



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

# English

## 英语 3

**基本版**

中等职业学校英语教材编写组  
总 主 编 鲁子问 王笃勤

**(第2版)**



高等教育出版社  
Higher Education Press



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总主编: 鲁子问 王笃勤  
主 编: 王笃勤  
审 稿: 林 立 Blake Anthony  
编 者: (以姓氏笔画为序)

丁 昕 王笃勤 任小池 刘雪蓉 林海燕 梁吉安

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## 致同学

同学们好！欢迎大家使用中等职业学校国家规划教材《英语（基本版）（第2版）》的第3册！

每个同学都希望通过某一门课程的学习能够使自己的能力得到提高。英语课程是中等职业学校各专业必修的一门文化基础课。我们学习英语的目的是了解英语文化，开阔国际视野，更好地发展与完善自我，并获得今后在生活和工作中运用英语的能力。同学们也一定希望我们这套教材能够满足大家学习英语的需要。

本套教材是根据社会发展对英语的需要和全国中等职业学校英语学习现状编写的，它从以下几个方面为同学们的学习提供便利和支持。

### 1. 活动设计灵活多样，增加英语学习兴趣

本教材为同学们提供了形式丰富的练习活动，同学们可以为了真实的目的进行听、说、读、写的训练。例如，你们会听到模拟真实场景的对话，会听到简单的英语广播，还可以在学习完相应内容后为自己的餐厅拟订英文菜单，等等。相信同学们一定会感兴趣的！

### 2. 话题选择贴近生活，突出英语学习的实用性

本教材在话题和内容选择方面充分考虑了同学们的生活经验和所学的内容在将来生活与工作中的实用性。例如，在话题方面，同学们会学到诸如问候、求职、购物、餐厅就餐等常见话题；在内容方面，你们会读到现实生活中常见的海报、广告、e-mail、小故事、信函及旅游介绍等。

### 3. 以任务为导向，提高英语运用能力

本教材在每个单元都为同学们安排了不同样式的任务，例如制作名片、海报、组织竞赛、作调查研究，等等。在完成任务的过程中，你们会发现学习英语不再是枯燥地记忆单词和语法，而是在仿真的生活或工作场景中运用英语去听、去说、去做。相信同学们通过认真学习，一定能用所学英语制作出自己的名片或班级活动海报等，并体验到英语学习的成就感。同学们可千万不要错过哟！

### 4. 为语言活动创设职业场景，体现职业特色

本教材中，我们尽可能将各种语言活动设置在职业场景中，例如，在学习完个人信息的



表达后，你将模拟英语面试的场景，还要填写英语求职表。你会发现你不是在为学习英语而学习英语，而是在仿真的工作环境中去运用英语处理问题、解决问题，相信这种活动会帮助你顺利适应未来工作的需要。

在具体每个章节的编写中，我们设计了以下几部分内容：

#### ■ 导入 (Lead-in)

本节内容主要是通过各种活动形式帮助同学回忆有关本单元话题的原有知识，将新旧知识有机衔接，以更好地掌握单元教学内容。

#### ■ 听说部分 (Listening & Speaking)

本节内容以对话的形式呈现，每个对话都包含了听和说两类活动，先听后说，从听过过渡到读，再从读过渡到说，旨在培养同学们的听力技能和策略及运用英语进行口头表达的能力。

#### ■ 阅读 (Reading)

本节内容培养同学们的阅读技能和策略，并为下一环节写作的活动做好准备。

#### ■ 写作 (Writing)

本环节通过控制性和开放性的写作训练，提高同学们的书面表达能力。

#### ■ 语言运用 (Language in Use)

在本环节中，同学们将对本单元的主要语法、词汇进行归纳总结，并在各种语境中加以运用，以起到进一步复习巩固的目的。

#### ■ 单元任务 (Unit Task)

前面提到，我们在每个单元都为同学们设计了不同样式的任务，在完成任务的过程中，同学们要用本单元涉及的听、说、读、写等技能去完成自己喜欢做的事情，既可以巩固本单元的语言知识和技能，又可以提高英语运用能力。

#### ■ 自我评价 (Self-check)

学完一个单元后，同学们一定想知道自己学习的效果如何，所以，在每个单元的最后我们给同学们提供了一个自我总结、自我评价的机会。通过这种方式你们可以总结得失，及时弥补学习中的漏洞，更好地开展下一步的学习，到学期结束时，就可以看到自己丰硕的学习

成果。

## ■ 生活与文化 (Life & Culture)

与第一册不同的是,随着同学们阅读能力的提高,以及想了解其他国家的生活与文化的渴望,我们在每单元最后新加了“生活与文化”这一板块,旨在帮助同学们更好地了解西方文化的点点滴滴,同时提高英语泛读的能力。本部分阅读语言简单易懂,内容新颖,贴近学生生活,并与其单元主题密切相关,希望学有余力的同学们能够在这一板块中得到知识的拓展。

本教材由高等教育出版社外语出版中心基于课题研究成果组织编写,由华中师范大学鲁子问教授和北京师范大学王笃勤博士担任总主编。王笃勤博士同时担任第二册主编,参加本册教材编写的还有华中师范大学的梁吉安、任小池、杭州市职业技术教育研究室林海燕、杭州市服装职业高级中学的丁昕、刘雪蓉。首都师范大学外国语学院林立教授和英语专家Blake Anthony对书稿进行了审阅。本教材在编写过程中还得到了辽宁省基础教育教研培训中心职教部、武汉市教育科学院、宁波市教育局职成教教学研究室、杭州市职业技术教育研究室的大力支持,在成书之前曾在武汉市财贸学校、武汉市财经学校、宁波市职教中心学校、沈阳城建学校等中等职业学校试用,并得到他们很多具有建设性的意见和建议。在此一并表示感谢。

预祝同学们在轻松愉快的氛围中获得学习的成功!

编者

2008年4月

# Contents

Unit	Function	Listening	Speaking
1 Summer Experiences	Asking and offering suggestions	Understand and elicit information concerning travel experiences	Talk about travel experiences and ways of English learning; ask and offer suggestions
2 Life-long Learning	Asking for information and expressing concern	Identify and elicit information about ways of learning	Talk about ways of learning English
3 Practice in Factories	Making arrangement and talking about procedures	Understand and elicit information about work procedures	Talk about the activity arrangement and procedures
4 At the Doctor's	Describing and talking about illness	Identify and retell information about illness and treatment	Describe health condition and give advice
5 Keeping Fit	Making suggestions	Understand the main idea and identify suggestions and advice on health issues in both direct speech and indirect speech	Talk about health and habits and give suggestions; tell ones' word to others
Review 1 Integration of Topic in Units 1 - 5	Integration of functions in Units 1 - 5	Integration of language skills in Units 1 - 5	Express opinions, describe travel experiences

Reading	Writing	Structure	Learning Strategies	Pages
Understand the main idea and elicit details of materials about holiday experiences	Write a letter about travel experiences	Present perfect tense I	Skimming and scanning; taking notes; cooperating	<b>1-14</b>
Understand and elicit information about English programs in companies	Write about English study programs in a company	Present perfect tense II	Scanning; real-life application	<b>15-29</b>
Understand the main idea and elicit information about work procedure	Write instruction about job application	Object clause I	Memorizing vocabulary with the help of a word-map; skimming for the main idea	<b>31-43</b>
Identify the main idea and retell detailed information concerning illness and living habits	Write a sick leave	Object clause II	Skimming and scanning; note-taking; analyzing; comparison	<b>45-59</b>
Understand the main idea, identify and retell the detailed information; predict consequences	Describe past habits and write stories	Direct speech and indirect speech	Collocating; learning grammar with induction; real-life application	<b>61-73</b>
Integration of language skills in Units 1 – 5	Write letters describing experiences	Consolidation, Integration and application	Revision; word-map application	<b>75-85</b>



6	New Job	Expressing likes and dislikes	Understand discussions about jobs; elicit detailed informations about job experiences	Talk about jobs and give opinions
7	Communication	Making suggestions and extending encouragement; describing experiences	Understand job interviews, elicit and retell specific information	Describe oneself with expressions concerning job interviews
8	First Day	Describing feelings; consulting information; extending encouragement	Identify and retell information about working experiences and feelings	Express feelings and encouragement
9	Achievement at Work	Future plannings; expressing congratulations; Inquiry	Identify, elicit and retell information concerning achievements at work and employment	Talk about one's new job and future planning
10	Prospect	Expressing attitude; inquiry	Identify and elicit information concerning attitudes and development of companies	Talk about success and achievement at work
	Review 2 Integration of Topics in Units 6 – 10	Integration of functions in Units 6 – 10	Integration of language skills in Units 6 – 10	Talk about work experiences, plan and express attitudes
附录 1	语法项目总结	164		
附录 2	词汇表	179		

Understand the main idea; identify and retell detailed information concerning jobs	Write about ideal jobs	Adverbial clause I	Skimming and scanning; generalization; analysis; grouping	<b>87-99</b>
Understand the main idea, elicit and retell information concerning business	Describe happenings for complaint and forgiveness	Adverbial clause II	Skimming and scanning; grouping; analysis	<b>101-115</b>
Understand main idea and elicit specific information concerning finding mentors in study and at work	Write advice on how to find a good mentor	Adverbial clause III	Skimming; taking notes; explanation; real-life application	<b>117-129</b>
Elicit information concerning the history of a company	Write about the history of a company or factory	Attributive clause I	Scanning; inferring; sequencing; real-life application	<b>131-142</b>
Identify, elicit and retell information about hot careers and jobs in the future	Write about one's own ideal job or career	Attributive clause II	Induction; scanning; skimming; real-life application	<b>143-154</b>
Integration of language skills in Units 6 – 10	Integration of language skills in Units 6 – 10	Consolidation	Integration and application	<b>155-163</b>

# UNIT 1

## Summer Experiences

### UNIT TASK

Page 12

*Make a survey for the most interesting holiday experiences.*

### ○ Lead-in

1. Look at the pictures and match the descriptions of traveling with the pictures.

看图，将旅行描述与图片匹配。



Traveling through the Hutongs

Traveling by plane

Climb the Great Wall

Camp beside Uluru



UNIT 1 Summer Experiences

1

2. Discuss what problems you might have when you travel abroad. 小组讨论出国旅游时可能会遇到的困难。

- 1) get ill because of weather or food
- 2) get lost
- 3) have communication problems
- 4) be cheated
- 5) ...

3. Ask your partner what problems he / she once had during traveling and how he / she solved them. 询问同伴假日中曾经遇到的困难，是怎么解决的。

Example:

A: What problems have you once had during ...? / Did you meet any difficulty during ...?

B: ...

A: How did you solve it / them?

B: ...

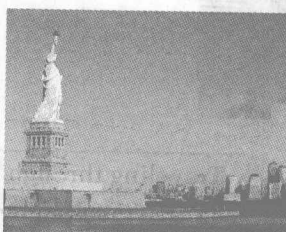
## ○ Listening and speaking

4. Listen and decide where Zhang Ming has been to and what he has done. 听录音，选择正确的图片，说明张明去了哪儿，做了些什么。

1) Where has Zhang Ming been to?



A.

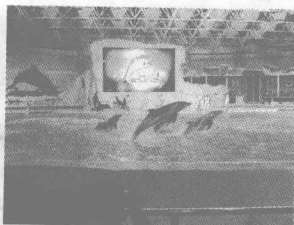


B.



C.

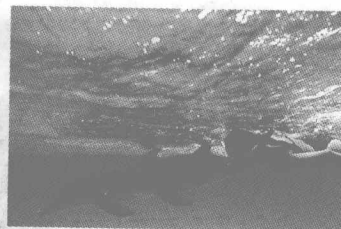
2) What has he done?



A.



B.



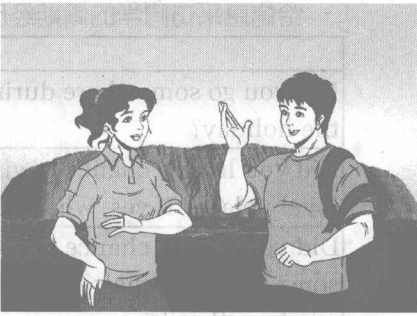
C.

5. Listen to the dialogue again and tick (✓) the correct statement. 听录音, 选择正确的句子。

- ( ) 1) Sara looks stronger after the holiday.
- ( ) 2) Zhang Ming has been to New Zealand.
- ( ) 3) Sara has had a wonderful holiday.
- ( ) 4) Zhang Ming swam with a dolphin.
- ( ) 5) Sara has difficulty communicating with local people.
- ( ) 6) Zhang Ming wants to improve his spoken English.
- ( ) 7) Sara advises Zhang Ming to listen to English news.
- ( ) 8) They decided to organize an English club.

6. Listen to the dialogue and underline the words and phrases about holidays.

听录音, 标出有关谈论度假的词句。

Sara:	Hi, Zhang, you look stronger after the holiday. Did you go anywhere during the holiday?	
Zhang Ming:	Yes, I have just come back from my holiday in New Zealand.	
Sara:	Wow! You must have had a wonderful holiday! I heard New Zealand is a beautiful place.	
Zhang Ming:	Right, you should go sometime. It's a lovely country.	
Sara:	Anything special to share with me?	
Zhang Ming:	So many. Where should I begin? Oh, I got a chance to swim with dolphins.	
Sara:	That sounds interesting.	
Zhang Ming:	Yeah, but sometimes I found it hard to communicate with the local people because of my limited English.	
Sara:	Did you have a hard time?	
Zhang Ming:	Yes, many times I had to draw upon body language. So I've decided to do my best to improve my English from now on. Any suggestions?	
Sara:	I think you should listen to a variety of things, such as, news, stories, songs and so on.	
Zhang Ming:	I agree. What should I do to improve my spoken English?	



Sara: I think you can go to an English corner.  
Zhang Ming: That's a good idea! Thank you.

7. Talk with your partner. See if the following are true for him / her. 与同伴交流，看下面表述与其情况是否相符。

- 1) I look stronger after the holiday. ( )
- 2) I have just come back from a beautiful place. ( )
- 3) I had a chance to swim in the sea. ( )
- 4) I had a chance to talk with foreigners. ( )
- 5) I had difficulty communicating with strangers. ( )
- 6) My spoken English is limited. ( )

8. Interview your classmates about their holidays with the following table. 用所给信息采访同学的假期经历。

	Student 1	Student 2	Student 3	Student 4
Did you go somewhere during the holiday?				
Did you have a chance to visit a lovely place? If yes, what is it?				
Did you have a chance to see some lovely animals? If yes, what are they?				
Did you have a chance to swim in the sea?				
Did you meet with any difficulty in the holiday?				
How is your spoken English?				
What advice can you give to improve one's spoken English?				

### Everyday English

Where have you been on holiday? 假期你去了什么地方?

Did you go somewhere during the holiday? 假期去哪了?

Anything special to share with me? 有什么特别的可以分享一下吗?

That sounds interesting. 听起来很有趣。

I agree. 我同意。

9. Think of situations in which you can use Everyday English and act them out.

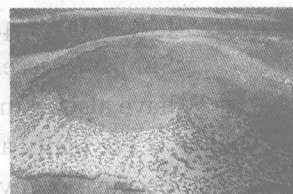
想象可以使用“每日英语”的情境，并表演出来。

# Reading

10. Look at the pictures and match the information with each picture. 把下面的信息与图片连线。



- a. sunbathing and swimming in the sea
- b. dry desert and dry grassland
- c. green frogs with red eyes
- d. a camping holiday
- e. the Great Barrier Reef
- f. Uluru



11. Scan the passage and choose which of the following express Peter's experience in Australia. 快速阅读课文，选出哪些描述的是Peter在澳大利亚的经历。

- ( ) 1) The family have had a wonderful time in Australia.
- ( ) 2) Peter went sunbathing and swimming in the sea.
- ( ) 3) They went camping in the desert.
- ( ) 4) Peter saw real crocodiles in Sydney.
- ( ) 5) Peter hiked in a tropical forest.
- ( ) 6) Peter traveled in a hot air balloon.
- ( ) 7) Peter took photos of Uluru.

## A letter to a pen friend

Dear Mark,

Guess where I am writing to you? Australia! My family and I have been here for two weeks now. We have already been here twice and have always had a great time. The weather here is beautiful. Most of the time we're sunbathing and swimming in the sea.

We have traveled all over the country and we have seen a lot of sights. We traveled in a hot air balloon, saw green frogs with red eyes and watched real crocodiles in Kakadu National Park. I saw Uluru, in the center of the country, and I have taken photos of the Great Barrier Reef on the east coast. We camped in the Simpson Desert and visited a tropical forest. It was amazing and unforgettable. We have also been to Sydney, one of the world's biggest cities.

We really are having a wonderful time. But one thing troubled me is my English. Because of my poor spoken English, many times I had to draw upon body language to communicate.

Looking forward to seeing you soon.

Yours,  
Peter

12. Read again and complete the travelog for Peter. 读课文，帮助Peter完成旅游日志。

Travelog	
Place of travel	Australia
Places visited	1) Kadadu National Park 2) _____ 3) _____
Things seen	1) Uluru 2) The Great Barrier Reef 3) _____ 4) _____
Things done	1) Traveled in hot balloons 2) _____ 3) _____ 4) _____

Problems

## Writing

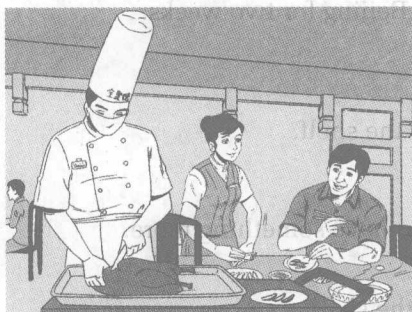
13. Peter visited China this summer. Look at the pictures and write down Peter's experiences. Peter今年夏天来中国旅行，下面是他到过的地方，补全图片下表示他活动的短语。



\_\_\_\_\_ the Great Wall



\_\_\_\_\_ through the Hutongs in Beijing



\_\_\_\_\_ Beijing roast duck



\_\_\_\_\_ at the Tian'anmen Square

14. Complete the following letter Peter wrote to his friend with the help of the pictures above. 借助上面的图片信息完成Peter给朋友的信。

Dear Jack,

How are you doing? I \_\_\_\_\_ Beijing this summer.

I \_\_\_\_\_ the Great Wall, \_\_\_\_\_

through the Beijing Hutongs, and ate \_\_\_\_\_. I also \_\_\_\_\_