



中等职业教育课程改革规划新教材
中等职业教育教材编写委员会审定

English

英语 1

(基础模块)

马文婷 主编



外文出版社
FOREIGN LANGUAGES PRESS



中等职业教育课程改革规划新教材
中等职业教育教材编写委员会审定

English

英语 1 (基础模块)

马文婷 主编



外语出版社
FOREIGN LANGUAGES PRESS

图书在版编目(CIP)数据

英语 1:基础模块/马文婷编. —北京:外文出版社,2009

ISBN 978-7-119-05794-1

I. 英... II. 马... III. 英语课-专业学校-教材 IV. G634.411

中国版本图书馆 CIP 数据核字(2009)第 098143 号

英语 1 基础模块

主 编 马文婷

责任编辑 杨春燕 杨璐

装帧设计 陈立明

印刷监制 韩少乙

© 外文出版社

出版发行 外文出版社

地 址 北京市百万庄大街 24 号 邮政编码 100037

网 址 <http://www.flp.com.cn>

电 话 (010) 68320579/68996067(总编室)

(010) 68995844/68995852(发行部)

(010) 68327750/68996164(版权部)

制 版 北京昌平百善印刷厂

印 制 北京昌平百善印刷厂

经 销 新华书店/外文书店

开 本 16 开 印 张 11

字 数 233 千字

装 别 平装

版 次 2009 年 6 月第 1 版第 1 次印刷

书 号 ISBN 978-7-119-05794-1

定 价 17.80 元

中等职业教育课程改革规划新教材 出版说明

为了更好地贯彻《国务院关于大力发展职业教育的决定》(国发〔2005〕35号)精神,落实《教育部关于进一步深化中等职业教育教学改革的若干意见》(教职成〔2008〕8号)关于“加强中等职业教育教材建设,保证教学资源基本质量”的要求,确保新一轮中等职业教育教学改革顺利进行,全面提高教育教学质量,保证高质量教材进课堂,中等职业教育课程改革规划新教材编写组织相关力量对中等职业学校德育课、文化基础课等必修课程和部分大类专业基础课教材进行了统一规划并组织编写。从2009年秋季学期开始,中等职业教育课程改革规划新教材将陆续出版,提供给广大中等职业学校使用。

中等职业教育课程改革规划新教材是面向中等职业教育的规范性教材,严格按照教育部最新发布的教学大纲编写,并通过了专家的审定。本套教材深入贯彻素质教育的理念,突出中等职业教育的特点,注重对学生创新能力和实践能力的培养。本套教材在内容编排、例题组织和图示说明等方面努力作出创新亮点,在满足不同学制、不同专业以及不同办学条件教学需求的同时,使教学效果最优。

希望各地、各校在使用本套教材的过程中,认真总结经验,及时提出改善意见和建议,使之不断完善和提高。

中等职业教育课程改革规划新教材编写组

前言

《英语1(基础模块)》是根据教育部2009年1月份颁布的《中等职业学校英语教学大纲》的要求,并针对中职英语教学的特点和目前各省市的教学实际情况进行编写的。

本教材注重素质教育的推行和英语交际能力的培养,在选材时充分考虑了中职学生将来的职业特点和社会经济发展对英语应用能力的要求,我们以话题为主线,精心编排,尽力做到编适于学,学适于用。

内容设计特色:

(1)以活动为主线,注重学生的参与性

本教材为学生提供了丰富的练习活动,这些活动主要以学生参与为主,通过参与其中,学生可以达到练习听、说、读、写的目的,还可以加强仿真场景中的英语应用能力。课堂互动和分组合作有助于调动学生学习英语的积极性。

(2)以任务为导向,增强英语应用能力

本教材根据每个单元的话题,安排了不同的任务,例如:制作名片、创建俱乐部、对体育赛事评论等。任务的完成需要同学们到现实生活中进行调查、分析、总结,然后完成任务。通过活动学生可以把本单元学到的知识应用到实际生活中,体会学以致用成就感。

(3)以生活为素材,突出英语的实用性

本教材所选的话题和内容侧重生活中真实存在的场景,例如:购物、求职等话题,使学生深刻地感悟到英语在现实生活中无处不在,从而激发学习英语的热情。

(4)以图文为载体,品味世界文化

本教材选用了大量的图片,使体例更生动活泼,通俗易懂。尤其是最后一部分的生活与文化,以图文并茂的形式生动有趣地介绍了与本单元话题有关的西方文化,从而使学生拓宽眼界,进一步了解英语背后的故事。

(5)以职业为场景,模拟工作实际

本教材中许多场景的设置都是在将来的工作中可能遇到的,例如:工作的应聘,参加聚会等,这也增强了在仿真环境中运用英语来解决问题的能力,为以后顺利进入工作角色打下了基础。

版块介绍:

Warm up

该部分通过提供图片场景,使学生初步接触本单元的话题,激发学习兴趣,在轻松的氛围中展开本单元的学习,为后面的学习做了铺垫。

Listening and speaking

该部分主要以情景对话的形式来设置活动,反复练习听说,边听边说从而训练学生围绕话题和情景进行会话的能力。

Reading and writing

该部分包括读和写两个内容,先读后写。主要通过图画及表单来训练学生读取信息、书面归纳及表达信息的能力。

Language in use

该部分是每单元的语法和词汇练习内容,分为 **Grammar focus** 和 **Vocabulary consolidation**。前者主要训练语法项目,后者主要对本单元的重点词汇进行练习,通过练习,达到巩固基础知识的目的。

Unit task

该部分是每单元的总结性内容。检验学生是否通过本单元的学习达到了独自处理每件事或制作某一类表单的能力。对同学们的听、说、读、写能力进行综合考查,是单元知识的升华部分。

Pronunciation practice

该部分主要通过顺口溜对英语的音标进行训练,使同学们在说英语时发音更加准确流利。

Check yourself

该部分是每单元的检测和复习的内容。让同学们在完成整个单元的学习后,学会自我总结和归纳,做到知识点反复重现,强化记忆。

Words and expressions

归纳总结本单元出现的生词和短语。

Life and culture

该部分通过幽默小故事,丰富英语学习的内容,拓宽学生的视野,激发对英语世界探秘的兴趣。

本书由中等职业教育规划教材编写组组织编写,初稿完成后,我们特组织了一个由权威专家、学者以及教学经验丰富的第一线教师组成的特审组,对整套书稿进行了系统审校,对他们的辛勤劳动,在此一并表示感谢。

中等职业教育规划教材编写组

2009年6月

Contents

Unit	Function	Listening & speaking
1 Nice to meet you!	Greeting	Understanding daily greetings; Greeting people and responding appropriately
2 How can I improve my English?	Asking for and offering advice	Understanding descriptions of difficulties and advice in English learning; Talking about difficulties in English learning and asking for advice
3 What's your hobby?	Talking about one's hobbies	Understanding talks about one's hobbies; Talking about one's hobbies with appropriate adjectives
4 How much is it?	Learning to buy goods	Understanding information about goods; Asking for and giving information about goods
5 Come on! It's fantastic!	Talking about sports	Understanding talks about sports; Using simple English to make sports commentaries
Review 1 Integration of Topics in Units 1 ~ 5	Integration of functions in Units 1 ~ 5	Integration of listening and speaking skills in Units 1 ~ 5

Reading & writing	Structure	Learning strategy	Pages
Understanding personal information; Writing personal information in a name card	Alphabet	Reading for specific information and classifying	1 ~ 12
Understanding texts on difficulties and advice in English learning; Writing texts to talk about learning difficulties and ask for advice	Imperatives	Learning English by planning; Memorizing words in a text	13 ~ 26
Understanding short texts on one's hobbies; Writing a short text about one's hobbies	Adjectives	Observing and giving answers according to the pictures	27 ~ 38
Understanding posters of shops; Writing a shopping list	Articles	Paying attention to specific information; Scanning	39 ~ 50
Understanding sports posters; Designing sports posters	Comparative and superlative degrees of adverbs	Contacting background knowledge; Summing up	51 ~ 62
Understanding letters; Writing a paragraph to introduce oneself	Consolidation	Integration and application	63 ~ 72

Unit	Function	Listening & speaking
6 Can I join your club?	Applying to join a club	Understanding talks about club requirements and activities; Applying to join a club
7 What would you like to eat?	Ordering food; Comparing things	Understanding talks about restaurants and food; Ordering food
8 Can you help me?	Seeking help from others	Understanding requests for help and responds; Asking for help politely and responding appropriately
9 Welcome to our party!	Talking about weather; Entertaining guests at a party	Understanding talks about weather; Offering service at a party appropriately
10 What can you do?	Asking for and giving information about one's abilities	Understanding talks about one's abilities; Telling others your abilities with "can"
Review 2 Integration of Topics in Units 6 ~ 10	Integration of functions in Units 6 ~ 10	Integration of listening and speaking skills in Units 6 ~ 10

附录 1	语法项目总结	149
附录 2	英语国际音标变化表	158
附录 3	词汇表	159

Reading & writing	Structure	Learning strategy	Pages
Understanding club posters; Writing passages about the reasons to join a club	Parts of speech	Skimming; Scanning	73 ~ 84
Understanding the comments of food; Making comments	Comparative and superlative degrees of adjectives	Using the context to predict and guess the meaning of unknown words; Inducing	85 ~ 98
Understanding passages on difficulties; Describing one's difficulties and requesting for help	Prepositions	Grasping specific information through reading; Memorizing words through understanding context	99 ~ 112
Understanding invitations to a party; Writing a memo	Nominal possessive pronouns	Learning for the main idea	113 ~ 126
Understanding descriptions of one's abilities in a form; Using "can" to describe one's abilities	Can and can't	Memorizing new words in groups; Predicting according to pictures	127 ~ 138
Understanding recruitment advertisements; Writing an application form	Consolidation	Integration and application	139 ~ 148

Nice to meet you!

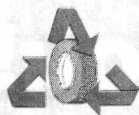
Unit

1



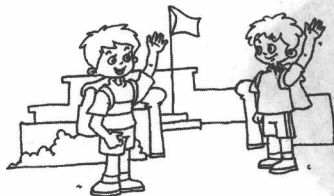
Unit Task

Make a name card.



Warm-up

1. Look and discuss. 观察下面三幅图片,和你的同伴讨论他们在干什么。



2. Listen and choose. 听录音,从以上图片中选出与录音内容相符的图片。

3. Discuss and tick. 和你的同伴讨论,结识新朋友时,需要哪些信息。在下面的表中,给你们认为重要的信息打钩。

- name
- age
- vocation
- telephone number
- parents' names
- salary



Listening and speaking

Dialogue 1 What's your name?

4. Listen and discuss. 再听一遍录音,与同伴讨论,看哪些句子在你们结交新朋友时可能会用到。

5. Listen and tick. 再听一遍录音,选出录音中出现的句子,并在句子前的空格中打钩。

- What's your name, please?
- Is that you?
- May I have your name?
- I am also new.
- Thank you.
- Nice to meet you.
- See you.
- This is a girl.

6. Listen and repeat. 听录音,学会说出你在活动5中选出的句子。

7. Talk and play. 分角色表演。假设你和你的同伴在校园里第一次见面,编一段对话来认识彼此,并在班里表演。

8. Walk around and make friends. 用你在活动5中选出的句子去结识新朋友。5分钟之内,看谁在班里认识的朋友最多。别忘了记下你朋友的名字。

Dialogue 2 What do you do?

9. Listen and answer. 听录音,回答下列问题。

Question 1: What does Cary do?

Question 2: Where does Mark work?



10. Read and underline. 听录音跟读对话, 画出用来询问职业的语句。

Tom: Good morning! I'm Tom.

Nancy: Good morning! My name is Nancy. Nice to meet you.

Tom: Nice to meet you, too. What do you do? Are you a doctor?

Nancy: Oh, no. I am a secretary in a computer company. What about you?

Tom: I am a worker, and I work in a clothing factory.

Nancy: That sounds nice.

11. Listen and repeat. 听录音, 学会说出你在活动 10 中画出的语句。

12. Survey and write. 下面是一份职业调查表, 选 5 位同学, 并询问他们家庭成员的职业, 完成下表。

你也许会用到的职业:
teacher, manager, engineer,
worker, farmer, secretary,
doctor, policeman

Student (name)	Mother	Father	Aunt	Uncle

Language Bank

—How are you? /How are you doing? 你好吗?

—Great! 很好!

—How is everything going? 你最近怎么样?

—Everything goes fine. 一切都很好。



Reading and writing

13. Guess and act. 看图猜猜他们在做什么, 和你的同伴演示这个活动。



14. Read and complete. 阅读下面的对话, 完成 Jeff Lee 的名片。

Jeff: Hello. My name is Jeff Lee. What's your name?

Shannon: Hello. I'm Shannon, Shannon Clinton. Nice to meet you.

Jeff: Me too. Are you a student?

Shannon: Yes, I am a student of No. 8 Middle School.

Jeff: Wow, we are in the same school.
May I have your phone number?

英美人名是按照先名 (first name) 后姓 (last name) 的顺序排列的。这里, Shannon 是名, Clinton 是姓。



Shannon: Certainly, 88006608. What about yours?

Jeff: 66006608. Oh, it's six o'clock. I have to go home.

Shannon: OK. See you.

Jeff: See you.

Name Card

First Name: _____

Last Name: _____

Vocation: _____

Phone Number: _____



15. Read and judge. 再仔细阅读上面的对话,判断以下有关 Shannon 的信息是否正确。如果正确,在笑脸旁打钩,如果不正确,则在哭脸旁打钩。

Clinton is Shannon's first name. 😊 ☹️

66006608 is Shannon's phone number. 😊 ☹️

16. Read. 下面是 A、B 两张名片。请你阅读名片 A,你的同伴阅读 B。

Name Card A

Name: Abbey Flower

Vocation: Teacher

Address: No. 16 Xinjiekou Street, Beijing

Phone number: 68247315

Email: Abbey_Flower@yahoo.com