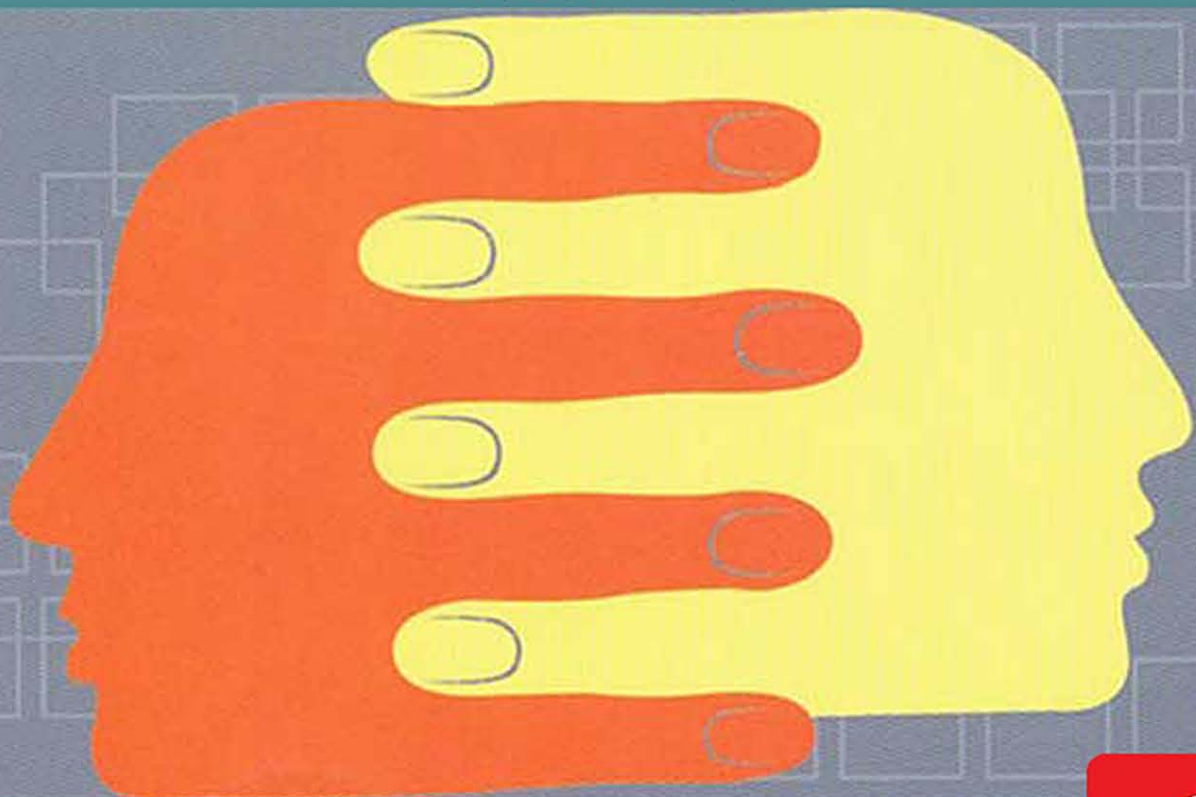


实用英语拓展本. 4

张建明 刘维真 主编



江西高校出版社



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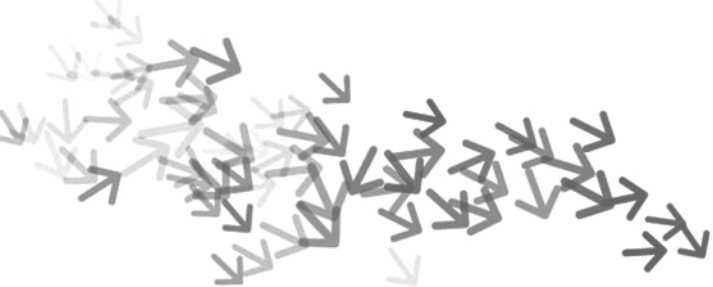
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编写说明

摇摇

《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高职院校教学实际情况编写而成的。此套教材共四册，本教材为第四册，包括主教材《实用英语（四）》和配套辅助教材《实用英语拓展本（四）》。编者借鉴近年国际、国内外语教学理论的发展及研究成果，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，坚持“实用为主，够用为度”的原则，着力培养学生的英语语言应用能力和跨文化交际能力，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，培养综合应用能力

本册教材安排了不同的项目，例如电子邮件、致歉信、贺信、慰问信、投诉信、小论文等的写作，使学生不再只是枯燥地学习语法和词汇，而是在仿真的生活及工作场景中综合运用英语听、说、读、写、译等技能，通过项目引领，任务驱动，在协作学习的过程中完成各项任务，主动地获取知识，锻炼能力。

2. 寓语言学习于职业场景，体现职业特色

本册教材设计了 Task 3 综合实训部分，训练学生听、说、读、写、译等技能的综合应用能力，创设多种职业场景，使学生在仿真的环境中学会用英语语言处理职场情景和问题，对未来的就业有所认识和准备。

3. 题材贴近生活，主题喜闻乐见

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。选取的主题如健康、音乐、时尚、紧急救助、环境保护等，都是学生感兴趣且有话说的内容。把语言学习的过程与学生真实的语言环境紧密结合，使学习达到事半功倍的效果。

4. 图文并茂,项目多样,激发英语学习兴趣

本册教材充分运用与各种功能相关的富于启发性的图片,并设计丰富多彩的小组活动,使学生轻松愉快地在“做中学”,发挥主观能动性,培养语言学习兴趣。

5. 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》和 MP3 听力及电子课件等构成,形成较为完备的立体化英语教学资源体系。既适合五年一贯制高职使用,也适合三年制中专使用。

本册教材《实用英语(四)》内容包括 8 个项目单元、2 个综合实训单元和 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,体现五年制高职英语的系统性和完整性。每个项目包括 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(四)》内容包括与《实用英语(四)》各项目单元配套的同步练习,拓展阅读短文,巩固语言知识,强化应用能力。

本册教材的对话、陈述、课文都配有 MP3 光盘和电子课件,在电子课件中提供了教学活动设计,补充了文化背景知识介绍、课文语言点注释、词汇练习、语法知识等。

本册教材由萍乡学院、江西应用工程职业学院、江西工业工程职业技术学院等学校的多位从事五年制高职英语教学多年的教师合作编写。主教材《实用英语(四)》由欧阳咏梅、张建明担任主编,刘维真、胡若冰、芦慧芬担任副主编,同时参编的还有曹金萍、余何、杨柳、于丽那、王婕、韩伟中、林元昱、吴琼、张玲。同步配套教材《实用英语拓展本(四)》由张建明、刘维真担任主编,曹金萍、余河、杨柳担任副主编,同时参编的还有于丽那、王婕、韩伟中、林元昱、吴琼。江西科技学院的外籍教师、多年从事英语语言研究的 Stefan Merciez 和 Caroline Burkhardt 负责本教材的听力录音。

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
2015 年 11 月



前言

在当前国家大力发展职业教育的政策环境下,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、教学内容和方法等方面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,又进一步更新观念、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的规避地方化,话题贴近生活,突出了地方特色,尤其增加了对本省风景名胜、名人古迹篇幅的介绍。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



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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。

编委会

2014年7月

Project One Good Habits



Task I Speaking(口语训练)

Complete the following dialogue according to the context.

John: Hello, Jack, you look so healthy!

Jack: Really? I do exercise in the morning every day. It helps a lot.

John: Oh, I see. 1. Do you have any hobbies? What are they?

Jack: I am interested in watching TV or any other relaxing games.

John: 2 ?

Jack: I usually read or do some sports.

John: What kind of books are you interested in?

Jack: 3 .

John: Well, those books are really good. I like them too. 4 ?

Jack: In fact, I wouldn't call myself extroverted. Sometime I enjoy being by myself very much. But other times, I like sharing activities with others too, especially during these last few years.

John: 5 .

Jack: I like almost all sports, and I enjoy both playing and watching. I especially like tennis and mountain climbing.

John: Oh, you have developed good habits.

- A. I especially like tennis and mountain climbing.
- B. My favorite books are those about detectives.
- C. I think I'd better do exercise from now on.
- D. Do you think you are introverted or extroverted?
- E. How do you spend your spare time?

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.

1. We should be p _____ (礼貌的) to everyone.
2. Their goal is to h _____ (羞辱) us.
3. You may get the n _____ (有营养的) benefits of legumes, but without the extra sugar.
4. Most of us, especially in a _____ (青少年), want very much to be romantically desirable.
5. This is his willpower, m _____ (动机) and courage.

Part 2 Fill in the blanks with a phrase that best completes the sentence.

fall asleep no matter it's better to at least belong to

1. These games _____ us. They are our games.
2. _____ what the situation is, Joan just smiles.
3. If you're really tired, you just might _____ much sooner than you think.
4. I suggested they do some experiments, or _____ a survey.
5. _____ control your anger and choose to act rather than react against everybody.

Task III Grammar(语法训练)

Part 1 Multiple choice.

1. Your father never watches the drama series on TV, _____?
_____. He thinks these drama series are boring and dull.
A. does he; Yes, he does B. does he; No, he doesn't
C. doesn't he; Yes, he does D. doesn't he; No, he doesn't
2. Wang Chao has never read the book *The Adventure of Tom Sawyer*, _____ he?
_____. He told me it's very interesting. He'd like to read it again.
A. is; No, he isn't B. has; Yes, he has
C. isn't; Yes, he is D. hasn't; No, he hasn't

2. 他利用空闲时间看小说。

3. 我们要好好地利用时间。

4. 我们为了生存而吃,不是为了吃而生存。

5. 我喜欢通过读书来了解人们的生活。

Task IV Reading(阅读训练)

Passage 1

We nursery teachers understand quite well what nursery kids do in our nurseries. But we have no idea what nurseries are like, what kids do in the United States nurseries. The following description may help you understand what's going on there.

When Ann arrives at school at 8:50 am, she hangs up jacket on the book labeled with her name. She greets her teacher with a kiss, and smiles at her best friend, Jack. She and Jack hurry to the dress - up corner, where they put on hard - hats and play at being construction workers. When she is tired of this, Ann wanders over to paint and then goes into the washroom and chats while washing off the paint. When she comes out, she finds a spot in the circle. The children have formed around Tom, their new student teacher, who is about to lead some simple songs. Then it's time for juice and crackers. No one scolds Ann when she spills juice on the floor. As the children eat and drink, conversation goes on at a busy pace about baby brothers who spit up their dinner, Sunday visits to the zoo, overflowing toilets, new shoes and all sorts of other important experiences.



At rest time, Ann sits quietly, putting together wooden puzzles. Later, she and Jack take turns being babies and pushing each other around in a strong wooden wagon. Thumb in mouth, Ann listens to her teacher read a story, the last indoor event of that morning. The class dashes out to the playground where they climb on the jungle gym, go up and down on the seesaw,

pedal furiously on tricycles, climb in corners, or stand around deciding what to do. Just before noon, Ann's father picks her up, and another day at school is over.

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

1. Which is not the topic of the children's conversation? _____.
 - A. New shoes.
 - B. Sunday visits to the zoo.
 - C. Climbing on the jungle gym.
2. Ann stays in the nursery _____.
 - A. the whole morning
 - B. the whole day
 - C. almost the whole day
3. Ann arrives at school at _____.
 - A. 8:10 am
 - B. 8:30 am
 - C. 8:50 am
4. Which of the following happens first?
 - A. She greets her teacher with a kiss.
 - B. She smiles at her best friend Jack.
 - C. She hangs up her jacket on the book.
5. Why does Ann wander to paint? Because she is tired of _____.
 - A. listening to the teacher read a story
 - B. playing at being construction workers
 - C. putting together wooden puzzles

Passage 2

Amy was visiting a friend old Mrs. Alice who had known Amy all her life. She liked to tell Amy about mysteries and see whether Amy could solve them.

"You are very good at solving mysteries," she said to Amy, "but some day I'll fool you! Maybe I'll be able to fool you today. Did I ever tell you about the case of the Unknown Brother?"

Amy said no and listened. She liked Mrs. Alice's stories.

"Well," Mrs. Alice said, "Jeff Wright was my friend when he was a child. He ran away from home when he was very young and lived for years by doing odd jobs. Finally, in 1927, he went to Michigan, where he found a copper mine. He bought the land and ran the mine and



became a very rich man.

Jeff never married. His parents had died years before, and his only relative was his brother.

One day Jeff knew he was dying. He sent for a good friend, Abel Cole, who had worked for him for years.

Jeff gave Abel two envelopes. "This one is for you," he said, "and please give this one to my brother Bard. He is ..." While he was speaking, Jeff died.

There was a will in Abel's envelope. It gave him Jeff's mine and house. The envelope for Bard had cash and some business papers in it. Abel and Bard were each to get about half of Jeff's fortune. They would both be rich.

Abel had never seen Bard. He had only two clues. One was an old photo that showed Bard and Jeff. But it had been taken fifty years before, when they were boys of ten. The other clue was a postcard from Bard. It had been mailed in Boston the month before Jeff died.

Abel went to Boston. He put an ad in the paper. The ad said there was good news for Bard Wright. It told where Abel was staying.

The next day, more than a hundred men came to Abel's hotel. They all said they were Bard Wright. But though he had never seen Bard, Abel was able to pick him out right away.

When Mrs. Alice finished her tale, she smiled. "All right, Amy," she said, "How did he know Bard?"

Amy smiled too.

"That's easy," she said, "You told me how. The clue was the photo. "

"Yes, it was," said Mrs Alice, "But it was taken when Bard and Jeff were boys. How could that help?"

"You said it was taken when both boys were ten years old," Amy said, "So they had to be twins. They looked alike. That's how Abel knew Bard!"

And Mrs. Alice had to admit that Amy Holmes had won again.

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

1. Amy was able to solve the mystery because _____.

- A. she had heard the story before
- B. she picked out the important clue
- C. Mrs. Alice helped her

2. Abel was able to pick out Bard because _____.

- A. Bard said who he was
- B. Bard knew all about Jeff

- C. Bard was Jeff's twin brother
3. Jeff Wright became rich because _____.
- A. he did odd jobs
 - B. he ran away from home
 - C. he found a copper mine
4. Abel had never seen Bard because _____.
- A. Bard didn't like copper mine
 - B. Bard didn't know he had a brother
 - C. Bard didn't live in Michigan
5. Jeff gave Abel two envelopes that _____.
- A. had to be taken to the post office
 - B. contained his dying wishes
 - C. needed to be addressed

Task V Writing (写作训练)

写一篇描述自己的短文,包括外表、衣着、爱好、性格,重点描述性格特点和爱好。

Task VI Integrated Training (综合训练)

Part 1 Reading and understanding.

In Canada and the United States, people enjoy entertaining(请客) at home. They often invite friends for a meal, a party, or just for coffee and conversation.

Here are the kinds of things people say when they invite someone to their home.

“Would you like to come over for dinner on Saturday night?”

“Hey, we're having a party on Friday. Can you come?”