

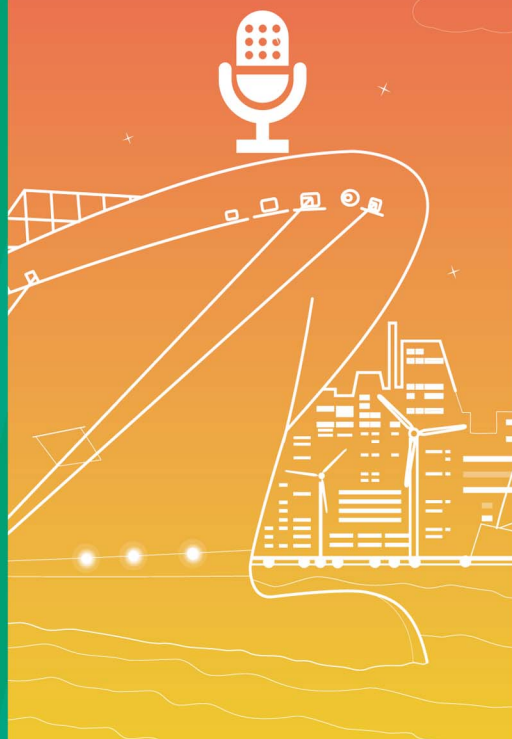
VIEWING



LISTENING



SPEAKING



新素养高职高专英语系列教材

# 英语视听说教程

第二册

总主编 虞 莉

主 编 吴爱萍

副主编 郭晓青 钱慧丽 刘 琦 熊 莉 姜丽君 曹鲁习



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# 前言 >>>



## 一、编写背景

随着我国改革开放不断深入和“一带一路”倡议的实施，国家对职业技能人才的需求越来越大，对外语素养要求越来越高。2021版《高等职业学校英语课程标准（征求意见稿）》规定：“高等职业学校英语课程的目标是全面贯彻党的教育方针，培育和践行社会主义核心价值观，落实立德树人根本任务，在中等职业学校或普通高中教育的基础上，进一步促进学生英语学科核心素养的发展，培养具有中国情怀、国际视野，能够在职场中用英语进行有效沟通的高素质技术技能人才。通过本课程学习，学生应该能够达到课程标准所设定的四项学科核心素养的发展目标。”同时，它还规定了“学科核心素养是学科育人价值的集中体现，是学生通过课程学习与实践而逐步形成的正确价值观、必备品格和关键能力。高等职业教育阶段的英语学科核心素养主要包括职场涉外沟通、多元文化交流、语言思维提升和自主学习完善。它们既有明显区别，又相互联系、相互促进，构成有机整体。”

教材是教学的基本依据和基础资源，然而，在高等职业教育事业迅猛发展的背景下，高职教材建设的步伐却明显滞后，仍然存在许多问题。大多数教材局限于对语言技能和职业技能的训练，课程思政内容供给不足，不能很好地发挥课程育人的功能，以致严重掣肘了高职教育科学、协调地向前发展。因此，积极推进教材建设，编写具有鲜明思政特色的全新高职英语教材，对推进高职教育全面深化改革具有重大意义。

针对高职发展的新需求和高职英语教学的实际情况，根据2019年国务院印发的《国家职业教育改革实施方案》，我们组织了一批长期工作在教育一线的优秀教师编写了本套“新素养高职高专英语系列教材”。

## 二、编写依据

本系列教材的编写在遵循语言教学科学规律的同时，充分考虑到新时代、新形势下高职教育的发展需要和高职英语教学的实际需求，着重高职学生岗位工作能力的养成和提高，深入实践“课程思政”，最终实现全方位育人。教材的编写理念以“面向社会、针对岗位、强化能力、促进发展”为宗旨，以提升英语学科素养为目的，立足高职学生未来工作需求进行针对性的工作岗位技能培养，同时为未来工作岗位的提升所需的文化素养和跨文化交际能力做储备。

### 1. 立德树人，以学生为中心

在高职教育培养“高素质技术技能人才”的总体目标下，本系列教材在内容设计上围绕社会主

义核心价值观,选材上与思想政治理论课同向同行,注重培养学生的诚信品质、敬业精神和责任意识,实现对学生的价值引领。

## 2. 思想品质 + 文化素质 + 职业技能

作为高职教育中的一门公共基础课程,高职英语课程肩负文化素养和职业技能培养的双重任务。而英语教学首先是语言教学,语言是文化的载体。本系列教材融合中华优秀传统文化元素,倡导、推荐主流中国文化,培养大国工匠、能工巧匠的国际化视野和跨文化交际能力,努力实现职业技能培养和职业精神培养的高度融合。

## 3. 关注区域发展,服务重点行业

《国家职业教育改革实施方案》提到“高等职业学校要培养服务区域发展的高素质技术技能人才”。作为高职英语这一公共基础课程的配套教材,本系列教材主要针对高职教育各专业的共性岗位技能,同时也关注本区域高职教育的重点培养对象,以及现阶段社会需求大的热门行业,有针对性地拓展专门职业知识与技能训练。

# 三、教材特色

## 1. 体现高职特色,注重实践培养

根据教育部颁发的《高职高专教育英语课程教学基本要求》和《关于全面提高高等职业教育教学质量的若干意见》,结合新形势下高职高专英语教学的实际需求,本系列教材的编写坚持“能力为本,素养为重”的指导思想,以培养学生的社会适应性、提高学习能力、增强就业能力为目的,注重高职学生实践能力的培养,最终实现高职学生岗位工作能力的培养和提高。

## 2. 凸显教改理念,项目贯穿教学

本系列教材紧密围绕现代职业教育教学改革先进理念,以“能力本位”原则为指导,以“项目课程”为手段,构建“项目导向,任务驱动”的教学模式,将项目教学贯穿整个教学过程。项目题材实用,语料真实。通过分析职场活动的各个领域和层面,选取其中最具代表性、最实用的情境主题,真实呈现了典型工作过程和工作任务。从职场新人的入职沟通到对岗位业务的熟练处理,再到对未来职场的重新规划,职场情境和职场能力贯穿始终。

## 3. 精选教材内容,满足岗位需求

本系列教材以培养学生的职场语言应用能力和跨文化沟通能力为主要教学目标,取材从不同职业岗位的共同需求和通用的职业技能为出发点,精选职场生活中的真实交际场景,全方位、系统化呈现真实的工作过程,内容涵盖一个职场人士能接触到的典型的职场情境和工作环节,如熟悉同事、熟悉业务、商务差旅、晋升、未来规划等,以提升高职学生的英语交际技能和岗位能力,满足岗位需求。

## 4. 融入思政元素,提升综合素养

随着我国国际地位日益提升,与各国交往日益频繁,文化交流日益重要。因此,本系列教材注重融入中国元素,介绍中华优秀传统文化,并设计相应的练习形式,使学生在认识世界、了解世界的同时,了解我国传统文化,了解我国在意识形态、文化形态和社会制度等方面的优越性,增强学生的责任意识,使学生树立远大的理想和奋斗目标,增强学生对社会主义核心价值观的认同感。

除了介绍中国文化,教材还在呈现多元文化,培养学生跨文化交际意识和能力的同时,注重培养学生的思辨能力,引导学生强化文化比较,深化思想理解。从语言的角度,以问题为导向,引领

学生从意识形态、价值观等方面去处理所听到和读到的内容，让学生能够基于所学知识进行中外的制度比较、文化比较、价值比较、道德比较、信仰比较等，从而增强学生的文化自信。

#### 四、教材构成

“新素养高职高专英语系列教材”包括《英语视听说教程》（共两册）和《英语读写译教程》（共两册）。全套教材共分为四大模块，分别为初涉职场、日常事务、商务活动和职业规划，涵盖了职场涉外沟通及多元文化交流中的主要场景。每个模块四个单元，每个单元围绕同一个职业工作技能展开训练，《英语视听说教程》和《英语读写译教程》各有侧重，既相对独立，又相辅相成。具体如下：

教程	模块	单元	单元主题
英语视听说教程（第一册） 英语读写译教程（第一册）	初涉职场	1	New Jobs, New Friends
		2	Company Profiles
		3	Occupations
		4	The Place of Work
	日常事务	5	Day-to-day Work
		6	Product Introductions
		7	Sales and Marketing
		8	Disputes and Complaints
英语视听说教程（第二册） 英语读写译教程（第二册）	商务活动	1	Business Meeting
		2	Business Travel
		3	Entertaining
		4	Celebrations
	职业规划	5	Job Hunting
		6	Professional Training
		7	Promotion
		8	Future Trends

每个单元的内容由浅入深，由易到难，从音标到词语，再到句子和篇章，活动形式多样且富有逻辑性，符合高职学生的学习水平和认知规律。

#### 五、《英语视听说教程》的单元结构

《英语视听说教程》每册8个单元，每个单元围绕一个主题，由 Listening and Reading（听读）、Listening and Speaking（听说）、Listening and Thinking（听思）和 Practice and Assessment（实

践和自测)四部分组成。

Listening and Reading(听读)部分,介绍语音相关知识和技能,为接下来的听说练习打下基本功。

Listening and Speaking(听说)分为三个小模块,第一个模块是围绕单元主题的常用短语和句型的学练;第二个模块是模拟职场情境中的典型工作过程的视频对话练习;第三个模块是模拟职场中的正常、意外及出错情境的视频对话练习,充分呈现职场的真实和语言及技能的实效。

Listening and Thinking(听思)部分由两篇短文组成,第一篇介绍与主题相关的文化,第二篇介绍相关的国际国内时事新闻,让学生在听的同时,学会思辨,尤其是学会思考面对不同的文化,应采取何种应对策略,从而更深刻地认识世界,理解中国。

Practice and Assessment(实践和自测)部分包含单元综合实训任务和自我检测表。学生综合运用本单元学习的知识和技能完成单元任务,可自测,教师亦可检测本单元的学习情况。单元自我检测表对应本单元各部分的学习目标,以提升学生的自主学习能力及反思总结的学习习惯。

本系列教材不仅配有音视频、教学课件、微课等课堂教学资源,而且同步提供网络在线教学资源、习题库和试卷库等电子教学资源库,为提高学生自主学习能力和新形势下教室端、教师(手机)端和学生(手机)端等多端融合教学提供方便。

## 六、编写团队

经过全体编者的努力,“新素养高职高专英语系列教材”终于付梓。在此,我们首先要向支持本系列教材出版的重庆大学出版社表示感谢。

鄂州职业大学公共外语课部对本系列教材的编写给予了很多的关心和支持。在此谨对课部刘真彪先生、潘宏友先生和毕春意女士专致谢忱。

鄂州职业大学公共课部的多位英语教授和青年教师,在完成他们繁重的教学任务之余,努力挤出时间,不辞辛苦地承担了教材的编写工作。在此,一并对所有参与教材编写的同事表示感谢。

《英语视听说教程》的具体编写工作安排如下:教材的整体设计、单元框架及内容设计主要由虞莉和余荷花负责。《英语视听说教程(第一册)》的第一单元由余荷花编写;第二单元由何奕编写;第三单元由胡蝶编写;第四单元由朱庆霞编写;第五单元由胡利娟编写;第六单元由许华莉编写;第七单元由童丽编写;第八单元由陈晓清编写。《英语视听说教程(第二册)》的第一单元由郭晓青编写;第二单元由钱慧丽编写;第三单元由刘琦编写;第四单元由吴爱萍编写;第五单元由熊莉编写;第六单元由姜丽君编写;第七单元由余荷花和吴爱萍共同编写;第八单元由曹鲁习编写。

“新素养高职高专英语系列教材”是编者依据2021版《高等职业学校英语课程标准(征求意见稿)》对高职英语课程的最新要求和指导,贯彻落实中央文件精神,积极将思政元素融入课程教学,并在多方调研及论证的基础上进行的尝试,时间仓促,错漏在所难免,欢迎使用教材的教师和同学们以及学界同仁批评指正,谨在此预致谢意。

编者

2021年8月

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## Appendix



# BUSINESS MEETING



## Objectives

By the end of this unit, you will be able to:

- know about the phonetic knowledge and the listening skill;
- build up vocabulary about business meetings, and use the key words and expressions in a context properly;
- know the basic aspects of meeting management;
- know how to arrange a business meeting;
- know how to book a conference room;
- know about western business banquet etiquette;
- know about the importance of politeness and communication skills in dealing with cultural differences.



# Part I >>>

## Listening and Reading



### I Listen and read along.

- oa** —boat, soap, load, toast  
—broad, abroad, Broadway
- oo** —look, good, book, cook  
—food, mood, moon, choose  
—flood, blood
- or** —visitor, director, doctor, error  
—worse, work, word, worm  
—story, fork, horse, pork
- ou** —loud, round, count, couch  
—touch, trouble, couple, country  
—soup, group, route, wound  
—famous, jealous, nervous, dangerous  
—brought, thought, naughty, bought  
—soul, mould, shoulder, though
- ow** —row, low, know, own  
—town, power, now, crowd
- oy** —boy, toy, joy, soy



### II Listen to the sentences and underline the monograms mentioned above.

1. The director chooses to cook food on his own.
2. The couple in the crowd bought a book about making soap.
3. The boy brought some soup to the wounded soldiers.
4. The story about the toy is known around the world.
5. He is a brave soul who shouldered the dangerous work.





## Listening Skills

### Listening for Serial Numbers

Serial numbers include room numbers, floor numbers, house numbers, and so on. Reading of serial numbers follows some principles. Now, we take the reading of house numbers as an example.

**I. If it is a two-digit number, the pronunciation of ordinary numerals is usually adopted.**

e.g. 56 Harley Street pronounced: fifty-six Harley Street

**II. If it is a three-digit number, the first number and the following two characters are pronounced as ordinary numbers.**

e.g. 345 Harley Street pronounced: three forty-five Harley Street

**If the last two digits are 00, then hundreds are used.**

e.g. 200 Harley Street pronounced: two hundred Harley Street

**III. If it is a four-digit number, it is usually divided into two two-digit numbers to read.**

e.g. 3152 Harley Street pronounced: thirty-one fifty-two Harley Street

**If there is a number 0, it is usually pronounced as the letter O.**

e.g. 3709 Harley Street pronounced: thirty-seven O nine Harley Street

**If two of the digits are 0, the first one is still read as the two-digit combination of the previous group.**

e.g. 3008 Harley Street pronounced: thirty O eight Harley Street

**If the last two numbers are 00, they are usually read as hundreds.**

e.g. 2200 Harley Street pronounced: twenty-two hundred Harley Street

3000 Harley Street pronounced: thirty hundred Harley Street



II Listen and complete the sentences with the right words.

1. I'm sorry to \_\_\_\_\_ (reform, inform) you of the cancellation of the conference.
2. What \_\_\_\_\_ (eyes, size) of conference room do you have in mind ?
3. What facilities do you \_\_\_\_\_ (offer, suffer) with the room?
4. May I know the time and \_\_\_\_\_ (late, date) , please?
5. What are those \_\_\_\_\_ (attendees, employees)?
6. Why don't we return to the main \_\_\_\_\_ (course, focus) of the meeting?
7. What is the \_\_\_\_\_ (charge, change) of the conference room?
8. How would you like to make \_\_\_\_\_ (treatment, payment)?
9. I'm afraid we have no \_\_\_\_\_ (suitable, comfortable) conference rooms available.
10. Which \_\_\_\_\_ (seating, meeting) style would you prefer?



III Listen to the dialogues and choose the sentences you hear.

1. — \_\_\_\_\_ ?  
— For about 50 people.  
A. What size of conference room do you have in mind?  
B. What size of conference room do you like?
2. — \_\_\_\_\_ ?  
— One Sunday in November.  
A. May I know the time or the date, please?  
B. May I know the time and date, please?
3. — \_\_\_\_\_ ?  
— They are foreign exhibitors.  
A. Who are those attendees?  
B. Who are these attendees?
4. — \_\_\_\_\_ ?  
— The room is equipped with cable microphones, overhead projectors and screen.  
A. What facilities do you offer with the room?  
B. What facilities can you provide with the room?
5. — \_\_\_\_\_ ?  
— I'd like to pay by credit card.  
A. How would you love to make payment?  
B. How would you like to make payment?
6. — Do you have a conference room for 200 persons?  
— \_\_\_\_\_ .  
A. I'm afraid we don't have a suitable conference rooms available.  
B. I'm afraid we have no suitable conference rooms available.



7. — \_\_\_\_\_?  
— Yes, let's focus on the main issues.  
A. Why don't we return to the main focus of the meeting?  
B. Why don't you return to the main focus of the meeting?
8. — \_\_\_\_\_.  
— You did say cancellation, didn't you?  
A. I'm sorry to tell you the cancellation of the conference.  
B. I'm sorry to inform you of the cancellation of the conference.
9. — \_\_\_\_\_?  
— It is \$1,980 per day.  
A. What is the charge of the meeting room?  
B. What is the charge of the conference room?
10. — \_\_\_\_\_?  
— Cocktail reception style, please.  
A. Which seating style would you prefer?  
B. Which seating style would you like?

## C Process Viewing

### Video Episode 1

The boss is asking Eric to arrange a business meeting.



**I Watch the video episode and decide whether the following statements are true (T) or false (F).**

- \_\_\_\_\_ 1. The conference will be held next week.  
\_\_\_\_\_ 2. There is no need to arrange the lunch menu.  
\_\_\_\_\_ 3. Eric has to take a detailed minute of the conference.

**II Watch the video episode again and choose the sentences you hear.**

- \_\_\_\_\_ 1. A. You can get the clients' contract info from my Rolodex.  
B. You can get the clients' contact info from my Rolodex.  
\_\_\_\_\_ 2. A. I will inform you if necessary.  
B. I will confirm you if necessary.

### Words and Expressions

arrange	vt. 安排	client	n. 客户
minute	n. 会议记录	Rolodex	名片盒
confirm	vt. 证实; 确认		

## Video Episode 2

Eric is calling the hotel to make a reservation of a conference room.



**I Watch the video episode and choose the missing words according to what you hear.**

1. What \_\_\_\_\_ (size, sign) of conference room do you have in mind?
2. What facilities do you \_\_\_\_\_ (prefer, offer) with the room?

**II Watch the video episode again and choose the correct answers.**

1. The conference will last for \_\_\_\_\_.  
A. 0.5 hour      B. 1 hour      C. 1.5 hours      D. 2 hours
2. The conference will be held on \_\_\_\_\_.  
A. March 5th      B. March 15th      C. March 18th      D. March 25th
3. Eric's telephone number is \_\_\_\_\_.  
A. 60332689      B. 60322679      C. 60332679      D. 60322689

**Words and Expressions**

Grand Hyatt	君悦酒店	reserve	vt. 预订
cocktail party	鸡尾酒会	facility	n. 设备; 设施
cable microphone	有线话筒	LCD projector	液晶投影机

## Video Episode 3

Eric is coming to the hotel and communicating with Anna, the clerk of the conference service center.



**I Watch the video episode and choose the possible sentences which have the same meanings as the sentences you hear.**

- \_\_\_\_\_ 1. Do you have internet access in the meeting room?  
A. Do you have internet service in the meeting room?  
B. Do you have internet security in the meeting room?
- \_\_\_\_\_ 2. I think that's everything.  
A. I think I have nothing more to ask.  
B. I think everything is ready.

**II Watch the video episode again and answer the following questions.**

1. What things has Anna put on the table?
2. What can the business center be used ?
3. How does Eric pay?