



中等职业技术教育



汽车运用与维修专业系列教材

English Used in Automotive Workplaces
(Learning Material)

汽车维修职场英语

(学生用书)

总主编 赵计平 主编 刘渝 副主编 张爱维 主审 张荣健



重庆大学出版社

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内容简介

本书按照汽车维修职场工作流程,主要介绍了职场健康安全;职场交流;手动工具及测量仪器;确认汽车总成;车辆电气部件/附件;怎样检测和调整柴油喷嘴;车辆细部处理与清洁等车辆维修工作场所常用的、最基本的英语词汇、句型、术语和行话。通过读、听、说、写的编排方式使学习者能在具体工作场所进行最基本的、有效的英语交流,满足学习者未来工作的需求并具有竞争力。

本书可作为中等、高等职业院校汽车维修相关专业教学及培训的师生用书,可作为汽车维修行业初、中、高级技术工种及相关企业员工的专业英语培训教材,也可作为职业自学者学习用书。

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前 言

《汽车维修职场英语》是根据指导性文件《汽车维修技术人员培训能力标准》: QTP-BC003——职场阅读, QTPBC008——建立顾客联系, QTPBC010——在职场进行有效交流相结合后编写而成的教学材料。

本书学习、借鉴了国际职业技术教育中的先进理念,突出“以能力为本位,以学生为中心,灵活、多样、弹性的教学方法和以学习者的需求为教学基础”的原则。根据学习者的特点,设定学习目标,选择开展灵活多变的教学活动和丰富多样的教学手段,达到教学目标。教学重点突出,知识和能力融为一体,通过选择开展各种形式的鉴定方式,使学习者达到相关能力标准的要求。

本书力求体现“以能力为本位”的职业教育教学培训理念,强调专门用途英语的特点:以语言为中心,技能为中心,学习者为中心;以特殊的职场交流需求为中心;以职场中的专用技术理念、术语和行话的需求为中心,并对学习者的学习成果使用与普通英语不完全相同的鉴定理念和方法。力求为特殊的专业技能学习服务,设计了多样化的互动式教学活动。使学习者能够在提高自己在相关职场中英语应用能力的同时,巩固职业技能的学习。

本书的主题均通过英语教师、专业课教师及行业的专家依据语言在职场的真实工作用途共同讨论确认,并与特殊的职业和工作活动内容相关(与车辆保养维修紧密相关)。采用的语料均来自真实的汽车保养维修的工作场所。通过对学习者的需求分析,作为教学材料的开发基础,为满足学习者具体要求而设计,通过学习将满足学习者未来的工作的需求。以适当的语言、技能、(句法、词汇、叙述、语义学)叙述和类型适当的活动为中心,所学习的词汇、术语、讨论的话题都与专门的技术领域相关。通过一系列的活动来强化和提高学习者使用英语技能的自信心,在所描述的任务中,使学习者学会在具体工作场所能够有效地交流。

本书共分7个单元,通过学习与车辆维修工作场所中相关的、常用的基本英语技术术语、行话、常用的表达方式和基本句型,结合“以能力为本位”的专门英语技术术语、行话、常用的表达方式和基本句型,结合“以能力为本位”的专门用途英语的教学和鉴定原则,使学习者能学会使用常用的英语技术术语和行话,通过读、听、说、写的学习,能使用最基本的英语交流技能,从而使学习者通过该门课程的学习后,能在汽车维修行业的工作场所中,克服语言障碍,掌握在该领域相关职场中常用的最基本英语词汇、句型、术语和行话,满足行业未来的工作岗位需求,具有在相关的工作场所中的竞争力。

本书由刘渝担任主编,张爱维担任副主编,重庆师范大学外语学院张荣建教授担任主审。夏薇、王静编写了第1单元,杨茵编写了第2单元,张科编写了第3单元,杨茵、梁瑛、何启迪编写了第4单元,张科、罗冰雁、唐世君编写了第5单元,刘渝编写了第6单元并负责全书的统稿工作,吕红、张爱维编写了第7单元,周至红参与了附录的编写。

由于水平有限,难免有不当之处,请各位同仁、专家提出宝贵意见。

编 者

2006年6月

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Unit 1 Occupational Health and Safety in the Workplace

(Learning Materials)



Learning Outcome

- Grasp the meaning of English terminology and signs of OHS used in the automotive workplace
- Grasp the required sentence patterns relevant with OHS in the automotive workplace



Learning Resources

- Automotive English-Chinese Dictionary
- Video, Computer, Projector
- OHS kits
- White board, White paper, Mark pens
- Cards of OHS kits

Nominal Hours

4 Periods

Prior Knowledge

- Junior-school English Level
- OHS knowledge
- Relevant Automotive knowledge on OHS



Assessment Guide

When you have completed the content of this unit, meet with your teacher for assessment. If you have some problems, ask your teacher for help. Then both the teacher and the learners will sign his/her names. It means they all agree that they've achieved the learning/teaching goals of this unit.

Learning Content

Activity 1

Task A Group Discussion

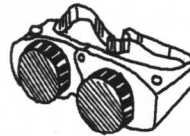
What are the functions of the following personal protective equipment? Match the words and pictures, then fill in the blanks.



a.()



b.()



c.()



d.()



e.()



f.()

1. Safety boots

2. Safety helmet

3. Safety goggles

4. Safety gloves

5. Safety earmuff

6. Welding face shield

Task B Look at this picture, what forms of personal protective kits do you use in the workplace? Tick the correct ones in the relevant box.



☐gloves

☐face shields

☐goggles

☐respirators

Activity 2

Task A Listen to the tape twice and complete the conversation.

Susan: Have you got a first aid station in your workshop?

Peter: Yes, we have.

Susan: Have you got a first aid kit in your _____ 1 _____?

Peter: Yes, we have.

Susan: What have you got in the _____ 2 _____?

Peter: We have got a thermometer, _____ 3 _____
tweezers and some gauze.

Susan: Anything else in the first-aid kit?

Peter: Yes, we have got some antibacterial cream.



Task B With your partner, list three things you've got in your workshop first-aid kit in English.

Example: We've got a pair of tweezers in our workshop first-aid kit. (a thermometer, etc.)

Activity 3

Task A What do you think these generic warning signs mean?

Look at the following signs, discuss with your partner and identify their meaning, match the words and signs, then fill in the blanks.



a. _____



b. _____



c. _____



d. _____

1. **Warning:** Electric Arc
2. **Warning:** Suspended Load Overhead
3. **Warning:** Risk of Electric Shock
4. **Warning:** Risk of Fire-highly Flammable Materials

Task B What do you think these international signs mean in the workplace? Listen to the meaning of these signs then number them:



a. _____



b. _____



c. _____



d. _____



e. _____



f. _____

Activity 4

Task A Reading in the Workplace

Remember the following sentences, while working in the workplace. Translate them into Chinese, please.

- ◆ Keep work area clean and tidy.
- ◆ Store tools and equipment safely.
- ◆ Pay attention to warning bells.
- ◆ Wear protective equipment where necessary.
- ◆ Report unsafe conditions to your supervisor.
- ◆ Learn the correct way to lift things.
- ◆ Learn how to get first aid.
- ◆ Learn the locations of emergency exits.
- ◆ Learn the proper use of machines and equipment.
- ◆ Learn the location and the use of fire extinguishers and fire alarms.

Activity 5



Task A Writing in the Workplace

Develop a bilingual poster of safety rules for your workshop in English. (The sentences in Activity 4 can be used as references. Put them in the correct order.)

Safety Rules
1.....
2.....
3.....
4.....
5.....
6
7

Assessment



Assessment Guide

When you have completed the content of this unit, meet with your teacher for assessment. If you have some problems, ask your teacher for help. Then both the teacher and the learners will sign his/her names. It means they all agree that they've achieved the learning/teaching goals of this unit.

Assessment Resources

1. Vocabulary List /Check list
2. Tape recorder and tape
3. Words/phrases/sentence cards and Pictures relevant with the unit

Assessment Checklist

Please read aloud the English words/phrases listed in the first column and translate them into Chinese.

Student Name _____ Date _____

Class _____

Vocabulary	Competent	Not yet competent	Comment
earmuff			
emergency			
extinguishers			
exit			
first-aid			
protective			
High voltage			
etc.			

Student signature _____

Assessor signature _____

Glossary

- | | |
|----------------------------------|---------|
| 1. design /di'zain/n. /v. | 设计 |
| 2. earmuff /iə'mʌf/n. | 耳罩 |
| 3. electric /i'lektrik/adj. | 电的, 电动的 |
| 4. emergency /i'mə:dʒənsi/n. | 紧急事件 |
| 5. equipment /i'kwipmənt/n. | 设备 |
| 6. exit /'eksit/n. | 出口 |
| 7. extinguisher /ik'stingwiʃə/n. | 灭火器 |
| 8. first-aid /'fə:st eid/adj. | 急救的 |
| 9. goggle /'gɒgl/n. | 护目镜 |
| 10. helmet /'helmit/n. | 钢盔 |
| 11. respirator /'respəreitə/n. | 呼吸器 |
| 12. corrosive /kə'rəʊsiv/adj. | 腐蚀(性)的 |
| 13. protective /prə'tektiv/adj. | 保护的 |
| 14. thermometer /θə'mɒmitə/n. | 温度计 |
| 15. tweezers /'twi:zəz/n. (pl.) | 钳子 |

Unit 1 Occupational Health and Safety in the Workplace

16. gauge /geɪdʒ/n.	度量;仪表;计
17. sign /saɪn/n.	标记
18. service /'sɜːvɪs/n.	服务、保养
19. shield /ʃiːld/n.	防护罩
20. unsafe /ˌʌn'seɪf/adj.	危险的
21. voltage /'vɒltɪdʒ/n.	电压
22. electric Arc /ɪ'lektrɪk ɑːk/n.	电弧焊
23. suspended load overhead /sə'spendɪd ləʊd 'əʊvəhed/	悬挂负载过重
24. electric shock /ɪ'lektrɪk ʃɒk/	电击
25. fire-highly flammable /'faɪə haɪli 'flæməbl/	高易燃的

Unit 2 Communication in the Automotive Workshop

(Learning Material)



Learning Outcome

- Learners know about the appropriate style of communication in the workplace
- Learners are required to master the key expressions on communicating in the automotive workshops including making a telephone call, communicating with the colleagues and customers, etc
- Learners know how to write an accident report



Learning Resources

- Automotive English-Chinese Dictionary
- Video, Computer, Projector
- White board, White paper, Mark pens
- Tape Recorder
- Cards

Nominal Hours

4 Periods

Prior Knowledge

- Junior-school English Level
- OHS competency
- Relevant automotive knowledge and skills
- Basic application skills of communicative means (telephone, fax, ect.)



Assessment Guide

When you have completed the content of this unit, meet with your teacher for assessment. If you have some problems, ask your teacher for help. Then both

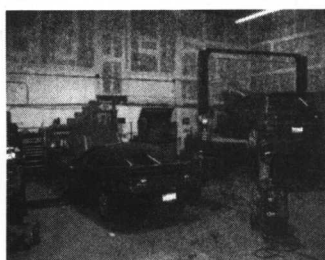
the teacher and the learners will sign his/her names. It means they all agree that they've achieved the learning/teaching goals of this unit.

Learning Content

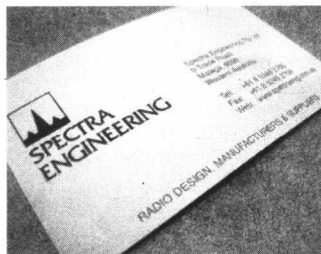
Activity 1

Task A Picture Identification

Fill in the blanks with appropriate words.



The car is in the _____.



This is a _____.

What are they doing?

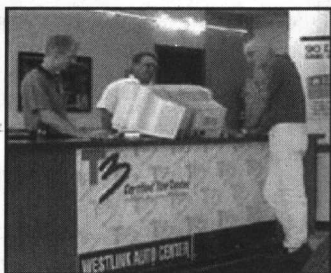


The receptionist serves at the _____.



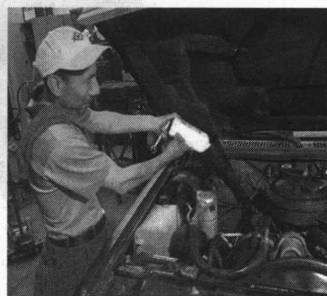
These men are _____.

sample

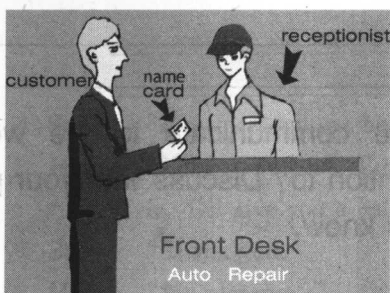


The technician is serving the _____ (who?) at the _____ (where?).

More practices



The _____ is repairing the car in the _____ (where?).



The _____ (who?) is giving his _____ (what?) to the _____ (whom?).

front desk, auto garage, garage, technicians, receptionist, customer, name card.

Task B Compare the behaviors in the pictures below and decide which one is better. Choose with a “√”.

a) Paul: Henry, could you help me at the front desk?

☐ **Henry:** I'm tied up here, Paul. There is no way I can help you right now.

☐ **Henry:** I'd like to help you, Paul, but I'm tied up here. This car has to be ready by tomorrow morning.

b) ☐ **Reason:** _____

☐ **Reason:** _____

c) Peter is an assistant at the garage. Now he is helping Henry repair the vehicle.

—— “Ouch!”