



中等职业教育规划教材  
根据教育部中等职业学校新教学大纲要求编写

# 基础英语 2

中等职业教育规划教材编写组

王玉衡 李玉珍 主编



外文出版社  
FOREIGN LANGUAGES PRESS



中等职业教育规划教材  
根据教育部中等职业学校新教学大纲要求编写

# 基础英语 2

中等职业教育规划教材编写组

王玉衡 李玉珍 主 编  
孟宪奎 副主编



外文出版社  
FOREIGN LANGUAGES PRESS

## 图书在版编目(CIP)数据

基础英语. 2/王玉衡,李玉珍主编.

—北京:外文出版社,2007

中等职业教育规划教材

ISBN 978-7-119-04644-0

I. 基... II. ①王...②李... III. 英语课—专业学校—教材 IV. G634.411

中国版本图书馆 CIP 数据核字(2006)第 137906 号

### 中等职业教育规划教材 基础英语 2

主 编 王玉衡 李玉珍

责任编辑 杨春燕 杨璐

装帧设计 陈立明

印刷监制 韩少乙

© 2006 外文出版社

出版发行 外文出版社

地 址 中国北京西城区百万庄大街 24 号 邮政编码 100037

网 址 <http://www.flp.com.cn>

电 话 (010) 68320579/68996067(总编室)

(010) 68995844/68995852(发行部)

(010) 68327750/68996164(版权部)

电子邮箱 [info@flp.com.cn](mailto:info@flp.com.cn)/[sales@flp.com.cn](mailto:sales@flp.com.cn)

制 版 北京昌平百善印刷厂

印 制 北京昌平百善印刷厂

经 销 新华书店/外文书店

开 本 1/16 开 印 张 10.00

字 数 192 千字

装 别 平

版 次 2006 年 11 月第 1 版

2006 年 11 月第 1 版第 3 次印刷

书 号 ISBN 978-7-119-04644-0

定 价 12.80 元

---

版权所有 侵权必究

# 中等职业教育规划教材

## 出版说明

为了更好地贯彻《中共中央国务院关于深化教育改革全面推进素质教育的决定》精神,全面落实《面向 21 世纪教育振兴行动计划》中提出的职业教育课程改革和教材建设规划,中等职业教育教材编写组组织相关力量对实现中等职业教育培养目标、保障重点专业建设的主干课程进行了规划和编写。从 2006 年秋季开始,中等职业教育系列规划教材将陆续出版,提供给广大中等职业学校使用。

中等职业教育系列规划教材是面向中等职业教育的规范性教材,严格按照国家教育部最新颁发的教学大纲编写,并通过了专家的审定。本套教材深入贯彻了素质教育的理念,突出了中等职业教育的特点,注重对学生的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作出创新亮点,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,实现教学效果的最优化。

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,使之不断地得到完善和提高。

**中等职业教育规划教材编写组**

# 前 言

《中等职业教育基础英语》是依照教育部颁发的最新《中等职业学校英语教学大纲(试行)》(以下称“大纲”)的目标要求,并针对中职中专英语教学的特点和目前各省市的教学实际情况进行编写而成的。

本教材注重素质教育的推行和学生英语交际能力的培养,充分考虑中职学生的现状、特点和发展需要,以话题为主线,精心选材、精心编写,尽力做到编适于学、编便于教。

本套教材共三册,覆盖了“大纲”的全部语法项目、交际功能项目和约98%的“大纲”基本要求的词汇项目。学完本套教材三册后,将能达到“大纲”规定的基本要求。

## 学生用书版块介绍:

### Warm-up:

通过提供图片场景,使学生初步接触本单元话题和相关词汇,激活学生兴趣,在轻松的氛围中展开对本单元的学习,为本单元后面的学习打下基础。

### Passage:

文章围绕本单元话题,选材生动丰富、贴近生活、富有时代感,符合读者对象的年龄特点;内容知识性、逻辑性、连贯性强。通过教师的讲解分析,强化学生对相关语法和单词的理解与记忆,课后问题帮助学生进一步巩固消化对文章的理解。

### Notes:

解释课文相关的文化现象,帮助学习者了解英语国家的语言背景知识,加深学生对课文的理解;从语法、词汇等方面点拨课文中的语言点和难点重点;对课文中出现的难句、长句进行翻译,分析句子结构,举例说明语言点,扩大学生的知识面。

### Grammar:

由浅入深,循序渐进的讲解语法条目,同时列举大量的实例,帮助学生做到举一反三。

### Listening and Speaking Exercises:

主要是以对话的形式,要求学生在听完材料后能按照要求完成题目,理解听力材料的内容并且能对其进行反馈。围绕本单元交际功能,以卡片问答形式,让学生交互进行简单的口语练习。锻炼学生的听说能力,学习本单元的交际功能,调动学生的学习兴趣。

### **Vocabulary, Grammar and Writing Exercises:**

采取多种题目形式,针对本单元的词汇和语法项目进行巩固练习,为学生提供练习写作技能的机会。

### **Supplementary Reading:**

文章内容新颖,生动有趣,主要介绍世界各地的风俗文化、历史地理、生活习惯等。丰富的阅读形式,不仅能扩充学生的词汇量,而且有助于提高学生的阅读技能和阅读水平。

本套教材共三册,每册十个教学单元。

本套教材由中等职业教育规划教材编写组编写,并且邀请了外籍专家审阅了教材。他们提出了宝贵的意见和建议,在此也向他们表示衷心的感谢。

由于编者水平有限,教材中难免出现问题和纰漏,恳请您提出批评意见和建议。

中等职业教育规划教材编写组

2006 年 11 月

# 目 录

<b>Unit 1 Food and Drinks 食物与饮料</b>	1
Warm-up	1
Passage	2
Grammar	5
Exercises	6
Supplementary Reading	9
<b>Unit 2 Plans and Wishes 计划与愿望</b>	11
Warm-up	11
Passage	12
Grammar	15
Exercises	16
Supplementary Reading	19
<b>Unit 3 Weather 天气</b>	21
Warm-up	21
Passage	22
Grammar	24
Exercises	25
Supplementary Reading	28
<b>Unit 4 Animals 动物</b>	31
Warm-up	31
Passage	32
Grammar	35
Exercises	36
Supplementary Reading	39
<b>Unit 5 Internet 网络</b>	41
Warm-up	41
Passage	42
Grammar	45
Exercises	46
Supplementary Reading	49
<b>Revision 1</b>	51

<b>Unit 6 Education (1) 教育 (1)</b>	63
Warm-up	63
Passage	64
Grammar	67
Exercises	68
Supplementary Reading	71
<b>Unit 7 Education (2) 教育 (2)</b>	73
Warm-up	73
Passage	74
Grammar	76
Exercises	77
Supplementary Reading	81
<b>Unit 8 Health and Body Care (1) 健康与保健 (1)</b>	83
Warm-up	83
Passage	84
Grammar	86
Exercises	87
Supplementary Reading	90
<b>Unit 9 Health and Body Care (2) 健康与保健 (2)</b>	92
Warm-up	92
Passage	93
Grammar	95
Exercises	96
Supplementary Reading	99
<b>Unit 10 The World and the Environment 世界与环境</b>	101
Warm-up	101
Passage	102
Grammar	105
Exercises	106
Supplementary Reading	109
<b>Revision 2</b>	112
<b>附录一 答案</b>	124
<b>附录二 单词和短语总表</b>	142



# unit 1

## Food and Drinks

### 食物与饮料

#### Warm-up ➡



**A. Match the above pictures with four of the words given below.**

- ☐ pizza      ☐ hamburger      ☐ coffee      ☐ fruit

**B. Answer the following questions.**

- What kind of food and drinks do you like?
- What is your favorite fruit?
- Which do you like better, Chinese food or Western food?
- Do you know the relationship between food and health?
- Do you know vegetarians?

## Passage ➤



### The History of Pizza

Few dishes are as much a part of modern lifestyle as pizza. Americans, for example, eat pizza at the rate of 350 slices every second. Not only Americans but also people all over the world love pizza. They take the basic idea of a pizza (a flat sheet of bread baked with other things on top) and create their own styles. Pizza can be fast food for those on the run or a fine meal shared with friends. But just where does this dish come from?

The earliest record of pizza dates from around three thousand years ago, when the word “pizzare”, meaning “to fetch”, was used as a description of a dish. Historians believe that this word was chosen because it referred to fetching the hot pizza pie out of the oven where it was baked.

While most historians agree that pizza, as we know it today, is truly an Italian dish, and it actually developed from other dishes

that were being eaten before Italy even existed as a country. After baking their flat bread, the Etruscan people flavored it with a variety of toppings. The Greeks developed this idea further by baking the toppings directly on the bread, making the dish even closer to what we now think of as pizza. The Romans enjoyed similar

**Q**

1. What is the rate of eating pizza of Americans?
2. What is the basic idea of pizza?
3. When did the earliest record of pizza date from?
4. Which country makes pizza popular all over the world?
5. How would you describe the pizza that the English queen received in 1889?

dishes, and it is the Italian that made pizza popular all over the world.

Modern pizza finally arrived in 1889 when a bar owner was asked to prepare a special dish to welcome the English queen when she visited Naples. He created a pizza topped with tomatoes and cheese. Why? Because they are the colors of the Italian flag—red, white and green!

Pizza not only has a long and interesting history but also promises to have a bright future as well. That is because young people especially like pizza. In fact, one research on children aged from 3 to 11 find that pizza is their favorite food for lunch and dinner.

## Words and Expressions

**dish** /dɪʃ/ *n.* 盘, 碟, 盘装菜

\* **lifestyle** /'laɪf,staɪl/ *n.* 生活方式

**rate** /reɪt/ *n.* 比率, 速度, 等级, 价格

*vt.* 估价, 认为

\* **slice** /slaɪs/ *n.* 薄片, 片

**basic** /'beɪsɪk/ *n.* 基本, 要素, 基础

*adj.* 基本的

**flat** /flæt/ *adj.* 平坦的, 扁平的

*adv.* 平直地, 仰卧地

*n.* 平面, 平地

\* **sheet** /ʃi:t/ *n.* (一)片, (一)张, 薄片, 被单, 被褥

**bake** /'beɪk/ *v.* 烘焙, 烤, 烧硬

**create** /kri:'eɪt/ *vt.* 创造, 创作, 引起, 造成

**style** /staɪl/ *n.* 风格, 时尚, 文体, 风度, 类型

**record** /'rekɔ:d/ *n.* 履历, 档案, 最高纪录, 报告, 唱片

/rɪ'kɔ:d/ *vt.* 记录, 标明, 将...录音

*vi.* 录音, 被录音

**fetch** /fetʃ/ *vt.* 接来, 取来, 带来

*vi.* 取物

*n.* 取得, 拿

**description** /dɪs'kɪpʃən/ *n.* 描写, 记述, 形容, 描述

\* **oven** /'ʌvən/ *n.* 烤箱, 烤炉, 灶

**historian** /hɪ'stɔ:rɪən/ *n.* 历史学家, 史学工作者

**actually** /'æktʃʊəli/ *adv.* 实际上, 事实上, 竟然, 居然

**develop** /dɪ'veləp/ *vt.* 发展, 发达, 发扬, 进步

*vi.* 发展, 生长, 发育

**exist** /ɪg'zɪst/ *vi.* 存在, 生存, 生活

\* **flavor** /'fleɪvə/ *vt.* 加味于

**variety** /və'reɪətɪ/ *n.* 变化, 多样性, 各类

**topping** /'tɒpɪŋ/ *n.* 构成顶部的东西

**further** /'fɜ:ðə/ *adj.* 更远的, 更多的, 深一层的

*vt.* 促进, 增进, 助长

*adv.* 更进一步地, 更远地, 此外

**directly** /dɪ'rektli; daɪ'rektli/ *adv.* 直接地, 立即

**special** /'speʃəl/ *n.* 专刊

*adj.* 特别的, 特殊的, 专

门的, 专用的  
**promise** /'prɒmɪs/ *vt.* 允诺, 答应  
*n.* 允诺, 答应, 许诺  
**especially** /ɪs'peʃəli/ *adv.* 特别, 尤其  
**research** /rɪ'sɜ:tʃ/ *n.* 研究, 调查  
*vi.* 研究, 调查  
**all over** 全部, 到处, 浑身  
**at the rate of** 以...速度

**a sheet of** 一张, 一片

**Etruscan** /ɪ'trʌskən/ *adj.* (意大利中西部古国) 伊特鲁里亚的, 伊特鲁里亚人的  
*n.* 伊特鲁里亚人

**Naples** /'nerplz/ 那不勒斯(意大利西南部港市)

## Notes

1. **Americans, for example, eat pizza at the rate of 350 slices every second.** 例如, 美国人每秒能够吃掉 350 片比萨。  
**at the rate of** 表示“以...的速度”。
2. **Not only Americans but also people all over the world love pizza.** 不仅是美国人而且全世界的人都喜欢吃比萨。  
**not only ... but also** 表示“不但...而且”。
3. **Pizza can be fast food for those on the run or a fine meal shared with friends.** 比萨是繁忙的人们的速食食品, 也是能够和朋友互相分享的美食。  
**fast food** 意为“速食”。  
**on the run** 原意是“奔跑, 跑着”, 在此指忙碌的人们。
4. **Historians believe that this word was chosen because it referred to fetching the hot pizza pie out of the oven where it was baked.** 历史学家认为之所以选择这个词, 是因为它表达了把比萨从烤炉中拿出的过程。  
 句中 **that** 引导的是宾语从句, 其中又包括由 **because** 引导的原因状语从句和由 **where** 引导的定语从句。
5. **While most historians agree that pizza, as we know it today, is truly an Italian dish, and it actually developed from other dishes that were being eaten before Italy even existed as a country.** 正如我们现在所知, 大多数历史学家认同比萨实际上是意大利的一种食品, 但是实际上比萨源于其他的一些食品, 这些食品早在意大利作为一个国家存在以前就已经被广为食用了。  
 句中 **as we know it today** 是插入语, 前后用逗号分隔开。  
**that** 引导定语从句修饰先行词 **dishes**, 从句中 **were being eaten** 是过去进行时的被动语态。  
**exist as** 表示“作为...而存在, 以...形态存在”。
6. **The Greeks developed this idea further by baking the toppings directly on the bread.** 希腊人进一步发展了这种方式, 把配料放在面包上直接烘烤。

further 是 far 的比较级。far 的比较级有 farther 和 further 两种形式,用于抽象意义时常用 further。

by 表示“通过…方式”。

7. Naples 那不勒斯,是意大利西南部的港口城市。

8. Pizza not only has a long and interesting history but also promises to have a bright future as well. 比萨不仅有悠久的、有趣的历史,也一定会有光明的未来。  
as well 表示“也”,常用于句末。

## Grammar ➤

### 动词的种类与形式

动词(verb)是表示动作或者状态的词。

#### 1. 动词的种类

根据动词的意义和作用可以分为实义动词、系动词、情态动词和助动词。

(1) 实义动词有完整的词义,并能独立作谓语,例如: stay(停留), have(具有)等。实义动词根据是否需要宾语又可以分为及物动词和不及物动词,及物动词后面接宾语意义才完整,不及物动词本身意义完整,后面不需要跟宾语。例如:

① Alice smiled. 艾丽斯笑了。(smile 是不及物动词)

② He needs your help. 他需要你的帮助。(need 是及物动词)

(2) 系动词作谓语时,后面接形容词、名词作表语,常见的系动词有: be(是), look(看起来), become(变成), feel(感到)等。例如:

① I am a student. 我是一个学生。

② You look happy. 你看起来很开心。

(3) 情态动词表示说话人的语气和情感。情态动词只能和动词原形一起构成谓语动词。主要的情态动词有 can, could, may, might, must, should 等。

(4) 助动词常和主要动词一起构成各种时态、语态、语气等动词形式,以及用于否定和疑问等结构中。主要有 shall, will, be, should, do 等。

#### 2. 动词的形式

动词有四种基本形式,即动词原形、动词过去式、动词过去分词和动词现在分词。其中动词的过去式和过去分词的构成有规则和不规则两种。规则的是由动词原形在词尾加-ed 或-d 构成的。不规则动词的过去式和过去分词的形式是不规则的,如 have-had-had, eat-ate-eaten 等。

# Exercises ►

## Listening Exercises

*I . Look at the pictures below and listen to the tape of a conversation between a man and a woman. What kind of drinks are they talking about? Tick the right picture.*



A



B



C

*II . Listen to the tape again and choose A , B or C to answer the following questions.*

1. What are they doing?
  - A. Shopping.
  - B. Eating.
  - C. Seeing a doctor.
2. What does the woman think of milk?
  - A. Milk is good if you need it.
  - B. Milk is bad if you don't keep on trying it.
  - C. Milk is good for our health.
3. Why doesn't the man like drinking milk?
  - A. Milk tastes bad.
  - B. Milk looks bad.
  - C. Milk smells bad.
4. What does the man like to eat?
  - A. Fish.
  - B. Mutton.
  - C. Pork.
5. What does the man decide to do?
  - A. Eat pork instead of milk.
  - B. Try drinking milk then.
  - C. Give up milk.

## Speaking Exercises

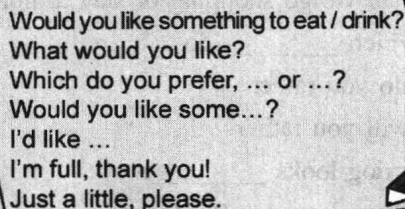
Work in pairs and take turns to be Speaker A and Speaker B. Use the information and expressions given below.

### Speaker A

You are a waiter in a restaurant. Now you have a conversation with a customer.

### Speaker B

You are a customer and now have a conversation with the waiter in a restaurant according to the cards below.



Would you like something to eat / drink?  
What would you like?  
Which do you prefer, ... or ...?  
Would you like some...?  
I'd like ...  
I'm full, thank you!  
Just a little, please.

#### Card 1

Drinks:  
Coffee; black and sugar  
Food:  
A bowl of rice  
Fruit:  
Banana or apple

#### Card 2

Drinks:  
Orange juice  
Food:  
Noodles with sauce and soup  
Fruit:  
No fruit

#### Card 3

Drinks:  
Two bottles of beer  
Food:  
A bowl of dumplings  
Dish:  
A plate of salad

## Vocabulary Exercises

Choose a word from the word list below to fill in the blanks in each of the following sentences. Change the form of the word if necessary. Each word can be used only once and there are extra words in the word list.

describe	create	basic	special	favorite
promise	bake	style	actually	different

1. They sent us a lot of \_\_\_\_\_ necessities (必需品) of life.
2. That dress is in the latest \_\_\_\_\_.
3. He \_\_\_\_\_ what he saw carefully.
4. Do you like \_\_\_\_\_ bread?
5. I \_\_\_\_\_ have to work on the box to get it in or out of the room.
6. Oranges are my \_\_\_\_\_ fruit.

## Grammar Exercises

Choose the one that best completes each of the following sentences.

- Peter \_\_\_\_\_ come with us tomorrow, but he isn't very sure yet.  
A. must                      B. may                      C. can                      D. will
- Shall we go shopping or stay at home?  
—Which \_\_\_\_\_ do?  
A. do you rather                      B. would you rather  
C. will you rather                      D. should you rather
- That dog looks \_\_\_\_\_.  
A. dangerous                      B. danger                      C. in danger                      D. dangers
- Don't mention it. I have \_\_\_\_\_ it.  
A. forget                      B. forgetted                      C. forgotten                      D. forgetting
- At what time did you \_\_\_\_\_ the station?  
A. arrive                      B. arrive in  
C. arrive from                      D. arrive at
- A man is \_\_\_\_\_ on the beach.  
A. laid                      B. lying                      C. laying                      D. lain
- Shall I tell John about it?  
—No, you \_\_\_\_\_. I've told him already.  
A. needn't                      B. wouldn't                      C. mustn't                      D. shouldn't
- You \_\_\_\_\_ him so closely; you should have kept your distance.  
A. shouldn't follow  
B. mustn't follow  
C. couldn't have been following  
D. shouldn't have been following

## Writing Exercises

I. Fill in the blanks in the following sentences with "not only... but also..." or "neither... nor...":

- He studies English \_\_\_\_\_ carefully \_\_\_\_\_ quickly, and we should learn from him.
- I like \_\_\_\_\_ this book \_\_\_\_\_ that book! They are both dull.
- He answered me, but he spoke \_\_\_\_\_ slowly \_\_\_\_\_ clearly.
- Linda is good at \_\_\_\_\_ singing \_\_\_\_\_ dancing, so she is talented.



**II. Write a composition of 100 words about your favorite food.**

Make sure your composition includes the following information.

- What is the food?
- Why do you love it?
- What is special for it?
- Do you know how to cook it?

## **Supplementary Reading** ➤

### **Vegetarians**

Most Chinese or eastern people don't understand or misunderstand why some westerners don't eat meat. In China, to eat meat is a sign of wealth. If a westerner doesn't take a bite of their Peking duck, there may be something wrong.

But many people in Europe and America choose not to eat meat or fish—they are known as vegetarians. In the U. S. A. alone there are 12 million vegetarians and 19,000 more people stop eating meat every week.

People often become vegetarians in order to lose weight or eat something more healthy. A lot of researches have indicated that vegetarian diets are healthier than the average western diets. Fried chicken perhaps is delicious to eat, but all that extra fat can damage your heart.

There are many other factors for becoming vegetarians. It could be that you cannot afford to buy meat. Or maybe you just don't like the taste of it.

A large number of vegetarians choose to give up meat because they believe it is cruel to kill animals for food. They believe many animals are not allowed to live in comfort when they are killed, it is carried out in a very painful way.

While some vegetarians are happy not to eat animals, others take one step further and refuse to eat any animal product. They are known as vegans and will not eat cheese or eggs, or drink milk. Neither will they wear clothes or shoes made from animal skin, such as leather. They say that if it is wrong to kill an animal for food, it is worse to kill it for clothing.

But there are some groups that go even further. Fruitarians believe it is wrong to kill any living plant or animal. Besides refusing to eat meat, they will only eat fruit and vegetables that have not been killed when harvested. This means they are unable to take an apple from a tree; they must wait until the apple falls to the ground. Only then can it be considered dead.