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工学结合新思维高职高专  
航海技术类“十二五”规划教材  
总主编 马魁君

# 航海英语视听说

HANGHAI YINGYU SHITINGSHUO

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副主编 李 超 张 敏 白 璐】



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# 出版说明

中国自 2001 年加入世贸组织之日以来,严格遵守有关海运行业的发展承诺,全面实施《国际海运条例》等法规,在海运服务、港口建设等方面实行新的开放政策,为中外航商提供更为公平的市场经营环境,成为直接与国际接轨和充分竞争的行业,其开放度高于各发展中国家,与发达国家基本相当。

当前,中国正在积极建设以渤海湾、长三角、珠三角三大港口群为依托的三大国际航运中心,即以天津、大连、青岛等港口为支撑的北方国际航运中心,以江浙为两翼、上海为中心的上海国际航运中心,以深圳、广州、香港为支撑的香港国际航运中心。

为适应我国海运事业蓬勃发展对航海技术类高素质技能型专业人才的迫切需要,对外经济贸易大学出版社认真贯彻教育部教高[2006]16号《关于全面提高高等职业教育教学质量的若干意见》的要求,联合天津海运职业学院、天津职业大学、天津中德职业技术学院、天津电子信息职业技术学院、芜湖职业技术学院、天津对外经济贸易职业学院、天津冶金职业技术学院、天津青年职业学院、天津城市职业学院、河北交通职业技术学院、天津国土资源和房屋职业学院、南通航运职业技术学院、广西职业技术学院、西安职业学院、济南铁道学院、福建交通职业学院、集美大学航海学院、辽东学院等国家、省(直辖市)级示范性高等职业院校创新推出一套面向高职高专层次、涵盖航海技术类不同专业的立体化教材——工学结合新思维高职高专航海技术类“十二五”规划教材。该系列教材包括航海技术、海事管理、酒店管理(邮轮乘务)、轮机工程管理、航运经济、计算机网络技术、理化测试及质检技术等专业。

根据教高[2006]16号文件关于“高等职业院校要积极与行业企业合作开发课程,根据技术领域和职业岗位(群)的任职要求,参照相关的职业资格标准,改革课程体系和教学内容,建立突出职业能力培养的课程标准,规范课程教学的基本要求,提高课程教学质量”的要求,本套教材的编者在深入行业实践、调研的基础上,着眼于提高学生专业实际操作能力和就业能力的宗旨,采取了情境模块、案例启发、任务驱动、项目引领、精讲解重实训的编写方式,使教材建设在理论够用的基础上,在专业技能培养与训练环节,特别是“教学做一体化”方面有所突破,“确保优质教材进课堂”。

根据国家职业教育的指导思想,目前我国高职高专教育的培养目标是以能力培养和技术应用为本位,其教材建设突出强调应用性和适用性,既要满足专业教育又能适应就业导向的“双证书”(毕业证和技术等级证)的人才培养目标需要。根据教育部提出的高等职业教育“与行业企业共同开发紧密结合生产实际的实训教材”的要求,本套教材的作者不仅具有丰富的高等职业教育教学经验,而且具有海运企业相关岗位的一线实践经历,主持或参加过多项应用技术研究。这是本套教材编写质量与高等职业教育特色的重要保证。

此外,本套教材配有教师用 PPT 文稿,方便教师教学参考。

天津海运职业学院院长马魁君教授担任本套教材的总主编。本套教材的参编企业有中远散运有限责任公司、中国石油集团海洋工程有限公司、伦敦海事、微软（中国）有限公司、中铁工程设计院（天津）有限公司、新浪网技术（中国）有限公司、思科（中国）网络技术有限公司等。

愿本套工学结合新思维高职高专航海技术类“十二五”规划教材的出版对我国海运高等职业教育的创新发展与高职人才培养质量的稳步提升有所裨益！

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2010年6月

# 前 言

《航海英语视听说》是“‘工学结合新思维’高职高专航海技术类十二五规划系列教材”之一。

《航海英语视听说》根据教育部 2006 年发布的《教育部关于全面提高高等职业教育教学质量的若干意见》、交通部 2004 年 8 月 1 日颁布实施的《中华人民共和国海船船员适任证书考试、评估和发证规则》(简称“04 规则”),以及国际海事组织《STCW78/10 公约》(国际海员培训、发证、值班标准公约)的规定与要求编写。

教材编写团队在天津海事局船员处的精心指导和耐心帮助下,对于《海船船员适任评估纲要》中的《英语评估纲要》部分进行了细化和解析,据此制定了本教材的编写方案。

为使本教材充分体现“工学结合”、“教学做一体”与“就业为导向”的高职教育思想,教材编写团队的骨干教师按照学院领导的统一安排,通过深入航运企业上船实践与船员共同工作、生活的历程,不仅实地了解了船上工作人员的岗位设置,也熟悉了船舶的类型、构造与船上安全须知。在此基础上,编写人员与船员共同进入船舶离港、海上航行、船舶进港的航行过程。船舶靠岸后,对于船舶在港期间的船舶检修、物料供应、监督检查、装货理货等操作环节也在船员师傅的指导与配合进行了调研与操作。正是由于编写教师既把握了国家海事局关于船员英语能力的标准要求,又深入航运企业,具体了解远洋船舶驾驶岗位的工作流程和工作任务,才能够从船员海上漫长的漂泊职业经历与船员岗位工作流程中归纳出清晰的工作模块,即“走进船舶”、“海上航行”与“在港停靠”三个模块,从中提取出典型工作任务 10 个,并结合学生学习语言的学习规律,设计了贴紧岗位工作流程的英语学习子任务 42 个。

## 一、教材特色

一是贴紧工作岗位情境和工作流程的任务设计。基于远洋船员的工作岗位情境和工作流程,教材选取大量与远洋船员生活及工作紧密相关的语言材料设计了“走进船舶”、“海上航行”、“在港停靠”三个模块,共设计 10 个任务包,每个任务包下面安排相关的若干学习子任务。全书共包括 42 个学习子任务。

二是基于岗位综合素质培养英语语言能力。本套教材的编写理念是突出船员岗位多种技能的综合素质培养,在此基础上培养运用航海英语进行语言交际、处理岗位职责的能力与终身学习的能力。

航海英语是远洋船舶驾驶岗位的工作语言,其岗位对于英语的要求必须是精通并熟练岗位的操作技能,进而具备英语方面的听说读写综合能力。本套教材将远洋航运从业人员必须具备的专业技能、语言技能、语言知识、文化意识等要素有机地结合起来,相互促进,循序渐进,帮助学生最终实现航海技术行业从业人员的英语语言交际目标。

三是单元教学活动设计的实践性、灵活性和多样性。本教材每一个教学任务下,都

设计了包括明确目标、活动准备、任务实施（听与说，读与说）、成果展示、任务总结等五个教学环节，每个环节下面又安排了若干项教学活动，有利于学生在教师的示范与指导下完成一系列的学习任务。学习活动的设计由教师控制的机械性练习，进而到教师引导的半控制性练习，最后达到学生的自由练习。教学活动的设计，遵循了从机械到灵活、从示范到实践、从简单到复杂的认知与实训规律。

在明确目标环节中，通过 Learning Objective（学习目标）的制定，使学生明确每个任务的目的。

在活动准备（Warm-up）环节中，设计了看与词汇（Vocabulary and Watching）、听与词汇（Vocabulary and Listening）以及说与词汇（Vocabulary and Speaking）等三个学习活动，便于学生对于本单元的任务有初步了解，进而通过视听说的方式了解本学习任务需用的基本词汇和基本句型。

在任务实施环节中，设计了听与说（Listening and Speaking）、读与说（Reading and Speaking）两个大的教学活动。在听与说中，设计了准备听、一听、二听、三听等一系列活动。在读与说活动中，教师设计了灵活多样的练习形式，使学生通过角色的转换，全面理解具有交际意义的语篇材料。

学生在完成上述学习活动以后，自然完成了相应的学习任务。到了成果展示（Learning Outcome）环节，教材设计了对话练习和话题练习，以利于学生将本单元的所学语言知识运用到船员工作岗位的交际交流中。

本教材的每个单元都设计安排了一个任务总结档案（Subtask File），让学生自己总结本单元所学的基本词汇、基本句型和交际话题，让学生了解自己的学习效果。

四是丰富的能力拓展备用资源。本教材在每个单元的最后，都准备了大量学习素材，包括和本单元的任务相关的词汇、句型和篇章。这些丰富的语言知识和语言背景材料，可以作为学生预习的材料，同时也可作为学生职业能力拓展所需的学习实训资料。

## 二、适用对象

本教材可用于航海类高职高专院校航海技术专业在校学生的正式教材，也可以用于航运企业在职工关于航海英语听力与会话能力提升的培训教材，还可以用于港监员、船舶交管人员、远洋船员、海岸电台话务员等自学英语听力和会话的参考资料。

## 三、学时建议

本教材可以根据学生学习能力和学习水平的不同，安排 100-160 学时，分成三个学期学习。建议每周 4 学时。

## 四、编写分工

本教材由天津海运职业学院航海技术系航海英语教研室《航海英语视听说》课程教学团队全体教师集体建设。黄晓平、吴金龙担任主编，李超、张敏、白璐担任副主编，全书由黄晓平统稿。全书课件制作由熊海生、麻荔波、苑靖国完成。教材编写分工如下：

模块一的具体分工：李超老师编写了任务一“熟悉船上人员配备”，包括子任务一“问候与介绍”、子任务二“甲板部船员的职责”、子任务三“船上人员配备”；任务二“熟悉船舶”，包括子任务一“船舶类型”、子任务二“船舶结构”、子任务三“驾驶台”与子任务四“航海仪器”。白璐老师编写了任务三“船上安全”，包括子任务一“ISPS

规则（国际船舶与港口设施保安规则）”、子任务二“个人安全”、子任务三“各种事故及其预防”、子任务四“人员落水”与子任务五“防火和灭火”。

模块二的具体分工：黄晓平老师编写了任务一“海上通信”，包括子任务一“GMDSS概述”、子任务二“气象报告”、子任务三“航行警告—气象信息”、子任务四“遇险通信”、子任务五“搜救作业”。张敏老师编写了任务二“离港”，包括子任务一“驾驶台准备”、子任务二“机舱准备”、任务三“离泊操作”。吴金龙和熊海生老师编写了任务三“海上航行”：其中熊海生老师完成了子任务一“航行值班”、子任务五“避碰”；吴金龙老师完成了子任务二“驾驶台值班”、子任务三“航行警告”、子任务四“动态报告”。苑靖国、黄晓平、张敏编写了任务四“进港”：其中苑靖国老师完成了子任务一“海关检查”、子任务二“检疫检查”；黄晓平完成子任务三“移民检查”、子任务四“引航”；张敏老师完成了子任务五“靠泊操作”。

模块三的具体分工：张敏老师编写了任务一“备航”，包括子任务一“船舶检修”、子任务二“物料供应”、子任务三“加油加水”。郭滨老师完成了任务二“港口国监督检查”，包括子任务一“驾驶台检查”、子任务二“救生检查”、子任务三“消防检查”。黄晓平老师编写了任务三“货运”，包括子任务一“货物性质”、子任务二“装卸货设备”、子任务三“装货准备”、子任务四“装货当中”、子任务五“卸货”、子任务六“理货”。

本书在设计与编写过程中，采纳了中远散运国际船员外派公司提供的大量素材。天津理工大学航海学院院长荣雷教授对本教材的编写提出了宝贵意见，同时提供了编辑素材。本书在确定教材的编写体例、构架和写作大纲时，得到了天津海运职业学院基础课部邢艳梅老师的大力支持。全书编写完成后，天津海事局船员处高守一船长对教材进行了审阅和校对，天津海事局船员处处长王长青先生担任主审对教材进行了精心把关。在此一并深表感谢！

鉴于编写团队深入航运企业上船实践的时间有限，本教材疏漏和不足之处在所难免，恳望国家海事管理专家、航运企业界领导、航海技术类院校的教师同仁与莘莘学子多提宝贵意见，以便再版时加以充实与完善。

编 者  
2010年6月



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Task One Preparation for the Sea 备航

Subtask One The Ship's Maintenance Work 船舶检修

Subtask Two Victual of the Ship 物料供应

Subtask Three Replenishment of Fuel Oil and Fresh Water 加油加水

Task Two PSC Inspection PSC (港口国监督) 检查

Subtask One Inspection Carried Out on the Bridge 驾驶室检查

Subtask Two Inspection on Life-saving 救生检查

Subtask Three Inspection on Fire-fighting 消防检查

Task Three Cargo Work 货运

Subtask One Nature of Cargo 货物性质

Subtask Two Cargo Handling Equipment 装卸货设备

Subtask Three Preparation for Loading 装货准备

Subtask Four Loading in Progress 装货当中

Subtask Five Cargo Discharging 卸货

Subtask Six Cargo Tallying 理货

# Module One



## Getting to Know the Ship

# *Task One*

## Familiarization with a Ship's Manning System

### Subtask One Greetings and Introductions on Board a Vessel

#### ■ Learning Objectives

Upon completion of this Subtask the students will be able to

1. Distinguish different personnel on board vessel in English orally;
2. Get familiar with and answer the listening comprehension questions correctly;
3. Start conversations with the others using the terms and phrases they have learnt in this Subtask.

#### ■ Part One: Warm-up

Activity One: Vocabulary and Watching



Look at the picture, who do you think they are? And where do you think they work? Try to tell your partner in as many words as you can.

## Activity Two: Vocabulary and Listening

Circle the words or phrases that you've heard.

seaman	seafarer	sailor	mariner
captain	chief officer	third officer	chief engineer
third engineer	crew member	cabin	pump
expect	Japanese	nervous	Watch your step

## Activity Three: Vocabulary and Speaking

1. Match the definitions with the new words. First do it by yourself and then make up sentences using the new words.

1. expect	short, brief, temporary
2. determined to do my best	to wait for to look forward to something
3. nervous	worried, uneasy
4. watch your step	disgrace, loss of honor
5. get into trouble	have or cause problems
6. saying	be careful, look where you are going
7. momentary	proverb, adage, motto
8. shame	act as if, make believe
9. lifetime	throughout your life
10. pretend	will try hard to do the best I can

## Part Two: Listening and Speaking

### Activity One: Preparation for Listening

Study the following sentences and translate them into Chinese, paying attention to the language structure.

1. I've been expecting you.
2. I'd like to introduce you to Third Mate.
3. I am 22 years old and I am determined to do my best.
4. Nice to meet you, sir. I'm Third Engineer Manuel Santos.
5. Welcome aboard *The Perian Adventure*.

## Activity Two: Factual Recall

**Listen to the passage for the first time and then tell whether the following statements are true (T) or false (F).**

1. The Third Mate Conrad Cruz is from China. He is 22 years old.
2. The Third Engineer Manuel Santos is from Manila. He is 23 years old.
3. This is the first time for the third mate to work on a Japanese ship.
4. Everyone is nervous the first time.
5. We'll keep that in mind, sir.

## Activity Three: Listening with a Purpose

**Listen to the passage for the second time and fill in the blanks according to what you have heard.**

1. The \_\_\_\_\_ Conrad Cruz and the \_\_\_\_\_ Manuel Santos are here.
2. The \_\_\_\_\_ has been expecting the third mate and the third engineer.
3. Cruz was a little \_\_\_\_\_. He has never been on such a large ship
4. The captain expects everyone to work hard, but if the crewmember doesn't \_\_\_\_\_ something, they can just ask.
5. The worst situation is when you \_\_\_\_\_ that you understand when you really don't, and then you \_\_\_\_\_ to do your work right.

## Activity Four: In-depth Listening

**Listen to the passage for the third time and finish the following two exercises.**

### 1. Introduction to the third mate and the third engineer.

Name	Rank	Nationality	Age	Feeling
Conrad Cruz				
Manuel Santos				

### 2. The Captain's advice for the Third Mate Conrad Cruz.

The captain told the third mate the following.

- a. Not to \_\_\_\_\_. Everyone is \_\_\_\_\_ the first time.
- b. Just \_\_\_\_\_ and don't get into any trouble.
- c. I expect everyone to work hard, but if you don't understand something, just \_\_\_\_\_.
- d. In Japan, we have a saying: "Asking for help is \_\_\_\_\_, but never asking for help is \_\_\_\_\_".
- e. The worst situation is \_\_\_\_\_.

## Part Three: Reading and Speaking

### Dialogue A

#### Self-Introduction on a Passage

Santos: (To a Japanese crewmember passing by) Hello! I'm Third Engineer, Manuel Santos. I just came on board.

2/Eng: Hi. Nice to meet you. I'm Second Engineer, Suzuki. I was checking a pump so I couldn't come to the Engine Control Room when the Chief Engineer introduced you.

Santos: Boy, I was surprised by the size of the engine. It's the first time that I've seen such a big one!

2/Eng: This ship keeps us busy and she's a good one to learn many different jobs on.

Santos: I'm sure I'll learn a lot. The small number of crew also surprised me.

2/Eng: Well, it means that each crewmember takes on a lot of responsibility. I do hope you'll become familiar with the ship quickly, and do your job well. We all count on each other. I'll help you whenever there's something that you don't understand. Your hands, feet, and body. You know, hands-on experience. That's the way Japanese people work.

Santos: I see. I was told the same back home.

2/Eng: It's important to work hard. Doing a good job helps you gain confidence. Oh, by the way, I should tell you more about myself. I'm 30 years old. I'm single and I come from Yamaguchi. I like fishing. Pretty handy when you work on a boat, don't you think?

Santos: Sure. I'm 23 years old and I come from Manila. I don't have any hobby. I just like reading.

#### 1. Read the above dialogue with your partners, and match the words with the definition.

Term	Definition
1. crewmember	a. a member of a crew (all the people working on a boat, airplane, train, etc.)
2. Chief Engineer	b. the highest-ranking engineer on a ship
3. responsibility	c. to come to know something well
4. become familiar with	d. depend on, rely on, expect somebody else's help
5. count on	e. a book that shows or teaches things, procedures, etc.
6. instruction book(s)	f. be slow to act, speak or decide, for example, as a sign of uncertainty
7. hesitate	g. learning by doing or through active participation
8. hands-on experience	h. trust, feeling sure, feeling of assurance
9. confidence	i. convenient, easy to use or apply
10. handy	j. duty, work a person has to do

**2. Read the above dialogue again, and fill in the blanks with proper words.**

Manuel Santos, who is the \_\_\_\_\_, just came on board. The Second Engineer, Suzuki who was checking a \_\_\_\_\_ so he couldn't come to the \_\_\_\_\_ when the \_\_\_\_\_ introduced him. Santos was surprised by the \_\_\_\_\_ of the engine. It's the first time that he has seen such a big one! This ship keeps everyone busy and she's a good one to learn many different jobs on. On board, each \_\_\_\_\_ takes on a lot of \_\_\_\_\_. They will become \_\_\_\_\_ the ship quickly. They all \_\_\_\_\_ each other. It's important to work hard because doing a good job helps you gain \_\_\_\_\_.

**Dialogue B**

*(A talk about ranks)*

Jim : Hello, Michael! It's so nice to see you again! Do you still work on board?  
Michael: Yes, I do. I'm a chief officer now.  
Jim : Good for you! That's pretty fast, isn't? Are you the head of the ship?  
Michael: No, no, no. The Chief Officer is only the head of the deck department. I'm under the captain's command. He is the head of the ship.  
Jim: Oh, I see. Who else works in the deck department?  
Michael: The second officer, third officer and some sailors.  
Jim: What do you do on board then?  
Michael: Well, as a chief officer, I'm responsible for making out the stowage plan before loading. I also handle the cargo work.  
Jim: Do the second officer and third officer have different responsibilities?  
Michael: Oh, sure! The second officer corrects the charts and some other marine publications and maintains the navigational aids regularly. The third officer takes charge of the fire-fighting and life-saving apparatus and keeps them in good condition.  
Jim: I never knew there was so much work to do on board! May I go and visit your ship one day?  
Michael: Of course, just wait till we call at this port next time!

**Read the above dialogue and do the note-making**

Michael's rank:

\_\_\_\_\_

The Chief officer's responsibility:

\_\_\_\_\_

The mariners who work in the deck department:

\_\_\_\_\_

The second officer's responsibilities:

\_\_\_\_\_

The third officer's responsibilities:

\_\_\_\_\_



## Part Four: Learning Outcomes

Now it is your chance to practice what you have learned from this Subtask. Put your textbooks away and make a short dialogue with your partners:

**Topic One: Greetings and introductions on board vessel.**

Name	Birthday	Marital state	Vessel's name	Rank
Hanford Loo	17 <sup>th</sup> of April 1973	married	Blue star	4 <sup>th</sup> engineer
Bright Harworth	7 <sup>th</sup> of April 1947	Single	Ocean passage	Pumpman
Leon Chan	4 <sup>th</sup> of June 1976	Divorced	Gloria Gold	A.B

**Topic Two: Please say something about your hometown.**

- (a) The geographical position, population and features of your hometown.
- (b) The environment and customs of your hometown.
- (c) The specialties of your hometown.

**Topic Three: Please say something about yourself.**

- (a) Your name, age, rank, working experiences, hobbies.
- (b) Your daily work.
- (c) Your spare time activities.

## Part Five: Subtask File

Make a summary of what you have learnt in this Subtask, note it down and tell your partners in English about the following:

Vocabulary	
Sentences	
Topic Talking	