

# EVERYDAY ENGLISH

## 生活英语听说

2

Heather Jones & Ken Methold



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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这对激发他们的创造性思维,提高综合素质都是很有好处的。各个单元版式的排列也颇具匠心,大量新颖的表格、图片、图画的使用,使语言材料更鲜活地呈现出来,这无疑会激发起学习者的浓厚兴趣。

本书既适合普通高中的学生和水平较高的初中生,也适合具有初级水平的英语学习者自学使用。建议在使用本书时,应坚持把使用英语放在第一位,通过使用英语,来体会语言的规律和语法的规则,而不要过分强调用语言知识讲解的办法来处理各项语言材料。在进度、材料取舍、练习方式的安排上,切记要适合自己学生的实际,该快则快,当慢则慢。只有结合实际灵活地使用教材,才能真正发挥它的作用。

目前,教育部已提倡在中学教学中实行“一纲多本”。我们相信,《生活英语听说》(Everyday English)将成为我国中学外语教学园地上一朵灿烂的鲜花,成为广大师生最喜爱的教材之一。

北京四中 外语教研组 李俊和

2002年2月

# 致 教 师

## 本书教学方法的建议

一、教材采用“活动”的形式，倡导体验参与，适合使用任务型的教学模式。而传统的方法侧重语言知识分析讲解，会与之格格不入。教师在使用本书时，首先要转变观念，把在具体的“任务”中使用英语作为主要教学内容，把培养用英语进行交际作为主要目标。

二、对学生在听说读写英语过程中出现的错误或不妥之处，宜采取宽容态度，不必“有错必纠”，应鼓励学生大胆地说、大胆地用英语。

三、充分利用本教材提供的材料，热情支持学生自己探求语言规律，鼓励学生以合作的方式练习英语，并为他们展现自己的才能创造条件，提供机会。

四、本教材每个单元均提供了若干对话，这些对话是学生进行语言实践的好材料。但这些对话必须在教师有创造性的指导下练习，才能取得良好效果。有的对话适合同桌自己练，有的对话适合当众表演，有的则必须在教师具体指导下进行操练。

五、要对学生学习方法进行指导。学生一般习惯于听教师讲解，希望教师告诉他们某个规则或要点。本教材则提倡学生自己去观察、发现、归纳语言规律，然后在实践中检验提高。如学生能学会“自学”，对他们来说会终生受益。教师在语言知识的讲解上不要采取包办代替的方法，因为这样只会妨碍学生自学能力的发展。

六、本书有大量插图、表格，并配有光盘，教师应充分利用好这些直观的教具，以使情绪振奋，从而激发起他们的热情，提高学生实际使用英语的积极性。

七、英语课的教学当然应以英语为主，中文的使用只能是少量的、适当的、有控制的。也就是说，只有在讲解太抽象的东西或用英语无法说明的东西时，才可使用一些中文。

八、教师应结合学生的实际，灵活使用教材。有的内容要适当扩充，有的顺序可以调换，有的练习可以压缩，甚至可以把后边的单元提到前边来学。对不同的学生，教学方法与要求也应有所差别。

## 关于课堂教学技巧的建议

### 一、看图问答：

让学生看着书上的图画，教师问，学生答。开始可以由教师问简单的问题，学生集体回答。然后可以加快速度，“连珠炮”式地发问。较长的问题可以让个别学生回答。为了考查学生的观察与记忆能力，可以突然盖住图画，就画面上的某一点发问。也可采取学生问，学生答的方式。

### 二、对话练习

要让每个人有说话的机会，分组练习是个好办法。分组时，可横向分，两人一组；也可纵向分，两人一组。还可按学号分成奇数组和偶数组。如果碰巧一组中两人英语都很差，则要作适当调整。

### 三、当堂表演：

分组练习后，应挑选若干组，分角色表演对话。学生稍做准备，即可到教室前表演。学生的对话与课文内容可以有变化，有创新的地方应鼓励。要为学生创造宽松的环境，让他们尽情发挥。

### 四、重点词汇与句型的学习

重点词汇与句型的使用要重点操练。可采用呈现—重复—改词造句—连句成文的方式。具体作法是：先将含有该词的句子说给学生听，然后让至少三个学生重复该句，并提示学生注意该词在句中的用法，重复之后，再叫另外几个学生按原句型改词造句。在把几个词都重复造句练习之后，让学生尝试将这几个句子编成一段对

话，内容要与学生实际生活相联系。

#### 五、听力训练：

应利用好本书的有声材料。最好采取先听后读的顺序，即先不让学生看书，只听录音对话，至少听三遍，然后作适当检查，再让学生看书。这对提高学生的听力是有好处的。

听力练习也分精听、泛听。对精听的内容，要让学生务必听懂每一句话、每一个单词。泛听，则只是了解大概意思、主要内容。

为了使学生学到地道的语音语调，对话中的某些句子要让学生反复跟读模仿。

做听力练习时要让学生学会“预测”，即根据第一句听到的内容，迅速猜测下面的大概意思，这将有助于理解全文。

#### 六、听写练习：

听写练习对听力和写作均有好处。可以听写本书中的对话，也可以听写难度恰当的小短文。听写时，一般由教师读三遍。第一遍以正常速度念，让学生以听为主，听懂文章大意；第二遍以较慢速度念，让大部分学生基本能跟上；第三遍，再以正常速度念，让学生核对自己写出的内容。最后，还要找一两个学生念一下他们写下的东西，以确认听写的效果。

# Introduction

*Everyday English* is a task-based, skill-oriented supplementary course for high school students.

Topics that are of interest to high-school students are used to develop the skills of reading, speaking, and listening. Each skill is developed through tasks that require the student to use the information provided in a variety of ways. In addition, the tasks are designed to be meaningful and to promote communication between students.

## Key features

The key features of *Everyday English* are:

- constructivism
- learner independence
- task-based approach
- variety of communicative practice activities
- variety of text types
- cross-curricular content

## How to use this book

There are a number of ways to use the books in this series — inside or outside the classroom:

- Work through the Student Book in sequence from Unit 1 to Unit 15. This approach will provide varied practice in the three skill areas (reading, listening, speaking) and cover the entire range of vocabulary, usage, and learning outcomes.
- Select Units according to the grammar and vocabulary listing in the following Contents pages to provide additional practice in specific vocabulary, functions, grammar, and usage.
- Select Units according to the learning outcomes listed in column four of Scheme of work. By matching these learning outcomes

with outcomes from a main course book, the Units selected will provide additional practice to supplement what is being learned in the main course book.

- After completion of a Unit, use the vocabulary and skills gained from the tasks within the Unit as stimuli to continue discussion on the same theme or topic. For example, encourage students to speak about the theme as it relates to their own lives.
- Select certain tasks within each Unit in order to provide concentrated practice in one of the skill areas. The tasks in each Unit are consistent and follow the same sequence throughout (see pages x – xi).

# Scheme of work

Unit	Topic	Vocabulary and grammar	Learning outcomes
1	Let's go shopping	Items of clothing; Comparative adjectives; Prices; I prefer .../My favorite ...	Ability to compare, make choices, and express preferences
2	Talking about families	Extended family; Possessive pronouns	Ability to describe family members and family relations
3	Eating out	International food; Wh- questions; I like/love/hate ...	Ability to ask about and describe food likes and dislikes; Ability to make a restaurant reservation and order food
4	Out and about	Leisure activities ending in -ing; Present simple for routines; Adverbs of frequency	Ability to describe habitual behavior and routines
5	Traveling around	Transport options; Wh- questions for specific information	Ability to use timetables and maps to plan a trip
6	Keeping fit	Sporting activities; Modal auxiliaries for advice: Should/not Ought to	Ability to select preferences from specific information
7	The big screen	Movie genres; Positive and negative adjectives; Sequencers	Ability to describe a movie and recount a storyline
8	Magazines	Magazine contents; Modal auxiliaries for probability/advice	Ability to make predictions and give advice

9	working life	Jobs and careers; Need to/have to; Positive and negative adjectives	Ability to describe jobs and qualifications
10	Hobbies and inter- ests	Hobbies/interests; Invitations with do/would	Ability to elicit and give information and to make suggestions
11	Famous people	High profile professions; Time expressions; Past time references: after, before, ago	Ability to present a biography and to elicit answers to personal questions
12	Arranging a vaca- tion	Hotel facilities; Let's + verb Want + infinitive	Ability to ask for and to provide specific/detailed information
13	Following the news	Sequencers: first, then, next; Narrative tenses: past simple and past continuous	Ability to describe/sequence an event
14	Technology	Technical and domestic appliances; I use something to/for ...; Imperatives for instructions	Ability to describe technology and to read/comprehend technical instructions
15	Festivals and holi- days	Cross cultural celebrations; Present simple for habits; Yes/No questions	Ability to describe and compare customs and celebrations

# Outline of tasks and skill areas in each unit

There are eight tasks in each unit. Each of these eight tasks provides practice in one of the skill areas — listening, speaking, or reading. The sequence of the eight tasks in each unit is identical, that is, Task 1 in every unit is a vocabulary task; Task 2 provides reading practice; Task 3 focuses on listening etc.

Full details of the content of each task are given below.

## **Task 1      Vocabulary**

This task introduces valuable dictionary work. Students are required to find the meanings of the key words used in the Unit. This is followed by a personalized exercise to extend understanding of the vocabulary. Task 1 prepares students for the tasks ahead by promoting their interest and enabling them to understand the key vocabulary they will encounter in the remaining tasks in the Unit.

## **Task 2      Reading**

Students are presented with a variety of different text types in Task 2. This task introduces the skill of scanning for specific information. Students are required to complete a short cloze passage with information from the reading text.

## **Task 3      Listening**

This first listening task introduces the skill of listening for general understanding. This task consists of answering simple questions to demonstrate understanding of a short listening text. As with the other tasks, the answers to the listening questions are used again later in the Unit.

## **Task 4      Reading**

Task 4 further develops reading skills with an extensive scanning exercise. At all times the students are reading for a clear purpose: to extract specific information. A variety of text types are presented in this task.

### **Task 5      Reading**

This task further develops reading and communication skills by introducing problem solving. Students are presented with a text or a body of data such as a timetable, a shopping list, or a map. They are required to solve simple problems using the information provided.

### **Task 6      Listening**

This listening task is an extension of Task 5. It introduces the skill of listening for specific information. Students are required to extract information from a short listening text in order to complete sentences. A variety of types of listening text are presented in this task.

### **Task 7      Speaking**

In this communicative task, students are required to retrieve information from throughout the Unit. Students should be encouraged to discuss the answers to the questions together before using this information to complete a cloze exercise. Students then role-play the characters presented in the Unit and practice the completed conversation with a partner.

### **Task 8      Speaking**

In this guided conversation task, students are required to make decisions on alternative forms and to substitute alternative words and phrases before practicing the conversation with a partner.

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# Unit 1 Let's go shopping

What would you like to buy?

1. Use a dictionary to find the meanings of any of the words in the box below that you do not know.

tuxedo	trousers	dress	gown	coat	skirt
jacket	hat	shoes	belt	tie	suit

2. Choose four items of clothing from the box that you would like to buy.

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_ d. \_\_\_\_\_

## Mina goes shopping

Mina wants to buy a skirt for a party. Look at the skirts on display in the shop window. Complete the conversation between Mina and Leo using information from the window.



**Leo:** This would be a good place to buy a skirt. There are lots of skirts in the window.

**Mina:** Yes, I like those.

**Leo:** What about the one with flowers on it?

**Mina:** That's not a skirt. That's a **(a)** \_\_\_\_\_.

**Leo:** Oh, yes. Well, what about the one with the belt? That costs only **(b)** \$ \_\_\_\_\_.

**Mina:** No, it's too **(c)** \_\_\_\_\_.

**Leo:** What about the long, black skirt?

**Mina:** Yes, that's nice. It's only **(d)** \$ \_\_\_\_\_ as well.

**Leo:** Is it in your size?

**Mina:** **(e)** \_\_\_\_\_, I'm a 12.



## Choosing shoes

**Mina and Leo are in a shop buying shoes to wear to their teacher's wedding. Listen to them talking about the shoes. Complete the table with information from the conversation. Fill in the price and circle YES or NO in the other boxes.**

Price of shoes in the shop?	a.
Is Mina size 4?	b. YES/NO
Is Leo size 10?	c. YES/NO
Is Leo going to buy the brown shoes?	d. YES/NO
Is Mina going to buy the yellow shoes?	e. YES/NO