



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

English

英语 1

基本版

中等职业学校英语教材编写组
总 主 编 鲁子问 王笃勤

(第2版)

2007



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致 同 学

同学们好！欢迎大家使用中等职业学校国家规划教材《英语（基本版）（第2版）》！

每个同学都希望通过某一门课程的学习能够使自己的能力得到发展。英语课程是中等职业学校各专业必修的一门文化基础课。我们学习英语的目的是了解英语文化，开阔国际视野，更好地发展与完善自我，并获得今后在生活和工作中运用英语的能力。同学们也一定希望我们这套教材能够满足大家学习英语的需要。

本套教材是根据社会发展对英语的需要和全国中等职业学校英语学习现状编写的，它从以下几个方面为同学们的学习提供便利和支持。

1. 活动设计灵活多样，增加英语学习兴趣

本教材为同学们提供了形式丰富的练习活动，同学们可以为了真实的目的进行听、说、读、写的训练。例如，你们会听到模拟真实场景的对话，会听到简单的英语广播，还可以在学完相应内容后为自己的餐厅拟订英文菜单，等等。相信同学们一定会感兴趣的！

2. 话题选择贴近生活，突出英语学习的实用性

本教材在话题和内容选择方面充分考虑了同学们的生活经验和所学的内容在将来生活与工作中的实用性。例如，在话题方面，同学们会学到诸如问候、求职、购物、餐厅就餐等常见话题；在内容方面，你们会读到现实生活中常见的海报、广告、e-mail、小故事及旅游介绍等内容。

3. 以任务为导向，提高英语运用能力

本教材在每个单元都为同学们安排了不同样式的任务，例如制作名片、海报、组织竞赛、作调查研究，等等。在完成任务的过程中，你们会发现学习英语不再是枯燥地记忆单词和语法，而是在仿真的生活或工作场景中运用英语去听，去说，去做。相信同学们通过认真学习，一定能用所学英语制作出自己的名片或班级活动海报等，并体验到英语学习的成就感。同学们可千万不要错过哟！

4. 为语言活动创设职业场景，体现职业特色

本教材中，我们尽可能将各种语言活动设置在职业场景中，例如，在学习完个人信息的表达后，你将模拟英语面试的场景，还要填写英语求职表。你会发现你不是在为学习英语而学

习英语，而是在仿真的工作环境中去运用英语处理问题、解决问题，相信这种活动会帮助你顺利适应未来工作的需要。

在具体每个章节的编写中，我们设计了以下几部分内容：

■ 导入 (Lead-in)

本节内容主要是通过各种活动形式帮助同学回忆有关本单元话题的原有知识，将新旧知识有机衔接，以更好地掌握单元教学内容。

■ 听说部分 (Listening & Speaking)

本节内容以两个对话的形式呈现，每个对话都包含了听和说两类活动，先听后说，从听过过渡到读，再从读过渡到说，旨在培养同学们的听力技能和策略及运用英语进行口头表达的能力。

■ 读写部分 (Reading & Writing)

本节内容包含了读和写两类活动，先读后写。阅读活动一方面培养了同学们的阅读技能和策略，同时也为进行书面表达提供语言帮助，提高同学们的书面表达能力。

■ 语言运用 (Language in Use)

在本环节中，同学们将对本单元的主要语法、词汇进行归纳总结，并在各种语境中加以运用，以起到进一步复习巩固的目的。

■ 单元任务 (Unit Task)

前面提到，我们在每个单元都为同学们设计了不同样式的任务，在完成任务的过程中，同学们要用本单元涉及的听、说、读、写等技能去完成自己喜欢做的事情，既可以巩固本单元的语言知识和技能，又可以提高英语运用能力。

■ 自我评价 (Self-check)

学完一个单元后，同学们一定想知道自己学习的效果如何，所以，在每个单元的最后我们给同学们提供了一个自我总结、自我评价的机会。通过这种方式你们可以总结得失，及时弥补学习中的漏洞，更好地开展下一步的学习，到学期结束时，就可以看到自己丰硕的学习成果。

本教材由高等教育出版社外语出版中心基于课题研究成果组织编写，由华中师范大学鲁子问教授和北京师范大学王笃勤博士担任总主编。首都师范大学诸凌虹副教授担任第一册主编，参加本册教材编写的还有首都师范大学曲春红、张莎、方红等教师。北京师范大学外国语学院程晓堂院长和北京外国语大学Ann Aungles教授对书稿进行了审阅。本教材在编写过程中还得到了辽宁省基础教育教研培训中心职教部、武汉市教育科学院、宁波市教育局职成教教学研究室、杭州市职业技术教育研究室的大力支持，在成书之前曾在武汉市财贸学校、武汉市财经学校、宁波市职教中心学校、沈阳城建学校等中等职业学校试用，并得到他们很多具有建设性的意见和建议。在此一并表示感谢。

预祝同学们在轻松愉快的氛围中获得学习的成功！

编 者

2007年4月

郑重声明

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2 Job Hunting	Asking for and giving information	Understand talks about one's abilities; Use "can" to talk about one's abilities.
3 Going Shopping	Talking about goods	Understand information about goods; Ask for and give information about goods.
4 A Party	Talking about the weather; Entertaining guests at a party.	Understand small talks about weather; Offer service and respond appropriately.
5 Hobbies	Talking about one's hobbies	Understand talks about one's hobbies; Use "I love ..." "I like ..." to talk about one's hobbies.
Review 1 Integration of Topics in Units 1 – 5	Integration of functions in Units 1 – 5	Integration of language skills in Units 1 – 5

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8 Asking for Help	Making requests for help	Understand requests for help and responds; Make polite requests for help and responds appropriately.
9 Joining Clubs	Applying to join the club	Understand talks about club requirement and activities; Ask for and give information about clubs; Apply to join the clubs.
10 Making an English- Learning Plan	Asking for and offering advice	Understand talks about learning difficulties and advice; Talk about learning difficulties and ask for advice.
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UNIT 1

New Friends

UNIT TASK

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Make a name card for yourself in 2030.

○ Lead-in

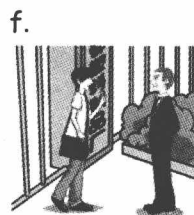
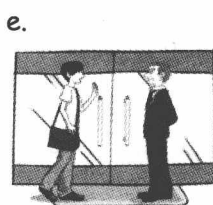
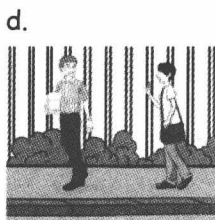
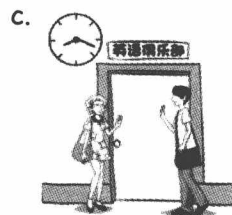
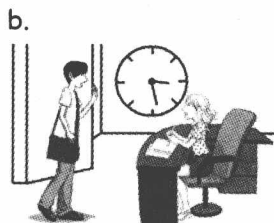
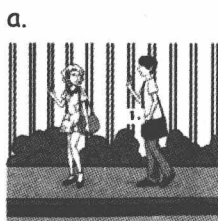
1. Look at the picture and tick the sentence the boy might say. 看图选出男孩要说的语句。

() Hi, Jenny!

() Good morning, Miss Jenny Brown!



2. Listen to the tape and check your answer to Activity 1. 听录音, 核对活动1的答案。
3. Look at the following pictures, think what they will say when they meet for the first time and try to act them out with your partners. 看图, 模仿表演。



○ Listening and speaking

Dialogue A

Nice to meet you!

4. Read the following dialogue after the tape and highlight the sentences you used in Activity 3. 听录音跟读对话，标出在活动3中用过的语句。

Mary: Hi! I'm Mary.
Li Xiaonian: Hi, Mary! I'm Li Xiaonian.
Mary: Nice to meet you.
Li Xiaonian: Nice to meet you, too.

5. Read the dialogue after the tape again and underline the sentences you might use when you meet your new classmates. 再跟读对话，用下划线标出你认识新同学要用的语句。

6. Read the dialogue after the tape once more and learn to say the underlined words and sentences. 再跟读对话，学说选出的语句。

7. Go around the classroom, talk with your classmates to get to know each other. You may use the following sentences. 用下面的语句去结识新同学。

Hello / Hi.
I'm ...
Nice to meet you.
Glad to meet you.

Dialogue B

What's your name, please?

8. Think and try to answer Question 1. Then, listen to the tape and answer Question 2. 先回答问题1, 听录音, 再回答问题2。

Question 1: What does "last name" mean in Chinese? Where is the last name in an English name?

Question 2: What's Ben's last name?

9. Read the following dialogue after the tape and underline the words and sentences to ask names. 听录音跟读对话, 用下划线标出与名字有关的语句。

Sara: Good morning! I'm Sara Smith.
 Wang Yang: Good morning, Miss Sara!
 Sara: Well, my last name is Smith. Sara is my first name. Just call me Sara. Here's my name card.
 Wang Yang: OK, Sara.
 Sara: What's your name?
 Wang Yang: Wang Yang. Wang is my last name and Yang is my first name.
 Sara: Is it y-a-n-g, or y-a-n?
 Wang Yang: Y-a-n-g.
 Sara: I see. Bye, Yang!
 Wang Yang: Goodbye!

英美人姓名的排列顺序是名在前姓在后, 名字称之为first name, 姓称之为last name。如Ben Brown, 我们可以直呼其名Ben, 或Mr Brown, 布朗先生。

10. Read the dialogue after the tape again and learn to say the underlined words and sentences. 再跟读对话, 学说选出的语句。
11. Review the alphabet for writing down the names of your friends. 复习字母表, 以便写出朋友们的名字。

Aa	Bb	Cc	Dd	Ed	Ff	Gg
Hh	Ii	Jj	Kk	Ll	Mm	Nn
Oo	Pp	Qq	Rr	Ss	Tt	
Uu	Vv	Ww	Xx	Yy	Zz	

12. Talk around and ask the names of five classmates you want to make friends with. Then fill in the table. Try to write down their names in alphabetical order. You may use the following sentence patterns. Try to write down their English names if they have one. 用下面的语句询问5个以上同学的姓名，并按字母顺序写下来。

What's your name, please?

My name's ... / I'm ...

What's your first name / last name?

My first name / last name is ...

First Name	Last Name	English Name

Everyday English

— How are you? 你好吗?

— Fine, thank you. And you? 很好，谢谢。你呢?

— How're things? 你好吗?

— Great! 棒极了!

— Not bad! 不错!

○ Reading and writing

13. Look at the picture and think what Wang Yang should say. Try to act it out in groups. 看图，想想王洋会说什么。分组模仿做这个活动。



14. Now get ready to make a name card for yourself. Look at the following pictures and tick (✓) what you might write on your name card. 选择你做名片需要用的内容。

66435160

telephone number

Wang Li

name

15

age

No. 3 Hexin
Street, Tianjin

address

xxx@hotmail.
com

e-mail address

Manager

job

15. Read the name cards and check your answer. 读名片，核对答案。

ABC Company
Li Wenzhong Engineer

Address: No. 37 Huayuan Street,
Beijing

Tel: 010-88514618

E-mail: lwz0701@126.com

Hexi Nevell Company

Sara Smith Manager

Address: No. 2 Hexi Street, Tianjin

Tel: 022-84212663

E-mail: sarasmith@nevell.com

Hexi Nevell Company
Zhang Qing Secretary

Address: No. 2 Hexi Street, Tianjin

Tel: 022-84212668

E-mail: zhangqing@hotmail.com

Fucheng Vocational School
Gao Bin Teacher

Address: No. 28 Fucheng Street,
Beijing

Tel: 010-68253378

E-mail: gaobin0819@sohu.com

16. Read the name cards in Activity 15 again and help Wang Yang complete the name lists of the guests. 读名片，帮王洋填好来宾名单。

Last name	First name	Address	E-mail	Phone number
Gao				
		No. 37 Huayuan Street, Beijing		
			sarasmith@nevell.com	
	Qing			

17. Suppose you are one of the four people. Work in pairs and make a dialogue. 假定你是其中一位来宾，与同伴进行问答。