

中等职业学校试用教材

英语

成功职业学校

基础模块

第二册

Edward J. McBride

中等职业学校英语(基础模块)教材编写组



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Edward J. McBride

Downtown 2: English for Work and Life Student Book

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致同学

亲爱的同学们,大家好!你们在不久前刚刚结束自己第一学期的学习生活,在各方面的收获一定不小。尤其是在英语学习方面,你们的英语水平是不是又得到了提高呢?对于大家所取得的成绩,我们全体编写组成员向你们表示热烈的祝贺。希望你们能在新的学期再接再厉,努力学习,勤于实践,继续为自己今后的工作或者学习打下扎实的知识与技能基础;同时,也希望这套教材能够对你有所帮助。

生活在这样一个经济繁荣,社会稳定且高速发展的时代,是我们每个人都应该感到幸运的事情。中等职业教育是我国现代国民教育体系的重要组成部分。经济社会发展对于具有综合职业技能的高素质实践型人才的需求越来越大,根据《国务院关于大力发展职业教育的决定》,到2010年,中等职业教育招生规模将达到800万人,与普通高中招生规模大体相当;高等职业教育招生规模占高等教育招生规模的一半以上,这些会为你提供更多更好的发展机会。我们相信,三年的职业教育将会对大家今后学习与工作产生深远的影响,只要你们努力学习,注重实践,不断提高自己的综合素质和实际工作能力,每一个职业学校的学生都将会有光明的前途。

语言能力,尤其是使用英语进行交际的能力,是综合职业技能的重要组成部分。英语课程是中等职业学校各类专业学生必修的文化基础课,其基础模块具有培养学生基本素养的功能,并为其进入专业英语的学习打好基础。通过学习本课程,大家将会在初中英语学习的基础上,进一步巩固基础知识,提高听、说、读、写的基本技能,具有初步的运用英语进行交际的能力和继续学习英语的能力。

这套教材是在引进美国圣智学习出版公司(原汤姆森学习出版集团, Thomson Learning) *Downtown: English for Work and Life* 的基础上,结合同学们实际情况以及我国中等职业教育的特点改编而成。全书图文并茂,生动形象,语言地道,是一套不可多得的英语教材。本册教材与第一册的结构基本相同,共有8章,每章内有4课,都围绕同一个主题展开,这样可以把相关的词汇、语法以及听、说、读、写的技能有机地综合集中在一个章节之中,有效地提高大家学习的效果。这些主题都与你们学习、生活以及今后的工作密切相关,它们分别是:日常活动、饮食、过去与现在、度假、购物、健康与安全、求职、工作。这样做有几个好处,一是增加课本内容的亲切感,提高大家学习英语的兴趣;二是增强学习的实用性,大家可以把学到的语言知识和技能直接应用于自己的生活、学习以及今后的工作之中;三是有助于开展各种交际活动,对于自己熟悉的内容,大家听起来容易懂,说起来言之有物。每个章节由以下几个部分组成。

学习目标 (Goals)

学生是学习的主体,英语是靠自己学来的,而不是老师教来的。教师的作用在于为你的学习提供帮助,例如,他们可以给你解释语言现象,向你传授语言知识,为你提供学习材料,对你进行学习方法的指导,等等。在英语学习过程中,教师、教材、教具等只是外因,学生本人才是内因,外因必须要通过内因发生作用。英语学习应该是一个主动的过程,必须要通过学习者本人的积极体验、参与、实践,以及主动地尝试与创造来获得认知和语言能力的发展,因此,外语学习成败的关键在于学习者本人。本教材每个章节开始就给大家列出了章节的学习目标,使同学们对于本章节要学习的内容和达到的目标做到心中有数。这样做的目的是希望大家能够在后面的学习中有意识地管理自己的学习,作自己学习的主人。

主题图 (Picture-Dictionary Style Chapter Opener)

每章的开篇都有一幅大的图画,图画中的内容由本章的核心内容构成,这样做的目的是为了增

加语言的形象性,更为重要的是它可以表现出本章节要学习的主要词汇和短语的意义。在图的右侧是一个听的训练,要求你在听的过程中,把听到的词在图画中相应的部分指出来。这样可以使你提前学习并掌握本章节的重要词汇和表达方法,包括它们的读音和意义。

课文 (Text)

每一章都包括三篇课文和一个复习课,都紧紧围绕本章节的主题,相辅相成,由基础到应用,层层递进,构成一个完整的统一体。第一课一般是基础的训练,希望你能通过这一部分掌握与本章节主题相关的基本表达方法。第二课和第三课是第一课的深化与应用,第二课围绕一个生活的情景,而第三课则围绕一个工作的情景展开。在此之后,还安排了一个复习课,对前面三个课文的内容进行总结和复习。在这四课之中,都设计了丰富多彩的训练活动,希望大家能够积极地参与,并在参与的过程中,使听、说、读、写四项技能得到全面综合的提高。在课文之中,有几个特色栏目值得向大家专门介绍一下:

家庭作业 (Homework)

我们的家庭作业与众不同,不会要求你回家抄课文或者背诵句子,而是要求你利用课堂上学到的英语技能在课后进行一些具体的社会实践活动。这是我们针对职业教育的特点而专门设计的。

游戏环节 (Game Time)

英语学习应该是一个体验成功与快乐的过程,为了增强英语学习的趣味性,提高大家对英语课的兴趣,我们设计了一些轻松的游戏,通过这些集体的游戏活动,大家可以共享英语给我们带来的乐趣。

文化注释 (Culture Tip)

语言和文化密不可分,要想成功地与英语国家的人进行交际,就要了解英语国家的文化。因此,我们在每个章节都设计了文化注释的栏目,以此向大家介绍与本章节内容相关的文化知识,其语言简单,内容简明扼要,相信你们读起来会感到轻松,不会有说教的感觉。

网上冲浪 (Internet Idea)

同学们之中有很多人是网迷,为什么不把这一爱好和英语学习结合一下呢?在每一章我们都有一个网上查询的活动,一方面可以使你通过查询进一步巩固课堂上学习的内容,另一方面你还可以通过查询获得更多的知识,扩展自己的视野,更为重要的是,你还可以在查询的过程中阅读更多的英文。

自我检查 (I Can ...)

与单元开始的学习目标相对应,在每个章节的结束都有一个自我检查的板块,你可以利用它检查自己学习的效果。如果你能给自己一个高的评分,说明你在本章节的学习过程中大有收获,值得祝贺!如果发现自己的评分不高或者某一部分的评分不高,那你可要再努力一把,及时地把那些未达到要求的地方弥补过来。

前面我们就教材的内容以及我们的一些基本想法与同学们进行了交流,至于这些内容与活动是否能达到预期的效果,还需要同学们的配合与检验。我们也希望大家把你们在使用过程中的感受告诉我们,以便于本套教材能够更好地为你服务。

谢谢大家,并预祝各位学习成功!

本教材由广州市中等职业教育地方教材建设编写委员会组织编写,广州市教育局教学研究室主持实施,清华大学外语系崔刚教授担任中方执行主编,广州市教育局教学研究室陈咏担任中方执行副主编,参加编写的还有陈向杰、陈永娟、李晓琴、刘婕、苏慧明、孙素梅、杨瑞雪、喻滔滔。北京外国语大学刘润清教授审阅了全稿。

编者

2007年4月

Lessons

Competencies

Grammar

Daily Activities

Lesson 1:
What's She Doing?
Page 4

- Identify household chores
- Discuss frequency of activities
- Use common "make" and "do" expressions
- Ask and answer questions about household chores

- Idioms: *make vs. do*
- Frequency words - word order

Lesson 2:
Jessica's
Neighborhood
Page 8

- Read and understand a map
- Understand compass point directions
- Ask for and give directions
- Distinguish between current and habitual actions
- Interpret postal rates and services

- Simple present: habitual actions
- Verb tense review: present
- *Simple vs. present continuous*
- *Can*: ability
- *Could*: possibility; probability

Lesson 3:
What Do You Do
at Work?
Job: Mail Carrier
Page 13

- Interpret a postal delivery schedule
- Correlate weight to cost using ounces / pounds
- Identify common work activities

Chapter Review
"Jessica's New
Neighborhood"
Page 18

- Write about your neighborhood
- Interview people about their jobs
- Talk about your "commute"

- Simple present: scheduled activities
- Non-action verbs

Food

Lesson 1:
Thanksgiving Dinner
Page 24

- Identify places in the kitchen
- Identify common Thanksgiving foods
- Distinguish between count and noncount nouns
- Contrast general and specific nouns
- Identify common beverages

- Nouns: count/noncount
- Quantifiers: *much / many / a lot / a little / a few / some / any*

Lesson 2:
What Do We Need
from the Market?
Page 28

- Talk about future plans
- Plan and write a shopping list
- Read and understand ads and coupons
- Interpret food labels

- *A / an or some*
- Verbs with infinitives
- *Going to*: future plans

Lesson 3:
What Would You Like?
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Page 33

- Give and take restaurant orders

- *Like vs. would like*
- *Like + gerund or infinitive*
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Page 37

- Compare foods from different countries
- Work together to plan a party

The Past

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Your Day?
Page 44

- Talk about past events
- Use common regular verbs in the past tense
- Ask and answer questions about past events

- Simple past: regular verbs
- Past time expressions

Lesson 2: Yesterday
Page 48

- Memorize and use common irregular verbs in past tense
- Describe common recreational activities
- Describe a sequence of past events

- Simple past: irregular verbs
- *Simple present vs. simple past*
- Past tense questions

Lesson 3: What Did
You Do on That Job?
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Page 52

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- Interpret a time line
- Create a personal and professional time line

- *Ago* with simple past

Chapter Review
"Jessica's Interesting
Day"
Page 57

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- Create a team story

Lessons

Competencies

Grammar

Free Time

Lesson 1: How Was Your Vacation?
Page 64

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- Ask and answer questions about free time activities
- Offer, decline, and accept invitations

- *Go + gerunds*
- Combine sentences with *and* or *but*
- Past tense: short answers

Lesson 2: How Was the Weather?
Page 68

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- Talk about the weather
- Interpret a weather map

- *Be* past for weather
- Non-referential subject: *it*
- Short answers: *did* vs. *was / were*
- Past tense: negative

Lesson 3: I Work at a Travel Agency
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Page 73

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- Interpret transportation schedules
- Read and interpret a bar graph
- Create a bar graph

- Simple present for scheduled future events

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Page 77

- Work with a team to plan a vacation

Shopping

Lesson 1: Where Can I Find the Pots and Pans?
Page 84

- Identify departments in a department store
- Ask for and give locations
- Read and interpret a bar graph
- Create a bar graph

- *Will / won't*: future predictions
- *Might / may*: future possibility

Lesson 2: I Might Buy Earrings
Page 88

- Write a story in the future tense
- Make predictions using *will* or *won't*
- Talk about future possibilities
- Use superlatives to rank people / things

- *Will*: contractions
- *Will* with *probably*
- Comparative adjectives: review
- Superlative adjectives

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Job: Sales Clerk
Page 92

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- Return or exchange an item
- Compare ads

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- Understand and fill out a credit card application

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- Describe medical problems
- Identify parts of the face and body
- Describe common medical treatments

- *Be* vs. *do* questions: review

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- Give and respond to safety warnings

- *Must / must not / have to / not have to*

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- Discuss common safety procedures

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On the Job

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- Accept and decline help
- Describe steps in a process

- *Can / can't*: ability
- Object pronouns after prepositions
- *Will*: offers to help
- Reflexive pronouns
- Indefinite pronouns: *someone / somebody, anyone / anybody, everyone / everybody, no one / nobody*

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- Request a schedule change
- Read and interpret performance evaluations

- Possessive pronouns
- *May / can*: permission
- *Will*: promises

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A Better Job

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- Talk about past jobs and job duties
- Describe skills and abilities
- Interpret "Help Wanted" ads

- Short answers: review
- *(be) able to*

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- Understand and fill out a job application form

- *Simple past vs. past continuous* review
- *When vs. while*
- Questions: review

Lesson 3: The Job Interview
Job: Personnel Manager
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- Describe personal strengths / qualities
- Identify appropriate and inappropriate non-verbal behavior
- Discuss salary, benefits and working conditions

- Adjectives describing personality

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- Ask and answer common job interview questions

Words and Expressions

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英语

基础模块

第二册

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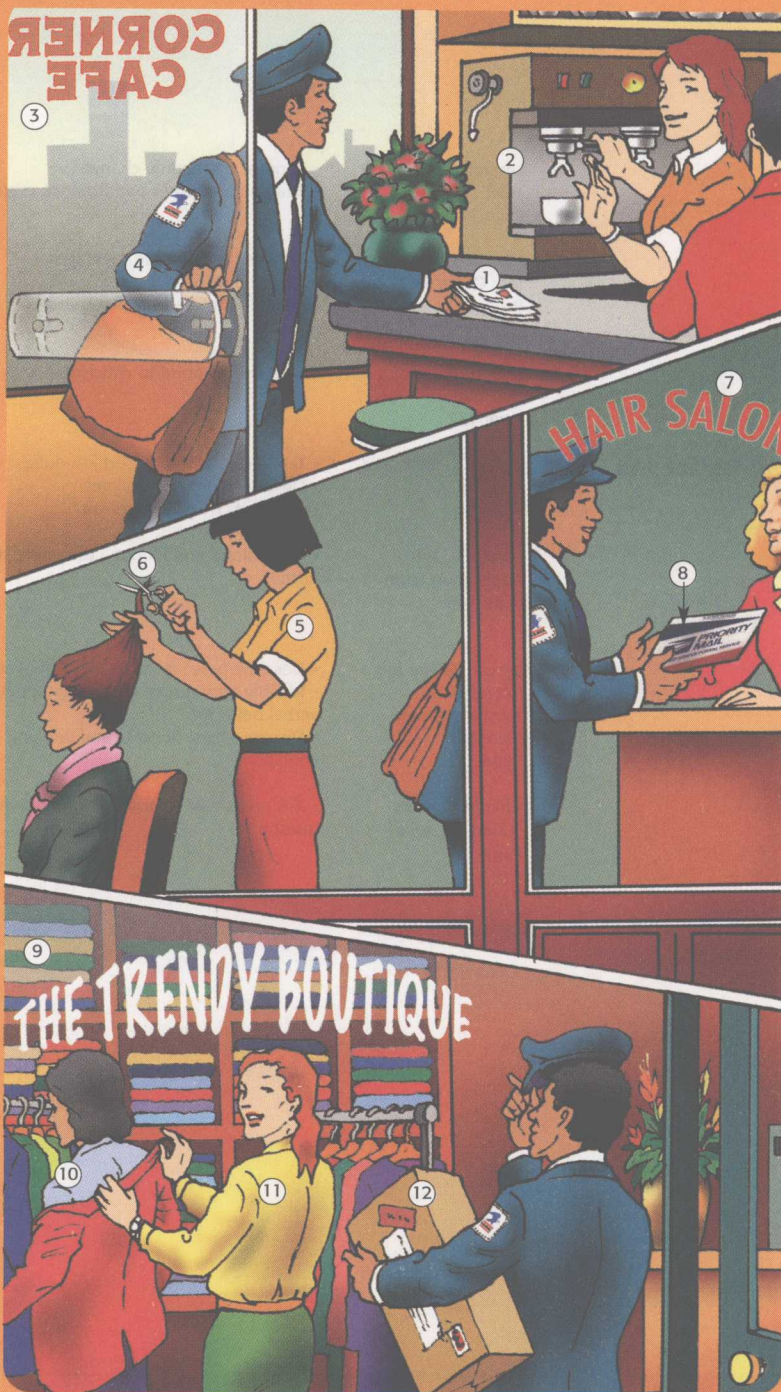
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Daily Activities

GOALS

- ✓ Identify household chores
- ✓ Talk about frequency of activities
- ✓ Use *make* and *do* expressions
- ✓ Read a map
- ✓ Use *can* and *could* for possibility
- ✓ Distinguish between current and habitual actions
- ✓ Understand a postal delivery schedule
- ✓ Understand postal rates and services
- ✓ Talk about your commute



- 1 Read** Read the story. Match the numbers in the pictures to the words in the box.

Chores and Duties

Jessica doesn't pay rent at her aunt and uncle's house, but she does help them do their household chores. She cooks dinner three nights a week. She washes dishes on days when she doesn't cook. She does some of the laundry and waters the garden occasionally. She pays some of the bills. And of course she makes her bed every morning.

Several of Jessica's friends and classmates work in her neighborhood. Her friend, Tania, is a salesperson in a small clothing store. Her friend, Vida, is a hairstylist. And Cindy works in a café. She makes coffee for eight hours a day. And she drinks a lot of coffee, too!

Listen



- _____ cooking
- _____ delivering mail
- _____ washing dishes
- _____ cutting hair
- _____ doing laundry
- _____ making a bed
- _____ paying bills
- _____ watering the garden
- _____ a café
- _____ a hair salon
- _____ a clothing store
- _____ a hairstylist
- _____ a salesperson
- _____ a customer
- _____ letters
- _____ a package
- _____ priority mail
- _____ making coffee





What's She Doing?

Lesson

1

1 Listen and Say It Practice the conversation with a partner.



every morning

A: What is she doing?

B: She is making the bed.

A: How often does she make the bed?

B: She makes the bed every morning.

Practice the conversation again. Use the pictures below.



1. once a month



2. twice a week



3. every weekend

GRAMMAR CHECK

How often questions and answers

once = one time

twice = two times

Put frequency time expressions at the end of the sentence:

How often do you go to the library?

I go to the library **once a week.**

How often do you call your mother?

I call her **every day.**

2 Write Answer the questions with true information about you.

1. How often do you cook dinner? _____.
2. How often do you wash your windows? _____.
3. How often do you sweep the floor? _____.
4. How often do you do your laundry? _____.
5. How often do you mop your room? _____.

3 Group Practice Work in groups of four or five. Ask your group members how often they do household chores. Start with the chores in Activity 2. Then ask about other chores, duties, or activities.

Word Help: make vs. do

There are many expressions that use *make* or *do*, but only one of these verbs is correct in each expression.

We say **make the beds**, not **do the beds**.

We say **do the dishes**, not **make the dishes**.

4 Write Write *make* or *do* with each of the expressions below.

1. _____ the laundry
2. _____ breakfast
3. _____ the shopping
4. _____ your homework
5. _____ a cake
6. _____ exercises
7. _____ the housework
8. _____ a phone call
9. _____ the beds
10. _____ the dishes

5 Listen Listen to the conversation. Correct any mistakes in Activity 4.

6 Say It Practice the conversation with a partner.



my father

A: Who usually does the dishes in your home?

B: My father usually does the dishes in my home.
How about in your home?

A: _____ usually do/does the dishes in my home.

Practice the conversation again. Use the pictures below.



1. my mother



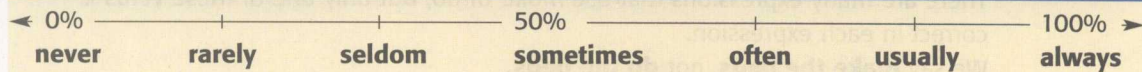
2. my grandmother



3. my parents

GRAMMAR CHECK

Frequency words



We use frequency words *before* most verbs in a sentence:

I **always** wash the dishes.

With the verb *to be*, we use frequency words *after* the verb:

I **am always** asleep by 10:00.

7 Write Complete the sentence with a frequency word that makes the sentence true for you.

1. I _____ do the dishes in my home.
2. I _____ make dinner for myself or my family.
3. I _____ make my own bed.
4. I _____ clean the bathroom in my home.
5. I _____ do the grocery shopping for myself or my family.
6. I _____ do exercises.
7. I _____ do my homework before dinner.
8. I am _____ late for class.

8 Pair Practice Work with a partner. Ask your partner *How often* questions about the chores in Activity 7.

Example: How often do you wash the dishes in your home?

9 Write Write five sentences about your partner using frequency words.

Note: *Housework* or *household chores* are any activities that have to be done regularly in a home. They include cooking, cleaning, taking care of children or pets, paying bills, making small repairs, or any other activities that are necessary to maintain a home.

- 10 Group Practice** Work in a large group or with the whole class. First write *How often* questions for the statements below. Then ask other students the questions. If a student answers with the same frequency word as below, write his or her name on the line.

Find someone who ...

STATEMENT	QUESTION
1. _____ always washes the dishes.	<i>How often ...</i> _____ ?
2. _____ usually makes dinner.	_____ ?
3. _____ goes to the supermarket.	_____ ?
4. _____ makes repairs.	_____ ?
5. _____ watches TV	_____ ?

- 11 Teamwork Task** Work in teams of four. Make a list of ten household chores. Ask your teammates how often they do each one. Fill out the chart with frequency words for yourself and your two teammates.

HOUSEHOLD CHORE	STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Game Time

Your teacher will think of a household chore he or she doesn't like to do. Guess what it is by asking yes / no questions. Continue the game with your classmates.



Jessica's Neighborhood

Lesson

2

- 1 Listen** Listen to the conversations. Write the names of the places you hear on the map below.



- 2 Write** Look at the map. Answer the questions.

1. What direction does Hill Street run? _____.
2. What part of the map represents the north? (Top? Bottom? Left? Right?) _____.
3. What direction does Flower Street run? _____.
4. What part of the map represents the east? _____.
5. Find the intersection of Flower Street and Zhongshan Boulevard. What is on the northeast corner of the intersection? _____.
6. What is on the southeast corner of Flower Street and Zhongshan Boulevard? _____.

- 3 Pair Practice** Work with a partner. Ask and answer questions about Jessica's neighborhood.

Example: *Student 1:* Where is the post office?

Student 2: It's on Zhongshan Boulevard next to the health club.

Note: Use prepositions of location such as **next to**, **between**, **across from**, and **on the corner of** to help you describe locations.

GRAMMAR CHECK

Simple present: Habitual actions

Subject	Verb	How often
I / You / We / They	cook	every day. every morning. every Sunday.
He / She / It	cooks	once a week. twice a week. once a month. twice a month.

Checkpoints:

- ✓ Use the **simple present** to talk about things you do regularly or habitually.
Jessica **feeds** the ducks **every Sunday**.
- ✓ Use the present continuous to talk about something that is happening now. Use the correct form of **be + verb + ing**.
Jessica **is feeding** the ducks now.

4 Listen and Say It Practice the conversation with a partner.



A: Where is Jessica?

B: She's at the park.

A: What's she doing?

B: She's feeding the ducks. She feeds the ducks every Sunday at the park.

every Sunday

Practice the conversation again. Use the pictures below.



1. 3 times a week



2. every weeknight



3. every weekend