

高等职业学校

Speaking

Listening

Reading

Writing

英语 1

Upper-Intermediate

高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: 01-1999-2046

Copyright 1998 by MM Publications

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.

图书在版编目(CIP)数据

高等职业学校英语.1 / 高等职业学校英语改编组改编.
—北京:高等教育出版社,2000.7(2008 重印)

ISBN 978-7-04-008026-1

I. 高… II. 高… III. 英语—高等学校:职业学校—教材 IV.H31

中国版本图书馆 CIP 数据核字(2000)第 63213 号

高等职业学校英语 1

高等职业学校英语改编组

出版发行 高等教育出版社

社 址 北京市西城区德外大街 4 号

邮政编码 100011

总 机 010-58581000

经 销 蓝色畅想图书发行有限公司

印 刷 北京民族印刷厂

购书热线 010-58581118

免费咨询 800-810-0598

网 址 <http://www.hep.edu.cn>

<http://www.hep.com.cn>

网上订购 <http://www.landaco.com>

<http://www.landaco.com.cn>

畅想教育 <http://www.widedu.com>

开 本 850×1168 1/16

印 张 8

字 数 220 000

版 次 2000 年 7 月第 1 版

印 次 2008 年 4 月第 14 次印刷

定 价 22.00 元

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物料号 8026-00

出版说明

为了适应高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,委托熟悉高等职业学校英语教学的专家及教师根据教育部 2000 年制订的《高职高专教育英语课程教学基本要求》进行了改编。本系列教材共 3 册,1、2 册供高等职业学校两个学期使用,《高等职业学校英语预备级》可供低起点的学生选用。本系列教材可前接由 PLUS 系列教材改编的《中等职业学校英语》,供初中毕业入学的 5 年制高职学生使用;后接《实用业务英语》,形成一个完整的教学体系,供 2~3 年高职高专学生使用。

本系列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。本书突出了以下特点:

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。

本系列教材的每册编有 12~14 个单元,每单元主要包括 Speaking, Listening, Reading 与 Writing 四部分。口语部分一般由 3~5 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。由此引介本单元的主题、语言功能和部分词汇。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:对比图片、讲述故事、表达观点、抒发情感、猜测活动及角色扮演等。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。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。

本书为第一册,由杨亚军、杨爱英、翟世骏、戴立黎、孙冰、迟红改编。由孔庆炎、王松美教授审稿。

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,力求为国内提供反映时代气息、符合新时期要求、适合高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

2000 年 5 月

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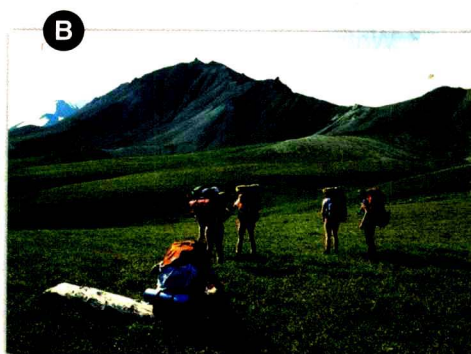
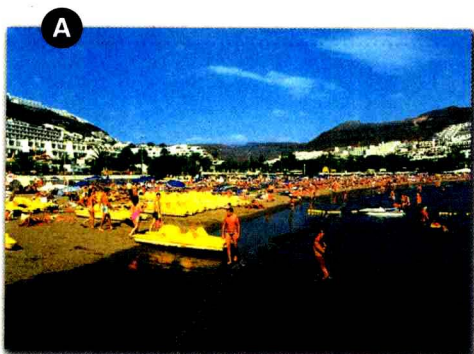
Speaking

DISCUSS THE TOPIC

- Where do you usually spend your holidays?
- How do you usually get there?
- What do you usually do when you are on holiday?

FOCUS ON PICTURES A AND B

The two pictures show different types of holidays. Find the similarities and differences using the ideas given below, your ideas and the vocabulary on the next page. Make notes in the space provided.



IDEAS

- activities
- clothes
- surroundings
- reason for holiday
- cost
- accommodation
- facilities

Similarities

.....

.....

.....

.....

.....

.....

.....

.....

Differences

.....

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.....

.....

NOW SPEAK

Compare and contrast these pictures, saying what each type of holiday offers. Use the notes you have made, some of the expressions suggested below and the vocabulary on the next page.

A holiday... offers...whereas/while...

On the contrary, a... holiday...

To enjoy a holiday..., you would...

A holiday... would be....

During a holiday..., you may...

Now say which of these holidays you would prefer and why, using expressions like:

I like so I would choose ...

I would prefer ... as ...

FOCUS ON PICTURES C AND D

The two pictures show different means of transport. Find the similarities and differences using the ideas given below, your ideas and the vocabulary on this page. Make notes in the space provided.



IDEAS

- places you can visit
- time of journey
- cost
- safety
- level of comfort
- sleeping facilities
- view

Similarities

.....

.....

.....

.....

.....

.....

.....

Differences

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NOW SPEAK

Compare and contrast these pictures, saying what you think the advantages and disadvantages of each means of transport are. Use the notes you have made, some of the expressions suggested below and the vocabulary on this page.

... is more...than... The advantages of...compared to...are...

A journey by...would...whereas...

Now say which of these means of transport you would prefer to use and why, using expressions like:

If I had to choose between the two, I would probably...

I'd rather travel by...because...

I'd like to travel by...as...

I'd prefer the...because...

VOCABULARY

Pictures A and B

adventurous	rucksacks/backpacks
camping equipment	seaside resort
challenging	suntan
crystal clear waters	swimwear
fit	tents/sleeping bags
hiking boots	water-skiing
isolation	windsurfing
jet-skiing	
mountainous country	
relaxing	

Pictures C and D

buffet car	oxygen masks
departure lounge	platform
duty free	railway carriage
flight attendants	reclining seats
food prepared in advance	sleeping car
in-flight movies	smooth ride
jet engines	take-off/landing
jet lag	ticket inspector
life jackets	tracks
overhead cables	turbulence

Listening

You will hear people talking in eight different situations. For questions 1-8, choose the best answer **A**, **B** or **C**.

- 1 You will hear a woman enquiring about accommodation. What form of accommodation is it?
A a hotel
B a campsite
C a holiday house 1
- 2 Listen to a couple making holiday arrangements. What do they eventually decide to do?
A Take their own bicycles to France.
B Hire bicycles in France.
C Buy bicycles in France. 2
- 3 Listen to this woman talking to a friend. Where is she calling from?
A an airport
B a hotel
C a car hire company 3
- 4 You overhear a man talking on the phone. Who was responsible for the misunderstanding?
A the man
B the travel agent
C the hotel receptionist 4
- 5 Listen to this advertisement on the radio. What is being offered?
A a cruise
B a touring holiday by coach
C a holiday at a world-class resort 5
- 6 Listen to this conversation. Who is the man talking to?
A his neighbour
B his colleague
C his girl friend 6
- 7 You overhear a man talking to a friend in a travel agency. What is the speaker's opinion about being scared of flying?
A It's silly.
B It's logical.
C It's embarrassing. 7
- 8 You overhear this conversation. Why did the man take a bus to the airport?
A The taxi drivers were on strike.
B He didn't want to inconvenience anyone.
C Nobody could take him. 8

Reading & Writing

PRE-READING

- What sort of holidays do you prefer?
- Who do you prefer to go on holiday with?
- If you could go anywhere in the world, where would you like to go? Why?

ACTIVITY 1

Read the rubric and the letter below. What is the topic of each paragraph?



You are on holiday abroad, staying with a family on a farm. Write a letter to a friend telling him/her what your holiday has been like so far. Do not write any addresses. (120-180 words)

Dear Jenny,

I can't believe I've been in Denmark for two weeks already! I'm having such a great time that I thought I'd write to you and fill you in on what I've been up to.

Well, I'm staying on a farm, in a town north of Copenhagen called Humblebaek. The Jorgens - the family I'm staying with - are very friendly and do their best to make me feel at home. I'm sharing a room with their eighteen-year-old daughter, who is a university student.

Everybody here seems to be crazy about physical activities. The Jorgens convinced me to go horse-riding with them. It was fantastic, although I was a bit scared. We've also been on long bike rides along the coast.

I've also been to Copenhagen, which is an exciting change. You can never run out of museums in this city! There are also lots of restaurants, bars and cafés, and there's always a concert on somewhere. You just can't get bored!

I'm looking forward to seeing you and telling you all about it.

Love,

Sarah

ACTIVITY 2

Answer these questions.

- What is the purpose of this letter?
- Is this letter formal or informal? How do you know?
- Who might you write a personal letter to?
- Can you think of any reasons why you would write a personal letter?

WRITING PLAN

There are many reasons for writing an informal letter (also known as a personal letter): to thank/invite/congratulate someone, to accept/refuse an invitation, to apologise, to give news etc. Below is a general plan of an informal letter, with questions to help you when planning one. Read the plan and compare it to the reading passage.

Greeting

- use first names

Opening paragraph

- use set phrases (refer to Guide to Writing) to begin your letter
- say why you are writing

Why are you writing this letter?
Do you want to thank, invite, congratulate etc. the reader?

Main part

(2-3 paragraphs)

- give relevant information and develop your ideas
- ask for any information you want the reader to give you

What information do you want the reader to know?
What questions do you want to ask?

Closing paragraph

- state anything you want to emphasise
- use set phrases to end your letter

Is there anything you want to repeat?

Signing off

- use a signature ending and your first name below that

GUIDE TO WRITING

- Refer to the reader in a friendly way and use informal language.
- Start a new paragraph for every major point. This will make it easier for the reader to follow your letter.
- Use linking words/phrases (e.g. well, by the way, anyway, what's more) to make your writing flow better.
- Use contractions (e.g. I'd, can't).
- Include exclamation marks to make your letter more exciting (e.g. It was an amazing trip!).
- Make sure you follow the layout of informal letters explained in the Introductory Unit. Don't forget to use a greeting, set phrases to begin and end your letter and a signature ending. Look at the table below for ideas.

Greetings	Set phrases for opening paragraph	Set phrases for closing paragraph	Signature endings
Dear Tom	How are you (keeping)?	Well, I think that's about it.	Yours
Dearest Jane	I hope you are fine.	Well, that's all for now.	Love
Dear Mum	What have you been up to?	Well, I'd better finish off here.	All my love
Dear Aunt Sue	I haven't heard from you for ages.	I must go now.	Best wishes
Hi Karen!	It was nice to hear from you.	Write soon.	All the best
Hello Bill!	Thank you/Thanks for your letter.	Waiting for your letter.	Lots of kisses
NOT	Sorry I haven't written for so long.	I look forward to hearing from you.	Take care
Dear brother	It's taken me ages to reply but...	See you soon.	Bye for now
Dear friend	I've been meaning to write back but...	Keep in touch.	
Dear cousin	Just thought I'd drop you a line.	Give my love/regards to everyone.	

ACTIVITY 1

Read the rubric and the letter of invitation. Then, divide the letter into paragraphs.



You are on holiday and have decided to invite one of your friends to join you. Write a letter of between 120 and 180 words. Do not write any addresses.

Hi Wendy, Sorry I haven't written earlier but I've been busy sightseeing here in Crete. There are so many things to see and do that I've decided to stay longer. Actually, that's why I'm writing — to invite you to come. I'm staying in a twin room in a nice hotel so you won't have to worry about finding a place to stay. You just have to pack some summer clothes and catch a plane. Doesn't it sound great? There's a lot we can do here. We can go sightseeing, drive around to different places or just take it easy. The weather is great and the beaches are fantastic, so don't forget to bring your swimsuit. By the way, they're really into windsurfing here. You never know, we may even give it a try! What's more, the place is packed with restaurants and clubs that we can go to in the evenings — never a dull moment. So what do you think? I hope I've convinced you. Let me know as soon as you decide. Well, that's all for now. I'm off for a swim. Love, Fay

ACTIVITY 2

In the letter above there are quite a few informal expressions. Find the expression which means:

- a. inform me _____
- b. attempt _____
- c. relax _____
- d. they're keen on _____
- e. fun all the time _____
- f. in addition _____
- g. accommodation _____
- h. full of _____

ACTIVITY 3

Write a greeting and a few sentences to introduce each of the following letters.

a. A friend of yours who lives abroad has invited you to spend a week with him/her at his/her holiday house in the mountains. Write a letter accepting the invitation.



b. You borrowed your best friend's bike for the holidays but it has been stolen. Write a letter to your friend, apologising, explaining what happened and telling him/her what you intend to do.



c. You are in Rome and have decided to write a letter to your grandparents. You want to thank them for sending you on this tour of Italy and tell them how you're getting on.



d. You are on a camping holiday with friends. Write a letter to your parents to let them know what your holiday has been like so far.

**ACTIVITY 4**

Task for homework.

Choose one of the topics given above and write a letter of between 120 and 180 words in an appropriate style. Do not write any addresses.

Speaking

DISCUSS THE TOPIC

Think of a school that you know.

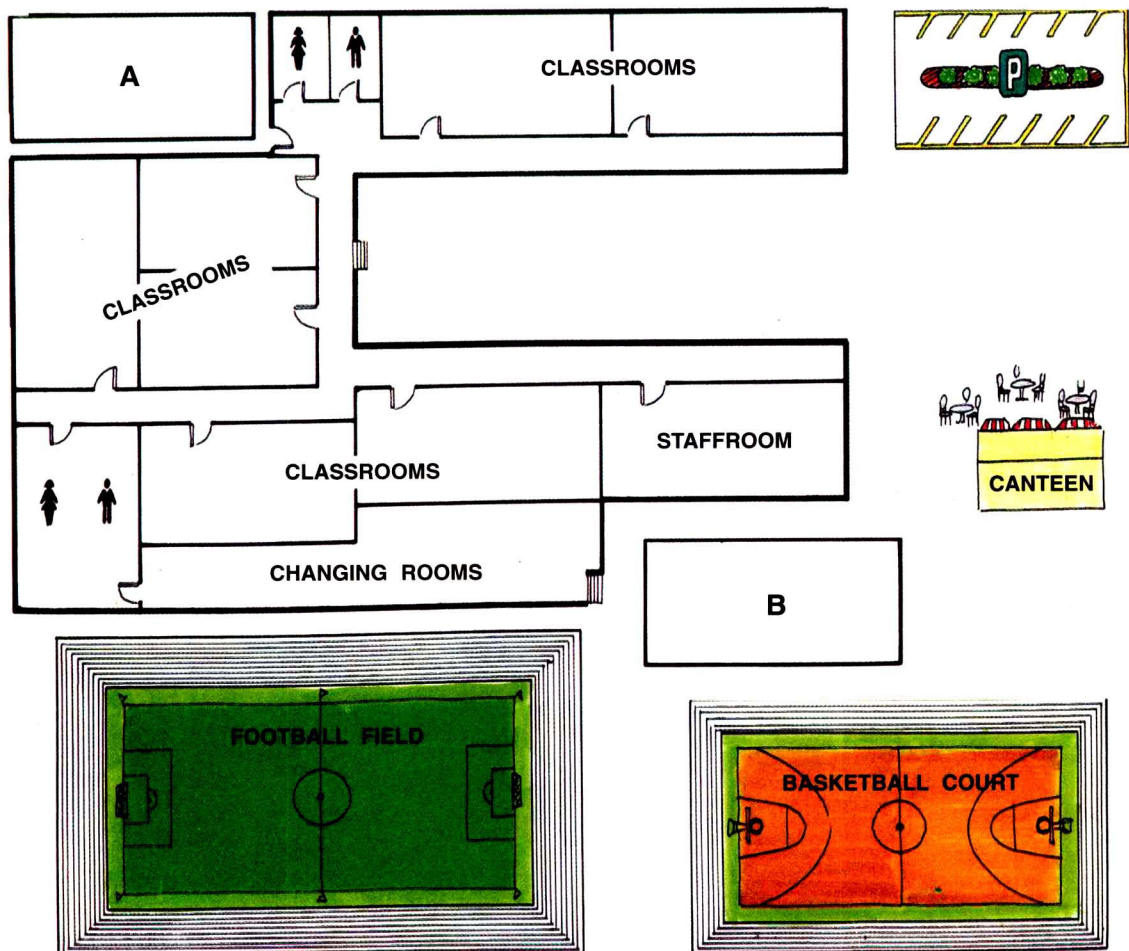
- What does it look like?
- What facilities are available to teachers and students?
- In your opinion, is the school well-organised?

SPECULATE AND MAKE A DECISION

Imagine that the school shown in the plan below is going to have a library and a gym built. There are two areas, marked A and B, available.

Talk in pairs and decide which of the two areas would be more suitable for a library and which for a gym. Give your reasons.

You can use some of the expressions suggested on the next page.



Suggested expressions

I think it would be better to build...

I believe...should be...as...

It would be more convenient...

It wouldn't be a good idea...

I don't think....

If the...

It might/might not...

I suggest area...for...as...

Don't you think... ?

If we put the..., then... .

FURTHER DISCUSSION

Discuss the following questions. You can use some of the expressions and the vocabulary given below.

- 1 How important is it for schools to have libraries and gyms?
- 2 What other facilities should be available to students?
- 3 Do you think that all subjects taught at school are of equal importance?
- 4 Why should everybody have to go to school?
- 5 What would be your ideal school?

Useful expressions

1 I suppose that libraries/gyms are... because...

2 I believe that firstly a...is essential as...
Secondly, a.....would also be useful because...

3 In my opinion, ...because...

4 First of all...

5 I would like my school to have...
I think teachers should...

VOCABULARY

essential

flexible

fully-equipped

motivated

necessary

practical

well-organised

assembly hall

assessment

career

chemistry lab

equipment

illiteracy

opportunities

research

science

sports fields

theory