 健谈的
pop /pɒp/ *adj.* 通俗的, 流行的 = popular
favorite /'feɪvərɪt/ *n.* 最喜爱的人或物
adj. 最喜爱的, 心爱的
sweater /'swetə/ *n.* 毛线衣
Canadian /kə'neɪdʒən/ *n.* 加拿大人
adj. 加拿大的

quiet /'kwaɪət/ *adj.* (人, 性格等) 温顺的, 寡言的; 安静的
shy /ʃaɪ/ *adj.* 害羞的, 腼腆的
curly /'kɜ:li/ *adj.* (毛发) 卷曲的
hobby /'hɒbi/ *n.* 爱好, 嗜好
team /ti:m/ *n.* 队; 组
game /geɪm/ *n.* 游戏, 娱乐; 竞赛
Lucy /'lʊ:si/ 露茜 (人名)
John /dʒɒn/ 约翰 (人名)

Vocabulary Exercise

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

dress, game, quiet, Canada, class, enjoy, team, favorite, hobby, same

1. We often take a bus at the _____ stop.
2. Seafood is my _____. How about you?
3. In the English _____, they always answer the teacher's questions in English.
4. Jack's _____ are collecting stamps and playing soccer.
5. Why are you so _____ this evening? Let's take a walk outside.
6. They are all members of the school basketball _____.
7. The computer _____ was very interesting.
8. Mary is in an evening _____ and looks very beautiful.
9. I _____ going to the movies.
10. She is going to _____ by plane to see her daughter.

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.
2. Henry is from America.
3. Nicole is French.
4. Maria and I are Mexican.
5. I am late.
6. Apples are green.

Model B: Laura is a French teacher.

1. The car is new.

Today is not Monday!

It is Tuesday!

Mike and Tom _____ your friends.

They _____ my friends.

Henry _____ from Moscow.

He _____ from America.

Nicole _____ Russian.

She _____ French.

Maria and I _____ Chinese.

We _____ Mexican.

I _____ on time.

I _____ late.

Apples _____ red.

They _____ green.

Is she an English teacher?

No, she is not.

_____ 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 Spanish. _____ from Spain?
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.

- Brown comes from _____.
A. London B. Bonn C. Marseilles
- Brown is a _____.
A. teacher B. secretary C. doctor
- Francis is from _____.
A. France B. Germany C. Mexico
- Brown and Francis are learning English in _____.
A. Bonn B. London C. Paris
- Mr. White comes from _____.
A. Ireland B. France C. Germany
- Mr. White is _____.
A. a good doctor B. an excellent student C. a good teacher