



中等职业教育国家规划教材

全国中等职业教育教材审定委员会审定

Listening Speaking Reading Writing

英语 2

(引进版)

Pre-Intermediate

中等职业学校英语改编组

E. MOUTSOU-S. PARKER



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前 言

为了适应中等职业教育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《中等职业学校英语教学大纲(试行)》进行了改编。两年来教材在全国许多省份试用,受到广大师生的普遍欢迎。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”为主线,以形式多样而又便于操作的“活动”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. 以教学大纲为依据改编

本教材注重学生运用英语能力的培养,体现了教学大纲“素质教育”和“能力本位”的教学思想。教学内容覆盖大纲中的“语法项目”和“交际话题”。

2. 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。

3. 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。

4. 培养科学的学习方法与学习技巧

本教材在改编的过程中,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。

5. 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;在改编时注意了中西文化背景的结合,大量增加了有中国特色的内容,使学生能够“用英语讲中国”。

6. 配套齐全,易教易学

教材配有教师用书、练习册、录音带和多媒体光盘。教师用书提供了指导性较强的教学步骤和教学参考,大量补充了文化背景知识。练习册后半部分的“趣味英语杂志”可作为课堂学习的补充,活泼有趣的练习易于激发学生的学习兴趣。

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。听力部分引介本单元的主题、语言功能和部分词汇。口语部分设置的交际情景及语言让学生进行成对、小组或全班活动,活动难度由浅入深。阅读文章为写作提供范文,练习形式新颖多样;写作题材新颖实用,有叙事描写、信函、日记及其他应用文等;语法部分则包括了大纲规定的所有语法项目。

本书为第二册,由王松美、林继玲、武竞、杨力红、南缓缓、梁慕家改编。由王式仁、陈忠美教授审稿。

在迈入新世纪之际,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,衷心希望广大师生在使用过程中提出宝贵的改进意见。

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2001年3月

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VOCABULARY 97

What I look like

Listening

PRE-LISTENING

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



A



B

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.



A



B



C

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 on 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.

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

- 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

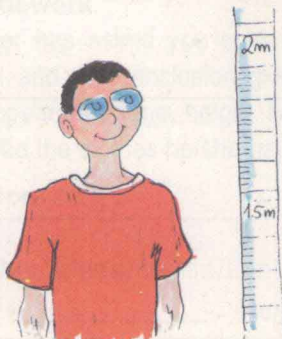


(young)



(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*.



- 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

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

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?

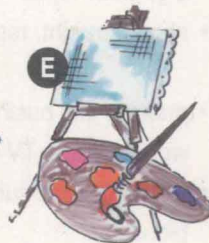
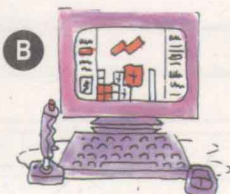
ACTIVITY 1

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 _____.

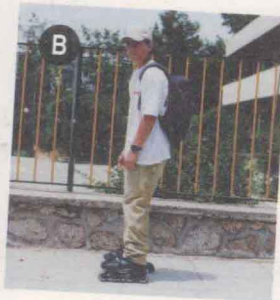
Lars

- 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.