



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2 (基础模块)

张艳乔 赵文通 秦贵兵 主编



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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做出创新亮点,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2(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,还可以加强学生在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:制作个人简历、组织校内书展、开设网店等。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、旅游等话题,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,使体例更加生动活泼,内容更加通俗易懂。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,参加大型活动等,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,为后面的学习作铺垫。

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,通过边听边说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部分内容,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。

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

该部分通过英文背景知识,丰富英语学习的内容,拓宽学生的视野,激发学生对英语世界探秘的兴趣。

本书由中等职业教育课程改革规划新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。

中等职业教育课程改革规划新教材编写组

2010年1月

Unit	Function	Listening & speaking
1 I'd like you to meet a new friend.	Introducing oneself and others. Describing personalities.	Understanding the link between people. Learning how to introduce a friend to a new friend.
2 What do you like to do in the city?	Talking about likes and dislikes. Describing your future plans.	Understanding likes about life and jobs. Learning how to give others suggestions.
3 What do you usually do on weekends?	Talking about regular or irregular activities. Describing the usage of computers.	Understanding rules about computers. Learning how to make good use of the Internet.
4 What's the most interesting activity of the book fair?	Talking about different kinds of activities. Describing the variety of activities.	Understanding differences about book fairs. Learning how to arrange activities.
5 The way you look is very well.	Talking about different kinds of clothes. Describing colors and types of clothes.	Understanding rules about shopping. Learning how to offer help to others.
Revision of Unit 1-5	Integration of functions in Units 1-5.	Integration of listening and speaking skills in Units 1-5.

Contents

Unit	Function	Listening & speaking
1 I'd like you to meet a new friend here.	Introducing oneself and others; Describing personalities	Understanding the first meeting between people; Learning how to introduce somebody to somebody
2 What do you want to do in the future?	Talking about likes and dislikes; Describing your future jobs	Understanding talks about likes and dislikes; Learning how to give others suggestions
3 What do you usually do online?	Talking about computer and Internet; Describing the usage of computer	Understanding talks about computer; Learning how to make good use of the Internet
4 What's the routine arrangement of the book fair?	Talking about different kinds of exhibitions; Describing the various activities	Understanding talks about book fair; Learning how to arrange activities
5 The coat fits you very well!	Talking about different kinds of clothes; Describing colors and sizes of clothes	Understanding talks about shopping; Learning how to offer help to others
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
Using some adjectives to describe personalities; Writing the profile of friends	Verb “be”	Observing and giving answers according to the pictures	1 ~ 12
Discussing the job preferences; Making a resume	Using “should/must” to advise	Reading for specific information and classifying	13 ~ 26
Discussing how we use computer; Making a questionnaire about shopping online	Simple present tense	Observing and giving answers according to the pictures and graphs	27 ~ 40
Understanding the arrangement of the English Speaking Contest Organize a school book fair with various activities	Questions	Grasp specific information about the arrangement of activity through listening to the dialogues and reading articles	41 ~ 52
Understanding talks about shopping; Writing useful expressions about expressing your demands as a customer and serving customers as a salesperson	Exclamation	Observing and giving answers according to the pictures; Getting information about the colors and sizes of clothes through listening and reading	53 ~ 64
Understanding letters; Writing a paragraph to introduce oneself	Consolidation	Integration and application	65 ~ 74

Unit	Function	Listening & speaking
6 Where is the nearest bank?	Ask for directions	Understanding the dialogue between people about asking for directions and giving answers; Learning the way of asking for directions and giving
7 How was your last weekend?	Describe the activities you did on the last weekend	Understanding the dialogue between people; Talking about the weekend activities
8 Have you seen the exciting movie?	Describe the movie types and comment on different movies	Understanding how to comment on a movie
9 What about taking a trip together?	Talking about travel plan with friends; Making a tour plan for you and your partner	Understanding ways to suggest; Learning how to plan a travel
10 What's the transportation like in Beijing?	Talking about transportation; Introducing the transportation of a city	Talking about future plan; Learning how to describe transportation
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 词汇表	161

Reading & writing	Structure	Learning strategy	Pages
Learning some key words in asking for directions and giving answers; Draw a map of the way from home to school	Action verbs	Knowing how to ask for directions and give answers through dialogues and maps	75 ~ 88
Understanding short texts on people's weekend activities; Writing the weekend activities of the family members	Simple past tense	Paying attention to specific information	89 ~ 100
Understanding how to describe different kinds of movie; Making comments on a movie.	Present perfect tense	Guessing specific information through reading; Memorizing words through understanding context	101 ~ 114
Learning about touring in London, Paris, and New York; Learning about introducing a city	Simple future tense	Reading passages for information of travel; Spotting pictures to identify the place	115 ~ 126
Learning about transportation in Beijing; Choosing the best means of transportation	Present progressive tense	Understanding passages for information of transportation; Writing opinions about the using cars	127 ~ 140
Understanding recruitment advertisements; Writing an application form	Consolidation	Integration and application	141 ~ 148

**I'd like you to meet a
new friend here.**

Unit 1



Unit Task

Make the profile of your best friend.



Warm-up



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



(1)



(2)



(3)

2. Listen and discuss. 听录音,与你的同伴讨论三段对话发生的场景。

Conversation 1: _____

Conversation 2: _____

Conversation 3: _____

3. Discuss and write. 与你的同伴讨论,并在下面的表格中写出自己好朋友的名字和他们的性格特征。

Tom: easygoing, naughty

Susan: talkative, ...

... : friendly



Listening and speaking



Dialogue I'd like you to meet a new friend here.

4. Listen and tick. 听对话,选出对话中出现的句子,并在句子前的空格中打勾。

☐ I'd like you to meet a new classmate here.

- ☐ Tom is friendly.
- ☐ You can study in Grade Six.
- ☐ But this is only my third time.
- ☐ You are welcome.
- ☐ It's time for class.

5. Listen and answer. 听录音, 回答下面的问题。

Question 1: How many people are talking in the dialogue?

Question 2: Who are they?

Question 3: Will Tom and Mike be good friends?

6. Read and play. 根据对话内容, 三人一组表演对话。

Miss Zhang: Good morning, Mike.

Mike: Good morning, Miss Zhang.

Miss Zhang: I'd like you to meet a new friend here. This is Tom. He's from England.
Tom, this is Mike.

Mike: Hi, Tom! Glad to meet you.

Tom: Hi, Mike! Glad to meet you, too.

Miss Zhang: Tom is friendly and hard-working. Now you two are classmates and also deskmates.

Mike: Oh, great!

Tom: Thank you! I hope you can help me with my math.

Mike: No problem. But I'm a little bit careless.

Tom: Really? Maybe we can help each other.

Mike: Yes! It's time for class. Let's go to the classroom together.

Tom: OK. Let's go. Goodbye, Miss Zhang.

Miss Zhang: Goodbye. See you in the class.



7. Think and finish. 假如你是刚到这个班级的 Tom, 你会向全班同学怎样做自我介绍呢? 思考并完成下面的表格。

Self-introduction

Name: _____

Age: _____

Family: _____

Address: _____

Interest: _____

Personality: _____

Dream: _____



Language Bank

I'd like you to meet a new classmate here.

我想让你认识一位新同学。

Glad to meet you. 很高兴见到你。

Tom is friendly and hard-working. 汤姆友善并且勤奋。



Reading and writing

8. Look and guess. 看下面的三幅图片, 猜测图中人物的性格特征。



(1)



(2)



(3)

9. Read and decide. 大声朗读下面的单词,并判断哪些是褒义词(P),哪些是贬义词(N)。

helpful _____

childish _____

forgetful _____

careful _____

strange _____

friendly _____

foolish _____

pessimistic _____

warm-hearted _____

hard-working _____

patient _____

kind _____

easygoing _____

sensitive _____

10. Read and match. 将右侧方框中的性格特征与左侧句子所描述的人物连线。



(1)



(2)



(3)



(4)



(5)

(1) She is my best friend. She believes that she must be successful in the football match.

(2) My uncle often helps repair our see-saw.

(3) His father is an interesting person. He can make others laugh easily.

(4) Even though my grandfather is 70 years old now, he likes to take part in all kinds of games.

(5) Tony gets upset so easily. It seems as if he's always angry about something.

energetic

humorous

confident

bad-tempered

helpful

11. Discuss and write. 与同伴讨论,并使用活动 10 中的形容词描述你认识的某个人的性格特征,并加以举例。

For example: My father is a hard-working person. He often works late into the night.

My teacher is very strict with us. Usually she ...



12. Read and find. 认真阅读以下三段对话, 找出描述人物性格的词汇。

Dialogue 1:

A: Do you like your new roommate?

B: Yes. He is a happy boy. Everyone wants to be around him. He knows how to have fun, and he always thinks about the good side of everything. He is optimistic.

A: Really? But I have heard that he is very lazy and never finishes his homework on time.

B: Oh, No. He works very hard. He always does a lot of preparation before class.

A: Then would you like to introduce him to me?

B: Of course!

Dialogue 2:

A: What do you think of your new English teacher?

B: She's OK, but sometimes a little bit serious. She seldom laughs in class.

A: What do you mean?

B: Oh, she doesn't enjoy jokes. It's hard to even get a smile out of her.

A: Terrible!

B: Don't worry. She's very kind and patient with all of us.

A: What a relief!

B: And her English class is also very interesting.

Dialogue 3:

A: What a beautiful dress you wear!

B: Thanks. It's really pretty. That's what Mary gave me as a birthday gift.

A: Yes. Mary is so sweet and generous. She always gives her friends gifts.

B: Yeah, so she is!

A: I wish there were more people like her in the whole world.

B: I agree with you. And she's an excellent student in our class. She's good at all of the subjects we're learning.

A: Oh. Unbelievable!

B: She's diligent in the lessons. All of us enjoy studying with her.