



“十二五”职业教育国家规划教材

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# 贯通 职业英语

## 学生用书 2

Edward J. McBride Ellen Kisslinger Jane Sturtevant  
《贯通职业英语》改编组

高等教育出版社



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贯通职业英语学生用书2  
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## 《贯通职业英语》立体化系列教学资源

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## 致同学

亲爱的同学们，你们好！首先祝贺你们进入职业学校，开始为自己将来的职业生涯做准备的学习生活。同时，我们向大家献上这套《贯通职业英语》立体化系列教材，希望你们在学习时能有一种全新的感受和体验。

职业教育是立足于人的全面发展、凸显职业技能特色的素质教育。如今中高职学制贯通改革已经开始试点，为更好地满足大家多样化的学习需求，高等教育出版社率先进行了改革探索，放眼国内外优秀资源进行选材，集合国内职教英语教学界权威人士参与编写，为大家提供了包含中职模块、高职模块和行业模块在内的《贯通职业英语》立体化系列教材。

《贯通职业英语》中职模块选取了美国圣智学习出版公司出版的Downtown: English for Work and Life，并根据我国中等职业教育的特点和中高职英语课程衔接贯通的要求进行了改编，尤其针对学生未来生活和工作中对外语的需求设置了仿真的职业、生活场景。中职模块教材设有3册，每册除学生用书外，还有实训教程、电子版教师用书、电子教案等配套教学资源。

《贯通职业英语》中职模块每册由8个单元组成。每单元有4课，内容围绕同一个主题展开，这些主题都与同学们的学习和生活相关。每单元还设计了主题下的职业场景，通过听、说、读、写基本技能的训练，提高综合语言运用能力，为你们在今后的生活和工作中使用英语做好准备。教材图文并茂、语言地道、教学活动丰富多样。同时，教材也注重对跨文化交际意识和学习能力的培养。《贯通职业英语》中职模块在体现中职基础英语教学特色、推进中职英语教学改革方面做出了有益的探索。

教材具有如下特点：

### 1. 教学理念先进，以学生为中心

贯彻“以学生为中心”的先进教学理念，教学活动的设计有助于培养同学们的参与意识，鼓励协作学习，锻炼主动解决问题的能力，引发独立思考，旨在让同学们成为学习的主体。教学活动的设计力求提供一个轻松、有趣的学习氛围，逐渐从“要我学”转变为“我要学”，进而提高学习效果。

### 2. 教学内容实用，体现职业特色

教材注重提高同学们的英语应用能力，内容紧贴实际生活和将来的工作，实用性强。每单元第1课以基础训练为主，第2课以生活场景为主，第3课则围绕一个职业场景展开。这种创新的教学设计，不仅使同学们能在英语学习中接触到自己熟悉的校园生活，而且能对将来的生活和工作有一定的了解，为同学们职业素养的形成及今后的学习奠定了一定的基础。

### 3. 遵循语言教学规律，突出实践性

教材中的教学内容均通过一定的情境呈现，以便同学们通过上下文理解意义，掌握用法。每单元的开篇图片不仅起到引入主题，帮助同学们学习重点词汇和语言功能的作用，而且还增加了学习的趣味性。为了帮助大家更准确地理解所学语言，成功地进行语言交际，教材中的文化小贴士 (Culture Tip) 提供了简明扼要的相关文化背景知识。

为突出语言学习的实践性，教材中设计了大量的练习活动，通过反复实践提高实际应用能力。每单元第4课设计为复习课，通过多样的练习形式综合复习、巩固前3课学习的内容。《实训教程》中的各项练习也是为进一步实践和提高而设计的。

### 4. 精心设计教学过程，促进自主学习能力的形成

教材在每单元开篇均列出单元学习目标 (Goals)，即该单元应该掌握的基础知识和基本技能，简明清晰的学习目标能够引导同学们主动学习。在每单元结尾处，列出了与学习目标相对应的学习效果自测表 (I can ...)，引导大家学会自我管理，随时检测自己的学习进程与效果。家庭作业 (Homework) 的设计也很有新意，让同学们结合课上学习的内容在课外独立用英语处理一些日常事务，既有趣又可以增加学习的成就感。

此外，教材还结合教学内容为同学们提供了一些利用网络查找、分析信息的建议 (Internet Idea)，这种通过实践培养的学习能力对大家以后的学习、生活以及将来的职业发展都是很有价值的。掌握自主学习能力将使大家受益终身。

《贯通职业英语》立体化系列教材由国家开放大学的刘黛琳教授担任总主编，第二册学生用书由杭州市职业教育与成人教育研究室林海燕担任主编，四川信息职业技术学院李清担任副主编，武汉市教育科学研究院周佳，武汉市财贸学校钟玲，四川现代职业学院戴玉、四川大学锦城学院王欢、乐山师范学院杨渊、四川大学杜冰月参加了编写工作。高等教育出版社的编辑在本系列教材的改编工作中做了大量工作，谨在此一并表示感谢。

由于国内中高职学制贯通的改革尚在尝试阶段，本系列教材的编写亦属探索性实践，加之编者水平所限，书中难免存在疏漏之处，敬请国内同行和教材使用者批评指正。

编写组

2015年10月

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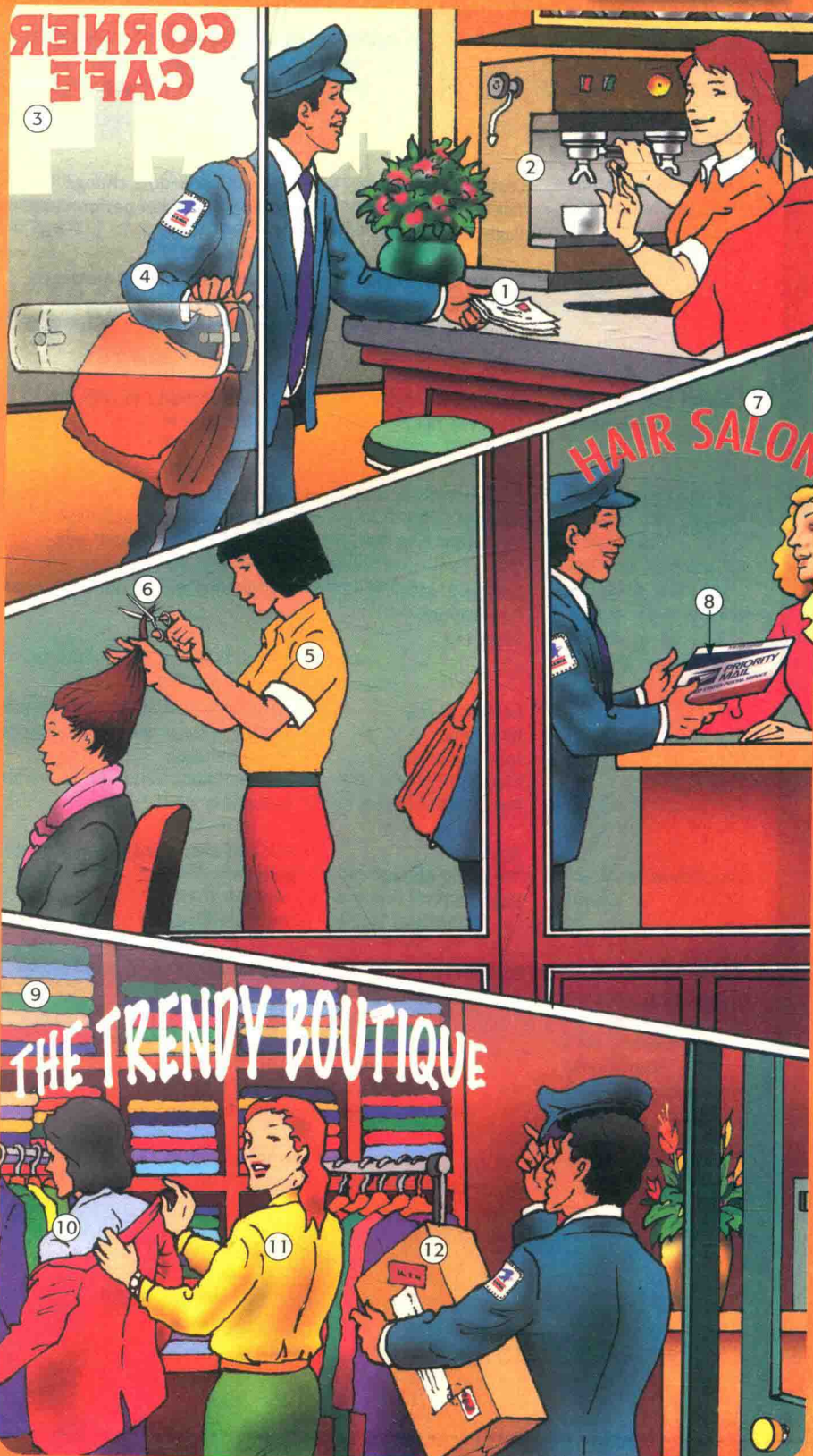


# UNIT 1

## Daily Activities

### GOALS

- ✓ Identify household chores
- ✓ Talk about frequency of activities
- ✓ Use *make* and *do* expressions
- ✓ Read a map
- ✓ Use *can* and *could* for possibility
- ✓ Distinguish between current and habitual actions
- ✓ Understand a postal delivery schedule
- ✓ Understand postal rates and services
- ✓ Talk about your commute



**1 Read** Read the story. Match the numbers in the pictures to the words in the box.

### Chores and Duties

Jessica doesn't pay rent at her aunt and uncle's house, but she does help them do their household chores. She cooks dinner three nights a week. She washes dishes on days when she doesn't cook. She does some of the laundry and waters the garden occasionally. She pays some of the bills. And of course she makes her bed every morning.

Several of Jessica's friends and classmates work in her neighborhood. Her friend, Tania, is a salesperson in a small clothing store. Her friend, Vida, is a hairstylist. And Cindy works in a café. She makes coffee for eight hours a day. And she drinks a lot of coffee, too!

### 2 Listen

- \_\_\_\_\_ cooking
- \_\_\_\_\_ delivering mail
- \_\_\_\_\_ washing dishes
- \_\_\_\_\_ cutting hair
- \_\_\_\_\_ doing laundry
- \_\_\_\_\_ making a bed
- \_\_\_\_\_ paying bills
- \_\_\_\_\_ watering the garden
- \_\_\_\_\_ a café
- \_\_\_\_\_ a hair salon
- \_\_\_\_\_ a clothing store
- \_\_\_\_\_ a hairstylist
- \_\_\_\_\_ a salesperson
- \_\_\_\_\_ a customer
- \_\_\_\_\_ letters
- \_\_\_\_\_ a package
- \_\_\_\_\_ priority mail
- \_\_\_\_\_ making coffee





# What's She Doing?

## Lesson

# 1

**1 Listen and Say It** Practice the conversation with a partner.



every morning

A: What is she doing?

B: She is making the bed.

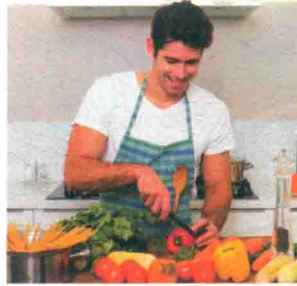
A: How often does she make the bed?

B: She makes the bed every morning.

Practice the conversation again. Use the pictures below.



1. once a month /  
clean the window



2. twice a week /  
cook



3. every weekend /  
play tennis

## GRAMMAR CHECK

### How often questions and answers

*once* = one time

*twice* = two times

Put frequency time expressions at the end of the sentence:

How often do you go to the library?

I go to the library **twice a week.**

How often do you call your mother?

I call her **every day.**

**2 Write** Answer the questions with true information about you.

- How often do you cook dinner? \_\_\_\_\_.
- How often do you wash your windows? \_\_\_\_\_.
- How often do you have your hair cut? \_\_\_\_\_.
- How often do you do your laundry? \_\_\_\_\_.
- How often do you clean your room? \_\_\_\_\_.

**3 Group Practice** Work in groups of four or five. Ask your group members how often they do household chores. Start with the chores in Activity 2. Then ask about other chores, duties, or activities.

**Word Help: make vs. do**

There are many expressions that use *make* or *do*, but only one of these verbs is correct in each expression.

We say **make the beds**, not **do the beds**.

We say **do the dishes**, not **make the dishes**.

**4 Write** Write *make* or *do* with each of the expressions below.

1. \_\_\_\_\_ the laundry
2. \_\_\_\_\_ breakfast
3. \_\_\_\_\_ the shopping
4. \_\_\_\_\_ your homework
5. \_\_\_\_\_ a cake
6. \_\_\_\_\_ exercises
7. \_\_\_\_\_ the housework
8. \_\_\_\_\_ a phone call
9. \_\_\_\_\_ the beds
10. \_\_\_\_\_ the dishes

**5 Listen** Listen to the conversation. Correct any mistakes in Activity 4.

**6 Say It** Practice the conversation with a partner.



**father**

**A:** Who usually does the dishes in your home?

**B:** My mother usually does the dishes in my home.

How about in your home?

**A:** \_\_\_\_\_ usually do/does the dishes in my home.

Practice the conversation again. Use the pictures below.



**1. my mother /  
do the laundry**



**2. my grandmother /  
make a cake**



**3. my parents /  
do the shopping**

## GRAMMAR CHECK

### Frequency words



We use frequency words *before* most verbs in a sentence:

I **always** wash the dishes.

With the verb *to be*, we use frequency words *after* the verb:

I am **always** asleep by 10:00.

**7 Write** Complete the sentence with a frequency word that makes the sentence true for you.

1. I \_\_\_\_\_ do the dishes in my home.
2. I \_\_\_\_\_ make dinner for myself or my family.
3. I \_\_\_\_\_ make my own bed.
4. I \_\_\_\_\_ clean the bathroom in my home.
5. I \_\_\_\_\_ do the grocery shopping for myself or my family.
6. I \_\_\_\_\_ do exercises.
7. I \_\_\_\_\_ help my mother with the housework after dinner.
8. I am \_\_\_\_\_ late for class.

**8 Pair Practice** Work with a partner. Ask your partner *How often* questions about the chores in Activity 7.

**Example:** How often do you wash the dishes in your home?

**9 Write** Write five sentences about your partner using frequency words.

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**Note:** *Housework* or *household chores* are any activities that have to be done regularly in a home. They include cooking, cleaning, taking care of children or pets, paying bills, making small repairs, or any other activities that are necessary to maintain a home.

- 10 Group Practice** Work in a large group or with the whole class. First write *How often* questions for the statements below. Then ask other students the questions. If a student answers with the same frequency word as below, write his or her name on the line.

Find someone who . . .

STATEMENT	QUESTION
1. _____ always washes the dishes.	<i>How often . . .</i> _____ ?
2. _____ usually makes dinner.	_____ ?
3. _____ often goes to the supermarket.	_____ ?
4. _____ seldom makes repairs.	_____ ?
5. _____ sometimes watches TV.	_____ ?

- 11 Teamwork Task** Work in teams of four. Make a list of ten household chores. Ask your teammates how often they do each one. Fill out the chart with frequency words for yourself and your three teammates.

HOUSEHOLD CHORE	YOURSELF	STUDENT 1	STUDENT 2	STUDENT 3
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

### Game Time

Your teacher will think of a household chore he or she doesn't like to do. Guess what it is by asking *yes / no* questions. Continue the game with your classmates.



# Jessica's Neighborhood

Lesson

2

**1 Listen** Listen to the conversations. Write the names of the places you hear on the map below.



## Culture Tip

### Map reading

In Western countries the ability to do things is highly valued. For example, children learn how to read maps at a very young age.

**2 Write** Look at the map. Answer the questions.

1. What direction does Hill Street run? \_\_\_\_\_
2. What part of the map represents the north? (Top? Bottom? Left? Right?)  
\_\_\_\_\_
3. What direction does Flower Street run? \_\_\_\_\_
4. What part of the map represents the east? \_\_\_\_\_
5. Find the intersection of Flower Street and Zhongshan Boulevard. What is on the northeast corner of the intersection? \_\_\_\_\_
6. What is on the southeast corner of Flower Street and Zhongshan Boulevard?  
\_\_\_\_\_

**3 Pair Practice** Work with a partner. Ask and answer questions about Jessica's neighborhood.

**Example:** Student 1: Where is the post office?

Student 2: It's on Zhongshan Boulevard next to the health club.