



中等职业教育课程改革国家规划新教材
全国中等职业教育教材审定委员会审定

英语 2

基础模块

○ 中等职业学校英语教材编写组

English



高等教育出版社
HIGHER EDUCATION PRESS





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○ 总主编 林立 王笃勤

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总主编： 林 立 王笃勤

主 编： 崔琳琳

审 稿： 张连仲 修月祯

编 者：（以姓氏笔画为序）

宋春丽 胡 水 崔琳琳 潘琳琳

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中等职业教育课程改革国家规划新教材 出版说明

为贯彻《国务院关于大力发展职业教育的决定》（国发〔2005〕35号）精神，落实《教育部关于进一步深化中等职业教育教学改革的若干意见》（教职成〔2008〕8号）关于“加强中等职业教育教材建设，保证教学资源基本质量”的要求，确保新一轮中等职业教育教学改革顺利进行，全面提高教育教学质量，保证高质量教材进课堂，教育部对中等职业学校德育课、文化基础课等必修课程和部分大类专业基础课教材进行了统一规划并组织编写，从2009年秋季学期起，国家规划新教材将陆续提供给全国中等职业学校选用。

国家规划新教材是根据教育部最新发布的德育课程、文化基础课程和部分大类专业基础课程的教学大纲编写，并经全国中等职业教育教材审定委员会审定通过的。新教材紧紧围绕中等职业教育的培养目标，遵循职业教育教学规律，从满足经济社会发展对高素质劳动者和技能型人才的需要出发，在课程结构、教学内容、教学方法等方面进行了新的探索与改革创新，对于提高新时期中等职业学校学生的思想道德水平、科学文化素养和职业能力，促进中等职业教育深化教学改革，提高教育教学质量将起到积极的推动作用。

希望各地、各中等职业学校积极推广和选用国家规划新教材，并在使用过程中，注意总结经验，及时提出修改意见和建议，使之不断完善和提高。

教育部职业教育与成人教育司

2009年5月

致 同 学

同学们好！欢迎大家使用中等职业教育课程改革国家规划新教材《英语2（基础模块）》！

每个人都希望通过课程的学习提高自己的能力。我们学习英语的目的是了解英语国家文化，开阔国际视野，更好地完善与发展自我，并具有今后在生活和工作中运用英语的能力。同学们也一定希望我们这套教材能够满足大家学习英语的需要。

这套教材根据教育部2009年1月颁布的《中等职业学校英语教学大纲》的要求编写，我们在内容设计时深入分析了社会经济发展对同学们将来英语应用能力的要求，从以下6个方面为同学们的学习提供便利和支持。

1. 以任务为导向，提高英语运用能力

这套教材安排了不同形式的任务，例如制作海报、计划生日聚会、找工作伙伴、组建兴趣小组，等等。在完成任務的过程中，你们会发现学习英语不再是枯燥地记忆单词和语法，而是在仿真的生活或工作场景中运用英语去听、去说、去做。相信同学们通过认真学习，一定能用所学英语制作出自己的名片或班级活动海报等，并体验到英语学习的成就感。

2. 活动设计灵活多样，增强英语学习兴趣

这套教材设计了形式丰富的练习活动，同学们可以在比较真实的情境下进行听、说、读、写的训练。例如，你们会听到模拟真实场景的对话，还可以在学习完相应内容后为自己的餐厅拟订英文菜单、制定旅游计划，等等。相信大家一定会感兴趣。

3. 以活动为依托，培养学习策略

这套教材不仅注重学习内容的呈现与训练，还关注学习方法的培养。教材中的每个单元都有关于学习策略的提示。通过环环相扣的活动安排，同学们会在实践中真正掌握这些策略，并做到学以致用。有了这些语言学习的好点子，同学们在英语学习的过程中一定会越来越多地体会到成功的喜悦。

4. 以语言为载体，拓宽文化视野

这套教材把文化现象融入到活动当中，让同学们在学习的过程中去体验英语文化，体验中西方文化的异同。同学们不但可以品味一篇篇短文中诙谐、生动的语言，还可以了解到有趣的文化现象。相信同学们在阅读过程中会体验到寓学于乐的愉悦。

5. 话题选择贴近生活，突出英语学习的实用性

这套教材在话题和内容选择方面充分考虑了同学们的生活经验和所学内容在将来生活与工作中的实用性。例如，在话题方面，同学们会学到诸如问候、求职、购物、餐厅就餐等常见话题；在内容方面，会读到现实生活中常见的海报、广告、小故事及旅游介绍等内容。

6. 为语言活动创设职业场景，体现职业特色

这套教材尽可能将各种语言活动设置在真实的职业场景中，例如，在学习完旅游景点介绍、旅行备品等内容后，同学们可以模拟在旅行社的场景，为客户提供服务。你们会发现自己不是在为学习英语而学习英语，而是在仿真的环境中运用英语处理问题、解决问题，相信这种活动会帮助大家提高个人能力，满足工作中的实际需求，以便顺利走入未来的工作岗位。

在每个单元的具体编写中，我们设计了以下几部分内容：

■ 导入 (Lead-in)

该部分通过各种活动帮助同学们回忆与单元话题相关的知识，使新旧知识有机衔接，以便更好地掌握单元教学内容。

■ 听说部分 (Listening and Speaking)

该部分以对话的形式呈现，每个对话都包含了听和说两类活动，先听后说，从听过渡到读，再从读过渡到说，旨在培养同学们的听力技能、策略及用英语进行口头表达的能力。

■ 读写部分 (Reading and Writing)

该部分包含读和写两类活动，先读后写。阅读活动重点培养阅读技能和策略，同时也为进行书面表达活动提供语言帮助，提高书面表达能力。

■ 语言运用 (Language in Use)

该部分对单元的主要语法现象与词汇进行归纳总结，并在各种语境中加以运用，以达到复习巩固的目的。

■ 单元任务 (Unit Task)

前面提到，我们在每个单元都为同学们设计了不同形式的任务，在完成任务的过程中，同学们要用本单元涉及的听、说、读、写等技能去完成自己喜欢做的事情，这样即可以巩固本单元的语言知识和技能，又可以提高英语运用能力。

■ 语音训练 (Fun Time)

在这个小环节中，通过诙谐、幽默的短文，练习、巩固英语的基本语音语调以及发音技巧，培养运用正确的语音语调表达思想的能力。

■ 自我评价 (Self-check)

学完一个单元后，同学们一定想知道自己学习的效果如何，所以，在每个单元后我们给大家提供了一个自我总结、自我评价的机会。通过这种方式同学们可以总结得失，及时弥补学习中的漏洞，更好地开展下一步的学习。

■ 生活与文化 (Life and Culture)

每单元最后都编有Life and Culture板块,旨在帮助同学们更好地了解西方文化,开拓国际视野,同时提高阅读能力。本部分内容语言浅显易懂,贴近学生生活,并与各单元主题密切相关,希望学有余力的同学们能够在这一板块中得到知识的拓展。

这套教材由高等教育出版社外语出版中心根据2009年1月颁布的《中等职业学校英语教学大纲》组织编写,由首都师范大学林立和北京石油化工学院王笃勤担任总主编。首都师范大学崔琳琳担任本册主编,参加本册教材编写的还有首都师范大学潘琳琳、胡水,北京知春里中学宋春丽,成都市财贸职业高中张焰,宁波市职教中心学校唐敏,杭州市人民职业学校宋美亨等。本书经全国基础外语研究培训中心张连仲教授和北京第二外国语学院修月祯教授审阅。这套教材在编写过程中还得到了辽宁省基础教育教研培训中心职教部、武汉市教育科学院、宁波市教育局职成教教学研究室、杭州市职业技术教育研究室等的大力支持;在成书之前曾在成都市财贸职业高中、武汉市财贸学校、武汉市财经学校、宁波市职教中心学校、沈阳城建学校等中等职业学校试用,他们提出很多具有建设性的意见和建议,在此一并表示感谢。

预祝同学们在轻松愉快的学习氛围中取得成功!

编 者
2009 年 10 月

Contents

UNIT	FUNCTION	LISTENING & SPEAKING
1 I laughed till I cried!	Describing family experiences	Talk about family holiday activities; Ask for and give information on past experiences
2 I saw a terrible movie.	Talking about past activities	Talk about weekend activities; Ask for information and give suggestions
3 Have you ever done a part-time job?	Making self-introductions; Preparing for job interviews	Understand and reply interview questions; Describe one's qualifications
4 I've tried all the means of transportation.	Talking about different means of transportation	Talk about one's experiences of using different transportation; Describe different transportation devices
5 It's time to change.	Expressing likes and dislikes; Making suggestions	Talk about personal preferences; Giving suggestions on health habits
Review 1 Review of topics in Units 1 – 5	Review of functions in Units 1 – 5	Review of language skills in Units 1 – 5



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UNIT	FUNCTION	LISTENING & SPEAKING
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7 So much to do before we travel!	Talking about travel experiences; Making suggestions	Talk about travel plans; Accept and refuse suggestions
8 If you want to talk, you can go online.	Expressing agreements and disagreements	Understand questions about the use of computers; Provide information on personal use of computers
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I laughed till I cried!

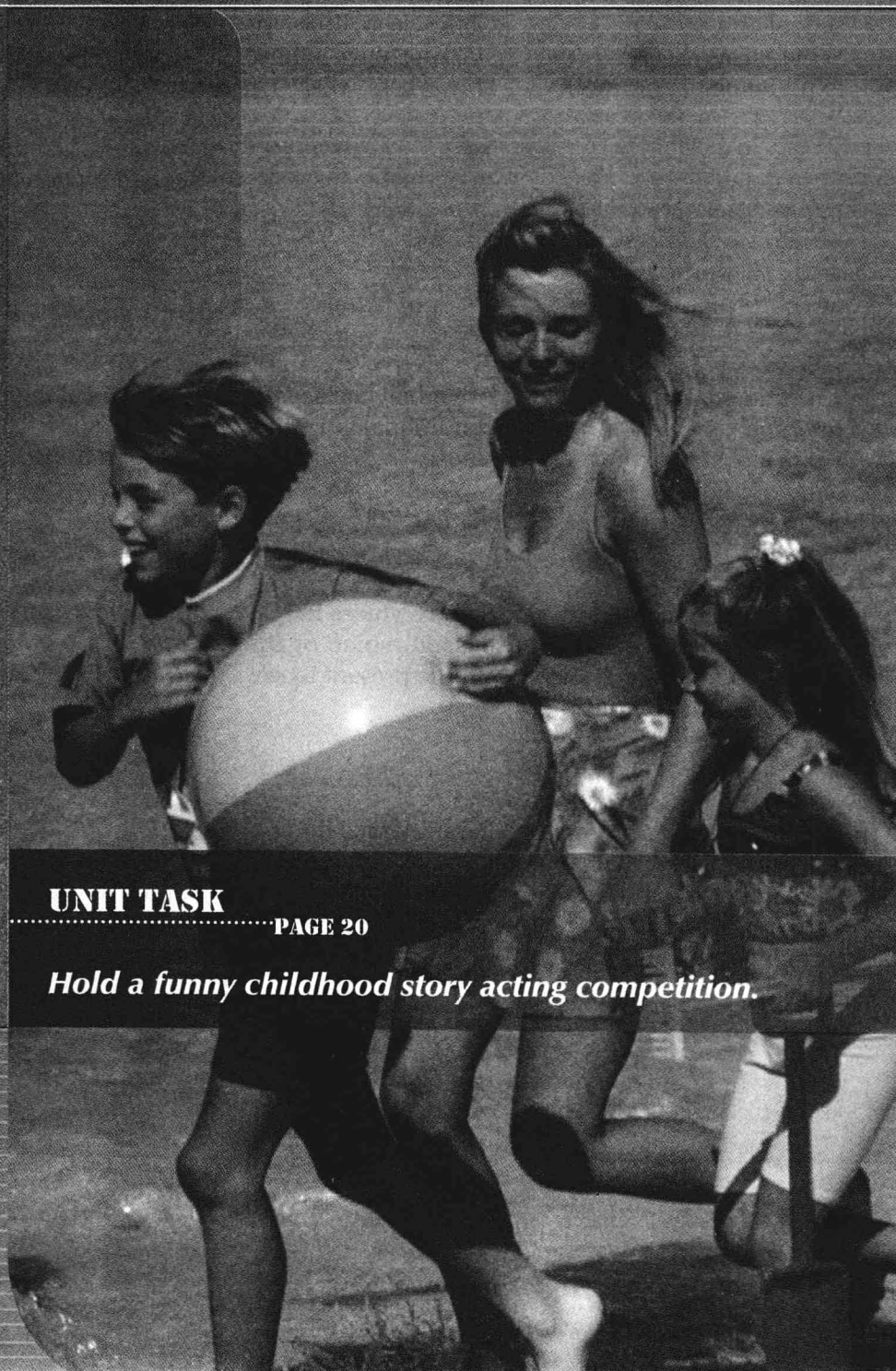
UNIT

1

UNIT TASK

.....PAGE 20

Hold a funny childhood story acting competition.





LEAD-IN



1. Tick the activities you did before. 从下列选项中选出你曾经参与过的活动。

- () visited the zoo
- () went swimming
- () picked apples
- () went skiing
- () climbed mountains
- () played volleyball on the beach
- () went sailing
- () went skating
- () went fishing

2. Listen and match. 听录音, 将左侧的描述与右侧相应的图片匹配。

- 1) "I went swimming with my parents. It was very nice."



- 2) "My dad and I played volleyball on the beach."



- 3) "I went boating with my twin brother. Both of us had great fun."



- 4) "I went skiing with my friends. We all enjoyed ourselves."

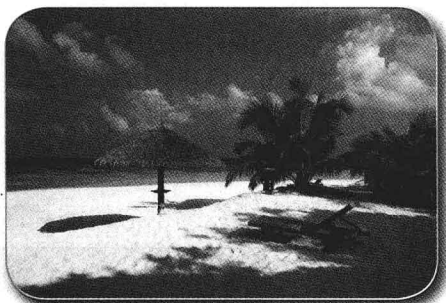




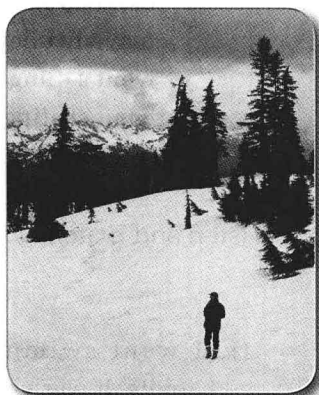
LISTENING AND SPEAKING

Dialogue

3. Listen and tick the city Cindy and her parents went to on their vacation. 听录音, 从下列两幅图中选出Cindy和家人假期去旅游的城市。



()



()

4. Listen again and answer the questions. 再听录音并回答下列问题。

- 1) What was the weather like in that place?
- 2) How was their vacation?

5. Listen again and match the people with the activities. 再听录音, 将左栏人物与右栏的活动匹配。

Name

- 1) Cindy
- 2) Cindy's father
- 3) Cindy's mother

Activities

- a. went sailing
- b. played volleyball
- c. went swimming



6. Read aloud after the tape and underline the vacation activities. 听录音跟读对话, 用下画线标出描述假期活动的句子。

Li Xiaonian: Hello, Tang Hua! How was your vacation?

Tang Hua: Oh, it was wonderful.

Li Xiaonian: Where did you go?

Tang Hua: I went to Harbin with my parents. We had a great week there.

Li Xiaonian: Wow! What was the weather like?

Tang Hua: It was cold, but we all enjoyed the beautiful snow.

Li Xiaonian: How nice! Did you go to the ski resort there?

Tang Hua: Yes, we went there everyday. My parents loved skiing and I enjoyed skating. We also made a very big snowman together!



7. Look at the pictures and talk in pairs. 看图并用所给词语两人一组做对话练习。

A: Where did you go?

B: I went to Hainan.

A: What was the weather like?

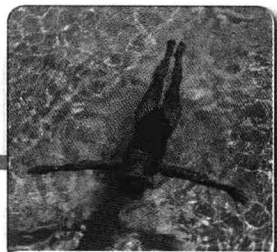
B: It was hot.

A: What did you do there?

B: We went swimming.

A: Did you enjoy yourselves?

B: Yes, I did. It was wonderful.

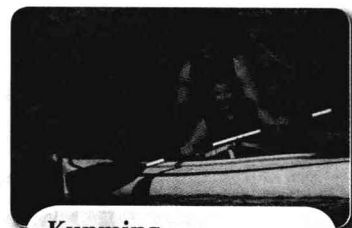


Hainan

hot / went swimming / wonderful

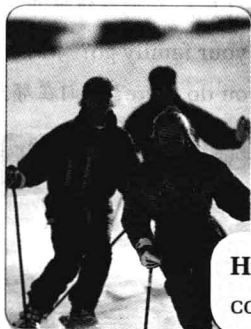
Taian

cool / climbed mountains / exciting



Kunming

warm / went boating / great



Harbin

cold / went skating / terrible



8. The Student's Union is to organize a trip to a new city. Please interview five students with the following chart. 学生会要组织学生假期去一个城市旅游，你负责调查一下同学们去年去过的地方及活动。参照活动7的对话，采访五位同学，完成表格。

Name	Where	Weather	What	How
Zhang Qing	Hainan	hot	went swimming	wonderful

Everyday English

- ▶ How was your vacation? 你的假期过得怎么样啊?
- ▶ It was wonderful / great / not bad. 很精彩 / 很棒 / 不错。
- ▶ We had great fun. 我们玩得很开心。
- ▶ Where did your family go? 你们一家去哪儿了?
- ▶ What did you do there? 你们在那里都玩了什么?



READING AND WRITING

9. Talk in pairs. 两人一组，讨论下列问题。

- 1) Who does the housework in your family, your father, your mother or you?
- 2) Who is the funniest person in your family, your father, your mother or you?

10. Read the letters to the magazine *Family Life*, and tick the right topic. 下面是两位读者写给《家庭生活》杂志的信。读信并选出两位读者共同谈论的话题。

In their letters, both Ben and Bob talk about:

- | | | |
|---------------------------------|-------------------------------------|---|
| <input type="checkbox"/> health | <input type="checkbox"/> problems | <input type="checkbox"/> family stories |
| <input type="checkbox"/> school | <input type="checkbox"/> friendship | <input type="checkbox"/> travel |

Letters from our readers

Last week we asked our readers to write us funny stories. Bob and Ben sent us very amusing family stories.



Dear *Family Life*,

My mother is a career woman, but she never forgets her household duties.

One snowy morning, she went out for her daily run. When she returned to the house, she slipped and hit her head on the driveway.

I sent her to the hospital. When we arrived, the doctor asked my mom some questions to see if she was OK. "What day is today?" he asked. Without hesitation, Mom replied, "Cleaning day."

Yours,
Bob