

中等职业学校

Listening

Speaking

Reading

Writing

# 英语

2

*Pre-Intermediate*

中等职业学校英语改编组

E.MOUTSOU - S.PARKER

高等教育出版社  
HIGHER EDUCATION PRESS

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PUBLICATIONS

图字: 01-99-0133

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Published by arrangement with MM Publications.

Chinese Adaptation Copyright 1999, Higher Education Press

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This edition is for sale only in  
the People's Republic of China.

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### 图书在版编目 (CIP) 数据

中等职业学校英语 2/中等职业学校英语改编组  
编. —北京: 高等教育出版社, 1999. (2000 重印)  
ISBN 7-04-007514-8

I. 中… II. 中… III. 英语课-职业高中-教材 IV. G634.  
41

中国版本图书馆 CIP 数据核字 (1999) 第 29830 号

中等职业学校英语 2  
中等职业学校英语改编组

出版发行 高等教育出版社

社 址 北京市东城区沙滩后街55号

邮政编码 100009

电 话 010-64054588

传 真 010-64014048

网 址 <http://www.hep.edu.cn>

经 销 新华书店北京发行所

印 刷 北京民族印刷厂

开 本 850×1168 1/16

版 次 1999 年 8 月第 1 版

印 张 6.5

印 次 2000 年 4 月第 4 次印刷

字 数 180 000

定 价 15.00 元

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## 出版说明

为了适应中等职业教育领域英语教学的改革和发展,高等教育出版社引进了英国 PLUS 系列英语教材,委托熟悉中等职业学校英语教学的专家及教师根据教育部《职业高级中学三年制英语教学大纲(试行)》进行了改编。本系列教材共4册,1~3册供中等职业学校三个学期使用,“预备级”可供低起点的学生选用,也可供学生复习初中所学内容使用。

本教材以全新的视角体现了目前国内外外语教学研究的成果,以与学生生活贴近的“话题”(topic)为主线,以形式多样而又便于操作的“活动”(activity)方式,创设有意义的语言情境,循序渐进地训练学生听、说、读、写四项基本技能,培养学生运用英语进行交际的能力。具体说本书有以下突出特点:

### 1. 综合训练听、说、读、写等技能

听、说、读、写四项语言技能是相互联系的整体。本教材注重对学生进行听、说、读、写等技能的综合训练,使学生的各项语言技能得以协调发展。

### 2. 体现以教师为主导、学生为主体的教学原则

本教材以教学活动的方式,使学生通过独立思考、成对及小组活动协作完成学习任务,改变了教师 chalk and talk,学生机械记忆的教学模式,有利于激发学生的学习兴趣,培养学生的团队精神以及自我管理、自我评价意识,从而建立起学习的自信心与成就感。

### 3. 培养科学的学习方法与学习技巧

本教材在编写及改编的过程中,有意识地培养学生科学的学习方法与学习技巧,如听力活动中的泛听与精听、阅读活动中的略读、跳读、抓大意与读特定细节等。

### 4. 培养“跨文化意识”

跨文化交际中的文化因素在外语教学中具有特殊意义。本教材注意语言材料与文化内容的融合,大量介绍了英美等国的文化风俗、名胜古迹、成语典故、史实轶事等。在改编时也注意了中西文化背景的结合。

本系列教材的每册编有10~12个单元,每单元主要包括 Listening, Speaking, Reading, Writing 及 Grammar 五部分。听力部分包括听前准备活动、听的过程中的活动及后续活动,由此引介本单元的主题、语言功能和部分词汇。口语部分一般由2~3项活动组成,学生根据所设置的交际情景及语言进行成对、小组或全班活动。活动难度由浅入深,由语言的控制性练习(controlled practice)、半控制性练习(semi-controlled practice)到语言使用自由度较高的练习(free practice)。练习形式有:解释图片、讲述故事、表达观点、抒发情感、猜测活动及角色扮演等。阅读文章为写作提供范文,练习形式新颖多样,包括阅读理解、词汇语法练习以及篇章结构练习等。写作题材新颖实用,有叙事描写、信函、日记及应用文等。设计了多种不同形式的语言练习,如填充、配对、重组、扩充、变换等。从句子、段落到篇章,从指导写作(Guide to Writing)逐步过渡到自由发挥。语法部分则包括了教学大纲规定的所有语法项目。

本书为第二册,由林继玲、王松美、杨力红、南媛媛、梁慕家改编。由吴一安教授和陈中美教授审稿。

在我们即将进入新的世纪之际,这套教材的出版,必定对我国的外语教学从应试教育转为素质教育起到积极的促进作用。几年来,我们殚精竭虑,力求为国内提供一套反映时代气息、符合新时期要求、适合中等职业学校学生学习使用的英语教材,改编引进教材是我们所做的新的尝试,由于时间有限,本套教材仍会有许多不尽人意之处,衷心希望广大师生在使用过程中提出宝贵的改进意见。

高等教育出版社

1999年6月

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## Listening

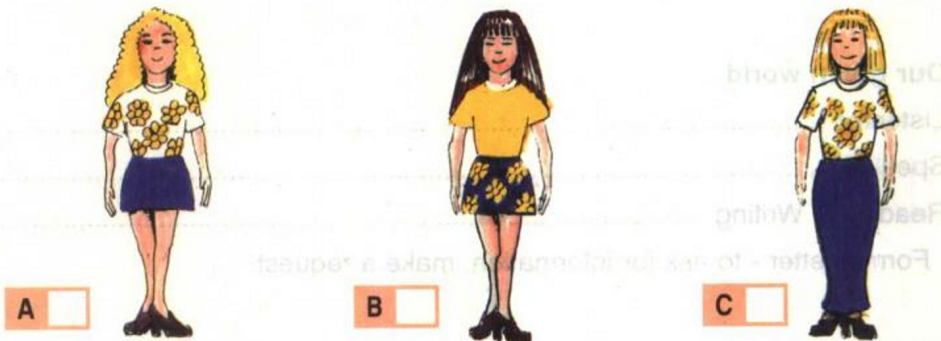
## PRE-LISTENING

Look at the pictures of the two people below and compare their appearance and clothes. Find the similarities and differences.



## ACTIVITY 1

Listen to the tape. A boy is talking to a friend, on the phone. He is describing a girl called Suzanne. Which of the three pictures **A**, **B** or **C** below shows Suzanne? Tick (✓) the correct box.



## ACTIVITY 2

Listen to the tape again. Are these sentences true (T) or false (F)? Write your answers in the boxes.

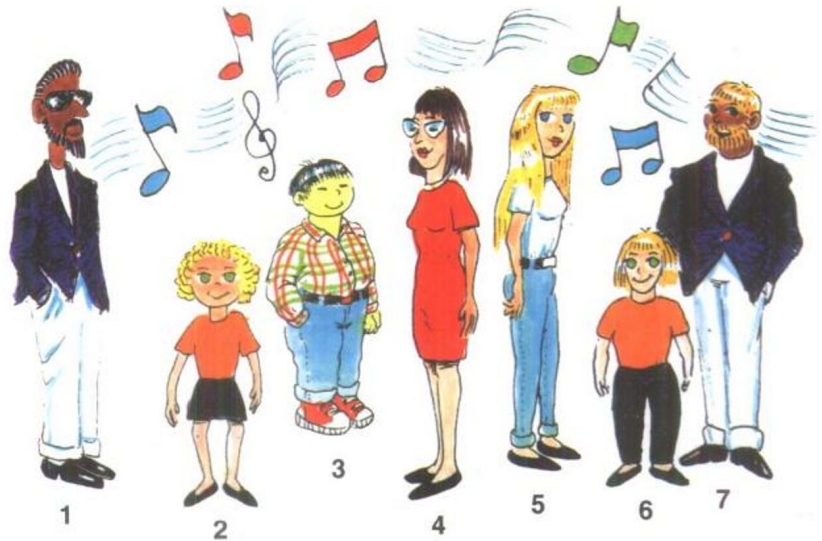
- 1 Mike will give some CDs to Suzanne.
- 2 Suzanne is the speaker's sister.
- 3 Blue and yellow are the speaker's favourite colours.
- 4 Suzanne has blonde hair.
- 5 The speaker is afraid that Mike won't recognise Suzanne.

☐☐☐☐☐

# Speaking

## ACTIVITY 1

The picture on the right shows people at a party. Without telling your partner, choose one of the people 1-7. Describe the person's appearance and clothes he/she is wearing. Your partner has to guess which person you are describing. Use the vocabulary and expressions given.



### Vocabulary

young  
tall / short  
thin / fat  
straight / curly / black / blonde hair  
long / round / oval face  
beard / glasses  
jeans / trousers / skirt / dress  
jacket / shirt / T-shirt / top  
leather shoes / flat shoes / trainers

### Expressions

He/She is in his/her teens/twenties.

He/She is tall with short, brown hair.

He/She is quite ...

He/She has got ... His/Her ... is/are ...

He/She is wearing ...

## ACTIVITY 2

Look at the chart below. It shows different types of clothes that people wear on different occasions. What do you wear to the occasions below? Tick (✓) the appropriate boxes in the chart.

CLOTHES OCCASION	jeans	shirt / tie	baseball cap	suit jacket	shorts	T-shirt	leather shoes	trainers	dress / skirt	trousers	tracksuit
school / work											
party											
wedding											



Now, with your partner, discuss your answers using the expressions given.

## Expressions

I usually / never / sometimes wear ... to ...

When I go ... What about you?

What do you wear...?

### \* ACTIVITY 3

#### Role play

In pairs, act out the following role play to your class.

**Student A** A friend of yours is missing and you are reporting it to the police. Answer the police officer's (Student B) questions. Use the vocabulary and expressions given in ACTIVITY 1.

**Student B** You are a police officer and you are asking Student A questions about the missing boy/girl. Fill in the MISSING PERSON'S FILE below. Use the following questions.

What ... name?      What colour ... ?  
 How old/tall ... ?      What about ... ?  
 How much ... ?      What ... wearing?  
 What's ... like?      Where ... for the last time?  
 What shape ... face?      When ... for the last time?

### MISSING PERSON'S FILE

Name: .....

Age: .....

Height: ..... Face: .....

Weight: ..... Eyes: .....

Hair: ..... Nose: .....

Clothes he/she was wearing: .....

.....

.....

Place last seen: .....

Date/Time last seen: .....

STICK  
PHOTO  
HERE

# Reading & Writing

## PRE-READING

Look at the picture of the girl below. Can you describe her?

## ACTIVITY 1

Read the description of Terri below and underline all the adjectives.



My sister's name is Terri. We look very much alike and people sometimes call us "twins".

Terri is fifteen years old but she looks older. She is two years younger than me. She is slim and quite tall for her age. She has an oval face with a few freckles on her cheeks, beautiful brown eyes and a straight nose. She's also got long, wavy, blonde hair.

Terri likes wearing casual clothes. She usually wears jeans and sometimes she even borrows mine! Most of her clothes are either black, blue or dark green. In spring and summer she likes wearing bright colours, like pink.

Terri and I are not just sisters. We are also good friends. We go nearly everywhere together and people mix us up all the time. We just laugh! Who knows, maybe we won't look like "twins" anymore when we're older.

## ACTIVITY 2

Answer these questions:

- Why do people call the writer and her sister "twins" ?
- How old is the writer ?
- What kind of clothes does Terri like wearing during spring and summer ?
- Do the two sisters enjoy being "twins" ? How do you know ?

## ACTIVITY 3

The description above has four paragraphs. What is each paragraph about? Match the paragraphs with the topics below.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

the way Terri dresses

what the writer thinks about Terri

what Terri looks like

who the description is about



## WRITING PLAN

Descriptions of people can be included in letters, stories, police reports etc. Below is a general plan of a description of a person. Use the plan and some of the questions when you are writing.

### Introduction

- give some general information about the person

What is the person's name?  
What is your relationship to him/her?  
How/Where did you meet him/her?  
Why are you writing about this person?

### Main part

(2 paragraphs)

- describe the person's appearance (age, height, build, face, eyes, nose, hair, distinguishing features)
- clothes

How old is the person?  
Is this person tall / short / thin etc.?  
What can you say about his/her face/eyes/nose/hair?  
Does the person have a beard /moustache/freckles?

### Conclusion

- make a general comment about the person

What do you think of this person?  
Do you like/admire this person? Why?

## GUIDE TO WRITING

- 1 Include a variety of adjectives. Look at the table for ideas.

<b>general appearance</b>	beautiful, handsome, attractive, plain
<b>age</b>	young, old
<b>height</b>	tall, short
<b>build</b>	thin, fat, well-built
<b>face</b>	round-shaped, long
<b>eyes</b>	big, small, brown, blue
<b>nose</b>	big, small, long
<b>hair</b>	straight, wavy, long, short, brown, black, dark, grey
<b>clothes</b>	trendy, fashionable, formal

- 2 When you use more than one adjective before a noun, follow this order:

opinion	size/length	age	shape/type	colour	+ noun
good-looking	slim	young			<b>men</b>
beautiful	long		curly	black	<b>hair</b>

- 3 Make sure your writing is neat and easy to read.

### ACTIVITY 1

Look at the adjectives below. Write them in the correct category in the table of the Guide to Writing (1).

blonde	curly	pretty	casual	middle-aged
straight	slim	oval	green	good-looking

### ACTIVITY 2

Write sentences using the words given, as in the examples.

e.g.



(handsome)

*Tom is handsome.*



(hair: short, curly)

*He has got short, curly hair*

1

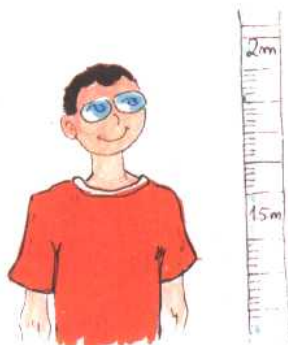


(young)



(thin)

2



(tall)



(glasses)

3



(face: round)



(eyes: big, blue)

### ACTIVITY 3

Join the pairs of sentences in the previous exercise using **and** or **with**, as in the example. In some cases you can use both **and** and **with**.

e.g. *Tom is handsome and he has got short, curly hair.*

*Tom is handsome with short, curly hair.*

1

---



---

2

---



---

3

---



---

### ACTIVITY 4

Now write sentences about yourself using **and** and **with**. Use adjectives from the table in the Guide to Writing (1).

(eyes / nose)

---

(face / hair)

---

(height / build)

---

\* **ACTIVITY 5**

Below is the introduction and the conclusion of a description of a famous person. Complete the two missing paragraphs of the description using the information given. Use the Present Simple. Remember to use *and* and *with*.

**Introduction**

*Gillian Anderson is a very popular actress. She plays an FBI agent, called Dana Scully, in the TV series The X-Files. She is famous all over the world.*

**Main part**

- late twenties
- of medium height
- thin
- long face
- big, green eyes
- short, straight, red hair
  
- dresses like business-woman in the TV series
- wears elegant suits and blouses
- nice leather shoes
- trench coat

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**Conclusion**

*Gillian Anderson is my favourite TV star. I like her very much.*

\* **ACTIVITY 6****Task for homework.**

Your teacher has asked you to write a description of a friend or relative. Complete and use the introduction and the conclusion given below. In the first paragraph of the main part, describe the person's appearance (age, height, build, face, eyes, nose, hair). In the second paragraph of the main part, describe the clothes he/she usually wears. Use the Present Simple.

**Introduction**

My friend/cousin/aunt etc. is called \_\_\_\_\_. He/She is a very nice person.

**Conclusion**

I really like \_\_\_\_\_  
because \_\_\_\_\_  
\_\_\_\_\_



## Listening

### PRE-LISTENING

What are your interests / hobbies?

Is there any hobby/activity you would really like to try? What is it and why?

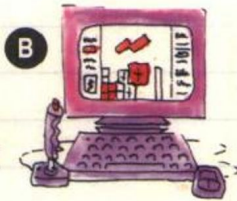
### ACTIVITY 1

Listen to the tape. Three teenagers are introducing themselves and talking about their interests / hobbies. Match the names of the teenagers below with the activity they are interested in. There are two extra pictures which you do not need to use.

Danny

Lizy

Lars



### ACTIVITY 2

Listen to the tape again. Complete the blanks in the sentences below with a word or a short phrase.

Danny

- 1 Danny comes from \_\_\_\_\_.
- 2 Danny has got \_\_\_\_\_ sisters.
- 3 Every afternoon Danny trains with \_\_\_\_\_.
- 4 Danny played his first game last \_\_\_\_\_.

Lizy

- 1 Lizy's family has been living in Japan for \_\_\_\_\_.
- 2 Lizy has English, Japanese and \_\_\_\_\_ friends.
- 3 Lizy's brother likes \_\_\_\_\_.
- 4 Lizy is learning how to make different things from \_\_\_\_\_.

Lars

- 1 Lars' sister is \_\_\_\_\_ years old.
- 2 Lars lives in a \_\_\_\_\_.
- 3 Lars is not good at \_\_\_\_\_.
- 4 Lars enjoys \_\_\_\_\_ activities.

# Speaking

## ACTIVITY 1

Look at the following pictures of different people. What can you guess about these people? Use some of the ideas, the vocabulary and the expressions given.



### IDEAS

age

nationality

where they live

what they do

interests/hobbies

### Vocabulary

primary school  
junior/senior high school  
university student  
town/city  
country house  
countryside / lake / sea

feeding swans  
collecting shells  
cycling  
keeping fit  
roller-skating  
being outdoors

### Expressions

He/She/They may be ...

He/She/They might be from ...

He/She/They could live in ...

Maybe he/she/they like(s) ...

He/She/They probably enjoy(s) ...

Perhaps ...

I think/believe that ...

## ACTIVITY 2

### Role play

In pairs, act out the following role play to your class.

#### Student A

You meet Student B, who is a new student at your school. Introduce yourself and ask Student B questions to find out more about him/her. Use some of the ideas given.

### IDEAS

where / from?

how / old?

play / sports?

have got / a pet?

what / favourite subject?

what / hobbies?

what / do / in free time?

have got / brothers and sisters?

#### Student B

You are a new student at a school. Introduce yourself to Student A and answer his/her questions. Ask Student A similar questions to find out about him/her. Use some of the ideas given.



# Reading & Writing

## PRE-READING

Do you write letters?

What is a penfriend?

What would you include in your first letter to a penfriend?

## ACTIVITY 1

Below is the first letter which Amelia is sending to her new penfriend Jessica. Read the letter carefully. Which of the things you mentioned above has Amelia included in her letter?

23 Calle del Valle

CP 03106

Mexico City

15 March 1998

Dear Jessica,

My English teacher gave me your name and address and said that you'd like to have a Mexican penfriend, so here I am!

My name is Amelia Gonzales and I'm fifteen years old. I'm quite tall for my age, so my friends call me "Cactus".

I've got a brother and a sister. We live with our parents and our grandmother in a house in Mexico City. My bedroom is upstairs in the attic. It's really small but I love it because it is like a hiding place. What's your bedroom like?

I go to High School and I'm in second form. My favourite subject is Art and I have won an award for one of my paintings.

In my spare time I like playing basketball, listening to music and of course, painting. You see, I want to become a famous artist!

Anyway, that's all about me for now. I hope you'll write back to tell me about yourself.

Best wishes,

Amelia



## ACTIVITY 2

Answer these questions:

- Why do Amelia's friends call her "Cactus"?
- What is Amelia's bedroom like?
- What are Amelia's plans for the future?