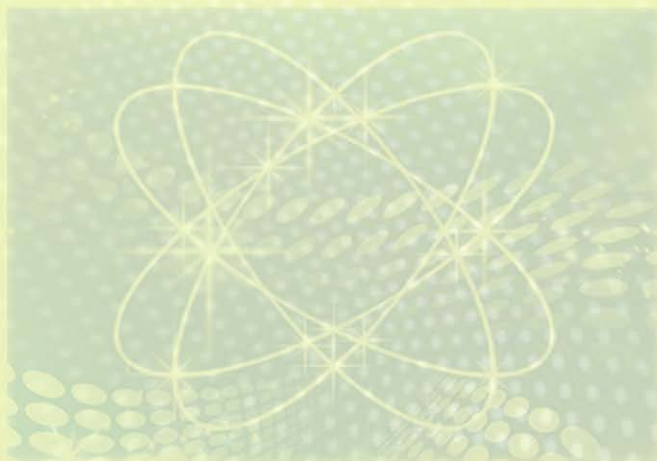


# 实用英语拓展本 1

曹 阳 李海峰 主编



江西高校出版社

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# 总 序

我国自上世纪八九十年代开办五年制高职教育以来,五年制高职教育以其独特的优势成为高技能人才培养的重要途径。

由于五年制高职招收的学生为初中毕业生,文化基础相对较弱,人生观、价值观尚未形成,需要通过文化基础课学习提高思想认识和文化素养,打牢专业课学习的基础,获得自主学习和可持续发展的能力,因而文化基础课教学在五年制高职教育中具有特殊重要意义。为了深入贯彻国家有关加快现代职业教育体系建设的新精神,进一步提高五年制高职文化基础课程教学和教材建设水平,凸显其基础性、实用性和服务于专业教育的课程功能,我们组织有关专家和一线教师编写了这套五年制高职文化基础课程教材。

本套教材由主教材和配套教学材料组成,其中主教材包括语文(1-4册)、数学(1-4册)、英语(1-4册)、物理(1-2册)、化学(1-2册)共16本,配套教学材料包括拓展本、习题集、电子课件等。

本套教材依据五年制高职文化基础课特点和高职教学实际编写,以体现中高职教育课程有机对接为原则,主要内容为五年制高职学生必备的各学科文化基础知识。与同类教材相比,本套教材具有以下五个方面的特色:一是难度在同类教材的基础上适当降低,删繁就简,力求学以致用,学而够用,以便更加符合五年制高职学生认知水平现状;二是重视基础、突出应用、反映前沿,培养学生应有的人文素质,为后续专业课程学习打下良好的基础;三是体例新颖,部分条件成熟的学科采用适合职业教育特点的“项目引导、任务驱动”教材体例,易教易学;四是符合五年制高职教学需求,反映五年制高职教学特色;五是配套材料齐全,以主教材为核心,同步出版拓展本、习题集、多媒体课件等配套材料,全方位满足教学需求。

编写一套符合当前五年制高职文化基础课教学实际的教材是一项全新的工作,任务重,要求高,尽管我们尽了最大的努力,但仍可能存在不足,敬请大家予以指正。

# 编写说明

《实用英语》是根据 2010 年教育部高等教育司颁发的《高职高专教育英语课程教学基本要求(试行)》、结合五年一贯制高职英语教学的特点和各高职院校教学实际情况编写而成的。编者以近年国际、国内外语教学理论的发展及研究成果为依据,结合五年制高职学生的年龄和认知发展特点,依据符合职业教育特点的工作体系,以项目为载体,对课程的内容进行了解构和重构。在编写时,以“实用为主,够用为度”的原则,着力培养学生的应用交际能力,并突出江西特色,结构更科学,语言更实用,内容更有趣。本册教材的特点具体体现在以下几个方面:

1. 以项目为载体,注重综合能力的培养。本册教材安排了不同的项目,例如制作名片、海报、工作日程安排、发出及回应邀请,等等,采取基于项目的交际教学法,使学生不再是枯燥地学习语法和单词,而是在仿真的生活及工作场景中综合运用英语读、说、听、写等技能,尤其是听、说技能,通过团队协作,完成各项目,获得知识,提升能力和成就感。

2. 为语言活动创设职业场景,体现职业特色。本册教材的一个突出特点是设立 task3 综合实训部分,将读、说、听、写、译等多种技能综合,尽可能地创设多种真实的职业情境,使学生在仿真的环境中运用英语处理问题、解决问题,满足工作中的实际需求,以便适应将来的就业。

3. 题材贴近生活,具有显著的江西特色。本册教材充分考虑了学生的实际生活场景和所学内容在将来生活与工作中的实用性。例如:打招呼、谈论家乡、家庭等,都是学生感兴趣且有话说的内容。把学习语言的过程与学生真实的语言环境紧密地融合在一起,对学习起到事半功倍的效果。

4. 图文并茂,项目多样,激发英语学习兴趣。本册教材运用与各种功能相关的富于启发性的图片,并设计丰富多彩的双人或小组活动,让学生轻松愉快地在“做中学”,激发和培养学生的学习兴趣。

5. 教学体系完备,教学资源丰富。本册教材由《实用英语》、《实用英语拓展本》、MP3 听力、课件等构成,形成完备、集成、立体化的英语教学资源体系。既适合五年一贯制高职第一学期使用,也适合三年制中专第一学期使用。

# 前言

在当前国家大力发展职业教育体系的政策环境下,如何按照建设现代化职业教育体系的要求,加快中高职衔接,使中职教育教学在思想观念、人才培养模式、教学内容和方法更具有针对性和实效性,能够更好地适应经济社会发展对高素质劳动者和技能型人才培养的要求。“五年一贯制”教育就是中职3年加高职2年的职业教育,是中高职教育衔接的典型代表。而江西省共有30多所职业院校每年2万多人的招生规模。因此,深化中职教育教学改革,提高教育质量和技能型人才培养水平,是当前和今后一个时期内职业教育工作面临的一项重要而紧迫的任务。为此,2013年12月,江西省教育厅高教处联合江西高校出版社召开“五年一贯制高职文化基础课程教材编写会议”,把编写出一套高质量的教材作为2014年的重要工作来抓,并以此来推动建设一支高素质的教师队伍,建设一个适应教学需要的实训条件。

本教材是由江西省高职高专教育教材建设英语专业委员会组织本省各院校有丰富教学经验的教师共同编写的。它既坚持了《高职高专教育英语课程教学基本要求(试行)》的正确方针,突出了“以应用为目的,实用为主,够用为度”的大方向,进一步更新观念、更新内容、更新体系、更新要求。主要体现在以下几个方面:

1. 体例上采用项目引导、任务驱动。本教材一改传统的单元形式,以项目为引导,在内容上将与项目主题相关的内容联合联动,比如,内容虽是打招呼,但包括介绍自己的家人、兴趣爱好、家乡风景等,任务包括听和说、读和写、实战训练等,摒弃单一化,突出实用性。

2. 内容上贴近生活,突出江西特色。本教材一改同类教材规避地方化,话题贴近生活,突出了地方特色,尤其加重了对本省风景名胜地、名人古迹篇幅。在知识点的分布、语言点的安排等方面都作了精心的处理,严格把握质量关,以此引发学生的共鸣和热情,加深学生对家乡的认识和了解,提高学生学习的兴趣和积极性。

3. 取材在难度上降低,目标性强。本教材以学生在第四学期达到英语应用能力考试B级为目标,词汇量以初中一年级下学期和初二上学期为基础,逐期递增。选材时话题注重贴近学生年龄层的需要,内容贴近学生生活。特别是综合实训部分,将读说听写译等

多种技能综合,尽可能地创设多种真实的职业情境,使学生在仿真的环境中运用英语处理问题、解决问题,满足职场中的实际需求,以便适应将来的就业。

4. 教材形成立体化,宜教宜学。本教材由学生用书、拓展训练、MP3 及课件构成,形成完备、集成、立体化的英语教学资源体系,既可供老师教学使用,亦可供学生自主学习。

本教材共分4册,每册教材共有10个项目,其中第5、10项目为综合实训。每个项目除有导入部分外,还设有三个任务,每个任务各有4个部分。可供五年一贯制高职在前两年使用,也可供三年制中专使用。

由于本教材遵循完全崭新的编写思路 and 理念,实际编写过程中会有不当和疏漏之处,望广大使用者批评指正,以期能为江西省五年一贯制高职高专英语教学作出新的贡献。

江 峰  
2014 年 7 月



本册教材《实用英语(一)》内容包括8个项目单元、2个综合实训和5个实用附录。

教材中每个项目单元依据项目导入、听说项目、读写项目、综合实训项目四个方面展开,体现了五年制高职英语的系统性和完整性。每项目包括8课时,导入及听、说项目2课时、读写项目4课时、综合实训项目2课时。同步配套教材《实用英语拓展本(一)》内容包括《实用英语(一)》各项目单元的拓展阅读短文、配套的同步练习和针对“高等学校英语应用能力考试”大纲中所规定的项目和要求设计的模拟试题,供师生据实际教学情况选用。

本册教材的对话、陈述、课文都配有MP3光盘和电子教案,并在电子教案中为教师提供了多种教学活动设计,增添了“文化背景知识介绍”、“课文语言点的注释”、更多的词汇练习、详细的语法知识介绍及更多的语法练习。

本册教材是由来自江西司法警官职业学院、江西制造职业学院、江西护理学院、江西交通职业技术学院、南昌职业学院等学校的多位、多年从事五年制高职英语教学的教师编写而成。主教材《实用英语(一)》由曹阳、汤新红担任主编,由胡海燕、居姗姗、曾雅静担任副主编。曹阳负责全书的统稿和审阅工作,并负责编写项目一和本书的附录总分;胡海燕负责编写项目三,并负责课件的统稿和审阅工作;居姗姗、胡兰红、李雯负责编写项目四和项目六;汤新红、夏旖妮、潘婷婷、彭宁负责编写项目二和项目七;曾雅静、童年和王昕负责编写项目八和项目九;李海峰、张玉刚、王俊琳、黎静雅、吴丽、贾永娟负责编写项目五和项目十。同步配套教材《实用英语拓展本(一)》由曹阳、李海峰担任主编,由张玉刚、徐小红、焦美玉担任副主编。同时参编的还有:王俊琳、吴丽、黎静雅、徐小红、贾永娟、赵莎莉、张慧丽。江苏省宿迁市漫画协会会长毕传国负责教材中的漫画设计,江西科技学院的外籍教师、多年从事英语语言研究的David, Emily负责教材听力录音。此外,南昌职院的李海峰老师和江西司法警官职业学院的学生们为本教材提供了部分照片。

由于时间仓促,编写水平有限,书中难免存在疏漏和错误,敬请同仁和读者批评指正。

编 者  
2014年7月

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## Project One Hello!



### Task I Speaking( 口语训练)

**Complete the following dialogue according to the context.** ( 根据上下文完成下面的对话)

A: Hello!

B: (1) \_\_\_\_\_!

A: I'm Jackie, (2) \_\_\_\_\_?

B: My name is Jenny Brown.

A: Is Jenny your last name?

B: No, Jenny is my (3) \_\_\_\_\_. And Brown is  
(4) \_\_\_\_\_.

A: Nice to meet you.

B: (5) \_\_\_\_\_.

- A. What's your name
- B. last name
- C. Hello
- D. Nice to meet you, too
- E. first name



### Task II Vocabulary( 词汇运用)

**Part 1 Fill in the blanks with a suitable word according to the first letter or the Chinese meanings given.** ( 根据句意及首字母或汉语提示完成单词)

1. How many p \_\_\_\_\_ in your country?
2. I will go to the \_\_\_\_\_ ( 博物馆) next Sunday.

3. I think the food is very d \_\_\_\_\_.
4. I sent him a f \_\_\_\_\_, told him something about my school.
5. Playing basketball is my \_\_\_\_\_ (最喜爱的) sport.

**Part 2 Fill in the blanks with a word that best complete the sentence. (选用适当的词填空)**

His   am   This   Are   is
----------------------------

1. What \_\_\_\_\_ your name?
2. \_\_\_\_\_ name is Bob.
3. \_\_\_\_\_ is a map.
4. I \_\_\_\_\_ Jessie.
5. — \_\_\_\_\_ you Angela?  
—Yes, I am.

### Task III Grammar (语法训练)

#### Part 1 Multiple choice (单项选择)

1. —Is this your pencil?  
—Yes, \_\_\_\_\_.  
A. this is                      B. it is                      C. he is                      D. it isn't
2. Dad, \_\_\_\_\_ my friend Kate.  
A. this's                      B. it is                      C. this is                      D. he is
3. Is that your \_\_\_\_\_?  
A. a ruler                      B. eraser                      C. pencils                      D. books
4. — \_\_\_\_\_ is the coat?  
—It's green.  
A. How                      B. Where                      C. What                      D. What color
5. \_\_\_\_\_ name is Rose. \_\_\_\_\_ is a teacher.  
A. Her, She                      B. He's, He                      C. His, She                      D. He, His
6. \_\_\_\_\_ you have a bike?  
A. Do                      B. Are                      C. Is                      D. Have
7. We \_\_\_\_\_ on a farm.  
A. working                      B. is work                      C. work                      D. is worked

8. Jessie \_\_\_\_\_ music and often \_\_\_\_\_ to music.  
A. like; listen  
B. likes; listens  
C. like; are listening  
D. liking; listen
9. —Does Mike like to watch TV?  
— \_\_\_\_\_  
A. Yes, he like.  
B. No, he doesn't.  
C. Yes, he'd like.  
D. No, he likes.
10. She doesn't \_\_\_\_\_ her homework in the evening.  
A. doing  
B. to do  
C. does

**Part 2 Fill in the blanks with the words given in their proper forms. (用所给词的适当形式填空)**

1. The car \_\_\_\_\_ ( use) a lot of oil.
2. Each of us \_\_\_\_\_ ( have) strong points and weak points.
3. My daughter \_\_\_\_\_( watch) TV every day. Sometimes she \_\_\_\_\_ ( see) a film on Sunday.
4. Li Lei \_\_\_\_\_ ( have) a daughter.
5. Our family \_\_\_\_\_ ( be) a happy one.
6. Her mother \_\_\_\_\_ ( teach) English at a middle school.
7. Jack often \_\_\_\_\_ ( listen) to the radio.
8. She \_\_\_\_\_ ( write) to Gina every month.
9. Jill sometimes \_\_\_\_\_ ( go) to the park with his sister.
10. Mike \_\_\_\_\_ ( read) English every day?

**Part 3 Write the third person singular forms of the following verbs. ( 写出下列词的第三人称单数形式)**

1. do \_\_\_\_\_ 2. teach \_\_\_\_\_ 3. study \_\_\_\_\_  
4. have \_\_\_\_\_ 5. go \_\_\_\_\_ 6. wash \_\_\_\_\_  
7. get \_\_\_\_\_ 8. stay \_\_\_\_\_ 9. work \_\_\_\_\_  
10. fix \_\_\_\_\_

## Task IV Reading( 阅读训练)

**Choose the best answer to each question from the information given in the passage.**

(根据短文内容选出正确答案)

### Passage 1

Hello. I'm Meg. I'm 12 years old. There are five people in my family, my father, my mother, my sister, my brother and I. We love each other very much. My brother is 9 and my sister is only 4 years old. I like hamburgers(汉堡包) and salad(色拉). My brother likes tomatoes and my sister likes ice cream. We have a small sports collection. We all like tennis. We usually play tennis after school. My brother plays better than me, and my sister plays worse than me. Can you understand?

Today is my mother's birthday. Today is January(一月) 21st. My father bought a big birthday cake. It is on the table now. How much is it? Do you know? It's very cheap. It's only 7 dollars. Come to my mother's birthday party and have some cake.



1. How old is Meg's brother?  
A. 12.                                      B. 4.                                      C. 9.
2. What does Meg like?  
A. Salad.                                      B. Tomatoes.                                      C. Ice cream.
3. Does Meg's sister like tennis?  
A. Yes, they do.                                      B. Yes, he does.                                      C. Yes, she does.
4. When is her mother's birthday?  
A. January 20th.                                      B. January 21st.                                      C. February 21st.
5. Where is the birthday cake?  
A. On the TV.                                      B. On the table.                                      C. On the sofa.

## Passage 2

A recent report from China Daily says about 19% of teenagers can have problems with their minds(精神). Some students become worried because they have to study very hard. Others have trouble getting on well with people like their parents and classmates.

Wang Nan, a 15 – year – old girl, often argued with her classmates even her parents because of some different ideas. She became so annoyed about them that she started to cut her finger with a knife.

However, many students who have problems won't go for advice or help. Some think they will look stupid(愚蠢的) if they go to see a doctor. Others don't want to talk about their secrets. In order to solve the teenagers' problems, here is some advice:

- Talk to your parents or teachers often.
- Take part in group activities.
- Go to see a doctor if you feel unhappy or unwell.



1. It is reported that \_\_\_\_\_ students can have problems with their minds.  
A. most                      B. many                      C. some                      D. all the
2. From the passage we know teenagers have problems with their minds because of \_\_\_\_\_.  
A. their study                      B. getting on with other people  
C. their hobbies                      D. A and B.
3. Wang Nan started to cut her finger with a knife because \_\_\_\_\_.  
A. she couldn't get on well with her classmates and even her parents  
B. she could not understand her teachers in class

- C. she was afraid of exams  
D. she had no money for a new shirt
4. Why don't the students who have problems want to go for help ?  
A. Because they think no one will help them.  
B. Because they don't want to talk about their secrets and they think it's stupid to see a doctor.  
C. Because they think they can solve the problems by themselves.  
D. Because they think the doctors could do nothing with their problems.
5. How many pieces of advice are given to the teenagers who have problems in this passage?  
A. Two.                      B. Three.                      C. Four.                      D. Five

## Task V Writing( 写作训练)

请根据自己的实际情况制作一张英文名片,必须包含以下信息: name, age, school, city, birthday, class, grade, telephone number, English teacher.

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## Task VI Integrated Training( 综合训练)

Part 1 Make a dialogue and complete the form. ( 编写对话并完成表格)

Step1: Make a dialogue: Using the following sentences, let students talk with each other about his/her information and make a dialogue. ( 使用下面的句型,让学生相互交流自己的信息,编写一个对话。)

What's your first name?

What's your last name?

How old are you?

Where are you from?

How many languages can you speak?



What's your favorite sport/subject/team?

How many people are there in your family?

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Step 2: Complete the form: Using the above dialogue, complete the following form. (利用编写的对话,完成下面的表格)

First name _____	Last name _____
Age _____	From _____
Language _____	Favorite sport _____
Favorite subject _____	Favorite team _____
Family _____	

Part 2 Fill in the blanks and writing.

Step1: Fill in the blanks with the sentences in the box. (用方框里的句子填空)。

A. He is a nice teacher.
B. My English name is Alice.
C. We all like him.
D. I'm in No.3 Middle School.
E. She is an American girl.

I'm a Chinese girl. My name is Li Mei. 1. I'm 15 years old. 2. At school I have a good friend, Jenny. 3. She is 15 too. We are in Class 3, Grade 3. Our Chinese teacher is Mr. Zhao. 4. He looks young. 5.

Step2: Writing: According to the above article and your real information, write something about your self - introduction. (参照上面的阅读表达,根据你自己的实际情况,写一段简单的自我介绍。)