



教育部五年制高等职业教育规划教材

# 英语教程

(教师用书)

全国五年制高等职业教育公共课开发指导委员会 组编

主 编：朱维芳

副主编：沈忆文

主 审：陈 琳

第四册

(提高阶段)

ENGLISH FOR  
HIGHER VOCATIONAL EDUCATION

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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## **英语教程 第四册**

**(教师用书)**

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\* \* \*

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# 出版说明

教材建设工作是整个高职高专教育教学工作中的重要组成部分。改革开放以来,在各级教育行政部门、学校和有关出版社的共同努力下,各地已出版了一批高职高专教育教材。但从整体上看,具有高职高专教育特色的教材极其匮乏,不少院校尚在借用本科或中专教材,教材建设仍落后于高职高专教育的发展需要。为此,1999年教育部组织制定了《高职高专教育基础课程教学基本要求》(以下简称《基本要求》)和《高职高专教育专业人才培养目标及规格》(以下简称《培养规格》)。通过推荐、招标及遴选,组织了一批学术水平高、教学经验丰富、实践能力强的教师,成立了“教育部高职高专规划教材”编写队伍,并在有关出版社的积极配合下,推出一批“教育部高职高专规划教材”。

“教育部高职高专规划教材”计划出版500种,用5年左右时间完成。出版后的教材将覆盖高职高专教育的基础课程和主干专业课程。计划先用2-3年的时间,在继承原有高职、高专和成人高等学校教材建设成果的基础上,充分汲取近几年来各类学校在探索培养技术应用性专门人才方面取得的成功经验,解决好新形势下高职高专教育教材的有无问题;然后再用2-3年的时间,在《新世纪高职高专教育人才培养模式和教学内容体系改革与建设项目计划》立项研究的基础上,通过研究、改革和建设,推出一大批教育部高职高专教育教材,从而形成优化配套的高职高专教育教材体系。

“教育部高职高专规划教材”是按照《基本要求》和《培养规格》的要求,充分汲取高职、高专和成人高等学校在探索培养技术应用性专门人才方面取得的成功经验和教学成果编写而成的,适用于高等职业学校、高等专科学校、成人高校及本科院校举办的二级职业技术学院和民办高校使用。

教育部高等教育司  
2000年4月3日

# 编写说明

本教材根据《五年制高等职业教育实用英语课程基本要求》和《普通高等专科学校英语课程基本要求》编写。本套书拟出版6册，第1，2，3册已出版发行，并得到相关高等专科学校和高等职业教育学校的广泛好评与认可。

本册教材是在前一阶段阅读和词汇量都达到一定量的基础上，重点培养听说能力并进行初步的专业英语学习。

## 教材编写思想：

本套教材旨在培养学生在中国环境下使用英语进行涉外交流的能力。英语作为全球化时代到来后的国际工作用语，将在对外交际中广泛应用。本套教材通过不同的工作场景和任务，如：日常工作、出差、公关、产品销售等，训练学生流利、正确地使用英语进行交流。通过提供大量实用的英语实例，使学生认识到语言学习不是枯燥的单词，不是死记硬背的句型，而是真实的、高效的，有意义的交流与沟通。

在语言学习的同时，介绍商务活动的一般概念和程序，使学生了解商务社会的职能和作用，及一般职业技巧。真正做到以语言为载体，学习商务知识和技能。促进学科交叉，使语言学习具有更广泛的意义。

## 教学方法：

变认知型学习为应用型学习是本套教材的特色。由此在课堂教学中也应突出体现英语教学的实用性。根据交际法学习活动设计原理，本套教材把每一个练习的目的都清楚的告诉学生，通过听材料、读课文，解决语言输入的问题，通过以精确性为主的教师控制型练习和以流利型为主的交流性练习，以达到将“外语”变成自身语言的一部分，能在特定的场景中自如交流的目的。本套教材在实用上下工夫，在语言应用上下工夫，尽量给学生创造一个说英语、用英语的环境。

## 主要特色：

- 注重应用型语言人才的培养，英语技能与商务活动相结合

本教材的目的是在多种技能综合训练的基础上,重点培养学生的听说能力。将话题、交际功能和商务环境紧密结合,在一般常用词汇基础上,加入适量商务词汇,以使学生能尽快适应将来的工作需要。

### ● 实用有趣的学习活动

学习活动分以精确性为主的教师控制型练习和以流利型为主的交流性练习两种。学生在听懂和理解听力材料的基础上,首先进行模仿性的控制练习,逐步过渡到交流性练习。根据学生年龄小(初中毕业)、可塑性强的特点所设计的实用有趣的各种活动,不仅为学生提供练习的机会,更使他们在运用语言完成任务的过程中获得乐趣和成就感。

### ● 大班课堂的可操作性

在练习设计中充分考虑到大班上课的特点和难度。尽量把使用语言进行沟通的活动设计成两人对话、小组活动等“信息差异”练习。为每个学生提供了最大限度的交流实践机会,同时根据大班学生水平差异大这一情况,设计的练习数量大,但难易程度不同,以利学生和教师有选择地进行课堂活动。在教师用书中,对每一个教学步骤都尽量提供详尽的课堂指导,包括活动的目的、实施步骤、课堂用语、练习答案、文化背景知识等。

### ● 注意文化差异介绍

在跨文化交际中,除了语言障碍外,另一个妨碍沟通的阻力来自文化差异。本教材结合商务环境的特点,在介绍语言技巧的同时,穿插介绍文化差异及其在商务活动中的体现。使学生理解文化在沟通中的作用并有意识地在用英语交流时克服文化障碍,使对语言的理解更准确,使用更恰当。

本书由全国五年制高等职业教育公共课开发指导委员会组织编写,北京外国语大学朱维芳教授任主编,沈忆文任副主编。北京外国语大学陈琳教授任主审。参加第四册编写的人员有:

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在编写过程中,教育部高职高专规划教材编写委员会和全国五年制高职公共课开发指导委员会的领导赵克松、刘勇、吕一中三位校长对本教材给予了具体指导和大力支持,外语教学与研究出版社给了我们很多具体帮助,在此,我们表示衷心的感谢。

由于编写时间紧迫,水平有限,书中的缺点和不足在所难免。恳请广大师生和读者批评指正。

编 者

2001年12日



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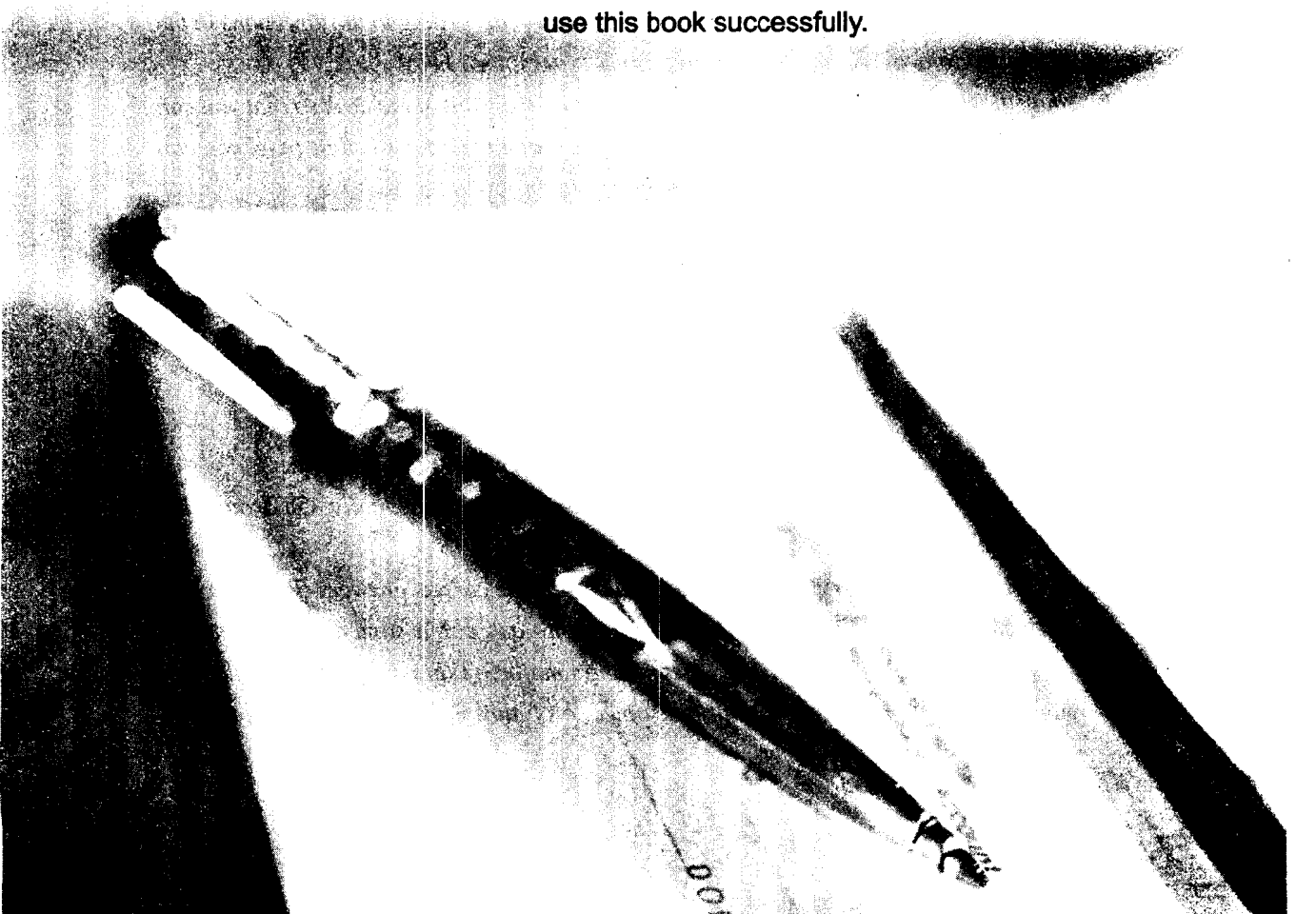


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# Unit One

## How to Use This Book Successfully

This unit is a guide to this book. It aims at telling the teachers and the learners how to use this book successfully.



## 1 A general introduction to the book and a comparison with the previous books (time: 15 minutes)

- Ask student to read the table individually. You may go around the class in case any one of them need help.
- Explain each item so they fully understand the introduction to the book.

## 2 Samples of the oral exercises (time: 80 minutes)

In this part learners will do some sample exercises which they will do in unit 3 — 14.

### A Pair work (time: 30 minutes)

In this part learners will get used to working in pairs, i.e. each student works with a partner.

#### Pair work

##### Step 1. Name card

- Ask each learner to make a name card of his/her own according to the directions in the textbook. Go around the class in case any learners need help.
- Show them how to fold a card and how to put it on the front of the desk so that you can see their names easily. In this way, even if you teach them for the first time, you can quickly call their names when necessary.
- You may ask them to put their name cards on their desks in every English class until you have memorized all their names.

#### Pair work

##### Step 2. Model conversation

This task introduces language used for the learners to get to know each other.

- Ask learners to read the conversation and finish the task individually. Go around the class in case any learners need help.
- Ask several learners to give the answers. Give them the correct answers. Tell them they can also say “Where do you come from?” to ask about someone’s hometown; “What’s your major?” to ask about someone’s major; “What do you plan to do after you leave this school?” to ask about someone’s future job; “What’s your hobby?”

*to ask about someone's hobbies.*

- *Let the learners to read aloud the questions after you, so that they can practise them further in the following task.*

**Feedback:**

1. Where are you from?
2. What do you major in?
3. What are you going to do after graduation?
4. What do you like to do in your spare time?

**Pair work**

**Step 3. Get to know your speaking partner**

- *This task practises speaking in pairs and also helps learners to know each other better.*
- *Every learner should have a conversation with his or her partner. Go round the class in case any learners need help.*

**Pair work**

**Step 4. Demonstration**

- *Ask several learners to report what they've found about their partners. If time permits, ask more learners to do so.*

**B Grouping and group identity (time: 50 minutes)**

In this part learners learn to work in groups, with his/her group members.

**Group work**

**Step 1. Grouping**

- *Divide the whole class into several groups. Each group should have three or more students.*
- *Ask each group to elect a group leader and a group secretary.*
- *Explain to the learners that the group leader will keep the discussion of his/her group under control, i.e. no Chinese is allowed; no one person dominates the talk. Everybody must participate the discussion. Work out more rules together with the class. The group secretary will note down what his/her group members have said/discussed.*

## Group work

### Step 2. Group discussion

- *Before the groups start to do the work, you may give an example, together with the reasons. Such as “the Winners”.*
  1. We are ambitious.
  2. We must work hard to achieve the ambition.
  3. It is short and easy to remember.
- *Ask the learners to work in groups.*
- *Let each group discuss and find a name for their own group.*
- *Tell the learners to give at least three reasons why they choose the name.*

## Group work

### Step 3. Group presentation

*Ask the representative of each group to tell his/her group's name to all other classmates and give the reasons. If time is short, ask some of the representatives only to tell their names to their classmates.*

It may take some time for the group members to select a representative. You may help the leader to appoint one so as to build up his/her authority.

## Vocabulary learning (time: 30 minutes)

### A Methods

Introduce some good methods of vocabulary learning.

- *Ask learners to read the material individually. Go around the class in case any learners need help.*
- *Explain the material to the learners so they fully understand it.*
- *Ask the learners if they have used any other methods that they think useful, and share it with the classmates.*
- *Ask the learners to follow the advice in their vocabulary learning.*

### B Word power

Explain to the learners the meaning of **word power**.

### Matching the pictures with the words.

- *To introduce the task, ask the students to tell the names of clothes that they already know. They can then look at the pictures and do the matching exercises.*
- *Ask learners to match the pictures to the words.*
- *Ask several learners "What are you wearing today?" In some cases, learners will need to use a Chinese-English dictionary to find out what their clothes are in English.*

### Feedback:

1. I;      2. C;      3. G;      4. H;      5. J  
6. B;      7. E;      8. F      9. D      10. A



## 4 Reading for different purposes (time: 50 minutes)

This part introduces reading skills to the learners.

### A Reading for general information

- *Tell the learners that, to complete this kind of reading task, they need to skim the text quickly, i.e. to read quickly to get the main idea. They don't have to understand every word.*
- *Point out that they may often find the topic sentence in the beginning or at the end of a passage. In this way they can get the topic or main idea of the passage quickly.*
- *Ask learners to read the passage and finish the exercises.*

### Feedback:

1. B      2. C

### B Reading for specific information

- *Tell the learners that to complete this kind of reading task, they need to scan quickly to look for specific information (such as names of places and date).*
- *The key point of this skill is to read only the part of material that readers need.*
- *Ask learners to read the passage and complete the exercise.*

### Feedback:

1. C

## C Reading in order to learn a particular language structure

- Tell the learners that in this kind of reading, they need to read the material carefully, i.e. read word by word and sentence by sentence.
- Ask the learners to read the conversation individually and complete the task. Go around the class in case any learner needs help.
- Write on the blackboard the structures which indicate plans.

### Feedback:

- |                   |                      |            |
|-------------------|----------------------|------------|
| 1. be going to do | 2. be planning to do | 3. will do |
| 4. plan to do     | 5. be doing          |            |

**Counselor:** Only three more months to go! So, what are you going to do after you graduate, Donna?

**Donna:** I'm going to go to college in Ohio.

**Counselor:** Have you decided what you're going to major in?

**Donna:** Uh-huh. I'm planning to study engineering.

**Counselor:** That's a good field. And what about you, Simon?

**Simon:** My father is going to give me a job in his company. I'll probably work there about a year so I can learn the basics.

**Counselor:** And what are you doing after that?

**Simon:** After that I'm going back to school to get my degree in business.

**Counselor:** That sounds very practical. How about you, Fong? What do you plan to do next year?

**Fong:** I'm planning to take it easy for a while. I'm going to spend some time traveling in Europe, but I'm coming back after that to study.

**Counselor:** How long will you be there?

**Fong:** Well, I'm leaving in June, and I'm coming home for Christmas, so I'll be there about six months.

## D Reading to learn new words

- Tell the learners that the material aims at giving the new words a context. In this way, the learners can memorize the new words faster and better.
- Let the learners finish the exercises individually. Go around the class in case any learner needs help.



### Feedback:

Fashion designers may be telling you that the most “in” dresses next summer will be shorts and mini-skirts, but think twice if you prepare to wear them to the office. Bosses in the US and Britain dislike casual dress at work. It is said that these clothes had caused more and more lateness, and improper behavior. Therefore, jeans, shorts, mini-skirts, and sportswear are on many companies’ blacklists.

**dresses** 服装(总称)

**casual dress** 便装

**sportswear** 运动服

**shorts** 短裤

**clothes** 衣服

**mini-skirts** 迷你裙

**jeans** 牛仔服

## 5 Listening tasks (time: 25 minutes)

Most of the listening tasks in this book are designed with two purposes in the mind.

1. to improve the listening ability;
2. to provide a model for the spoken practice.

So, it is worth asking the learners to memorize some of the key sentences in the listening tasks so that learners can use them freely in your own conversation. You may go back to Step 2 of pair work exercise in 1.2. to see how listening and speaking are integrated.

