

| 中等职业教育规划教材 |

英语

(基础模块)

第二册



晏 祎◎主编

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北 京



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内 容 提 要

本套教材是为适应中等职业教育教学的改革和发展,贯彻“以服务为宗旨,以就业为导向”的职业教育办学指导思想,按照基础模块、职业模块和拓展模块的课程结构,结合学生实际情况,贴近专业和岗位对学生英语水平的需求,依据中等职业学校英语的教学要求而编写的。

《英语》(基础模块)共分两册,在学时和内容上较以往都有所削减,《英语》(基础模块)第一册注重基础以及语法练习,《英语》(基础模块)第二册注重实际应用,同时教材设计伸缩性强,可满足不同层次、不同地区学校的教学需要。

本教材适合中等职业学校各专业学生公共课程第二学期使用。

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前言

为了适应中等职业教育教学改革新形势的需要,全面贯彻“以服务为宗旨,以就业为导向”的办学指导方针,体现“以就业为导向,以能力为本位”的课程体系,我们遵循以促进学生发展为本、公共基础与多样化选择相结合、注重对学生能力培养、统一性与灵活性相结合的四项改革的基本原则,按照基础模块、职业模块和拓展模块的课程体系,结合中等职业学校学生实际,贴近社会、贴近职业,根据经济社会岗位对职业能力的发展需求,由文化基础课课程专家、教研实践经验丰富的职教教研员及教学一线的骨干教师共同编写了本套中等职业学校公共课程教材。

《英语》(基础模块)分为两册,着力体现素质教育和能力本位的精神,注重交际应用,突出职教特色。

一、《英语》(基础模块)第一册教材的主要特点和模块介绍

1. 与初中英语教学相衔接,紧扣“大纲”。

书中覆盖了“大纲”的全部语法项目,所有的交际功能项目和约90%的词汇项目。本册内容注重基础,与初中英语教学相衔接,贴近目前中职英语教学的实际情况。

2. 模块式结构便于实施职业教育,注重英语的实际运用。

全书共10个单元,每个单元正课部分均包括“课引”、“说”、“阅读”、“语法”和“语音”模块,单元最后还有“补充阅读”模块。其中“Warm-up”力求在上课一开始就紧紧抓住学生的注意力,便于教师教学。本书还体现了英语的实际运用性,话题为日常最为普通的和常用的内容,与实际联系密切。

3. 选材多样,知识性与趣味性并重。

4. 教材适用性强,教师可针对不同程度的学生进行选择教学,课文单词表由学生自己来列,既可测出学生的认识水平,又体现了学生自主学习的原则。

5. 课文编排由简到难,循序渐进,易学好用。

书中以话题为单元,体例编排由简单到复杂,循序渐进,利于学生逐步掌握知识要点,不

断提高自身的能力。

第一册教材每个单元包括的6个模块如下。

(1) 课引(Warm-up):这是本书的第一大亮点,取材贴近学生生活,便于学生快速进入本单元话题,以进一步展开教学。

(2) 说(Speaking):由示例对话和学生对话组成,主要训练学生的交际能力,是素质教育运用知识能力的体现。

(3) 阅读(Reading):由一篇精选文章组成,后有学生自主编写的词汇及简单的读后练习,对于程度好的学生,还可以加入理解问题来学习。另外,介于中职的学生基础参差不齐,我们将正课中每个单元的内容定为过关内容,要求学生都通过,尤其是语法项目,力求每个学生在一定的词汇基础上能独立分析句子,并能通过这些语法知识来进一步学习词汇、语法,为第二册的语言实际应用打好基础。同时,为便于程度好的学生提高,第一册教材精选了15篇预备课文,教师可根据本班情况随时选用补充在每单元的阅读课文中,真正做到让学生人人都在原有基础上得到提高。

(4) 语法(Grammar):这一部分主要以实用的语法项目为主,分布于每个单元并在其后配有精选练习。这一部分其实是对学生在初中学习中的句子和语言规律的总结和提升。

(5) 语音(Pronunciation):这一部分更是第一册教材的又一亮点,着重帮助学生掌握重点发音知识,做到让学生正确地听说读句子、单词及段落,为第二册教材的正式听力训练准备。

(6) 补充阅读(Supplementary Reading):这部分虽然都编在正课之后,但是它们的作用对于已经掌握前面单元内容的学生来说,就是必需的阅读课文,通过它们扩展单词量,练习语法知识,学习写作,以适应社会职业领域对英语素质方面多元化的要求。我们建议教师在学生完成正课要求之后,增加五到十篇补充阅读以便学生提高、拓展。

另外本书配有课文朗读磁带,第一册教材的听力要求仅限学生正确地跟读课文、单词,体会发音规律,说出地道的英语,磁带由外国专家审定并录音,建议教师、学生在课堂或课下纠正发音跟读,也便于学生自学。

二、《英语》(基础模块)第二册教材的主要特点和模块介绍

1. 紧扣“大纲”。

全书在紧扣“大纲”的前提下主要注重实际应用。

2. 模块式结构,注重英语的实际运用。

全书共10个单元,每个单元均包括“课引”、“说”、“听”、“阅读”、“写作”和“语法”6个模块。另外为活跃课堂,每单元后都有一个小幽默以提高学生兴趣。

3. 选材多样,知识性与趣味性并重。

4. 教材适用性强,其难易程度由教师把握、选择,正课内容可使每个学生有话可说,有不同程度的提高。正课之后备有15篇精选的时尚阅读文章,以供学有余力的学生学习。

5. 书中以话题为单元,体例编排由简单到复杂,循序渐进,利于学生逐步掌握知识要点,不断提高自身的能力。

第二册教材每个单元包括的6个模块如下。

(1) 课引(Warm-up):便于学生快速进入本单元话题,激发其学习兴趣。

(2) 说(Speaking):由示例对话和学生对话组成,设计思路是让学生先通过示例对话储备语言,然后自己通过给出情景设计对话,达到交际目的。

(3) 听(Listening): 进一步训练学生听说的能力。由于在第一册教材中学生已能正确听说读常用的句子、词汇, 在这一模块中, 教师可带领学生进行正式的听力训练, 以备学生将来接受社会各项资格考试的检验。

(4) 阅读(Reading): 由几篇精选相关话题的文章组成, 内容新鲜有趣, 难易适中, 最大限度地提高学生的阅读能力和增大其词汇量, 及培养学生的写作能力。

(5) 写作(Writing): 在阅读、学习语法的基础上, 进行实用性、实践性强的写作训练。

(6) 语法(Grammar): 这一部分主要是在前面听说读的基础上再一次对语言进行总结, 增加学生积累, 提高学生运用语言的能力, 并配有精选练习。

本套教材依据非母语学生学习语言的规律, 第一册教材侧重语法应用练习, 第二册教材侧重通过阅读掌握语言知识。第二册教材课外阅读部分与第一册教材的要求不同, 可备学有余力的学生做练习之用, 不做必学内容的要求。

本书由晏伟主编, 其他参与编写的人员有李美超、张紫璇、赵雅娟、沈国专和郭红霞。

由于时间仓促, 书中难免存在缺点和不妥之处, 望广大师生批评、指正, 以便在下次修订时改正。

编者

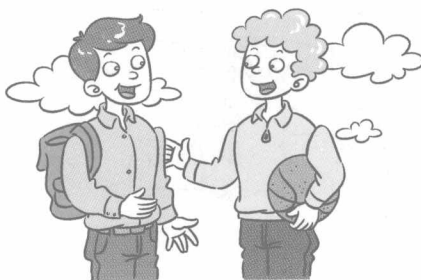
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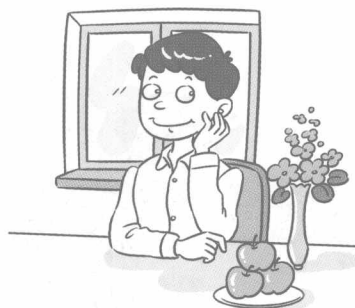


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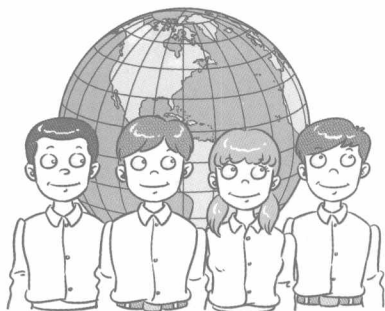
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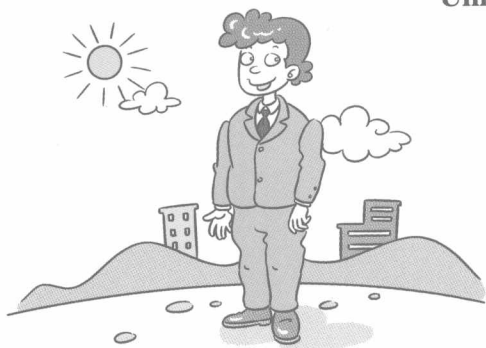
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Unit One

How are You?



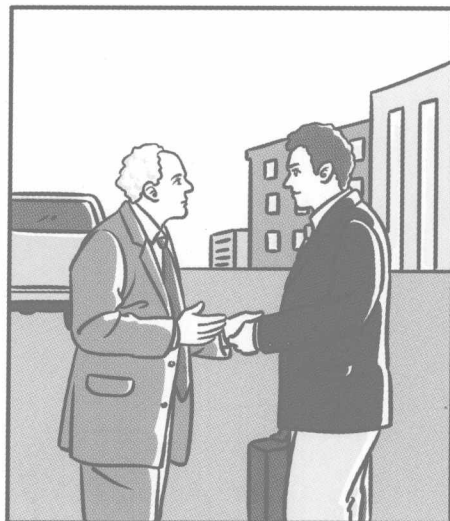


Part One

Warm - up

Work in pairs and respond to the questions in the box, you can use the following expressions.

1. Fine, thank you, and you? Or: I'm very well, thank you.
2. Hello!
3. How do you do?
4. Nice to meet you, too. Or: Me, too (informal).
5. Good, let's go.
6. Not so good.
7. So far so good, thank you. Or: Not too bad, thank you.
8. Good, thank you.



Speaker A	Speaker B
Hello!	
How are you?	
Nice to meet you.	
How do you do?	
How are you doing/feeling?	
I'd like to introduce my teacher Miss Smith to you. Shall we go and see her now?	
How are you getting on with your study?	
How was your day?	



Part Two Speaking

Try to practise the following dialogues in pairs.



Passage 1

John: Hi, Bob! How nice to see you again. You look well.

Bob: How are you, John?

John: Very well, really well. Come in, come in. This is my friend, Sally. She comes from America. Sally, this is Bob, Bob Black.

John: Hello. Sally, how do you do!

Sally: How do you do!

John: Sit down, please!

Bob: Is this your first time to Beijing, Sally?

Sally: Yes, Beijing is really a beautiful city. And what do you do in Beijing, Bob?

Bob: Oh, I am studying Chinese history in Beijing University. It's very interesting.

Sally: How long have you been in Beijing?

Bob: For 5 years. I love this city. And why do you come to Beijing?

Sally: I just want to travel around in Beijing. Could you recommend to me some interesting places, John and Bob?

John: Of course we can. During these three years, Bob and I have visited many historical buildings and famous attractions, such as the Great Wall, the Forbidden City... Oh, please help yourself to some apples, Sally.



Exercises

1. Fill in the blanks.

	Questions	Answers
(1)	What's _____ name?	My _____ Mike.
(2)	Where _____ you from?	I _____ from Chicago.
(3)	Where _____ he from?	He _____ from France.
(4)	What _____ name?	Her _____ Yumin.
(5)	What _____ their names?	_____ names are Pat and Tom.

2. Answer these questions.

Where do you work?

I work in...

What do you do?

I'm a...

What are you studying?

I'm studying...

Why are you taking this course?

Because...



Passage 2

(Sue took part in a birthday party for Mary's mother yesterday. She met Mary's mother for the first time.)

Mary: Good evening, Sue. Come in please.

Sue: Good evening, Mary.

Mary: I'd like to introduce you to my mother. This is my mother.

Sue: Nice to meet you. Here are some flowers for you. Happy birthday to you!

Mother: Thank you, Sue. How beautiful they are! I've been looking forward to meeting you.

Sue: Me too.

Mother: We're so happy to have you with us. Sue, please make yourself at home. By the way, where do you work?

Sue: I am a secretary in the Oriental Company.

Mother: What are your responsibilities?

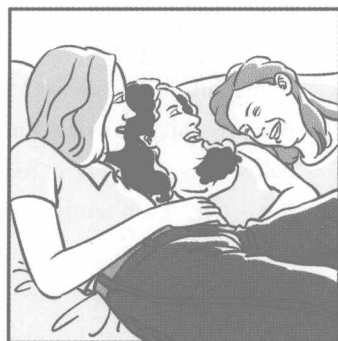
Sue: I should answer the phone calls, and arrange the meetings for the company.

Mother: Oh, it's a hard job. What do you like?

Sue: I like the people I work with. They are very friendly.

Mother: Oh, Good. Please help yourself to some drinks.

Sue: Thank you.



Exercises

1. Write the questions for these answers. Then practise them.

Questions

Answers

(1) _____? I live in Mexico.

(2) _____? She's a nurse.

(3) _____? They go to Beijing University.

(4) _____? We come from Tokyo.

(5) _____? They're students.

2. Here are two conversations. Which conversation is formal? Which one is informal? Can you list some formal and informal introduction?

Conversation 1

Jane: Hi, Jack! Nice to see you again. How are you?

Jack: Hello, Jane. Fine, thanks. And you?

Jane: Fine. How is Mary?

Jack: She's well, anyway. Jane, this is Tim. He will work with us today.

Jane: Hi, Tim.

Tim: Hi. Good to see you.

Conversation 2

Jane: Jack. Let me introduce you to Tim. Tim is a newcomer in our office.

Jack: Good evening. How do you do!

Tim: How do you do!

Passage 3

A: Well, Zhou Peng, I'm afraid I must go now. Thank you very much for such a nice dinner.

B: Please come over again when you have time.

A: Sure, I will.

B: I'd like to see you off to the bus stop.

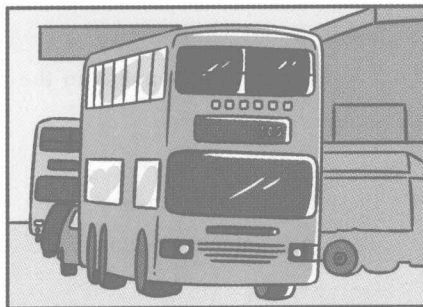
A: Thanks a lot. Is the bus stop far from here?

B: No, not so far. I usually go to school by bus and it's very convenient.

A: Oh, there are many buses. Nice to meet you to-day.

B: Nice to meet you, too. Here comes the bus. Bye. Take good care of yourself.

A: You too. Bye.



Exercises

1. Fill in the blanks with the right order to match the questions and answers. Then practise them.

Questions

Answers

- | | |
|------------------------------------|---|
| (1) Do you like movies? | ___ No, she doesn't. She likes Jazz. |
| (2) What kind of art do you like? | ___ I don't have one. |
| (3) Does she like classical music? | ___ No, they don't. They like classical ballet(芭蕾). |
| (4) Who is your favorite singer? | ___ Yes, I do. I like westerns. |
| (5) Do they like modern dance? | ___ I love modern art. |

2. Put the following words in the right order.

- (1) first, your, what's, name
(2) are, old, you, how

- (3) do, do, you, what
- (4) from, where, come, do, you
- (5) or, you, brothers, sisters, do, any, have
- (6) for, she, IBM, company, works
- (7) would, Mr. John, you, I, to, like, introduce, to
- (8) are, how, feeling, you
- (9) I, pleased, meet, to, am, you
- (10) my, is, this, friend, John



Part Three Listening



Dialogue 1

Listen to dialogue 1 and tick true (T) or false (F).

- (1) The conversation happens in the morning. ()
- (2) Helen is a secretary. ()
- (3) Mr. Johnson is a boss. ()
- (4) Li Hong is a sales manager. ()
- (5) Miss Smith is from Shanghai. ()



Passage

Listen to the passage and supply the missing words.

Tom was _____ along the street the other day. Suddenly he heard someone shouting his name. He stopped and looked _____. A young man was running after him. It was Jack Evans. _____ years ago, Tom and Jack went to the _____ middle school and they studied in the same high school. But they haven't met each other for two years since graduation. They were _____ to see each other and decided to have lunch together.



Dialogue 2

1. Listen to dialogue 2 and choose the right answer to each of the following questions.

- (1) Where is Amy Brown from?
A. England. B. America. C. Australia.
- (2) Where does Bill Smith come from?
A. England. B. America. C. Australia.
- (3) What is Amy doing here?
A. Studying. B. Writing news report. C. Teaching.
- (4) Why is Bill Smith here?