

中等职业学校

Listening

Speaking

Reading

Writing

英语 3

Intermediate

中等职业学校英语改编组

(高等职业学校英语预备级)

E.MOUTSOU - S.PARKER

高等教育出版社
HIGHER EDUCATION PRESS

中等职业学校

Listening

Speaking

Reading

Writing

英语 3

Intermediate

E.MOUTSOU - S.PARKER

中等职业学校英语改编组

(高等职业学校英语预备级)

高等教育出版社
HIGHER EDUCATION PRESS


PUBLICATIONS

图字: 01-99-0134

Copyright 1998 by MM Publications

Published by arrangement with MM Publications.

Chinese Adaptation Copyright 1999, Higher Education Press

本书仅限在中华人民共和国境内销售

This edition is for sale only in

the People's Republic of China.

图书在版编目(CIP)数据

中等职业学校英语 (3) / 中等职业学校英语改编
组改编。—北京: 高等教育出版社, 2000
ISBN 7-04-007515-6

I. 中… II. 中… III. 英语—专业学校—教材 IV .H31

中国版本图书馆 CIP 数据核字 (1999) 第 33256 号

中等职业学校英语 3

中等职业学校英语改编组

出版发行 高等教育出版社

社 址 北京市东城区沙滩后街 55 号

邮政编码 100009

电 话 010—64054588

传 真 010—64014048

网 址 [http: //www.hep.edu.cn](http://www.hep.edu.cn)

经 销 新华书店北京发行所

印 刷 北京民族印刷厂

开 本 850 × 1168 1/16

版 次 2000 年 1 月第 1 版

印 张 7.75

印 次 2000 年 3 月第 2 次印刷

字 数 220 000

定 价 17.00 元

凡购买高等教育出版社图书, 如有缺页、倒页、脱页等
质量问题, 请在所购图书销售部门联系调换。

版权所有 侵权必究

出版说明

为了适应中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,委托熟悉中等职业学校英语教学的专家及教师根据教育部《职业高级中学三年制英语教学大纲(试行)》进行了改编。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;第 3 册还可作为根据 PLUS 系列英语教材改编的《高等职业学校英语》系列教材的预备级。

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”(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。具体说本书有以下突出特点:

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,在改编时也注意了中西文化背景的结合。

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。听力部分包括听前准备活动、听的过程中的活动及后续活动,由此引介本单元的主题、语言功能和部分词汇。口语部分一般由 2~3 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。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:解释图片、讲述故事、表达观点、抒发情感、猜测活动及角色扮演等。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。语法部分则包括了教学大纲规定的所有语法项目。

本书为第三册,由杨力红、王松美、南媛媛、张洲、马英华改编。由吴一安教授和陈中美教授审稿。

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,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

1999 年 7 月

CONTENTS

UNIT 1	People	
	Listening	6
	Speaking	7
	Reading & Writing	
	Description of a person	8
UNIT 2	Places Buildings	
	Listening	11
	Speaking	12
	Reading & Writing	
	Description of a place / building	16
UNIT 3	Everyday life	
	Listening	19
	Speaking	20
	Reading & Writing	
	Informal letter (I) - to give news, talk about plans, congratulate, thank, apologise.....	21
UNIT 4	Strange events	
	Listening	26
	Speaking	27
	Reading & Writing	
	Story	28
UNIT 5	Holidays	
	Listening	32
	Speaking	33
	Reading & Writing	
	Informal letter (II) - to invite, give directions, make arrangements, accept or refuse an invitation	35
UNIT 6	Advertising	
	Listening	41
	Speaking	42
	Reading & Writing	
	Formal letter (I) - to ask for information.....	43

UNIT 1	Introduction	
	Listening	49
	Speaking.....	50
	Reading & Writing	
	Article (I) - to report news	52
UNIT 2	My country	
	Listening	57
	Speaking.....	59
	Reading & Writing	
	Report - to report events and experiences.....	60
UNIT 3	Communication in the workplace	
	Listening	64
	Speaking.....	65
	Reading & Writing	
	Informal letter (III) - to ask for advice	66
UNIT 4	Employment - Career	
	Listening	70
	Speaking.....	71
	Reading & Writing	
	Formal letter (II) - to apply for a job.....	73
UNIT 5	Environment - Accidents	
	Listening	79
	Speaking.....	80
	Reading & Writing	
	Article (II) - to state your opinion, make suggestions, give information.....	82
UNIT 6	Transport	
	Listening	86
	Speaking.....	87
	Reading & Writing	
	Essay (advantages and disadvantages)	89
APPENDIX	Appendix	91
INDEX	Index	93

Listening

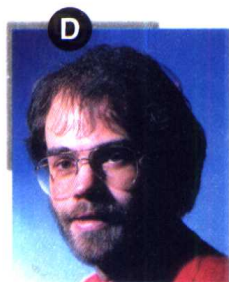
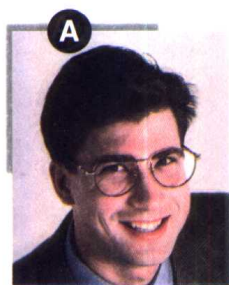
PRE-LISTENING

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 3 _____

Speaker 2 _____

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 on the right, 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 share?

ACTIVITY 1

A teenage magazine is running 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 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:

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

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

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	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • appearance/physical characteristics • personality/character • interests 	What does this person look like (age, facial features, hair etc.)? How does this person dress? What is/was he/she wearing? 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	<ul style="list-style-type: none"> • 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, the Past Simple when you describe people you met in the past and the Past Simple for people 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.

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

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(n) _____ (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)

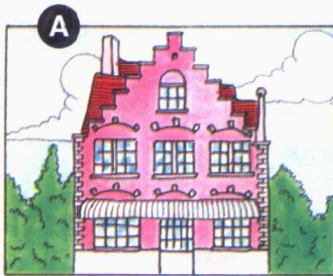
Listening

PRE-LISTENING

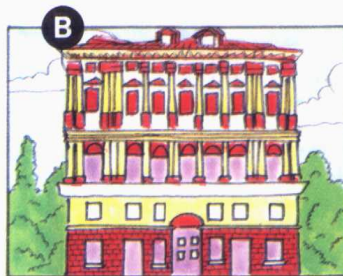
Can you think of a building which has really impressed you? Describe it.

ACTIVITY 1

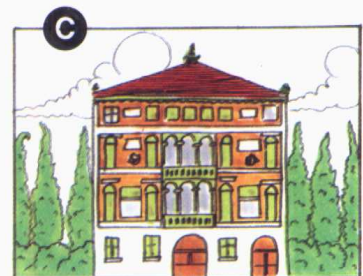
You will hear four people each describing a different building they have seen while on holiday. Choose which building **A-E** each speaker is describing. Write your answers in the spaces provided. There is one extra picture which you do not need to use.



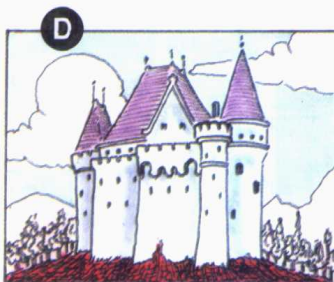
a restaurant



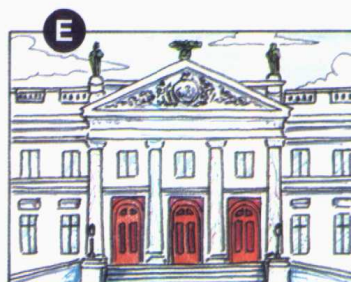
a hotel



a theatre



a castle



a museum

Speaker 1 _____

Speaker 3 _____

Speaker 2 _____

Speaker 4 _____

ACTIVITY 2

You will hear a tour guide talking about castles. For questions **1-4**, 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 Kings and Queens, noble _____ and knights lived in castles.
- 4 In times of danger, the local people went to their _____.

Speaking

ACTIVITY 1

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

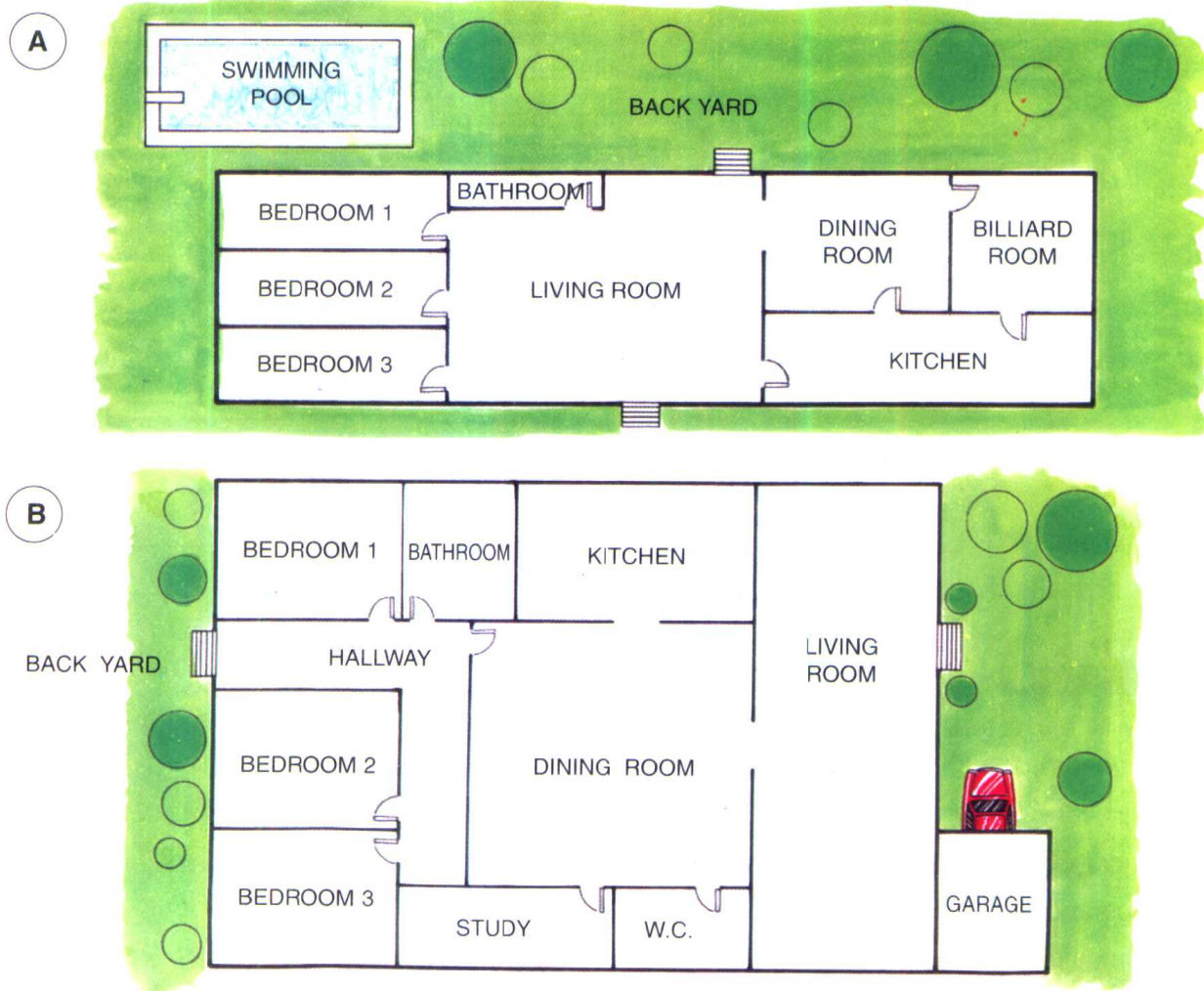
VOCABULARY

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.



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



STUDENT A

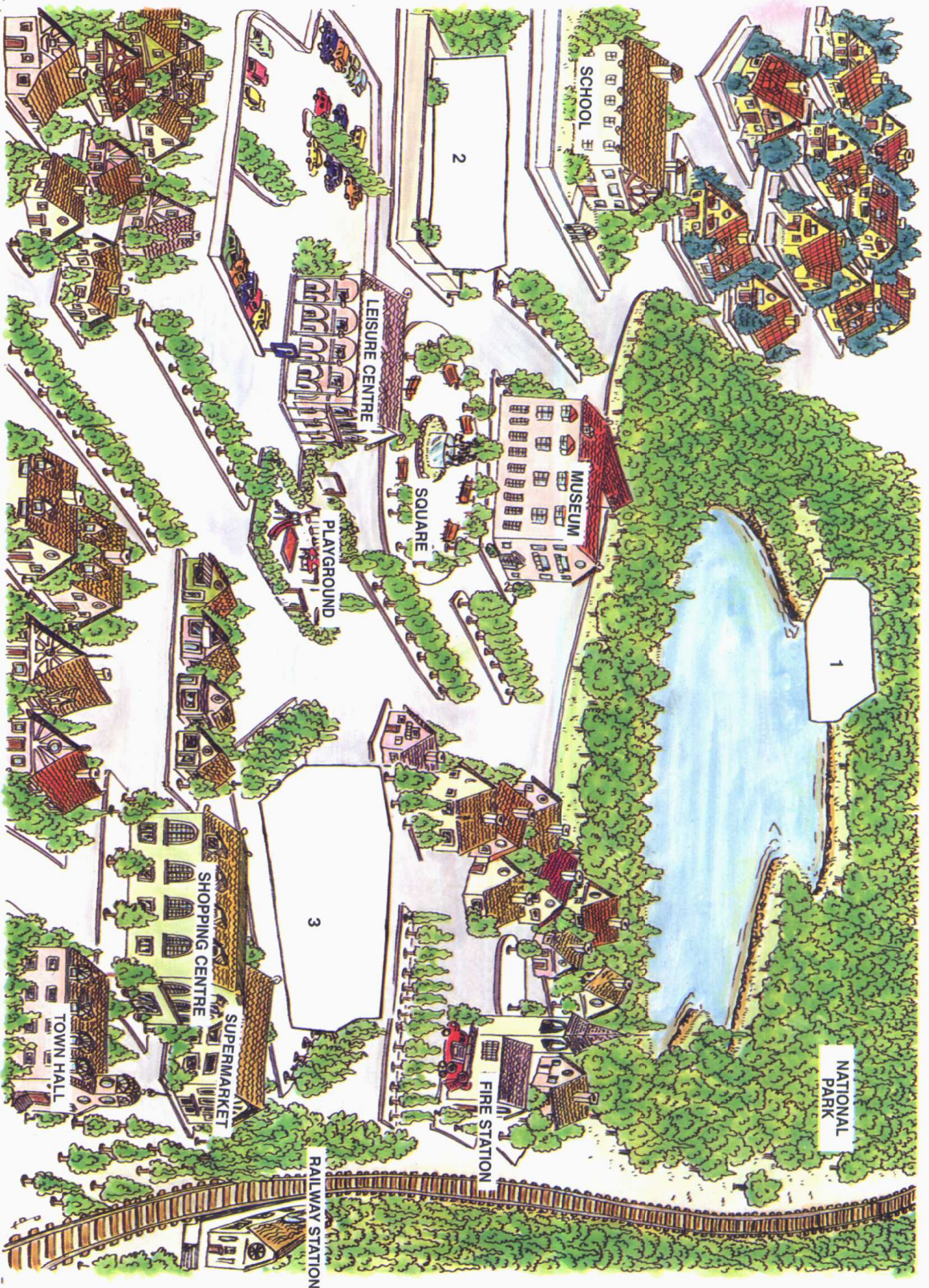
THE TOWN OF GREENSTED



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

STUDENT B

THE TOWN OF GREENSTED



Population: _____
 Founded: 1350

(4) Leisure Centre: Open from _____ to _____
 Car park holds 200 cars

Fire Station Tower: _____ (6) metres in height

Town Hall: Built in 1835

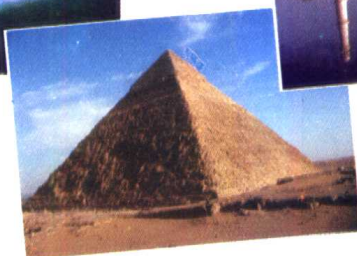
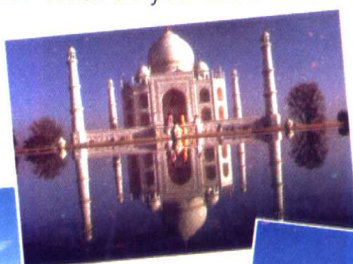
Animals in National Park: deer, rabbits,

_____, _____ (7)

Reading & Writing

PRE-READING

Can you identify the five landmarks below? What do you know about them?



ACTIVITY 1

As part of a class project, students have been asked to describe a famous landmark. Read the description below, written by a student. What is the writer's overall impression of the Eiffel Tower?



One of the world's most famous landmarks is the Eiffel Tower, which was designed and built by Alexandre G. Eiffel in 1889. It is located in the centre of Paris and has become a major tourist attraction, with thousands of tourists visiting it every year.

What makes the Eiffel tower so special is its design and height. Being 300 metres high, this impressive tower is one of the tallest landmarks in Paris and can be seen from great distances. Of course most people prefer to visit and admire it up close.

The Eiffel Tower has three levels. By taking a lift or climbing hundreds of stairs, you can visit the restaurant on the first level and have a delicious French meal. The other two levels each have an observation deck, where you can enjoy grand views of Paris.

However, the Eiffel Tower is not only a tourist attraction. The department of meteorology has a weather station and an antenna at the top. This makes it even taller.

Without a doubt, the Eiffel Tower is an impressive and unforgettable sight. It is truly worth visiting.

ACTIVITY 2

Answer these questions:

- Which tenses are used in the description? Why?
- What is the topic of each paragraph?