

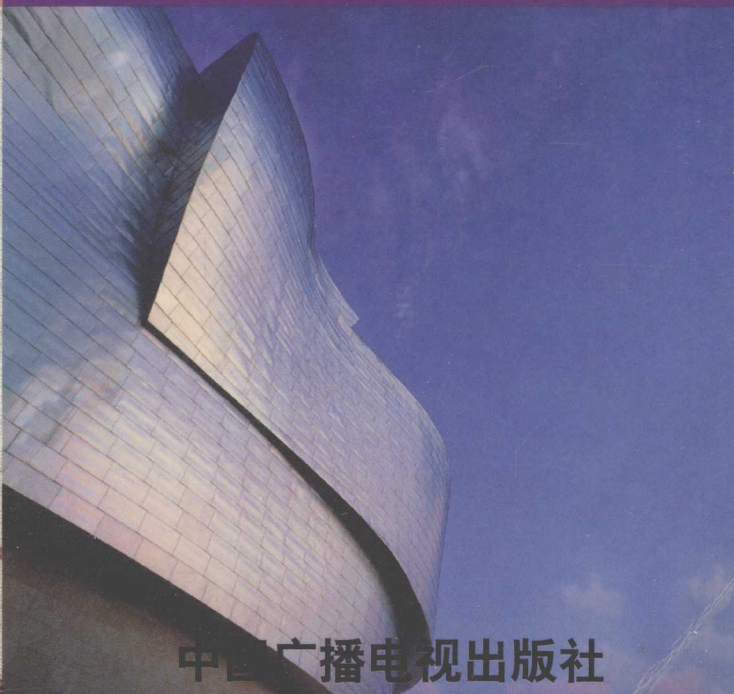
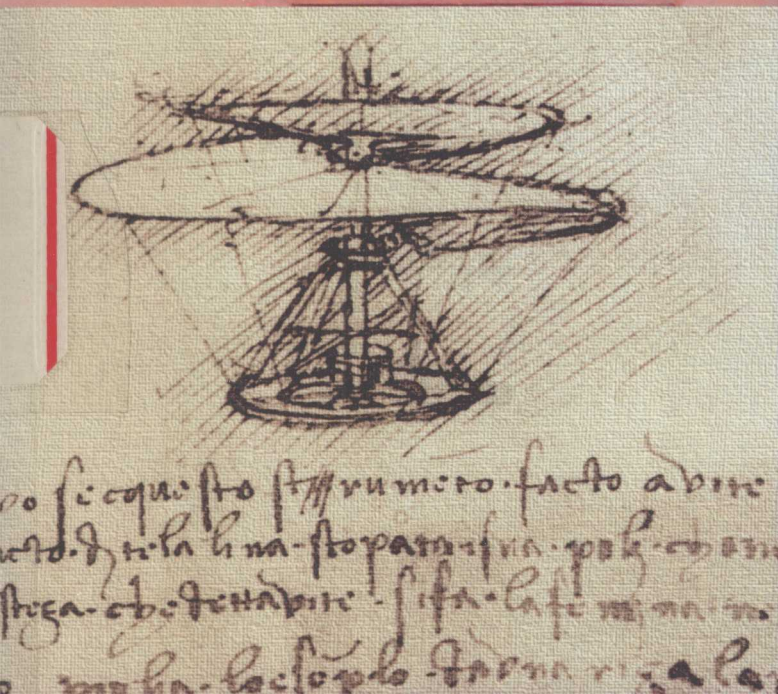
c o u r s e b o o k

## Innovations

## 创新国际英语教程

学生用书 2  
(附练习册)

配磁带2盘



中国广播电视出版社

Hugh Dellar and Darryl Hocking

with Andrew Walkley



i n t e r m e d i a t e

Hugh Dellar and Andrew Walkley  
with Darryl Hocking

coursebook  
**Innovations**  
a course in natural English

**创新国际英语教程**

学生用书 2

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### 创新国际英语教程学生用书 2

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# To the student

How do you learn a language? There is no easy answer to this question. People learn languages in many different ways. The **Innovations** series starts from the basis of natural conversations people have every day, then teaches you the language you need to have similar conversations in English.

To make this process as interesting, motivating, and productive as possible, the **Innovations** series:

- contains numerous examples of the way grammar and vocabulary are naturally used. You can learn a lot of useful vocabulary from good grammar exercises, and good vocabulary activities will give you practice with the grammar of English.
- introduces you to many new features of spoken grammar and useful idiomatic language, followed by opportunities to practise them in meaningful contexts.
- includes reading texts that are intriguing and challenging, giving you plenty to talk – and think – about.
- features 'Learner advice' pages, which will help you study better.

We hope you find **Innovations** as fun and interesting to learn from as we did to write!

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What do you do? • Have you got a boyfriend? • You look much younger than that! • I like your glasses.  
 • Are you single? • Have you got any brothers or sisters? • She's got a funny accent. • I'm from up north.  
 • Haven't we met before? • You're not married, are you? • Are all Norwegians like you? • I've never met  
 anyone from South Africa before. • It sounds like a really interesting place. • I'd love to go there. • Why  
 are you learning English, then? • Really? • Do you? • Oh, so you're American, then?

# 1 Getting to know you

## Using vocabulary

### 1 Fact-finding

Complete these questions 1–6 with the best missing word. Then match the questions to the answers a–f.

1. What ..... you do? ☐
2. .... are you from? ☐
3. ....'s your birthday? ☐
4. What do you do when you're  
..... working? ☐
5. .... you like football? ☐
6. .... you married? ☐
- a. Sweden.
- b. April the fifth.
- c. No, I hate it.
- d. I work for IBM. I do web design.
- e. No, not yet, but we're thinking about it.
- f. Nothing much. Watch TV, go shopping, that  
kind of thing.

Now complete questions 7–12 and match them to the answers g–l.

7. .... old are you? ☐
8. How long ..... you staying here? ☐
9. How ..... have you been here? ☐
10. How ..... do you earn? ☐
11. .... you got any brothers or sisters? ☐
12. How long have you ..... learning English? ☐
- g. Till next week. We're going back on Tuesday.
- h. Twenty-five.
- i. For six years on and off, but I'm still not very good.
- j. It's nearly twenty years now.
- k. Not enough!
- l. Two brothers. One older, one younger.

### Real English: Answering questions

When we answer questions like **Where are you from?** and **How old are you?** we don't usually reply with full sentences like **I am from Brazil** or **I am sixteen years old**. One word or short phrase is usually enough – **Brazil** or **Sixteen**. If we really do not want to answer a question, we can say: **I'd rather not say, if you don't mind**.

### 2 Speaking

Which of the twelve questions in Exercise 1 above would you ask ...

1. the first time you met someone?
2. once you knew them a bit better?
3. once you knew them really well?

Are there any questions which you would never ask? Why not?

### 3 More personal questions

If you want to ask a more personal question, you can add **if you don't mind me asking**. For example:

How old are you, if you don't mind me asking?

How much do you earn, if you don't mind me asking?

How long have you been learning English, if you don't mind me asking?

What happened to your hand, if you don't mind me asking?



Listen to the questions above and practise saying them. Can you think of any other personal questions you could add the phrase **if you don't mind me asking** to?

### 4 Speaking


In groups of three or four, use some of the twelve questions from Exercise 1 to find out the following.

1. Who is the oldest in your group?
2. Who is the youngest?
3. Who will be the next person to have a birthday?
4. Who has the most brothers and sisters?
5. Who has been studying English the longest?
6. Who has the best job?
7. Who does the most interesting things when they're not working?

Try to find the person in your class you have most in common with. Start by asking questions 1–12 from Exercise 1. Then make up your own questions to find out what you want.



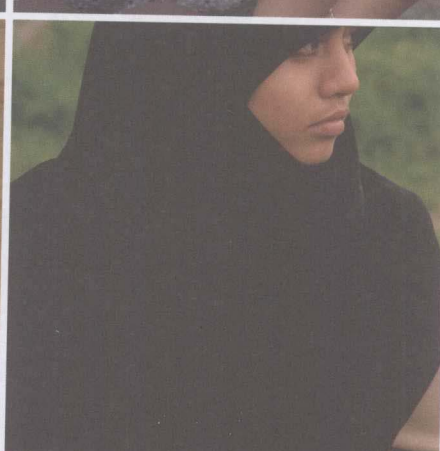
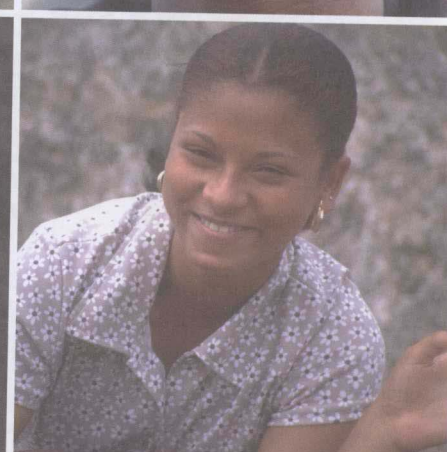
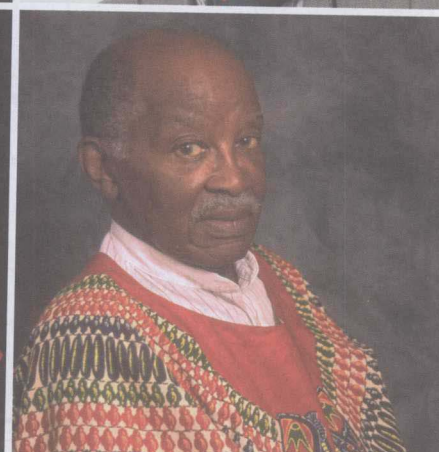
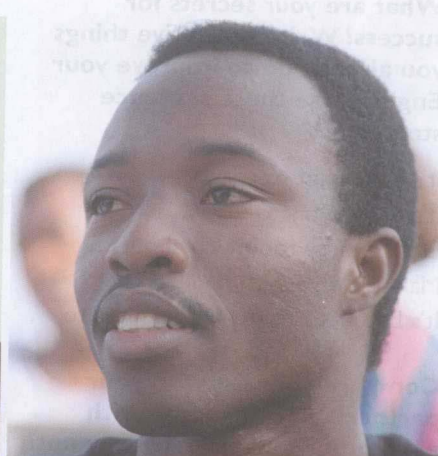
## 5 Listening

 You are going to hear a conversation that took place during the coffee break in a language class. The conversation is between two English people, Jack and Lisa, studying Italian in England. Listen and find out which of the twelve questions in Exercise 1 they asked.

With a partner, try to remember as much as you can about Jack and Lisa.

## 6 Role play

Imagine you are one of the people in the pictures below. Think about how you would answer the twelve questions from Exercise 1. Now ask some other students. You might also find some other questions in the language strip at the beginning of the unit – or make up your own.





## Reading

### 1 Speaking

Everybody wants to know what the best way of learning a language is – and everybody has their own way of trying to study. Some ways, however, get much better results than others.

**What are your secrets for success? Write down five things you already do to improve your English. Use these sentence starters.**

It's important to try to ...


It's best to try to ...

Don't worry too much about ...

Make sure you ...

It's better to try to ... than it is to ...

**Compare your list with your partner's. Do you agree with each other's ideas? Why/why not?**

 **Now read what a group of advanced foreign language learners and their teachers suggested when we asked them to do the same.**

1. Did you come up with any similar ideas?
2. Are there any ideas you don't agree with? Why not?
3. Who do you think gives the most useful advice? Why?

## The secret of success

### Cissy (Chinese)

I think it's important to try to learn collocations – words which go together. It's much better than trying to learn single words. There are lots of words in English, like *get*, *give*, *go*, *make*, *do*, which mean different things in different contexts, so it's best to try to learn phrases like *get up*, *go shopping*, *make a mistake*.

### Russell (Canadian)

Don't worry too much about your accent. So long as people understand you, it doesn't matter if you sound a bit Greek or Italian or Chinese or whatever. Everyone's got an accent – even the Americans, the Australians and the British! It shouldn't be a big issue. It's also more important to be able to pronounce whole phrases or words together than it is to be able to pronounce individual words on their own.

### Sachiko (Japanese)

Make sure you revise what you study in class and try to remember what you've studied in the book you're using. It's more useful to make sure you really know what you've already done than to always try to learn more and more new words that you can't really use.

### Miguel (Portuguese)

Of course grammar's important, but if you worry too much about it, you'll be too scared to say anything. It's important to be confident enough to try to say things without worrying too much about making mistakes.

### Steve (English)

Don't worry about making a fool of yourself. When I first arrived in Peru to teach, I was visiting the headmistress of a local school and I wanted to try out my Spanish, so I told her in Spanish that she had a "buena escuela", which I thought meant "nice school". However, with my poor pronunciation, it turned out that I'd told her she had a "nice bum"! It was a bit embarrassing, but we both had a good laugh about it.

### Gao (Chinese)

It's better to try to learn lots of words and phrases than it is to just worry about grammar all the time. You can do more with a big vocabulary than you can with good grammar!

### Eduardo (Mexican)

Make sure you remember that being able to use a word involves more than just knowing its meaning. It's important to learn how and when you can use that word as well as what it means.

### Eun-Sil (Korean)

Listen to as much English as you can, particularly things like soap operas, because they're full of useful, everyday English. Also, try to use your English as often as you can – in class, with your friends, on the Internet – so that you get better at using the language you already have.



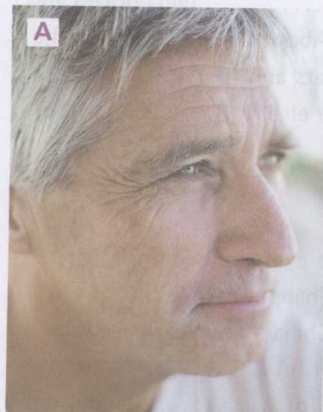
## 2 Common verb collocations

Cissy said it's important to try to learn collocations – words which go together. Which verbs in the box collocate with the groups of phrases below?

do    get    give    go    make

- ..... you a lift to the station  
..... me a hand with my homework  
..... you some advice
- ..... a mess  
..... a lot of noise  
..... a difference  
..... sure
- ..... a lot of damage  
..... very well in school  
..... a bit of shopping  
..... some research
- ..... better  
..... angry  
..... lost  
..... home
- ..... skiing  
..... grey  
..... to church  
..... for a walk

Which of the collocations above do these pictures illustrate?



## 3 Classroom language

Match typical things your teacher will ask you to do 1–6 to the reasons for doing them a–f.

- Underline the useful expressions
  - Compare your answers with a partner
  - Walk around the class and talk to as many people as possible
  - Practise saying these expressions aloud
  - Fill in the gaps
  - Cross out the odd one out
- so that you can discuss any differences and learn from each other.
  - to share as many ideas as you can.
  - to make complete correct sentences.
  - so that you get an idea of what is not possible.
  - to highlight language to learn.
  - so that you learn stress and pronunciation at the same time as meaning.

## 4 A quick quiz

How good are you at understanding classroom language? Do this quiz and find out!

- Where is the main stress in these words?

collocation    embarrassed    mistake    surname



- Listen to the words. How do you spell them?

- How many syllables are there in these words?

chocolate    syllable    vegetable    vocabulary



- How do you pronounce the words in question 3 above? Compare your pronunciation with what you hear.
- What's the difference between the pairs of sentences?  
a. How long are you staying here?  
How long have you been here?  
b. I've been studying English for six years.  
I've been studying English for six years on and off.  
c. What do you do?  
What are you doing?



Using grammar

1 Past simple and past continuous

When we tell stories about things that have happened to us, we often use the past simple and the past continuous. Can you find examples of each tense in the sentence below?

I was visiting my grandmother and I wanted to ask her about her childhood, but when I did, she told me the memories were too painful to talk about – even now.

When we tell stories about things that happened to us, we usually start by saying where we were and what we were doing at the time. We usually use the past continuous to do this. The kind of verbs we normally use are ones which can happen over an extended period of time – walk, visit, travel, live, stay, watch, and so on. For example:

Last week I was walking along the path beside the railway line and ...

Last night I was jogging in the park when ...

We use the past simple to give the details of the story. The kind of verbs we normally use to do this are ones which can happen quickly – hear, see, say, find, fall, feel, and so on. For example:

... I saw a dog attacking a boy.  
... I suddenly got this terrible pain in my knee.

2 Matching

Make sentences by matching the beginnings 1–4 to the endings a–d.

1. I was still packing

2. I was doing the washing-up

3. I was doing my homework

4. I was getting dinner ready
- a. when my cat knocked coffee all over it and ruined it!

b. when I cut my hand on a knife.

c. when my taxi to the airport turned up!

d. when I knocked the noodles all over the floor.

Now make sentences by matching the beginnings 5–8 to the endings e–h.

5. While I was out looking for a birthday present for my girlfriend,

6. While I was driving to work the other day,

7. While I was cycling home the other day,

8. While I was cleaning up my flat the other day,
- e. a car suddenly pulled out in front of me and knocked me off.

f. I found ten pounds down the back of my sofa.

g. I suddenly realised I'd actually already missed it!

h. I accidentally knocked a cyclist off his bike.

Now complete these grammar rules with simple or continuous.

9. We often use while + past .....

10. We often use adverbs like suddenly and accidentally with the past .....

11. We often interrupt a background action in the past ..... by adding when + past .....

3 Practice

Complete these stories by putting the verbs in brackets into the past simple or past continuous.

1. Skiing

Last February I (a) ..... (go) skiing in Spain – in the Pyrenees. I (b) ..... (break) my leg on the first day of my holiday. I (c) ..... (go) down a really steep slope when I suddenly (d) ..... (realise) I was about to hit a tree in front of me. I (e) ..... (try) to change direction, but I (f) ..... (end up) crashing into another skier. I (g) ..... (break) my leg – and his arm! So we both (h) ..... (end up) in hospital.

2. Going home on the bus

A few days ago, I (a) ..... (go) home on the bus after school when suddenly this really crazy guy (b) ..... (get) on and (c) ..... (sit) down next to me. He (d) ..... (start) talking to me, so I (e) ..... (try) to read my book instead. Eventually, he (f) ..... (get) bored and (g) ..... (give up). About five minutes later, he (h) ..... (change) seats and (i) ..... (start) talking to someone else! I (j) ..... (be) really relieved.

3. A stupid thing to do

The most stupid thing I've ever done in a foreign language (a) ..... (happen) while I (b) ..... (live) in China a few years ago. One day, I was in a restaurant. I (c) ..... (watch) English TV on cable and I (d) ..... (enjoy) it a lot. I (e) ..... (decide) I (f) ..... (want) another beer, so I (g) ..... (turn) round to one of the waiters and (h) ..... (ask) him for one – but, stupidly, in English! He just (i) ..... (stare) at me as if I was crazy until I finally (j) ..... (realise). I (k) ..... (feel) so stupid, I can tell you!

Did you notice that most of the verbs were in the past simple? This is because the past simple is a lot more common than the past continuous.



## 4 Free practice

Now spend two minutes planning how to talk about one of these events. Remember to begin your story by saying where you were and what you were doing. Use the stories in Exercise 3 as models if you need help.

1. an accident you once had
2. something strange that once happened to you
3. a stupid mistake you once made
4. something really funny that once happened to you
5. something really frightening that once happened to you

For more information on using the past simple and past continuous, see G1.

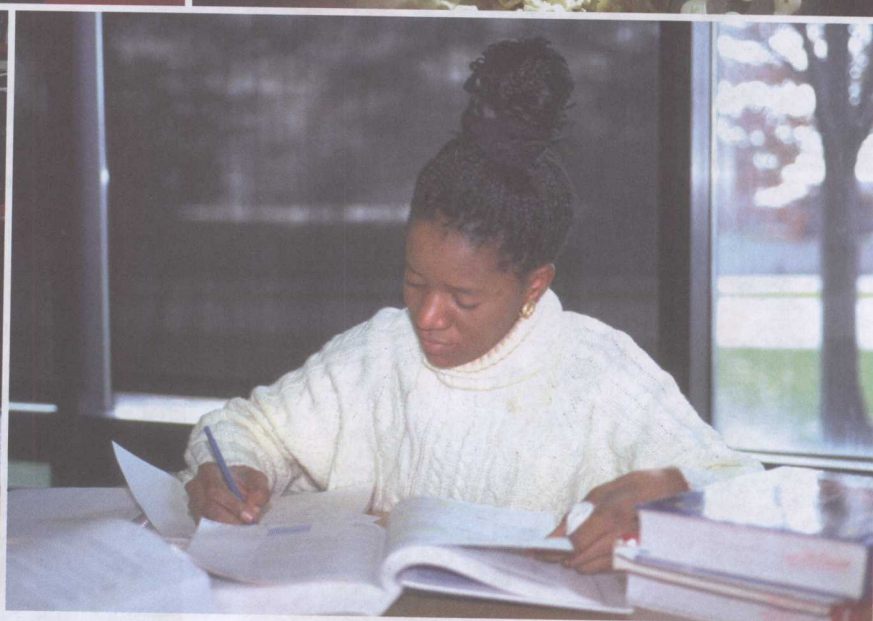
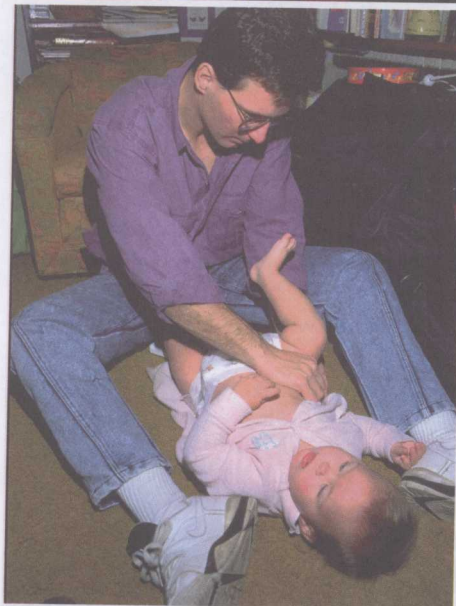
Go round the class and tell some other students your stories. Who told the best story?

### Real English: I'm in the middle of ...

When we speak, we often use *in the middle of*.  
*I was in the middle of doing my homework when my computer crashed.*

How many different ways can you complete this sentence?

*Sorry I didn't answer the phone. I was in the middle of ...*  
Use the pictures below for ideas.



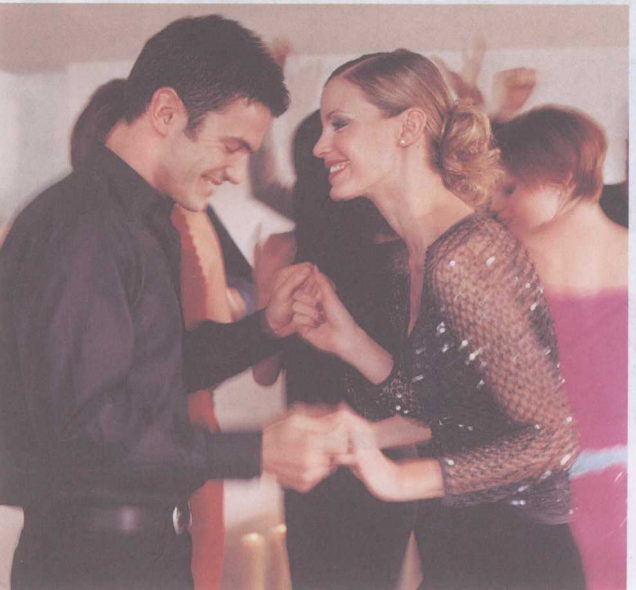
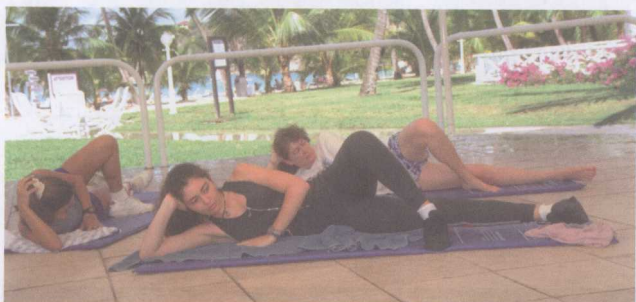


# 2

## Free time

I don't do very much, really. • What do you do in your free time? • I suppose I'm a bit boring, really. • I go to the gym twice a week. • I read a lot. • Well, actually, I collect stamps. • How long have you been interested in jazz, then? • What've you been up to? • I've played ever since I was a kid. • My mum sent me to piano lessons. • I'm thinking of starting Chinese. • I work out every Friday. • I don't really have any spare time at all. • I wish I went out more. • I'm a bit of a couch potato. • Are you watching the game tonight?

### Using vocabulary



### 1 Evening activities

Look at these three patterns for talking about what you did last night:

- |                         |                                                                                                                                     |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| a. I just stayed in and | <ul style="list-style-type: none"> <li>• watched TV.</li> <li>• read a book.</li> <li>• wrote some letters.</li> </ul>              |
| b. I went out           | <ul style="list-style-type: none"> <li>• for dinner.</li> <li>• for a drive.</li> <li>• shopping.</li> <li>• for a walk.</li> </ul> |
| c. I went to            | <ul style="list-style-type: none"> <li>• the cinema.</li> <li>• my brother's.</li> <li>• the shopping mall.</li> </ul>              |

Now use the three patterns above to complete these sentences.

- ..... for a walk round town.
- ..... tidied up my flat a bit.
- ..... for a run.
- ..... a friend's house for the evening.
- ..... did my homework.
- ..... clubbing.
- ..... the theatre and saw a great new play.
- ..... had an early night.
- ..... for a drink with some friends from work.
- ..... the Arsenal–Liverpool game.
- ..... took it easy.
- ..... the gym.
- ..... played PlayStation all night.
- ..... read a bit.
- ..... my yoga class.

Which of the activities above would you describe as doing 'nothing much'? Now with your partner, have short conversations using the sentences above. For example:

- A: What did you do last night?  
 B: Nothing much. I just stayed in and tidied up my flat a bit and that's all, really. How about you?  
 A: Oh, I went out for dinner with some friends of mine.  
 B: Oh, that's nice.






2 Free practice

Re-read the sentences 1–15 in Exercise 1. Tick the activities that you did yesterday. If you need to, add your own activities to the list.

Now find out what everybody did yesterday after class. What were the five most popular activities in your class? Which one was the least popular?

3 Follow-up questions

 Listen to six short dialogues. As you listen, complete these questions – one for each dialogue.

- 1. How ..... do you do that, then?
- 2. How ..... have you been doing that, then?
- 3. Where do you do ....., then?
- 4. Was it ..... expensive?
- 5. Are you ..... good?
- 6. Was it ..... good?

Practise saying the questions 1–6 above. Then match the questions to the pairs of typical answers a–f.

- a. • For quite a while now. Maybe four or five years.  
• Not very long. I've only just started.
- b. • Yeah. It cost us about twelve pounds each.  
• No, not very. It only cost us a couple of pounds each.
- c. • Not very, but I enjoy it anyway.  
• Yeah, not bad.
- d. • Oh, it was all right – not brilliant.  
• Yeah, it was great.
- e. • Quite a bit. About once or twice a week, I suppose.  
• Not that much. About once every couple of months, I suppose.
- f. • At this place near my house.  
• At this place in the centre of town.

4 Free practice

Make a list of six things you have done in the evening during the past month.

- 1. ....
- 2. ....
- 3. ....
- 4. ....
- 5. ....
- 6. ....

Ask some other people in your class what they did last night. If you had a very quiet night, use some of the ideas on page 14 or some of the ideas above and lie! Use whichever follow-up questions you think are appropriate. For example:

- A: What did you do last night?
- B: Oh, I went to the gym.
- A: Oh, yeah? How long have you been doing that, then?
- B: For quite a while now. It's really good.



Reading

1 An unusual hobby

Fritzi Korr is a female postman in the German town of Hildesheim. When she's not working, Fritzi spends most of her free time collecting china elephants and running a china elephant collectors' club.

Imagine you are going to interview her to find out a bit more about her unusual hobby. With a partner, write down five questions you would like to ask her.

- 1. ....?
- 2. ....?
- 3. ....?
- 4. ....?
- 5. ....?



Now read the interview and see if she answers your questions.

Interview with Fritzi

So, Fritzi, how did you get into collecting china elephants?

Well, it all goes back to when I was a kid. When I was about six or seven, one of my cousins gave me a small china elephant for my birthday, and I liked it so much I decided to start collecting them, so it all just started from there, really.

So, you've been collecting ever since?

Yeah, that's right. It's almost thirty years now. I know some people might think it's strange that I didn't grow out of it, but the more china elephants I bought, the more interested in them I got.

So, what is it that interests you about them?

I don't know, really. I like the fact that there are so many different kinds and I also like the fact that some of them are so beautiful. Also, I just really like elephants. They're amazing animals. There's something very special about them. In some cultures, they're sacred. Actually, I think I might have been an elephant in one of my past lives!

And how many have you got now?

I've got over five thousand. It's one of the biggest collections in the country, I think. I'm getting new ones all the time as well. I find them in second-hand

shops, I buy them on the Internet and sometimes friends give me them as presents.

Where do you keep them all?

Well, I've got a special room in my house where I've got them all on display. I've got shelves and shelves of them! Actually, one day I'd like to open my own china elephant museum. I'm sure a lot of people would come and see it.

You also run a club, don't you? How did that start?

Well, back in the late 1980s, I just wanted to try to meet other collectors and find out more about the history of china elephants and about all the different kinds that exist around the world. I found out that there weren't really any books or catalogues on the subject, so I started my own club. It's just grown and grown and now there are about 125 members. We meet up from time to time and we swap elephants and things like that. It's great, and since we went online, collectors from all over the world have got in touch with us, which is great.

Do you have a favourite one?

I do, actually. It's one of the oldest one in my collection. It's from 1897, and it's a big black one with really sad eyes. It's so beautiful, it makes me want to cry – but in a good way.

Real English: run a club

If you run a club, you are in charge of it, you organise its events and you contact its members regularly. Look at these other things you can run:

- He runs his own business.
- My parents run a small family restaurant.
- It's a charity. It's run by volunteers.

2 Speaking

How many of your questions did Fritzi answer? Change partners and tell your new partner what you can remember about her answers. If Fritzi ever does open a china elephant museum, would you like to go and visit it? Why/why not?