

国家旅游局中国饭店职业英语培训与测试指定用书

中国饭店职业英语

CNTA General English Language Proficiency 4

[美] R.E.费尔



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初级

旅游教育出版社

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前 言

自改革开放以来,我国旅游业和饭店业得到了迅速发展。饭店的管理水平和服务质量不断提高,正在向国际水平靠拢。但是我国饭店员工的英语水平仍然普遍较低,与国际水平相比还有一定差距。

为了提高我国饭店服务的水平和质量,提高饭店员工的英语水平,鼓励和促进饭店员工学习英语的积极性,国家旅游局人事劳动教育司从1996年开始,与美国圣地亚哥大学合作,引进该校设计的国际性英语水平测试系统,该测试为国际承认的语言学考试,并根据中国国情,由中美双方专家组经过近两年的协商、调研,开发了一套既符合中国饭店业特点,又达到国际英语交际标准的“中国饭店职业英语标准培训与测试系统”(China National Tourism Administration—General Test of English Language Proficiency,简称CNTA G-TELP),并确定出版相应的分级培训教材。本系列教材共分为三级:初级,即第四级(Level 4);中级,即第三级(Level 3)和高级,即第二级(Level 2)。

该教材的前身——《通用标准英语》(GELP)系列教材是美国圣地亚哥大学专为外国人学习英语而编写的。基于“语言——人际交流的工具”和“使用语言的目的在于人际交流”的理论,该系列教材旨在培养学员实际应用语言的技能,采用功能教学法和交际教学法相结合的手段,全面培养和提高学员听力、口语、阅读的能力。

本系列培训教材在原《通用标准英语》系列教材基础上,根据旅游业、饭店业以及中国的具体情况,由美国圣地亚哥大学的专家进行了必要的修改和增补,对中国饭店具有突出的实用性。

本系列培训教材各级课本分二十个单元,其中第五、十五、二十单元为复习单元。每单元由听力、语法、阅读和对话四部分组成。听、说、读方面的交际能力训练占教材的80%。

此系列教材为准备参加CNTA G-TELP考试人员的培训之用,也适合于旅游高等院校、旅游中等专业学校(包括职业高中)的在校学生和旅游行业及其他相关行业在职人员使用。

本系列教材原作者为美国圣地亚哥大学的Ronald E. Feare先生,Sally Berke和Nancy Herzfeld-Pipkin参加了编写。张明生、修月祯、胡永辉、周福有、余炳炎、戚文琴、吕建中、方薇、李伟、陈更和彭少西同志参加了教材审定工作。

国家旅游局人事劳动教育司

1999年3月

Preface

Welcome to *GELP 4*, the *General English Language Proficiency* course, Level 4.

The *GELP* courses comprise a multi-level curriculum, designed to improve the ability of students of English as a foreign language to understand and use the language for functional purposes. *GELP 4* is for students who need to master the most basic English language skills.

GELP 4 has two components: A student workbook, and a set of audio cassettes containing the listening passages and exercises, as well as hotel business related conversations for practice. There are 20 units in *GELP 4*, four of which are review units.

GELP 4 teaches students the use of language in simple task-oriented situations. It provides instruction and practice in such areas as understanding simple instructions, comprehending minimal statements and questions, and understanding simple business forms and public signs.

Material for the *GELP* curriculum is based on the specifications of the General Tests of English Language Proficiency (G-TELP). The *GELP* courses are not limited to those detailed specifications, but coincide with them, and actually exceed them.

The *GELP 3* and *GELP 2* courses are progressively higher level that may be studied upon completion of *GELP 4*.

The *GELP* courses emphasize English communication skills. Instruction and practice of listening and reading skills as well as oral practice form 80% of the *GELP* materials. Students are exposed to everyday examples of language use such as listening to public announcements; transactions and descriptions; following oral and written instructions; reading personal and business correspondence, tourist guides, applications, etc. Specific grammar points are integrated into the listening and reading practices.

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UNIT 1

A LETTER TO FAMILY

Section 1: LISTENING SKILLS



1.1 Vocabulary Repetition

Repeat each expression after you hear it.

come from

seems like

teacher

share

roommate

pleasant

comfortable

job

1.2 Listening for Vocabulary

Listen to the following sentences. Complete each sentence with the correct vocabulary expression.

1. Robert is a _____ at a school in Tokyo.
2. He is just starting a new _____.
3. He has a _____ named John.
4. John _____ a very nice person.
5. John and Robert both _____ Los Angeles, California.
6. Robert and John _____ a small apartment.
7. The view from their window is _____.
8. Robert's bed is not very _____.

1.3 Listening Passage

Listen carefully to the passage on the tape.

1.4 Listening Comprehension

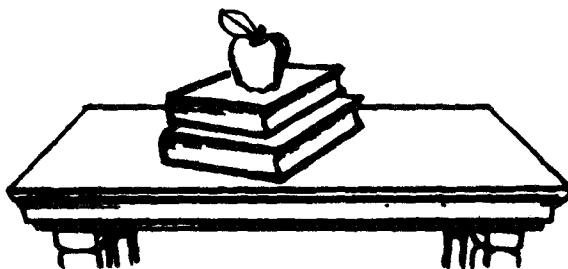
Read the following sentences. Then listen to the passage again. After listening, write **T** if the sentence is **TRUE**, **F** if the sentence is **FALSE**.

- _____ 1. Robert is starting a new job in Japan.
- _____ 2. He is an English teacher at a school in Tokyo.
- _____ 3. It is the first week of classes.
- _____ 4. Robert's roommate is called John.
- _____ 5. John also comes from Los Angeles.
- _____ 6. Robert's bed is very comfortable.
- _____ 7. The apartment is small for two people.
- _____ 8. There is a pleasant view from their window.

1.5 Listening Skills: Prepositions of Location, By

1. The prepositions *on/on top of/in/over/above/under/below* give information about location.

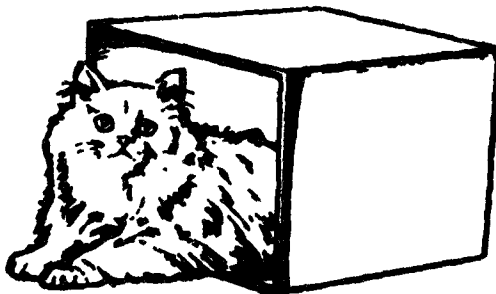
ON/ON TOP OF



The books are **on** the table.

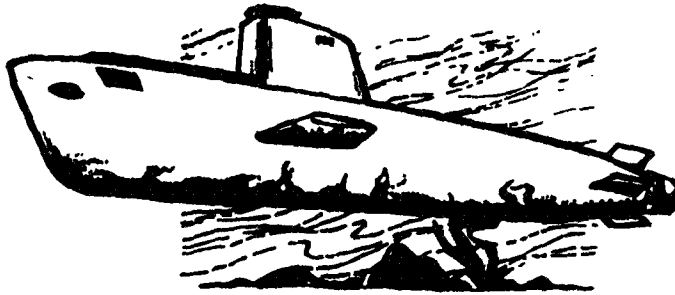
The apple is **on top of** the books.

IN

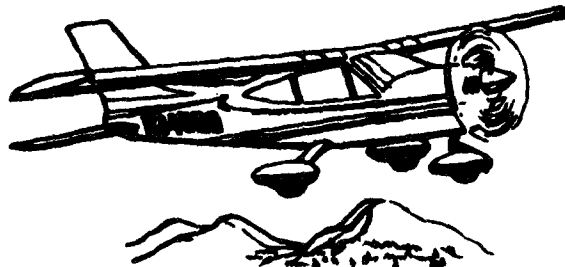


The cat is **in** the box.

OVER/UNDER

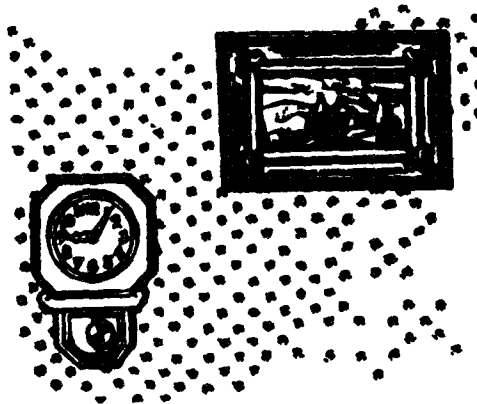


Submarines travel **under** the water.



Airplanes fly **over** mountains.

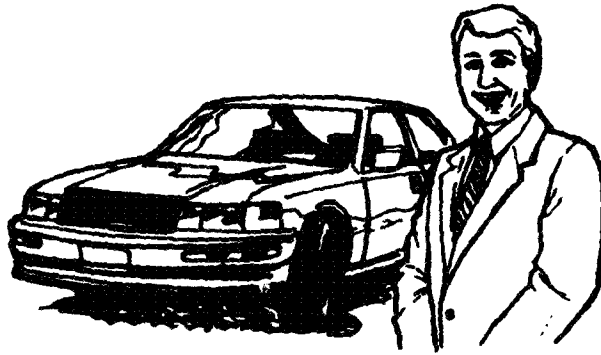
ABOVE/BELOW



The painting is **above** the clock.

The clock is **below** the painting.

2. The preposition *by* is often used to tell how someone travels. We use *by* with many forms of transportation.



He travels **by** car.



They travel **by** train.



She travels **by** bus.

1.6 Listening Practice

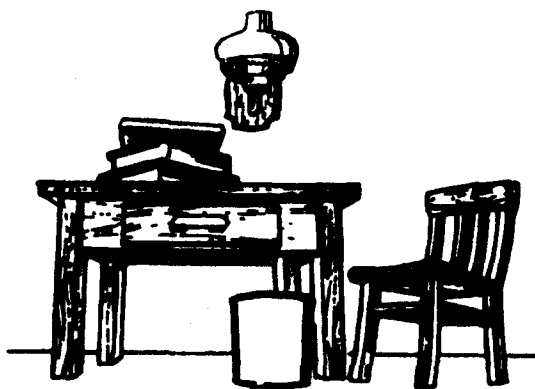
DIRECTIONS: Look at the following pictures. You will hear a question about each picture. Choose the best answer from the four choices given below each picture. You may take notes on the page as you listen.

1.



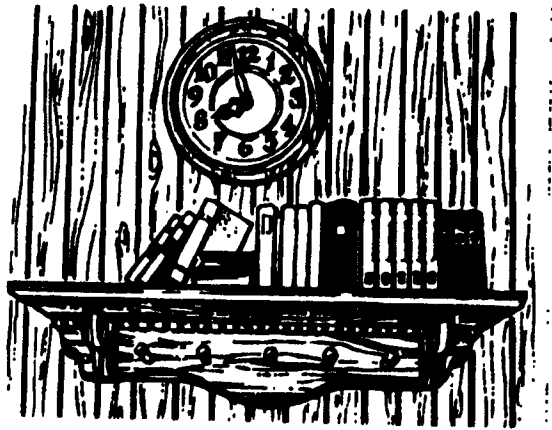
- (a) by bus
- (b) by boat
- (c) by train
- (d) by plane

2.



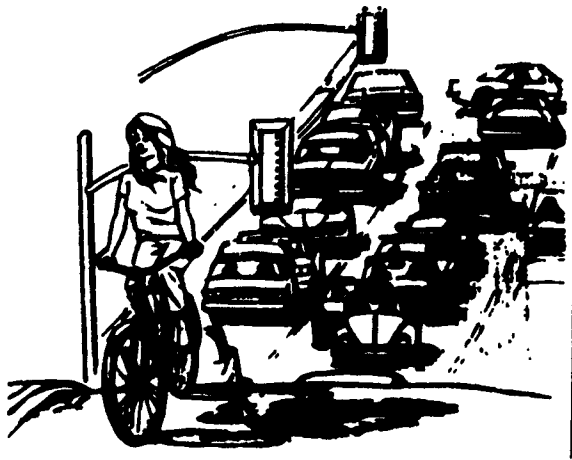
- (a) under the desk
- (b) above the desk
- (c) on the desk
- (d) in the desk

3.

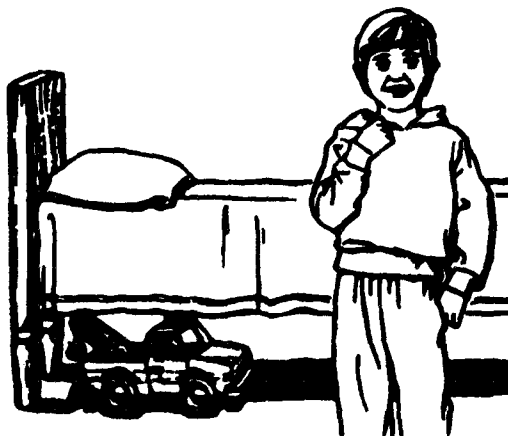


- (a) in the shelf
- (b) under the shelf
- (c) on top of the clock
- (d) on the shelf

4.



- (a) by bicycle
- (b) by car
- (c) by bus
- (d) by train



- (a) on the bed
- (b) under the boy
- (c) above the bed
- (d) under the bed

Section 2: GRAMMAR SKILLS-SIMPLE PRESENT TENSE

2.1 Grammar Preview

Read the following passage. Study the underlined parts of the passage carefully.

Robert is a teacher at a school in Tokyo. He teaches class every day. He usually works in the library after class. Sometimes he returns to his apartment late in the evening.

Robert often writes his parents. His parents write back to him every time. Sometimes Robert and his parents talk on the telephone. Robert's parents are very proud of him.

2.2 Grammar Explanation

In the passage above, the underlined verbs are in the *SIMPLE PRESENT TENSE*. The forms of the verb *be* in the simple present tense are:

I	<i>am</i>	we	<i>are</i>
you	<i>are</i>	you	<i>are</i>
he, she, it	<i>is</i>	they	<i>are</i>

In the passage, there are two examples of the verb *be*:

Robert is a teacher at a school in Tokyo.

(Robert = *he*)

Robert's parents are very proud of him.

(Robert's parents = *they*)

Pronouns such as *he* often combine with forms of the verb *be* to make contractions. These contractions are listed below.

I am	<i>I'm</i>	we are	<i>we're</i>
you are	<i>you're</i>	you are	<i>you're</i>
he is	<i>he's</i>	they are	<i>they're</i>
she is	<i>she's</i>		
it is	<i>it's</i>		

The other verbs in the passage are **ACTION VERBS**. Action verbs involve *doing* something. The action verbs above are *teaches*, *works*, *returns*, *writes*, *write*, and *talk*.

Robert teaches class every day.

He usually works in the library after class.

Sometimes he returns to his apartment late in the evening.

Robert often writes his parents.

His parents write back to him every time.

Sometimes Robert and his parents talk on the telephone.

In the simple present tense, the forms of action verbs are the same except for the **THIRD PERSON SINGULAR** (*subjects: he, she, it*). The forms of the verb *visit* are:

	SINGULAR		PLURAL	
1st person	I	<i>visit</i>	we	<i>visit</i>
2nd person	you	<i>visit</i>	you	<i>visit</i>
3rd person	he, she, it	<i>visits</i>	they	<i>visit</i>

Two examples from the passage are:

Robert often writes his parents. (*Robert = he*)

His parents write back to him every time. (*parents = they*)

In the passage, these action verbs are used in **HABITUAL TIME**. Habitual time tells *how often* an action occurs. **FREQUENCY WORDS** such as *every day*, *usually*, *often*, *sometimes*, *never* are used to show habitual time.

Robert teaches class every day.

He usually works in the library after class.

Robert often writes his parents.

His parents write back to him every time.

Sometimes Robert and his parents talk on the telephone.

2.3 Grammar Practice

DIRECTIONS: Choose the best answer for each blank in the sentences below.

1. Maria and Jane live in the university dormitory. They share the same dorm room. They _____ very good friends.
(a) have been
(b) are
(c) were
(d) will be
2. Mr. Thompson is a businessman. He travels around the U.S. by airplane. He usually _____ first class.
(a) flew
(b) has flown
(c) is flying
(d) flies
3. Mr. Johnson is in good condition at seventy-three years old. He usually _____ about ten miles every week.
(a) has walked
(b) walks
(c) is walking
(d) walked
4. Fay is a chemistry major. She attends San Diego University. She _____ to class every day.
(a) goes
(b) is going
(c) went
(d) has gone
5. Mary is my neighbor. We see each other almost every day. She _____ a very nice person.
(a) is
(b) was
(c) has been
(d) is being
6. Sergio is a very busy person. He often works late at the office. Sometimes he _____ there until 10 pm.
(a) is staying
(b) stays
(c) has stayed
(d) stayed

Section 3: READING SKILLS - PERSONAL CORRESPONDENCE

3.1 Reading Explanation

Personal correspondence involves writing a letter to family members or friends. The letter usually starts with the date in the upper right hand corner. In English, the *month* is first, then the *day*, and finally the *year*. This is very important to know when the date is written with numbers and slashes (/) only.

October 12, 1985

June 6, 1987

12/8/89 (December 8, 1989)

After the date comes the *salutation*. The salutation is a way of greeting the person who will receive the letter. The salutation usually starts with *Dear* and is followed by the first of last name of a person. For very close friends of family members, *Dearest* may be used.

Dear John,
Dear Mr. Bowling,
Dearest Mother,

After the salutation comes the introductory sentence. The first sentence can be a further form of greeting.

Hello from sunny Southern California!
Greetings from romantic Spain!

Often the first sentence gives the main purpose of the letter. This purpose might be some activity or situation which the writer wants to inform someone about.

I'm very sorry that I can't join you next week for the party.
I was very happy to hear of your plans to get married soon.

The first line of each paragraph of the letter is usually indented. This means that it is moved a few spaces to the right. All of the examples above are indented.

3.2 Reading Practice

DIRECTIONS: Read the personal letter below and answer the questions. An underlined word in the passage is for a vocabulary question.

September 16, 1997

Dear Mom and Dad,

Hello from Shanghai! I am having a great time teaching at this college. It is the third week of classes now. My roommate John is an instructor like me, a new teacher at the school. He is from Los Angeles, too! He seems like a very nice person.

Our apartment is small. My bed is not very comfortable, either. I am going to get a better one. The view from the window is pleasant, and the weather is wonderful right now. It is sunny and warm every day, just like Los Angeles.

Please say "hi" to little Tommy for me. I miss all of you very much.

Love,

Robert

1. Who is Robert writing to?
 - (a) his roommate
 - (b) a high school friend
 - (c) his parents
 - (d) his brother Tommy
2. How long has Robert known his roommate John?
 - (a) more than three years
 - (b) one day
 - (c) for several
 - (d) about three weeks
3. In the context of the passage, an instructor is _____.
 - (a) a new roommate
 - (b) a son like Robert
 - (c) a teacher at the school
 - (d) a person from Los Angeles
4. What does Robert think about his roommate John?
 - (a) John comes from Arizona.
 - (b) John knows a lot of other students.
 - (c) John is a nice person to live with.
 - (d) John often visits his parents.
5. What is Robert going to do about his bed?
 - (a) get another bed
 - (b) put his bed on the floor
 - (c) get used to his bed
 - (d) bring his own bed from home
6. Who probably is Tommy?
 - (a) Robert's first roommate
 - (b) John's brother
 - (c) Robert's brother
 - (d) Robert's father

Section 4: CONVERSATIONS – BELL SERVICE: A GUEST HAS JUST CHECKED IN

4.1

Bellboy: Mr. Richard. Here is our Hotel Service Information Booklet. It gives you an idea about our services and facilities.

Guest: Wonderful! Thank you. By the way, is there a socket for the electric shaver?

Bellboy: Yes, it's over there. Here in Beijing it is 220 volts.

Guest: But my electric shaver operates on 110 volts.

Bellboy: Don't worry, sir. We have transformers on loan.

Guest: That's good. Can I have one?

Bellboy: Certainly. I'll bring you one.

Guest: When is the hot water supplied? I feel like taking a bath to freshen up after the long flight.

Bellboy: It is supplied 24 hours. You can use it any time you like.

Guest: That's fine.

Bellboy: I'll bring you a transformer immediately, Mr. Richard.

Guest: That's very kind of you. By the way, I'd like to have breakfast in my room. When should I order that?

Bellboy: Here's our room service. Please check the items you would like to have for breakfast, mark down the time, and hang it outside your door before you go to bed. Our hotel has very good