

E. Moutsou · S. Parke



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

# NEW 英语

3

引进版  
第2版

## Intermediate STUDENT'S BOOK

中等职业学校英语改编组

# plus



高等教育出版社  
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E. Moutsou – S. Parker

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# 前 言

教育部已将中等职业教育列为我国教育工作的战略重点之一,为职业教育的发展带来新的契机。在大力倡导职业教育发展的同时,对职业教育改革也提出了要求,课程与教材改革就是其中的重要内容。为了适应中等职业学校英语教学的改革和发展,高等教育出版社引进了英国 MM Publications 出版公司的 NEW 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课程改革的精神进行了改编。多年来本系列第1版教材在全国许多省份使用,受到广大师生的普遍欢迎。本系列教材共4册,第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英语教学研究的成果,以与学生生活贴近的“话题”为核心,以结构和功能为主线,通过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,综合训练学生听、说、读、写四项基本技能,切实培养学生运用英语进行交际的能力。

本书有以下突出特点:

## 1. 以新的英语交际语言教学理念为依据改编

本教材注重学生运用英语的能力培养,体现了“素质教育”和“能力本位”的教学思想。教学内容覆盖中等职业学校英语课程中的“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

本教材在教学活动安排上,通过学生独立思考、双人活动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策略

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策略,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等。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“测试题”可作为课堂练习的补充,活泼有趣的练习易于激发学生的学习兴趣。

本系列教材的每册由10—12个单元组成,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双人活动、小组活动或全班活动,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;语法部分则包括了中职学生已经学过的所有语法项目。

本书为第3册,由王松美、武竞、杨力红、南媛媛、张洲、马英华、徐国辉改编。由王式仁、陈忠美教授审稿。

在我国职业教育迎来发展的大好时机之际,这套教材的出版,必将对我国职业学校的外语教学从应试教育转为综合职业素质教育起到积极的作用。几年来,我们不断探索,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,衷心希望广大师生在使用过程中提出宝贵的改进意见。

改编者

2008年12月

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## Listening

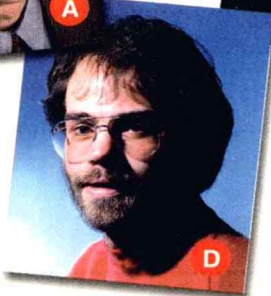
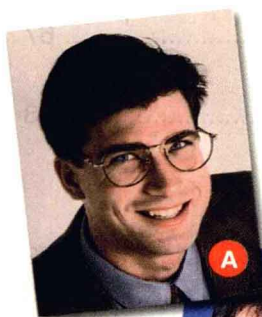
## PRE-LISTENING

## Class game: Guess the student

Think of a person in your class. The other students in the class have to guess which student you are thinking about by asking you questions. (e.g. Is it a boy? Does he / she have black hair?) You can only answer Yes or No.

## ACTIVITY 1

You will hear four people, each describing a different person they know. In the spaces provided, write which person **A-F** is being described. There are two extra photographs which you do not need to use.



Speaker 1 \_\_\_\_\_

Speaker 2 \_\_\_\_\_

Speaker 3 \_\_\_\_\_

Speaker 4 \_\_\_\_\_

## ACTIVITY 2

You will now listen to the tape again. Match the names of the people being described with the description of the personality / character that best suits each of them. There is one extra option which you do not need to use.

Ruth

John

Kathleen

Peter

friendly and outgoing

quiet and clever

hardworking and responsible

active and optimistic

humorous and forgetful

# Speaking

## ACTIVITY 1

Two of the people in the photographs on page 6 were not described on the tape. Describe them, talking about their age / face / hair / eyes etc. Use the vocabulary given.

### VOCABULARY

|                     |                                   |
|---------------------|-----------------------------------|
| young / middle-aged | round / oval face                 |
| slim / chubby       | straight / curly / wavy hair      |
| thin / fat          | black / brown / blue / green eyes |

## ACTIVITY 2

The speakers you heard on the tape did not only describe the people's appearance but they also mentioned something about their personality / character.

Think of someone you know well. Describe this person's appearance and personality / character. Use the vocabulary and expressions given.

### VOCABULARY

|          |             |             |
|----------|-------------|-------------|
| shy      | intelligent | friendly    |
| outgoing | creative    | responsible |
| humorous | selfish     | helpful     |
| polite   | generous    | lazy        |

### Suggested expressions

He / She is very / quite ... but sometimes ...

In my opinion ...

In general ...

He / She likes ... so ...

## ACTIVITY 3

Look at the picture below, which shows a teenager's bedroom. What can you say about his / her interests and personality / character? Use the expressions given.



### Suggested expressions

I think he / she likes ... because ... I suppose he / she is interested in ... as ...

He / She has got ... so ... He / She must enjoy / be ... because ...

# Reading & Writing

**PRE-READING**

Describe your best friend's appearance and personality.  
What interests do you and your friend have in common?

**ACTIVITY 1**

A teenage magazine is holding a competition and is inviting its readers to write a description of their best friend. Read the description written by a teenager about his best friend Mark. What does the writer like about Mark?



I have known my friend Mark since I was eight. I feel that I know him well enough to consider him my best friend.

Mark is now in his mid-teens. He is of medium height, with almond-shaped, brown eyes and short, straight, blonde hair. He loves trendy clothes.

Mark is very lively and usually quite talkative. One of the things that I admire most about him is his ambition. If he wants to achieve something, he'll work really hard to make it happen. What's more, he is very understanding and tries to help people whenever he can.

He likes to spend his free time with his friends. Together we go bike-riding round in our neighbourhood. We also listen to music, mostly rock. He never cleans his room, which is something his parents are always complaining about.

Mark is a good friend and someone I can always rely on. I'm sure that we'll continue to be friends for a long time.

**ACTIVITY 2**

Each of the following statements corresponds to one of the paragraphs in the description. Write the numbers 1-5 in the boxes provided.

In this paragraph the writer:

- a. describes how he feels about his friend.
- b. tells us about his friend's personality / character.
- c. presents the person he is going to describe.
- d. describes his friend's physical appearance.
- e. presents his friend's interests.

☐

☐

☐

☐

☐

## WRITING PLAN

A description of a person can be written for many different reasons: to be included in a letter, a story, a police report, etc. Below is a general plan of a description, with questions to guide you.

### Introduction

- give general information about the person

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

### Main part

(2-3 paragraphs)

- describe the person's:
- appearance / physical characteristics
  - personality / character
  - interests

What does this person look like (age, facial features, hair etc.)?  
How does this person dress? What does he / she like to wear?  
What sort of personality / character does he / she have?  
What does this person like doing in his / her free time?  
What does this person like / dislike?

### Conclusion

- give your general opinion about this person

What do you think of this person?  
Do you like him / her?

## GUIDE TO WRITING

- 1 Use appropriate tenses. Use the Present Simple when you describe people you know now and the Past Simple when you describe people you met in the past or who are no longer alive.

- 2 Start a new paragraph for every major point. This will make it easier for the reader to follow your description.

- 3 Group similar pieces of information together. For instance, do not describe a person's facial features and clothes in the same sentence.

- 4 Include a variety of adjectives in your description. Look at the table for ideas.

|                                |  |
|--------------------------------|--|
| <b>general appearance</b>      | beautiful, pretty, handsome, good-looking, attractive<br>tall, short, well-built, thin, slim, chubby, fat<br>young, old, middle-aged, elderly  |
| <b>facial features</b>         | <b>face:</b> round, oval, long, thin<br><b>eyes:</b> big, small, almond-shaped, brown, blue, green<br><b>nose:</b> big, small, long, crooked, rounded, pointed   |
| <b>hair</b>                    | straight, curly, wavy, long, short, thick, thin<br>blonde, brown, dark, grey, black  |
| <b>clothes</b>                 | trendy, fashionable, casual, formal, shabby  |
| <b>personality / character</b> | outgoing, nervous, calm, talkative, friendly, patient,<br>optimistic, pessimistic, quick-tempered, self-confident,<br>sensitive, trustworthy, pleasant, selfish, aggressive,<br>considerate, shy, honest, creative, responsible, helpful |

- 5 Use the following order of adjectives when you put several adjectives before a noun.

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

## ACTIVITY 1

Below is part of a description of a famous person. Use the adjectives in the box to complete the blanks.

|              |        |            |      |      |        |
|--------------|--------|------------|------|------|--------|
| well-dressed | caring | confident  | fair | shy  | short  |
| fashionable  | blue   | attractive | big  | tall | casual |



Diana, Princess of Wales, was a very \_\_\_\_\_ (1), \_\_\_\_\_ (2) woman. She had \_\_\_\_\_ (3) skin and \_\_\_\_\_ (4), \_\_\_\_\_ (5) eyes. Her hair was neatly cut and \_\_\_\_\_ (6) in length.

Princess Diana was always \_\_\_\_\_ (7) and liked \_\_\_\_\_ (8) clothes which were usually made by famous designers. However, when she was on holiday with her children she enjoyed wearing \_\_\_\_\_ (9) clothes.

During her first appearances with Prince Charles she was very \_\_\_\_\_ (10) and didn't speak much. Later on, however, she became more \_\_\_\_\_ (11). Unlike most members of the Royal Family, she was more involved with ordinary people. She was a very \_\_\_\_\_ (12) person who supported various charities.

## ACTIVITY 2

Complete the description using the information given below. The introduction and the conclusion have already been written for you.

**Occupation:** social worker  
**Age:** 38  
**Height:** 1.50 cm  
**Build:** slim  
**Eyes:** brown, big, wears glasses  
**Hair:** dark, wavy, shoulder-length  
**Clothes:** comfortable, casual  
**Personality / Character:** patient, sensitive, a good-listener, caring  
**Interests:** horse-riding, reading, painting (sells her paintings)

My favourite aunt is my aunt Karen. She is a very interesting person and a really good friend.

My aunt is a special person who has helped me on many occasions. She is someone I can trust and depend on.

## \* ACTIVITY 3

### Task for homework.

Your school newspaper has a column called *The person I admire most*. Write a description of a person for this column. (120-180 words)

## Listening

## PRE-LISTENING

Can you think of a building which has really impressed you? Describe it.

## ACTIVITY 1

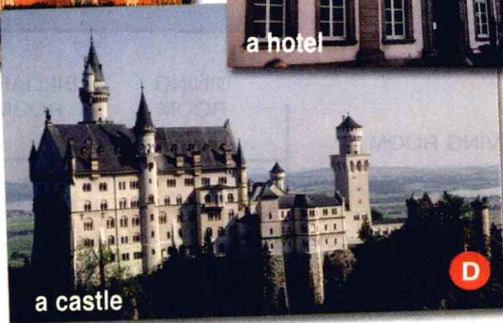
You will hear four people each describing a different building they have seen while on holiday. Choose which building **A-E** each speaker is describing. Write your answers in the spaces provided. There is one extra picture which you do not need to use.



A



B



D



C



E

Speaker 1 \_\_\_\_\_

Speaker 2 \_\_\_\_\_

Speaker 3 \_\_\_\_\_

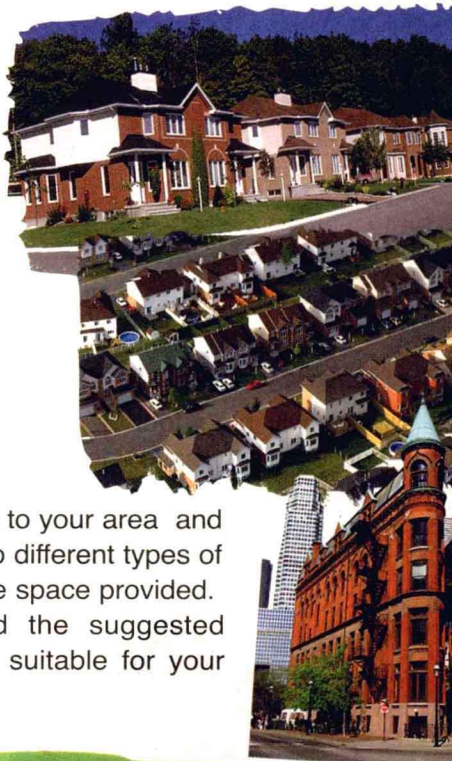
Speaker 4 \_\_\_\_\_

## ACTIVITY 2

You will hear a tour guide talking about castles. For questions 1-5, complete the sentences using a word or a short phrase.

- 1 Walls were built around a castle in order to \_\_\_\_\_.
- 2 A moat was a narrow channel filled with \_\_\_\_\_.
- 3 The enemy had to use \_\_\_\_\_ to climb the wall.
- 4 Kings and Queens, noble \_\_\_\_\_ and knights lived in castles.
- 5 In times of danger, the local people went to their \_\_\_\_\_.

# Speaking



## ACTIVITY 1

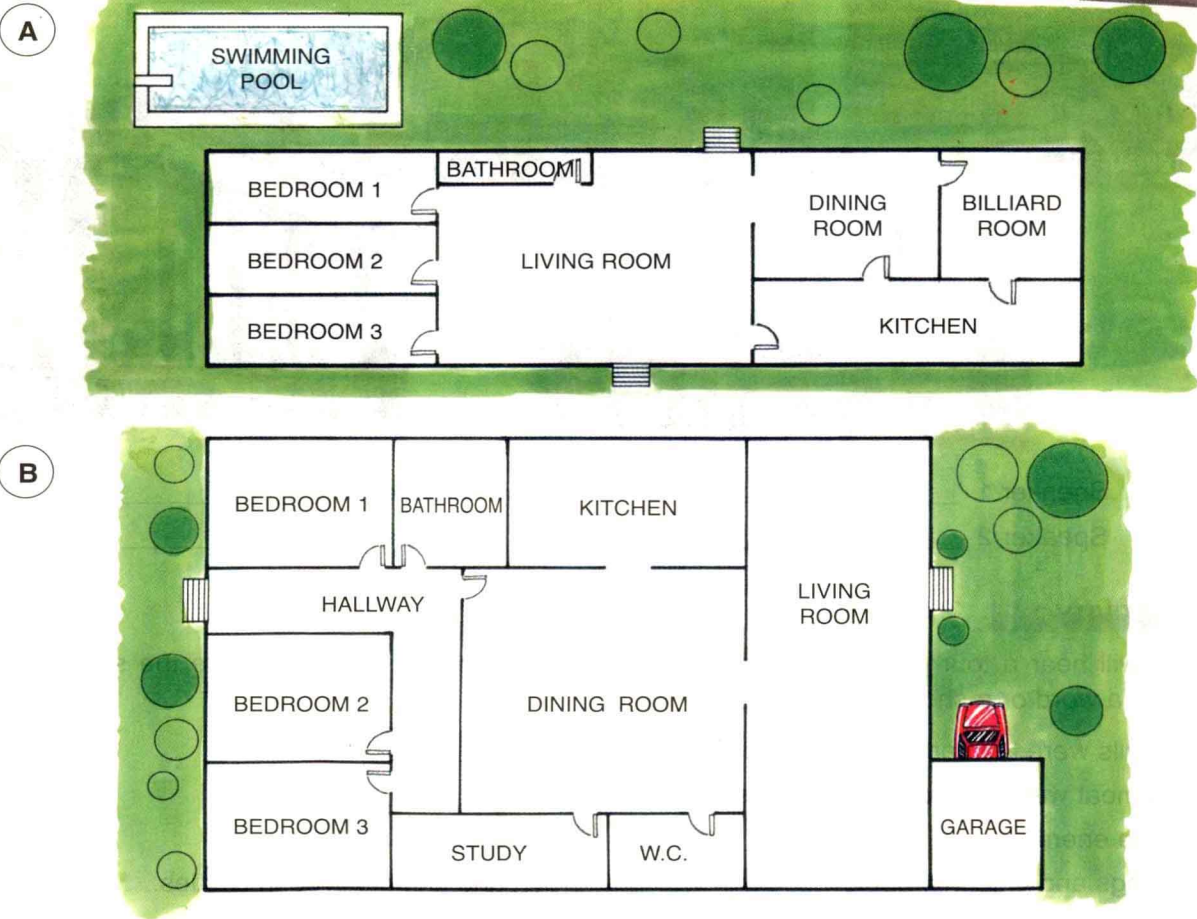
Describe the area you live in. Use the vocabulary given.

### VOCABULARY

- |                             |                                     |
|-----------------------------|-------------------------------------|
| quiet / busy                | wide / narrow streets               |
| block of flats              | peaceful / dangerous                |
| large / small population    | friendly / impersonal               |
| clean / polluted atmosphere | in the city centre / in the suburbs |

## ACTIVITY 2

Your friend's family (parents, two boys, one girl) are going to move to your area and are looking for a house to buy. Look at plans A and B, showing two different types of houses. Find the similarities and differences and make notes in the space provided. Then, use the notes you have made, the vocabulary and the suggested expressions to discuss which house you think would be more suitable for your friend's family, giving reasons.



## Similarities

## Differences

## VOCABULARY

|                  |                     |
|------------------|---------------------|
| enjoy            | large / big / small |
| safe / dangerous | spacious            |
| necessary        | water closet (W.C.) |
| extra / more     | convenient          |

## Suggested expressions

I believe ... would be more suitable because ...

House ... has / hasn't got ..., so ...

In my opinion, ...

## \* ACTIVITY 3

Imagine you are a tourist and have just bought a map of Greensted, the town you are visiting.

Work in pairs. Student A turn to page 14 and Student B turn to page 15.

Don't look at each other's map. Each map is the same but has different details missing. Ask each other questions in order to fill in the missing details. Use the vocabulary given.

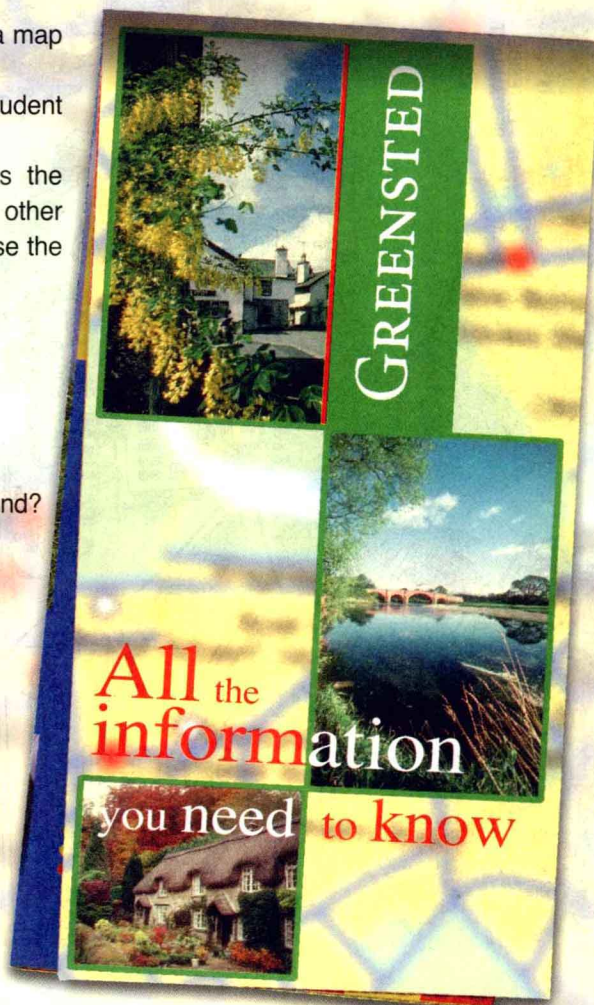
## Example

**Question:** What's the building next to the playground?

**Answer:** The Leisure Centre.

## VOCABULARY

|             |                     |
|-------------|---------------------|
| opposite    | on the right / left |
| in front of | next to             |
| behind      | diagonally across   |
| across from | near                |



THE TOWN OF GREENSTED

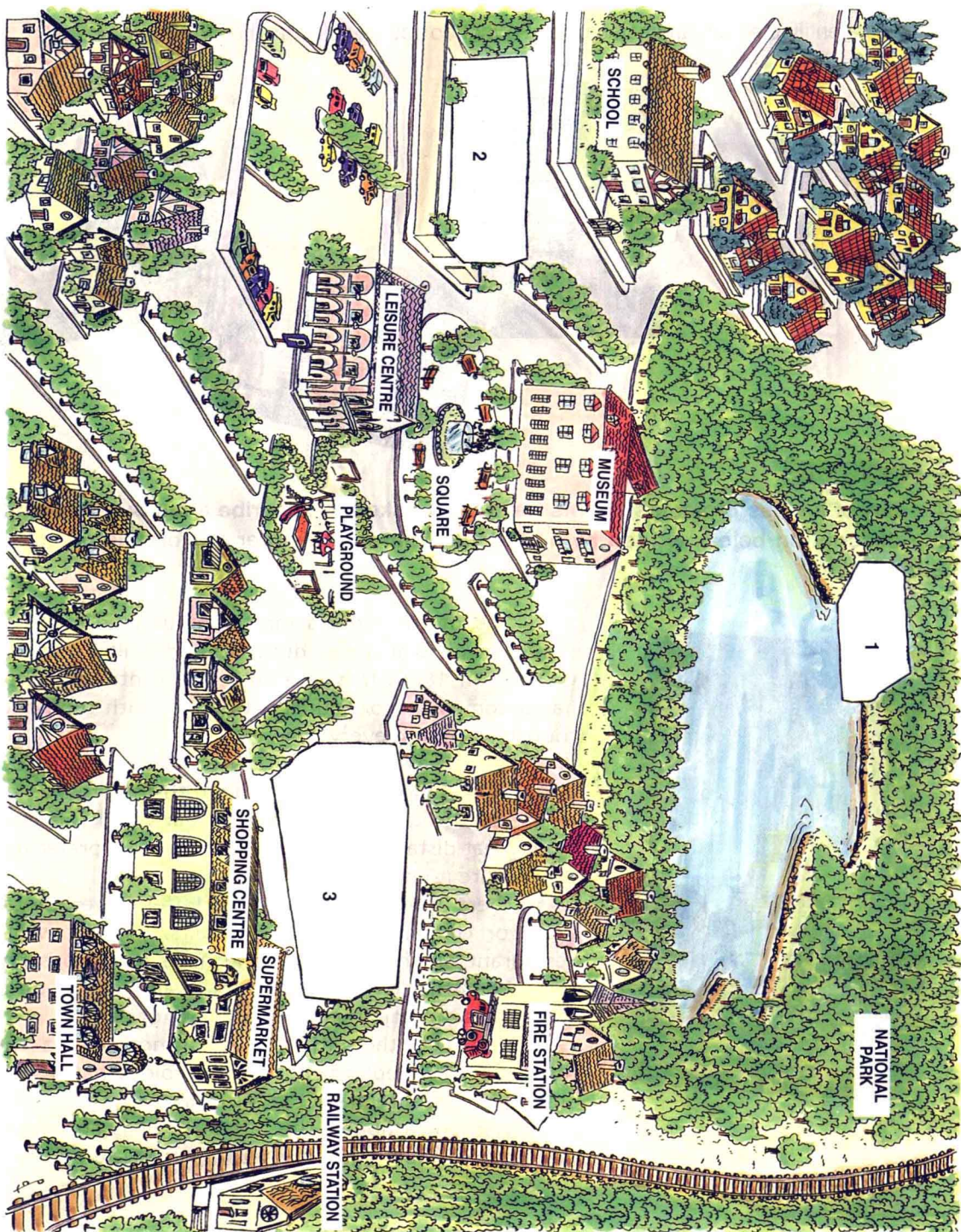
STUDENT A



Population: 15,000    Leisure Centre: Open from 8am to 11pm    Town Hall: Built in (6)  
Founded: (4)    Car park: holds (5) cars    Animals in National Park: squirrels, foxes (7)  
Fire Station Tower: 20 metres in height

## THE TOWN OF GREENSTED

## STUDENT B



Population: \_\_\_\_\_

(4)

Leisure Centre: Open from \_\_\_\_\_ to \_\_\_\_\_

(5)

Car park: holds 200 cars

Fire Station Tower: \_\_\_\_\_ (6) metres in height

Town Hall: Built in 1835

Animals in National Park: deer, rabbits, \_\_\_\_\_, \_\_\_\_\_ (7)