



普通高等教育“十一五”国家级规划教材
高职高专公共英语系列教材



Zoom In 点击职业英语

基础英语模块

2

Student Book 学生频道

原著者 (美) Anna Uhl Chamot
(美) Isobel Rainey de Diaz
(美) Joan Baker-Gonzalez
(美) Deborah Gordon
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(加) Kathryn Harper

改编者 刘黛琳 牛 健



大连理工大学出版社
DALIAN UNIVERSITY OF TECHNOLOGY PRESS





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國民中學課程標準



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Standard Book

THE
NATIONAL
INSTITUTE
OF
EDUCATION
TAIPEI
REPUBLIC OF CHINA

1994

1994

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CENGAGE
Learning™

Up Close: English for Global Communication Student Book 2

Anna Uhl Chamot, Isobel Rainey de Diaz, Joan Baker-Gonzalez, Deborah Gordon, Nina Weinstein and Kathryn Harper
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前言

《点击职业英语》是为配合高职高专教育公共英语课程教学改革而组织编写的系列教材。该系列教材全面贯彻高职高专教育公共英语课程教学改革的目标要求,全程侧重学生英语实际应用能力,尤其是听说能力的培养,同时注重学生自主学习能力和职业素质的提高,是针对高职高专学生目标需求及其兴趣而设计的一套综合性公共英语学习课程。

《点击职业英语》系列教材包括基础英语和职业英语两大模块。其中,基础英语模块由四个级别组成,每级包括《学生频道》、《练习频道》、《听说频道》和《教师频道》,并配有供学生利用计算机和网络进行自主学习的多媒体课件;职业英语模块由一系列专门的职业英语课程构成,体现英语在相关职业中的应用。

《点击职业英语》基础英语模块注重听说读写语言基本技能与功能、语法、词汇等语言基础能力的全面培养,强调学习真实自然的英语语言,尤其是日常生活用语。该系列教材采用交际教学方法,教材中设计了多种形式的双人或小组活动,供学生在课内训练完成。内容由易到难,循序渐进,学生通过完成任务和活动训练即可巩固所学内容。

《学生频道》是供学生使用的教材。每个单元开始部分为学习目标。在开始学习一个单元之前,学生应先了解这些目标,并在随后的学习过程中不断联想这些目标,因为学习目标可以帮助学生明确每一单元内容的学习目的。在每个单元中,语法和词汇知识通过表格形式呈现,一目了然,其后配有置于一定语言情景中的相关练习活动。

该频道的另一个显著特点是图片故事,即以图片的形式讲述了同住美国洛杉矶一套公寓楼内14个典型人物的故事。这些图片故事提供了真实的语言交际情境,使学生能够通过接触不同国家的人,体验到实用鲜活的英语。另外,这些故事生动有趣、时代感强,涉及丰富的文化背景知识,有利于学生对照自己的文化,体验一个非常有趣的学习过程。每个单元以“锁定频道”结尾,通过一幅取自下一单元故事的图片,引导学生预测下一单元的学习内容。

《练习频道》与《学生频道》配套使用,其中的活动专为学生自主学习而设计,学生可在课内或课外完成。《练习频道》专门附有托业桥(TOEIC BRIDGE)和托业(TOEIC)考试样题,以便学生了解和熟悉这两个国际知名的职业英语测试的题型和测试方式,并借此自我测评英语实际应用能力。《听说频道》专门提供了大量的听说实践活动,以提高学生用英语进行口头交际的能力。

《教师频道》为教师提供了具体的教学建议及一些扩展活动,为教师全面贯彻本系列教材的教学理念提供指导和帮助。

《点击职业英语》系列教材是国际合作专门为高职高专教育公共英语课程教学改革量身定制的成果,由圣智学习出版公司 (Cengage Learning) 和大连理工大学出版社联合出版。参加编写的作者有: Anna Uhl Chamot, Isobel Rainey de Diaz, Joan Baker-Gonzalez, Deborah Gordon, Nina Weinstein 和 Kathryn Harper。刘黛琳和牛健对全书进行了改编和统稿。北京外国语大学的学生参与了部分工作。参加第二级教材审定工作的有:黄震华、曹玉泉、杨亚军。

我们希望《点击职业英语》系列教材能够点击和激发学生学习英语的兴趣。毕竟,兴趣是学习语言的最好动力。

所有意见和建议请发往:gzjckfb@163.com

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编者

2009年2月

Zoom In Student Book Sample Unit

I made my reservation two weeks ago.

UNIT 8

Goals

- Asking about travel 询问旅行
- Expressing length of time 表达时间长度
- Making and responding to polite requests 礼貌地提出请求及回应

1 Warm Up

A. Listen to the conversations. Write the number of the conversation on the correct line.

B. PAIR WORK Compare your answers with your partner. Explain why you answered the way you did.

81

GOALS are clearly defined to help students take responsibility for their learning.

学习目标：本栏列出单元学习目标，使学生明确学习重点。

The **WARM UP** is used to diagnose any possible difficulties the students may have with the unit material.

热身练习：帮助学生预测在单元学习中可能遇到的问题，做到心中有数。

2 Conversation

Can I have a window seat, please?

Kevin is going to a medical convention in Las Vegas.

A. Listen and practice.

Good morning, sir.
Where are you
traveling today?

Las Vegas.

I'm sorry. I don't see your
name on this flight.

But I made my
reservation two
weeks ago.

Could I see your
ticket, please?

Oh, here it is. I'm
sorry—my mistake.

All right, sir. Your seat numbers
are 20A and 20B. Your flight
begins boarding at Gate 1B at 2:15.
Here are your boarding passes.

Could I have a
window and an
aisle seat?

How many bags
do you have?

Just these two.

Happy Birthday Andy! I'm
taking you to Las Vegas
with me.

Dad, why did you
get two seats?

B. Answer the following questions.

1. Why is Kevin going to Las Vegas?
2. Why is Andy going to Las Vegas?

82

The **PHOTO STORY** provides visual and oral language input.

图片故事：通过图片讲述故事，充分体验英语口语。

CONTEXTUALIZED PRESENTATIONS of unit language is achieved with the photo story.

情景展示：通过图片故事，提供语言情景。

VISUAL PRESENTATIONS of main grammar points help students understand structural aspects of new language.

语法栏目：通过表格简明扼要地讲解语法知识，使学生一目了然。

INTERACT activities give students the opportunity of less controlled practice with the new language.

学生互动：通过两人或小组活动形式，促进学生间英语交流和互动。

CULTURE ZOOM IN provides opportunities for personalization as students compare their cultures with the target language culture.

文化透视：帮助学生了解异域文化，进行中外文化对比，提高跨文化交际能力。

4 Grammar in Context

Expressing length of time

Questions and answers with *when* and *how long ago*

How long ago	you	see that movie?	Three months	
	did	Mr. Wilson	visit Rome?	Two years
When		dinosaurs	live on the Earth?	Thousands of years

ago.

用 *when* 和 *how long ago* 对过去发生的事件进行提问，回答时可用 "... (一段时间) ago"，表示“在某一时间之前”。

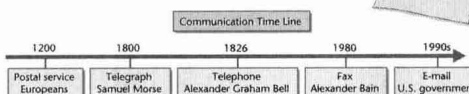
Practice

A. PAIR WORK Ask your partner questions about the communication time line.

Example: A: How long ago did Samuel Morse invent the telegraph?

B: About 200 years ago.

about, approximately



Interact

B. GROUP WORK Ask your classmates about famous events in the history of China.

C. Make your own time line with five things you did over the past few months or years. Do not write the dates.

D. PAIR WORK Exchange papers, and ask your partner questions to find out the dates on his or her time line.

C CULTURE ZOOM IN



Tourism in China is booming. In 2004, 109 million people visited China from other countries. It was the first time over 100 million people visited China in a year. This is helping to build many more hotels, restaurants, and facilities for both Chinese and foreign tourists. It also means that there are more jobs in the tourist industry.

中国的旅游业蓬勃发展，2004年，外国来华旅游者人数共计1亿9千万。这是首次在一年的内有超过一亿人来华旅游。

84

5 Vocabulary in Context

Making and responding to polite requests



Could I see your ticket, please?
Of course. It's here in my purse.
Okay. You have an aisle seat near the rear of the plane.
But I requested a window seat at the front of the plane.



Could you show me your passport and boarding pass, please?
Yes, here they are.



Could you help me with my luggage, please?
Sure. Which are your bags?



Could I take this briefcase and backpack as carry-on luggage?
I'm sorry. The briefcase is fine, but the backpack is too big.



Could you give me my seat number?
The agent at the check-in counter will give it to you.



Excuse me. Could you tell me where the international departure gate is?
Yes, it's in terminal 3. You have to take a shuttle bus.

Practice

A. Complete the conversations with one of the words or expressions above.

1. A: Do you have a lot of _____?
B: No, I just have these two bags.
2. A: Excuse me. Where do I board Flight 407 for Miami?
B: At _____.
3. A: What's your _____?
B: 15A. It's a window seat.
4. A: Could you tell me where I can buy a _____?
B: Over there at the first counter.
5. A: Do I have to show my passport at the first counter?
B: I'm not sure. Why don't you ask the _____?

L LANGUAGE ZOOM IN

语言聚焦
Use *Could I...* when you are asking for something.
Use *Could you...* when you want someone to do something for you. 当请求得到某物时，使用 *Could I...*。当请求别人做某事时，使用 *Could you...*。

85

6 Listening in Context

A. Listen and fill in the chart with the missing information.



roller skates



miniskirt



sneakers



umbrella



roller coaster



television

When	Who	What
	Jonas Hanway	
	Joseph Merlin	invented roller skates
mid 1800s	Europeans and Americans	had rollercoasters in amusement parks
1967	The U.S. Rubber Company	
	Mary Quant	
	Philo T. Farnsworth	

B. PAIR WORK Use the finished chart to ask and answer questions about things that happened in the past.

Example:

A: When did Mary Quant invent the miniskirt? or How long ago did Mary Quant create the miniskirt?

B: In 1967. That was _____ years ago.

87

LISTENING is developed through strategy-based practice.

听力练习：听力活动置于语言情景中，练习由易到难，注重培养学生的听力技能。

7 Reading

Travel test

Before you read

A. PAIR WORK Discuss. How long is your vacation? Do you always travel on your vacation?

While you read

B. Read the questions, and check your answers. Then use your score to find out what kind of traveler you are.

What kind of traveler are you?

1. How long do you usually go on vacation?

- ___ a. Less than a week.
- ___ b. One to two weeks.
- ___ c. More than two weeks.

2. Do you prefer to ...

- ___ a. go shopping and sightseeing?
- ___ b. relax by the beach and swim?
- ___ c. enjoy outdoor activities like hiking and other sports?

3. What time of year do you usually go on vacation?

- ___ a. Around national holidays.
- ___ b. In summer.
- ___ c. Anytime. It doesn't matter.

Now add up your score:

For every a answer, 1 point.
For every b answer, 2 points.
For every c answer, 4 points.

Use your total score to find out what type of traveler you are below.

10 or less: You are a **Reluctant Traveler**. You are a busy person and you don't like to slow down. You would often prefer to stay home. You only take short breaks, usually when there is a national holiday. You prefer traveling to clean, well-organized cities with well-known museums and activities. You like to stay in nice hotels. You often spend time with your family and friends on vacation.

11-15: You are a **Comfort Traveler**. You want to put your worries behind you. You see traveling as relaxing and doing as little as possible. In the summer you love to take a few weeks off, relax, and catch up with friends and family. You love nice meals and good laughs with your friends. You will try some new things after a few days of lazing around, and you're usually ready for more active pursuits.

17 and above: You are an **Intrepid Traveler**. You love to explore new places and see new things. You like to travel overseas with friends, but you can also travel on your own. You love to have new experiences and adventures in out-of-the-way places. You like to choose your own activities. You are happy to visit cities, jungles, small islands, or glaciers, but a highly organized package tour isn't for you.

88

PRE-READING exercises help activate students' prior knowledge.

阅读热身：阅读前的活动旨在激活学生已有的知识，引发对阅读内容的预先思考。

AUTHENTIC tasks help develop reading skills.

真材实料：学习材料来自真实的生活，学生接触真实自然的语言及实用内容，学以致用。

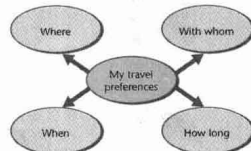
WRITING is developed through step-by-step activities.

写作练习：循序渐进，提高写作技能。

C. Do you agree with the results of the test? Why or why not? Share your opinions with your classmates.

A travel journal

A. Make a list of things you like to do when you travel. Divide the items into groups using a mind map like the one on the right.



B. Use the above information to write a report about how you like to travel.

Who I like to go with:

When I like to travel:

Where I like to go:

How long I like to stay:

C. Share your report with your classmates.

89

Motivation for the next unit starts with **STAY TUNED**.
锁定频道：承上启下，将学生导入下一单元的学习内容。

A. PAIR WORK Ask your partner questions about how he or she likes to travel.

Example:
A: *How do you like to travel?*
B: *I like to travel by bus.*

B. Mark an X in the correct column for each answer you hear from your classmates.

Bus	Train	Car	Airplane	Other

C. Use the chart to find your classmates' favorite way to travel. Then write a report.

Stay TUNED



Who's this with
Phil Chen?

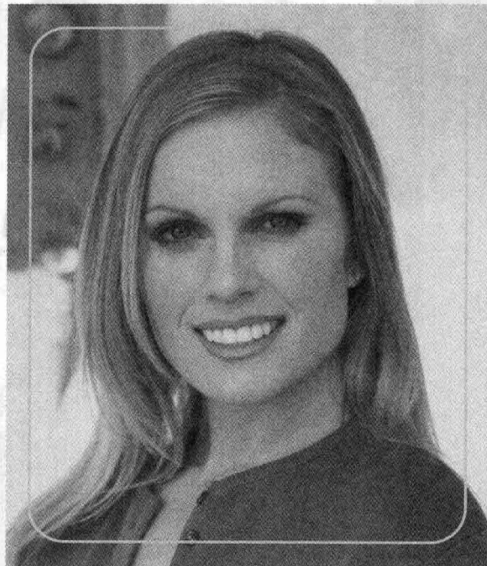
90

Cast of Characters



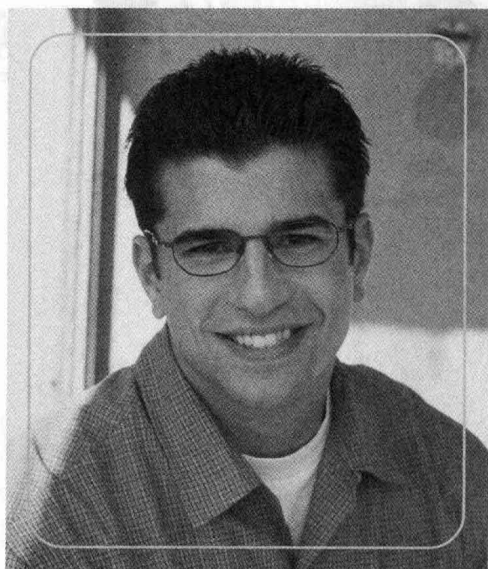
Casey Walker

Student at UCLA Medical School



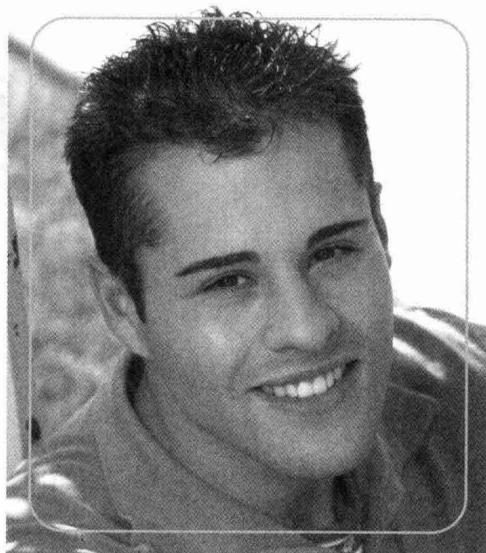
Stacey Walker

Model



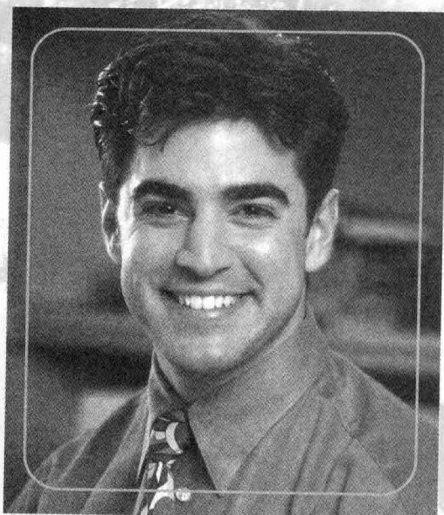
Brad Garcia

Business Student at UCLA

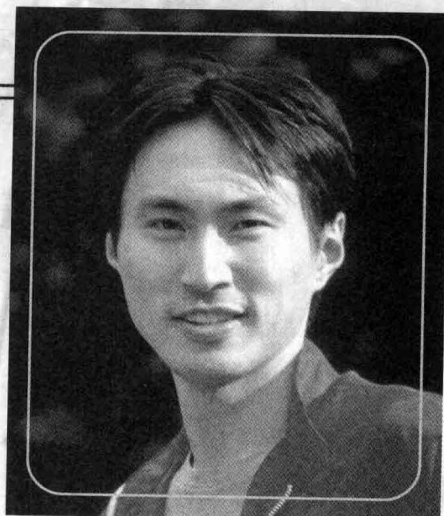


Jason Garcia

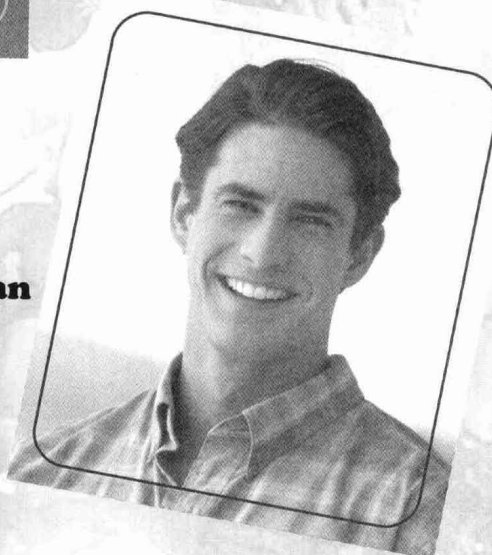
Actor



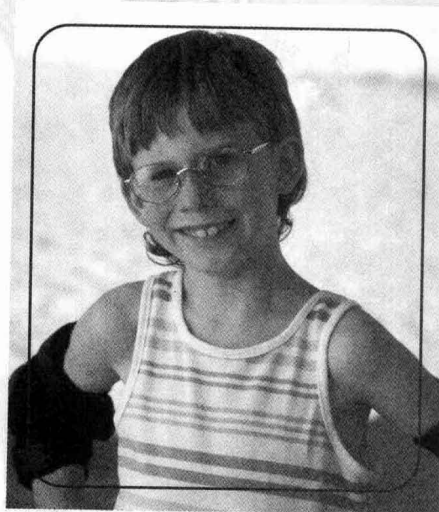
Mike Cohen
Webmaster



Ken Sato
Exchange Student from Japan



Kevin Jordan
Doctor



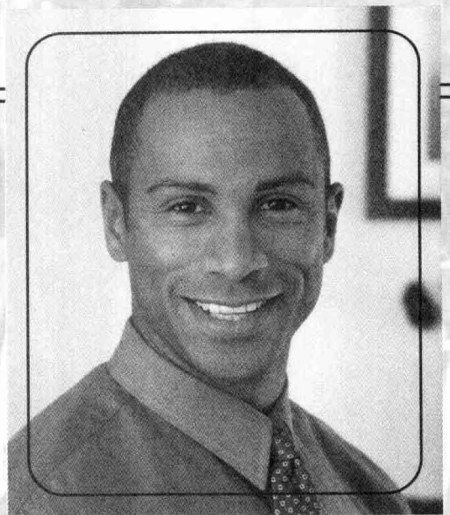
Andy Jordan



Susan Miller-Jordan
Teacher

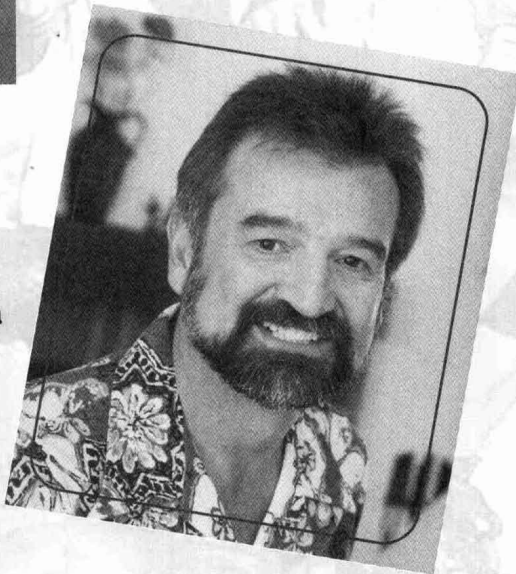


Karen Sanders
Nurse

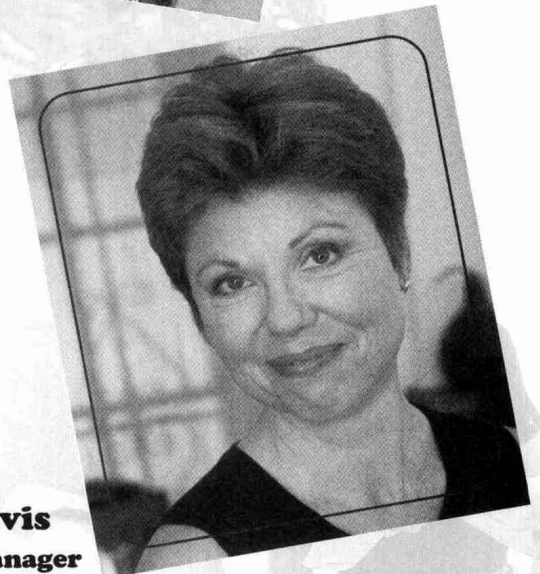


Nathan Sanders
Engineer

Ben Wilson
Writer



Phil Chen
Graphic Artist



Annie Davis
Apartment Manager

CONTENTS

Practical Language Talking about marital status and family • Classroom instructions • Personal identification • Identifying people's physical appearance			1
Communication Goals	Grammar Goals	Vocabulary Goals	
1 Great movie! Talking about past events Making invitations Talking about movies	Regular and irregular simple past tense Statements, <i>yes/no</i> questions and short answers	3 Movie types: <i>action, comedy, drama, horror, science fiction, Western</i> Descriptive adjectives: <i>depressing, exciting, fast-moving, funny, imaginative, interesting, romantic, sad, scary, sentimental, silly, thrilling, violent</i>	
2 Where's the Walk of Fame? Describing location Asking about location Asking for and giving directions	Prepositions of location <i>There is/are + one/a lot of/any</i>	13 Asking for and giving directions: <i>How do I get to...?; Can you tell me how to get to...?; Go east on...; Go to...; Turn left/right on...</i>	
3 We're jogging at Griffith Park. Talking about healthy eating habits and exercise Making suggestions Making excuses Giving explanations	Simple present vs. present continuous tense Negative questions Statements with <i>because</i>	23 Exercising: <i>jog / go for a run, swim laps, lift weights, do reps, work out, be in great shape, take an aerobics class, be in training</i>	
4 They want a taller model. Asking for and getting information in a store Making comparisons Explaining problems with clothes Making choices	Adjectives of comparison <i>too + adjective</i> <i>not + adjective + enough</i>	33 Describing clothes: <i>loose, relaxed fit; tight, snug; V-neck, feminine style; round neck, classic style; long sleeve, casual style; short sleeve, light top</i>	
Review 1: Units 1–4			
Practical Language Identifying body parts and injuries • Numbers 120 - 99,000 • Describing the weather			
5 I love the holidays. Describing objects Talking about holidays Talking about what things are made of	Nouns as adjectives Superlatives	51 Talking about what things are made of: <i>bamboo, cotton, denim, leather, paper, plastic, silk, silver, wood, wool</i>	
6 We should take a vacation. Talking about possibility Making weather predictions Making suggestions for vacation plans Asking about tourist attractions	Modals: <i>could, should, have to, will</i> Adjectives: <i>far, high, deep, long, wide</i>	61 Asking about tourist attractions: <i>How far is it to...?; How long will it take to get there?; How high is...?; How many feet is that?; How deep is...?; How old is...?; How long is...?; How many...?; How wide is...?</i>	

Communication Goals	Grammar Goals	Vocabulary Goals
7 Casey! Watch out! Talking about future plans and schedules Giving warnings Talking about frequency Giving advice	Present continuous tense with future meaning Questions with <i>how often</i> Adverbs: <i>once, twice, every day</i>	71 Housework: <i>wash the dishes, dry the dishes, rake the leaves, vacuum the carpet, water the plants, mow the lawn</i>
8 I made my reservation two weeks ago. Asking about travel Expressing length of time Making and responding to polite requests	Information questions Time expressions + <i>ago</i> Modal: <i>could</i>	81 Travel vocabulary: <i>ticket, aisle seat, window seat, passport, boarding pass, luggage, bags, carry-on baggage, seat number, agent, international departure gate, terminal</i>
Review 2: Units 5–8		91
Practical Language		97
Getting a job • Two-word verbs • Time expressions with <i>the... before...</i>		
9 I'm worried about my future. Explaining wishes and desires Talking about ability Expressing dissatisfaction and concern	Contrasting <i>would like to</i> + verb with <i>like to</i> + verb <i>know how to</i> + verb	99 Expressing dissatisfaction and concern: <i>fed up, bored with, tired of, bothering me, upset with, worried about</i>
10 What did she say? Reporting what someone said Talking about periods of time Describing personal qualities	Reported speech Prepositions: <i>from, until, during</i>	109 Describing personal qualities: <i>careful, caring, cautious, creative, dependable, determined, disciplined, energetic, gentle, imaginative, outgoing, patient, reliable, sociable, studious, understanding</i>
11 You're doing beautifully! Talking about sports/hobbies Describing actions Comparing how people do things	Adverbs, regular and irregular <i>as</i> + adverb + <i>as</i>	119 Sports scores: <i>win / won the race, beat / beat the opposition, lose / lost the game, finish / finished in third place, tie / tied for first place, come in / came in second, get / got a penalty, score / scored a point</i>
12 What do you do? Expressing wishes Making logical conclusions Making an inference	<i>Wish</i> + pronoun + <i>could</i> + verb <i>Must</i> + verb for inferences	129 Adjectives to describe people: <i>awful, bored, busy, careless, delighted, eager, early, enormous, lazy, sensitive, short, tired</i>
Review 3: Units 9–12		139
Student B activities		145
Vocabulary Summary		146
Vocabulary Index		155
Zoom In Characters		162
Stay Tuned		166

Practical Language

single
married
divorced
widowed

Talking about marital status and family

A: Are you married?

B: Yes, I am.

A: Do you have any children?

B: Yes, I have two. A boy and a girl.

A: Are you married?

B: No, I'm single.

A: Do you have any brothers or sisters?

B: No, I don't. I'm an only child.

Personal Identification

This is Meg Young.

This is her student identification (or student ID).

Her **full name** is Margaret Ann Young-Stewart.

Her **last name** or **maiden name** is Young.

She hyphenates her **married name** Young-Stewart.

Her **first name** is Margaret, but her **nickname** is Meg.

Her **middle name** is Ann.

Her **middle initial** is A.

Classroom Instructions

1. Sit with a partner.
2. Form a group of three.
3. Stand up and move to your group.
4. Sit down, please.
5. Come to the board, please.
6. Point to the book.
7. Read this sentence aloud.
8. Write these words.

Please print all information.

Class: Contemporary Dance 101

Teacher: Mr. Ascher

Name: Young-Stewart Margaret A.
(last) (first) (middle initial)

Address: 2105 E, Park Road
(street)

Winfield, New York 11500
(city) (state) (zip)

Telephone: (212) 659-1245 Sex: M ☒ F



Identifying people's physical appearance

A: I'd like to meet that man.

B: Which one?

A: The short one.

A: Where's Ken?

B: Over there next to the tall man.

A: Which one?

B: The one with glasses.

by height



He's the short one.



He's the tall one.

by use of glasses



the man with glasses

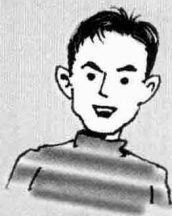


the one without glasses

by hair color and length



the boy with long, blond hair



the boy with short, black hair



the boy with short, red hair

by clothing



the tall girl in a pink dress



the tall girl in a gray skirt