



教育部职业教育与成人教育司推荐教材
中等职业学校文化基础课程教学用书

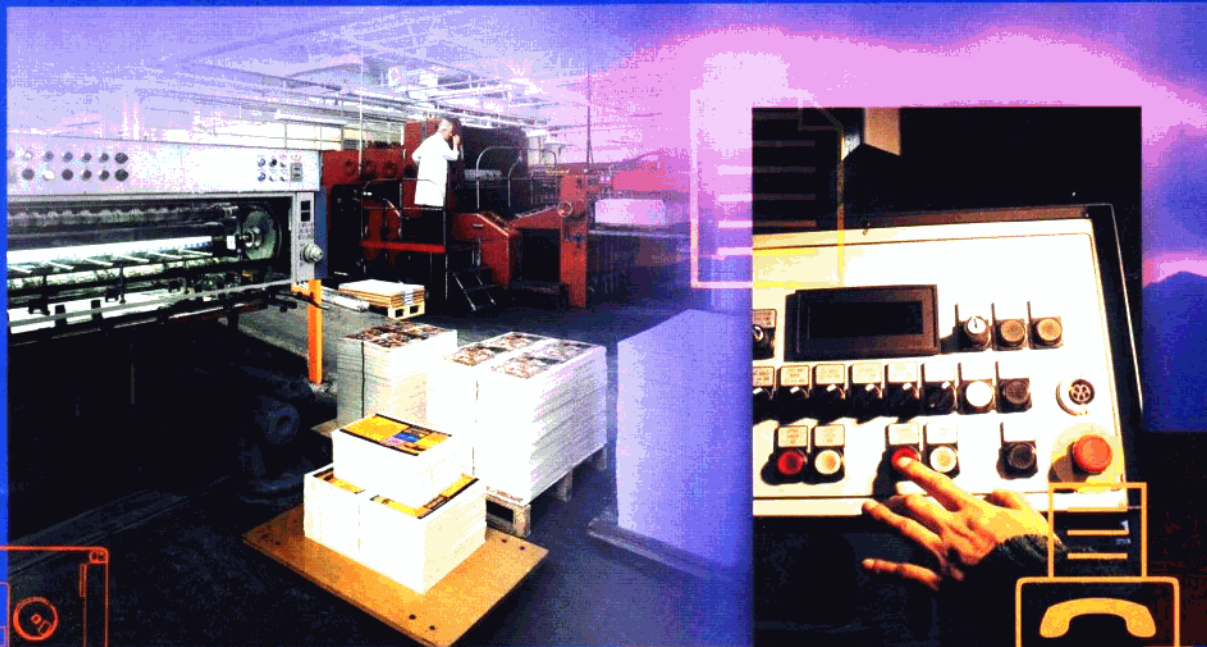
Vocational Education

English

职业英语系列

——基础英语练习册 3

中等职业学校职业英语教材编写组 编



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前言

1. 教材简介

随着我国职业教育教学改革的不断深化,教育部对职业教育提出了新任务和新要求,强调职业教育应向其本质回归,即以岗位需求为职业教育的出发点和终点。因此,中等职业教育人才培养模式也在随之发生变化,中等职业教育正在真正担负起为生产、服务一线培养具有综合职业素质的技能型人才这一重要任务。在这一新时期,中等职业教育英语教学环境也发生了很大的变化。根据“就业导向”、“能力本位”等新的职教办学理念,针对中职学生的实际状况,我们编写了低起点的“职业英语”系列立体化教材,包括基础英语模块和职业英语模块两部分,其中“职业英语系列——基础英语”属于基础英语模块部分。基础英语模块系列教材共分为三级:《职业英语系列——基础英语1》为入门篇,《职业英语系列——基础英语2》为提高篇,《职业英语系列——基础英语3》为应用篇。入门篇起点较低,旨在激发学生学习英语的兴趣,学会用英语谈论身边的事物;提高篇拓宽了话题的深度和广度,旨在提高学生综合运用语言的能力;应用篇旨在加强学生的职业素养,使其学会在充满机遇与挑战的职场环境中如何生存,如何应对挑战。

“职业英语系列——基础英语模块”第三级教材包括:

- 《职业英语系列——基础英语3》:共14个单元;
- 《职业英语系列——基础英语练习册3》:与教材各单元配套,提供多种形式的同步练习题;
- 《职业英语系列——基础英语教学指导书3》:针对各单元的学习目标、交际功能与学习难点,提供各学习部分的教学建议,指导教师组织教学活动;
- 与教材配套的录音带:由美籍专业人士朗读录制而成;
- 多媒体学习课件:补充教材内容,丰富的联机互动活动便于学生自主学习;
- 电子教案:供教师备课与课堂讲解用;
- 网络课程:基于教学资源库的立体化教学环境,为教学全过程提供支持与服务。

本套教材既可作为中等职业学校低起点的文化基础课教材,也可供英语初学者自学使用。本书为《职业英语系列——基础英语练习册3》,教师可酌情增删练习内容,灵活地组织、安排教学活动。

2. 编写思想与特点

本套教材编写过程中广泛征求了中等职业教育英语教研人员和教师们的意见,汇集了国内优秀教师的教学实践经验,集先进的语言学习理论、教学理论与教学手段于一体,注重新世纪职业英语交际能力的需求。

➤ 编写目标、原则与特色

本套教材以提高学习者英语交际能力为目标,贯彻“学为主体、教为主导”的原则,以交

际话题为线索,以交际任务为驱动,辅以先进的多媒体与网络教学手段,以提高学习效率和教学质量。

> 内容模块化,题材富有鲜明的职业教育特色

充分考虑了不同层次学生的需求,每个单元的对话和阅读文章为相对独立的模块。每个模块皆与主题有关,内容相对独立,难度依次有所增加。教师可根据学生的不同程度完成相应模块的教学内容,从而更好地实施因材施教,分类指导。

每单元以某一交际话题为中心,突出2~3种语言功能,包含一些常见句型的学习和交际任务的操练。题材贴近并体现职业性,内容富有时代感,情景设置与学生在学校和社会中的生活密切相关。

> 综合训练言语技能

本套教材采用多技能大纲,培养学生获取知识的能力和实际使用英语的能力。

教材编写融语言知识点与听、说、读、写四项技能于一体,同时扩展了语音和词汇部分内容。基于任务的交际教学法突出了听说技能和英语交际能力的培养,旨在综合、均衡地发展学生的各项语言技能,使其能在真实的交际情景中运用英语完成交际任务。

> 知识性与趣味性并重

选材立足于本土环境,同时注重语言材料与中西方文化背景知识的结合,力求内容浅显、有趣,形式新颖、活泼,语言地道、精炼,力求将语言的学习置于一个真实的场景之中。同时教材的版式设计亦图文并茂,生动活泼。

> 新式的、完备的教学体系

本教材突破了以往的设计模式,从学生的实际出发,按照突出实用性、实践性的原则重组课程结构,侧重突出应用英语的教学模式,提高教材的实用性和可操作性。实施弹性、互动、模块化的多层次教育,以适应学分制的课程体系,强化与职场环境有关的内容。“基础英语”模块能基本满足现代社会对公民素质的要求,基本适应不同职业岗位群的需要,满足企业与社会的需求和个性化学习的需求。

> 立体化配套齐全

由教材、练习册、教学指导书、录音带、多媒体学习课件、电子教案与网络课程等构成了完备的中等职业教育英语教学资源体系。

3. 教材体例结构

《职业英语系列——基础英语3》

本书共14个单元,每单元包括如下部分:

> 热身活动(Warm-up)

由一组主题图片构成,提供互动的英语教学环境与训练场景,引导学习者调出已有知识,为听说读写训练做好准备。

> 听说(Listening & Speaking)

本部分为3个相对独立的模块,教师可根据学生的程度,完成第一或第二个模块的内容。听



与说部分形式多样,且话题相关,将听与说的训练有机地结合起来。

● 听力 (Listening)

结合图片,训练学生“听”的各种认知型技能,包括听大意、听细节、根据上下文猜测等。

● 对话 (Dialogue)

每个环节引入新的语法点和功能点,通过情景和交际环境来展示语言材料,同时为会话表达和口语练习提供范例。对话典型、简练,为学生提供在具体的语境中运用语言的机会。

● 角色扮演 (Role Play)

在对话后配有互动性的角色扮演练习,使学生掌握并灵活运用所学核心词语和重点句型。教师应鼓励学生积极参与,并及时提供课堂指导。

● 交际任务 (Speaking)

在对话后配有交际任务练习,让学生通过小组讨论的方式灵活运用前面所学的内容,在实际场景中完成口语交流。教师应鼓励学生积极参与,并及时提供课堂指导。

> 阅读 (Reading)

本部分为2个相对独立的模块,教师可根据学生的程度,完成第一或第二模块的内容。

阅读前活动帮助学生将新旧知识有机地联系起来。阅读材料以实际需求为主线,满足学生将来进入社会就业的需求,使他们学有所成,学以致用。文章题材和体裁多样,字数控制在150词以内。文字规范、语言地道,知识性、趣味性和可读性强。课后编有与语篇密切相关的阅读理解题或是非判断题,旨在提高学生的阅读能力。生词表除基本的常用词汇外,还涵盖拓展性词汇。教师可根据学生的实际情况加以增删。

> 写作 (Writing)

结合阅读部分,引导学生进行基本的写作练习,以应对今后会碰到的类似的写作题材。教师可根据实际教学情况灵活处理写作部分的教学内容。

> 练习 (Exercises)

结合课文,引导学生进行基础训练,巩固所学知识。

> 文化点滴 (Culture Notes)

介绍课文的文化背景知识,培养学生在特定文化背景下理解语言的得体性,并拓展学生的知识面。

> 语法 (Grammar)

以图表形式简洁直观地呈现新的语法项目,突出重点,易于操练。

> 练习 (Practice)

总结性的学习活动与图片为学生提供交际型扩展活动,让他们更深入地进行个性化的练习,把所学知识加以融会贯通。

> 知识点 (Do You Know?)

总结文中的知识点,或是增加有关文章的背景知识,便于学生开展学习活动。

> 趣味字谜 (Crossword Puzzle)

生动有趣的字谜游戏帮助学生记忆词汇。

➤ 自我评估表 (Self-checklist)

单元后的自我评估表帮助学生构建个人学习成就档案；同时在光盘与网络课程中构建学生的电子学习档案，这也是本学习系统的一大特色。

《职业英语系列——基础英语练习册 3》

该书所收练习与教材同步，与教材各单元的教学点和学习内容相呼应，全面操练听、说、读、写等言语技能及词汇、语音、语法等语言知识。

《职业英语系列——基础英语教学指导书 3》

➤ 学习目标

明确学生学完本单元后应掌握的知识与技能。学习目标综合体现英语学习的认知目标、情感目标和技能发展目标。

➤ 交际功能

明确每个单元所体现的交际功能。

➤ 学习难点

明确每单元的学习难点，便于教师在教学中把握重点与难点，有针对性地讲解。

➤ 其他

提供教材每单元各部分的教学建议、知识点、语法点、文化背景知识、互动活动、练习答案及听力材料录音文字稿等，便于教师备课、讲解。

4. 结束语

本系列教材由东北大学外国语学院赵雯任总主编。本书由东北大学外国语学院刘春阳、刘丽欣任主编。参加编写的还有：姚进、姜雪。武汉市教育科学研究院汤惠民审阅了全稿。在编写过程中我们得到东北大学教务处和外国语学院的大力支持与帮助、沈阳信达科技有限公司的鼎力支持与合作；南京市职业教育教学研究室陈小兵、武汉市教育科学院职教研究室周宪珍、宁波市教育局职业教育与成人教育教学研究室崔瑾、广州市教育局教学研究室陈咏、辽宁基础教育教研中心职教部贾愚、长春市职教中心王觉民等对本书的编写提纲提出了宝贵的意见和建议；本系列教材还得到高等教育出版社外语出版中心的支持与通力合作，在此一并表示感谢。由于编者的水平有限，不当之处在所难免，恳请广大读者批评指正。

编者

2006年6月于东北大学

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Unit 1 Working in an Office

Vocabulary

I. Fill in the blanks with the missing letters.



1. take n_____



2. r_____ visitors



3. f_____ some papers (文件)



4. arr_____ a meeting



5. make an app_____



6. take a s_____



7. a_____ phone calls



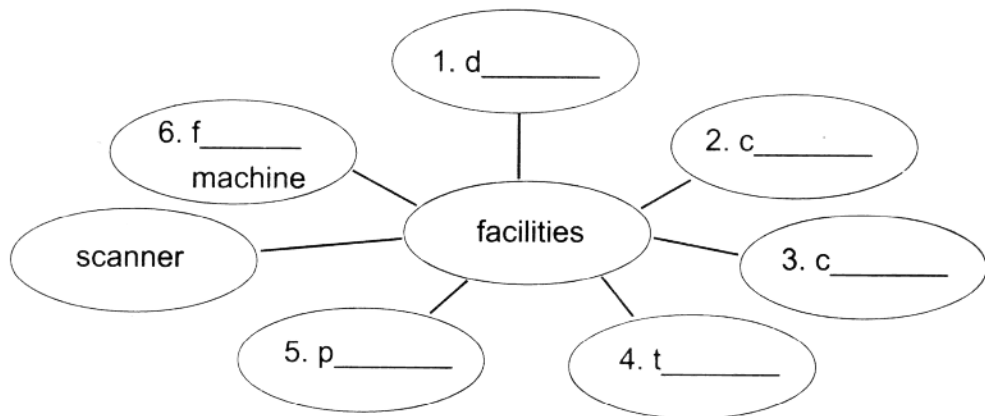
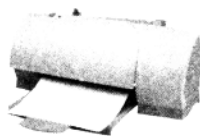
8. open an e_____

II. Complete the sentences with the expressions above. Change the form if necessary.

1. Could you _____ this afternoon? Please put them in the boxes.
2. The secretary is _____ in a very friendly way.
3. The students are _____ of what their teacher says.
4. The efficient secretary is working hard to _____ for the company.
5. Can I _____ beside you? The others are all occupied.
6. I _____ with doctor Johnson to have my lungs checked.

7. Would you _____ and read the letter to me, please?
 8. Miss White is busy _____ to arrange the important meeting.

III. Word net.



Speaking

I. Complete the dialogue with the words in the box.

tired	code	exactly	wait
-------	------	---------	------

A: Hi, Jack.

B: Hi, Mary.

A: The company is changing the dress code (着装要求).

B: What's the new (1) _____?

A: I don't know (2) _____. But I know it's going to be more casual.

B: I like that. I'm (3) _____ of wearing ties.

A: And I hate high heels (高跟鞋).

B: I can imagine. I can't (4) _____ to see what the new code is.

A: Me, too.

II. Complete the dialogue with the sentences a-c.

a. Will you please call her back this afternoon?

b. Who is speaking, please?

c. I'll see if she is in her office.

A: Hello, may I speak to Miss Brown?

B: Hold on, please. (1) _____

A moment later.

A: Sorry, Miss Brown is at a meeting. (2) _____

B: This is Li Ping from Shenyang Travel Agency.

A: Well, (3) _____ or may I take a message for you?

B: It's urgent. Please tell her to call Li Ping at 5123 8906.

A: I will tell her as soon as she comes in.

B: Thanks, goodbye.

III. Choose the best answer for each of the following dialogues.

1. — _____

— I think we are ready.

A. How is everything going?

B. What's your plan for the meeting?

C. Where shall we hold the meeting?

2. — You are late again. What's the trouble this time?

— _____

A. I fell down on the street and broke my leg.

B. Sorry, I forgot to set my alarm clock last night.


C. I watched a football match till midnight.

3. — Please ask Mr Li to come to my office.

— _____

A. Where is he?

B. I don't have his mobile phone number.

- C. Yes, sir.
4. — Do you want to have a change in your job?
— _____
A. Are you talking to me?
B. I'd love to.
C. I liked to be a secretary when I graduated from college.
5. — I don't want to have a secretary always late for work.
— _____
A. Something was wrong with my watch.
B. I was caught in a traffic jam this morning.
C. Sorry, I promise it won't happen again.
6. — Can you draft a formal invitation and have it printed?
— _____
A. Sure, if you tell me the time, the date and the place.
B. I have a lot of things to do today.
C. Two hundred invitation cards will be enough?
7. — Mr Smith is calling from New York.
— _____
A. OK. Put me through.
B. I don't know him.
C. Ask him to come in and wait for a moment.
8. — Have you brought your ID card with you?
— _____
A. Nobody told me I should bring it here.
B. Yes, here you are.
C. I don't have a copy of my ID card.
9. — Let's go around our company, shall we?
— _____
A. I would rather stay here.
B. OK. I'd like to.
C. I am busy now.
10. — Can I help you?
— _____
- 

- A. I'm from Guilin Trading Company.
- B. I can manage it myself.
- C. Yes, please. I have an appointment with Mr Kent.

Grammar

I. Translate the Chinese in the brackets into English.

1. Do you know that old man _____ (那边的)?
2. The life _____ (过去的) could be very hard.
3. Mr Smith is always the last person to _____ (离开办公室).
4. The young man _____ (坐在...之间) John and Tom is my brother.
5. George ate up the cake _____ (由...做的) his mother.

II. Work with your partner. Underline the post-modifiers in the following sentences and translate them into Chinese.

1. He is the best man in our office to do the job.

2. The girl was the only person speaking English.

3. I saw a notice warning people not to smoke.

4. We mustn't tell others about the things being discussed here.

5. There are no tickets available for tonight's show.

Reading

I. Read the following passage and choose the best answer.



You Want a Day Off?!

So you want a day off. Let's take a look at what you are asking for. There are 365 days per year available for work. There are 52 weeks per year in which you already have 2 days off per week,

leaving 261 days available for work. Since you spend 16 hours each day away from work, you have used up 170 days, leaving only 91 days available. You spend 30 minutes each day on coffee break which counts for 23 days each year, leaving only 68 days available. With one-hour lunch each day, you used up another 46 days, leaving only 22 days available for work. You normally spend 2 days per year on sick leave. This leaves you only 20 days per year available for work. We are off 5 holidays per year, so your available working time is down to 15 days. We generously give 14 days vacation per year which leaves only 1 day available for work and I'll have nothing to say if you are going to take that day off!

1. How many hours is the employee at work each day according to the passage?
A. Nine hours. B. Seven hours. C. Eight hours.
2. How many days does the employee normally ask for sick leave each year?
A. 2. B. 5. C. 8.
3. According to the speaker, how many days are left for actual work?
A. Five days. B. Only one day. C. Only two days.
4. Who do you think the speaker is?
A. An employee. B. A boss. C. A secretary.
5. The tone of the passage is _____.
A. humorous B. sad C. matter-of-fact

II. Read the following passage, and then decide whether the following statements are true (T), false (F) or not mentioned (NM). Tick (✓) your answer in the box.

My Future Plan



I graduated from Beijing Normal University (师范大学) with a major in English language and literature. But I want to be a tour guide very much because I like traveling and meeting various kinds of people. So I took an evening course at the Tourism School of Beijing after graduation and I have gotten a qualification certificate. I know a tourist guide must be responsible for arranging and coordinating (协调) tour activities, and offering service of transportation, accommodation, sightseeing, shopping and entertainment. It is a hard but interesting job. I usually guided foreign tourists

around Beijing when I was at the university. I have learned a little French and Japanese as well. So I think I am qualified for the job.

T F NM

- ☐ ☐ ☐ 1. I learned English language and literature in the university.
☐ ☐ ☐ 2. I am not interested in the job as a tour guide.
☐ ☐ ☐ 3. After graduation, I learned tourism at a night school.
☐ ☐ ☐ 4. A tourist guide should take a lot of responsibilities.
☐ ☐ ☐ 5. I have learned a little French so that I can travel there some day.

Writing

I. Make up sentences with the given words.

1. talking over, the secretary, is, the phone

2. two months, I, for, a, part-time job, had

3. all these, you, can, here, modern machines, manage

4. a secretary, its new office, for, wants, a company

5. affect you, other people's actions, let, don't

II. Suppose you are a secretary and you are asked to draft an invitation to a celebration of your company.

Time _____

Date _____

Place _____

Content _____



Example:

Dear Mr / Ms Brown,

On the occasion of the 20th anniversary of our company, we'll hold a celebration at 7 pm, July 10th in the hall of our main building. We sincerely invite you to come to join us.

Yours faithfully,
Shanghai Electronic Company

III. Suppose you are an interviewee applying for a job. Try to answer the following questions according to your own experience and condition.

1. Why do you apply for the job as (a secretary, a bank clerk, a typist, ...)?
2. What qualifications do you have?
3. What do you do if you have the job?
4. What makes you think you would be a success in this position?
5. What is your strongest trait (个性优势)?
6. What is the most important thing in your life right now?
7. How do you handle your failure?
8. How long would you like to stay with this company?



Unit 2 Advertising

Vocabulary

I. Fill in the blanks with the missing letters.



1. in the n_____



2. on the l_____

快捷主:
 网络广告 电子邮件 网络购物
 手机短信 电视广告 网络新闻
 电子邮件 网络购物 网络新闻
 网络广告 网络购物 网络新闻
 网络广告 网络购物 网络新闻
 网络广告 网络购物 网络新闻
 网络广告 网络购物 网络新闻

3. c_____ ads



4. c_____ the company



5. promote the s_____



6. product a _____



7. advertising a _____



8. a _____ radio ads

II. Complete the sentences with the expressions above. Change the form if necessary.

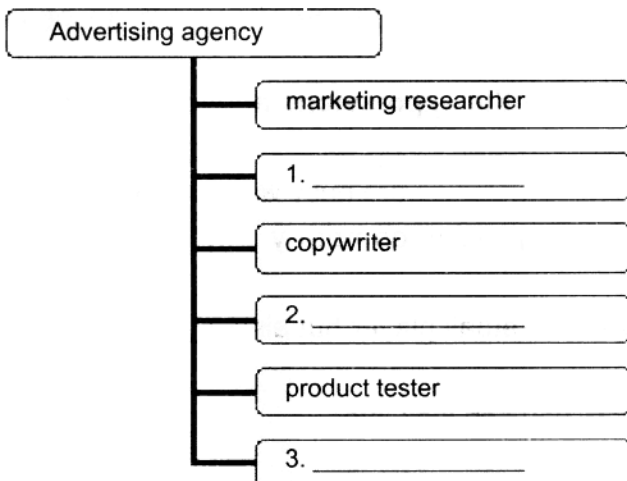
- The clerks in the _____ are busy with their work.
- Advertisements can help your company publicize products and _____.
- Yao Ming is not only a basketball player but also a _____ for many products.
- If you want to find a job, you can look into _____.

5. In his spare time, Li Xiao likes chatting with his friends _____.
6. Many people get news _____ while they are having meals.
7. Robert works at a radio station and _____ during the break of news reports.
8. I _____ immediately after I found there was a defect in the product which I had bought.

III. Find the words in this unit to complete the sentences. The first letter of each word is given.

1. Advertising agencies c_____ ads to promote the sale of a product or service and publicize them t_____ newspapers, television, radio, magazines, the Internet, and outdoor signs.
2. German printer Johannes Gutenberg i_____ movable-type printing in about 1450. This invention made posters p_____. Two hundred years later, the first newspaper ad was p_____.

IV. Word net.



Speaking

I. Complete the dialogue with the words in the box.

say	contact	local	computer
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A: Have you seen the classified ad on a laptop in the (1) _____ newspaper?

B: No, I haven't. What does it (2) _____?

A: It says that the (3) _____ has a P 4 CPU and a 17-inch monitor.

B: Good. Let's (4) _____ the seller?

II. Complete the dialogue with the sentences a-c.

a. What happened?

b. It's good news.

c. Isn't it terrible?

Joe: It seems you are not happy. What's wrong?

Lily: I've read an ad about the milk sale in Mart Supermarket yesterday.

Joe: (1) _____

Lily: I thought that way too, so I went there and bought two boxes.

Joe: Sounds like you got a great deal.

Lily: Nope. I've got cheated.

Joe: I don't understand. (2) _____

Lily: The milk has gone bad. (3) _____

III. Imagine you are an account executive and you are planning an ad with your advertiser. Complete the following dialogue.

account executive: We have a plan for your products, sir.

advertiser: Wonderful! How are you going to p_____ the sale?

account executive: We are going to publicize the ad through the I_____.

advertiser: Good idea. Young people like s_____ the Internet.

account executive: We'll photo many movie stars using your products and p_____ the pictures on the web page.

advertiser: That's interesting. Do you have i_____ targets?