



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 3

(引进版)

Intermediate

(兼作高等职业学校英语预备级)

中等职业学校英语改编组

E. MOUTSOU - S. PARKER



高等教育出版社
HIGHER EDUCATION PRESS

中等职业教育国家规划教材出版说明

为了贯彻《中共中央国务院关于深化教育改革全面推进素质教育的决定》精神，落实《面向 21 世纪教育振兴行动计划》中提出的职业教育课程改革和教材建设规划，根据《中等职业教育国家规划教材申报、立项及管理意见》（教职成[2001]1 号）的精神，教育部组织力量对实现中等职业教育培养目标和保证基本教学规格起保障作用的德育课程、文化基础课程、专业技术基础课程和 80 个重点建设专业主干课程的教材进行了规划和编写，从 2001 年秋季开学起，国家规划教材将陆续提供给各类中等职业学校选用。

国家规划教材是根据教育部最新颁布的德育课程、文化基础课程、专业技术基础课程和 80 个重点建设专业主干课程的教学大纲编写而成的，并经全国中等职业教育教材审定委员会审定通过。新教材全面贯彻素质教育思想，从社会发展对高素质劳动者和中初级专门人才需要的实际出发，注重对学生的创新精神和实践能力的培养。新教材在理论体系、组织结构和阐述方法等方面均作了一些新的尝试。新教材实行一纲多本，努力为教材选用提供比较和选择，满足不同学制、不同专业和不同办学条件的教学需要。

希望各地、各部门积极推广和选用国家规划教材，并在使用过程中注意总结经验，及时提出修改意见和建议，使之不断完善和提高。

教育部职业教育与成人教育司

2001 年 5 月

1200236831



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



1200236831

福州大学

Listening Speaking Reading Writing

英语 3

(引进版)

Intermediate

(兼作高等职业学校英语预备级)

E.MOUTSOU - S.PARKER

中等职业学校英语改编组

责任主审：刘鸿章

审 稿：王墨希

H31
46



高等教育出版社
HIGHER EDUCATION PRESS

AMM
PUBLICATIONS

Copyright 1998 by MM Publications

Published by arrangement with MM Publications.

Chinese Adaptation Copyright 2001, 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

英语. 3: 引进版 / 中等职业学校英语改编组.

—北京: 高等教育出版社, 2001.7

中等职业学校英语教材

ISBN 7-04-009705-2

I. 英… 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 (2001) 第 037210 号

策划编辑 刘 援 梁 玫 责任编辑 雍 容 封面设计 王凌波
版式设计 张 彤 责任校对 雍 容 责任印制 陈伟光

英语 3 (引进版)

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

电 话 010-64054588

网 址 <http://www.hep.edu.cn>

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

邮政编码 100009

传 真 010-64014048

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

印 张 7.75

字 数 190 000

版 次 2001 年 7 月第 1 版

印 次 2001 年 7 月第 1 次印刷

定 价 17.00 元

本书如有缺页、倒页、脱页等质量问题, 请到所购图书销售部门联系调换。

版权所有 侵权必究

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。

本书为第三册,由王松美、武竞、杨力红、南媛媛、张洲、马英华改编。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。

高等教育出版社

2001年3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	Communication	
	Listening	26
	Speaking	27
	Reading & Writing	
	an e-mail in a business context	29
UNIT 5	Holidays	
	Listening	34
	Speaking	35
	Reading & Writing	
	Informal letter (II) - to invite, give directions, make arrangements, accept or refuse an invitation	37
UNIT 6	Advertising	
	Listening	43
	Speaking	44
	Reading & Writing	
	Formal letter (I) - to ask for information.....	45

UNIT 7	News reports	
	Listening	51
	Speaking.....	52
	Reading & Writing	
	Article (I) - to report news	54
UNIT 8	Entertainment	
	Listening	59
	Speaking.....	61
	Reading & Writing	
	Report - to report events and experiences.....	62
UNIT 9	Family / Relationships	
	Listening	66
	Speaking.....	67
	Reading & Writing	
	Informal letter (III) - to ask for advice	68
UNIT 10	Employment / Career	
	Listening	72
	Speaking.....	73
	Reading & Writing	
	Formal letter (II) - to apply for a job.....	75
UNIT 11	Environment / Animals	
	Listening	81
	Speaking.....	82
	Reading & Writing	
	Article (II) - to state your opinion, make suggestions, give information.....	84
UNIT 12	Education	
	Listening	88
	Speaking.....	89
	Reading & Writing	
	Essay (advantages and disadvantages)	91
GRAMMAR		95
VOCABULARY		115

Listening

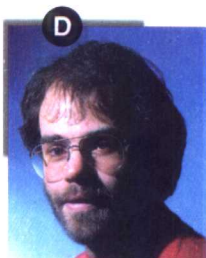
PRE-LISTENING

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 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.

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)

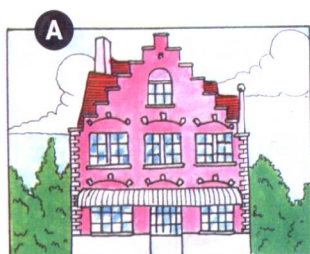
Listening

PRE-LISTENING

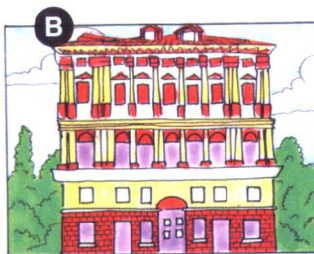
Can you think of a building which has really impressed you? Describe it.

ACTIVITY 1

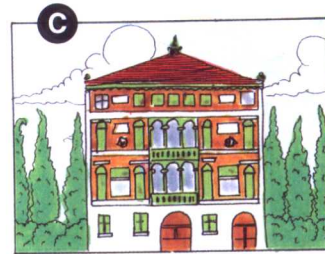
You will hear four people each describing a different building they have seen while on holiday. Choose which building **A-E** each speaker is describing. Write your answers in the spaces provided. There is one extra picture which you do not need to use.



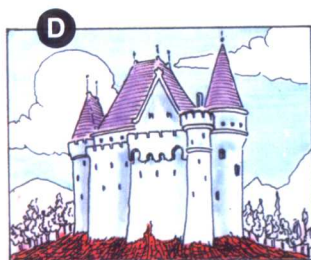
a restaurant



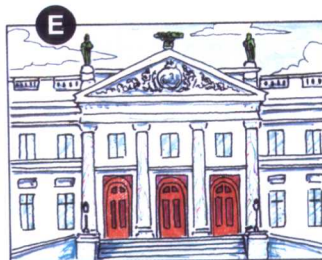
a hotel



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.

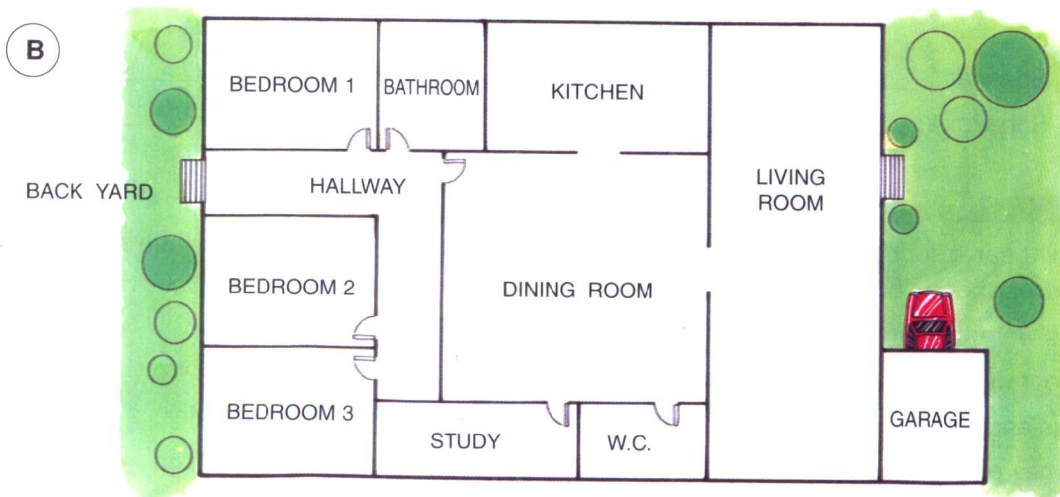
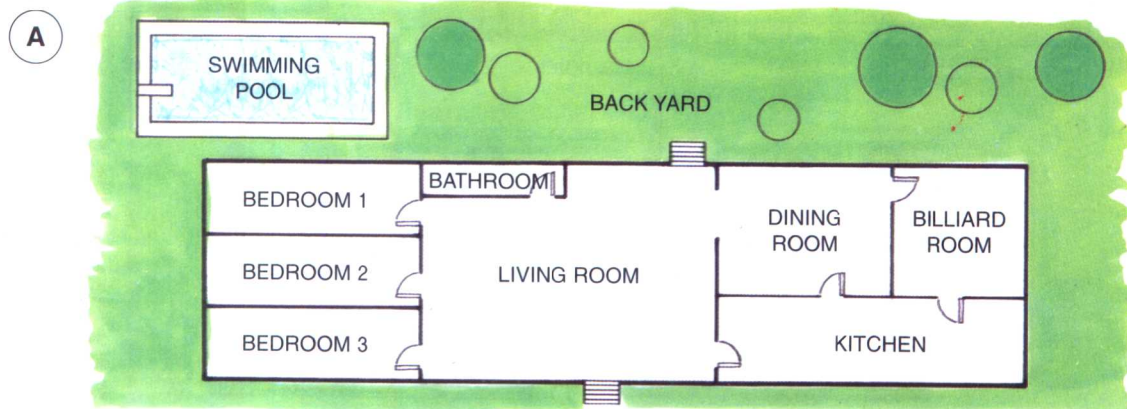
VOCABULARY

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.



Similarities

A

Differences

B

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.

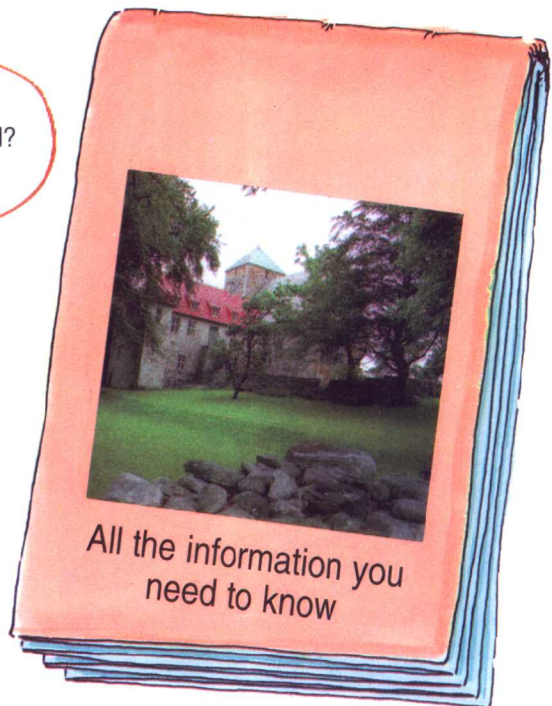
Example

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)

Founded: (4)

Car park holds (5) cars

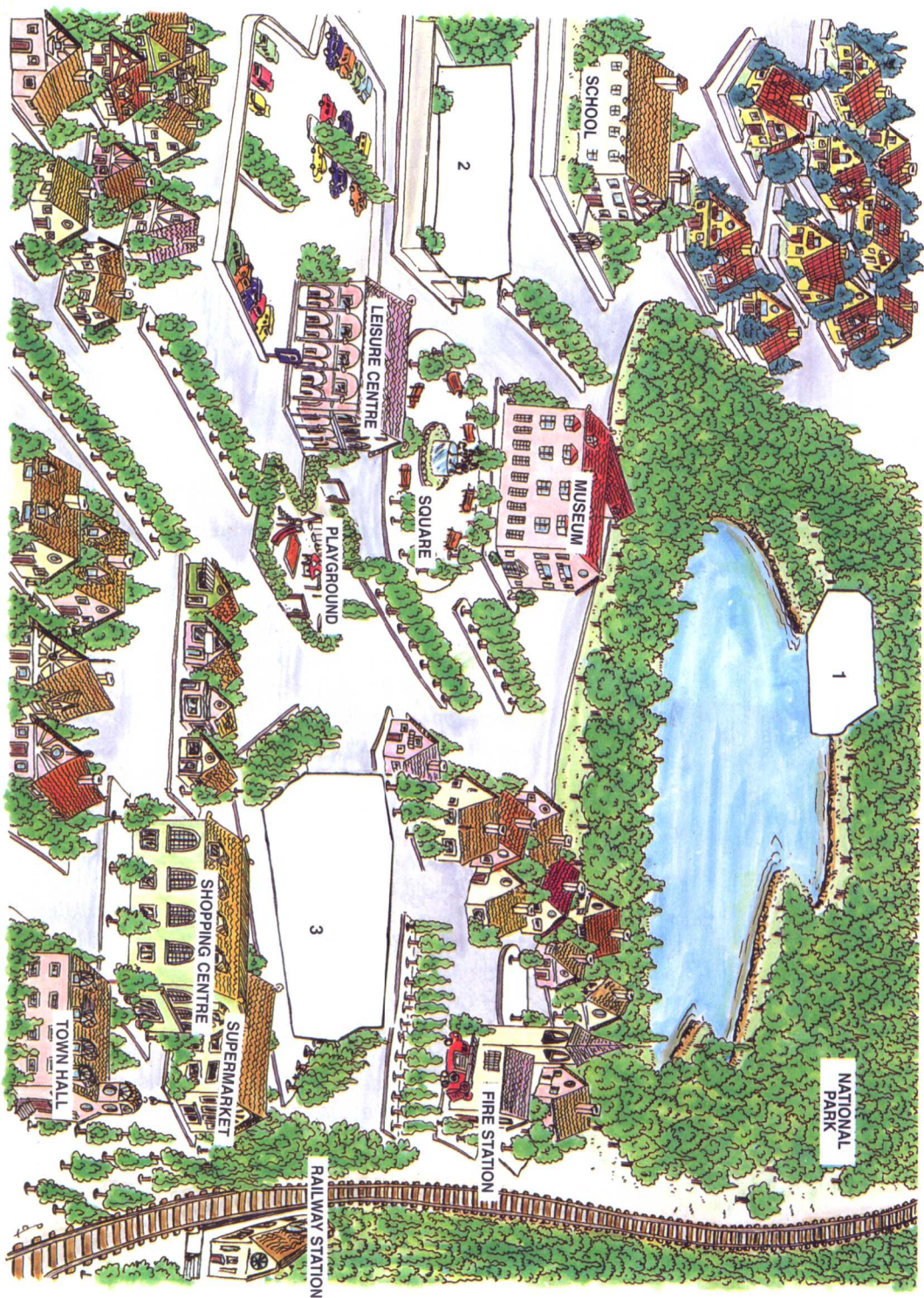
Animals in National Park: (7)

Fire Station Tower: 20 metres in height

squirrels, foxes

STUDENT B

THE TOWN OF GREENSTED



Population: _____ (4)

Leisure Centre: Open from _____ to _____ (5)

Founded: 1350

Car park holds 200 cars

Fire Station Tower: _____ (6) metres in height

Town Hall: Built in 1835

Animals in National Park: deer, rabbits,

(7)