



教育部五年制高等职业教育规划教材

英语教程

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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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,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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常州纺织服装职业技术学院刘凤玲 (Unit 12)

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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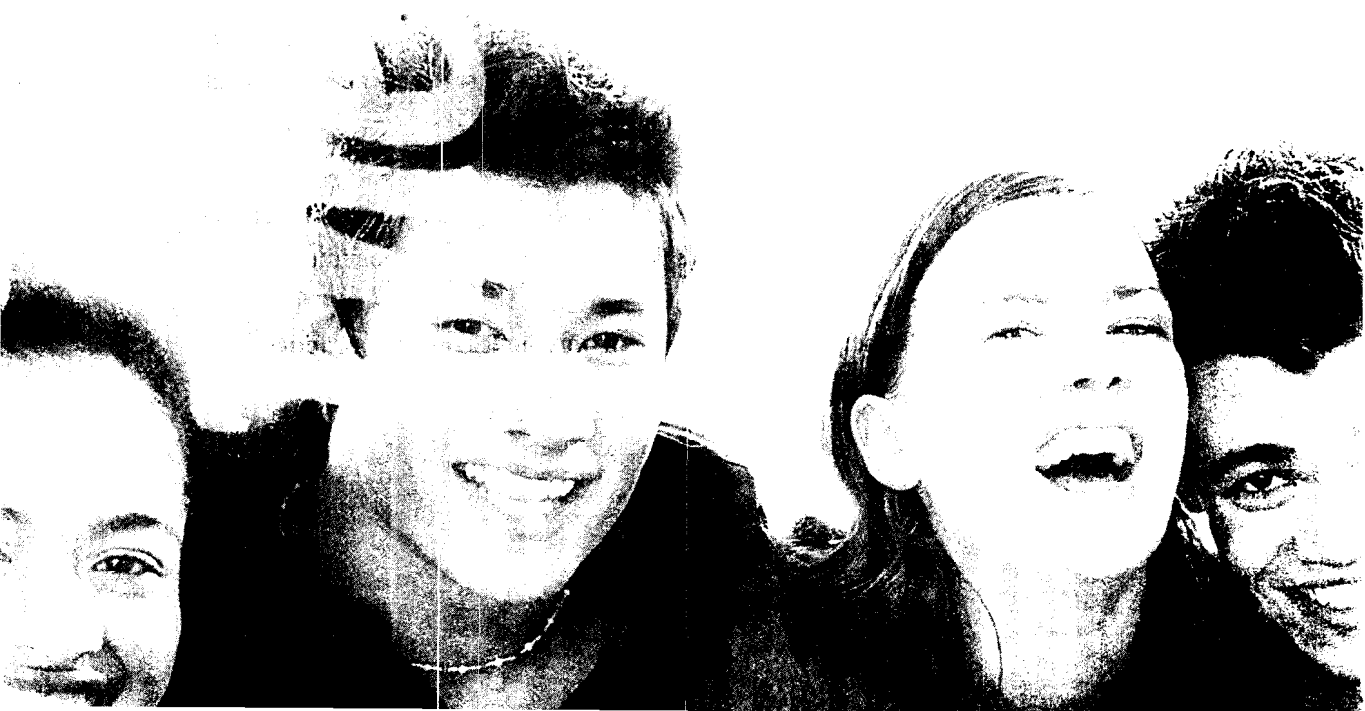
Unit One

How to Use This Book Successfully

Welcome to this Business English course.

The textbook is specially written for you as higher vocational education students. We hope that you enjoy it as well as learn from it.

However, in this unit, instead of getting down to business, we would first try to help you get to know this book. We hope you will be able to use this book successfully.



1.1 A general introduction to the book and a comparison with the previous books.

Books		
Items	In the previous three books	This book
Aim of the books	To lay a good foundation for your English	To improve your English for business and professional purposes
Focus of the books	To improve the reading skills and to practise the listening and speaking skills	To improve your listening, speaking skills in a business environment, and practise reading skills and enlarge your vocabulary
Role of a teacher in class	instructor, supervisor, teacher, classroom manager, information provider and friend	
Requirements to the students	<p>Before and after class:</p> <ol style="list-style-type: none"> 1. To prepare for the next unit: to find out relevant information for the next unit, look up new words, read through the new materials, etc. 2. To review the previous unit: to finish the homework assignment, memorize the new words and expressions, read the material you have learned, practice the conversations with your classmates as much as you can so as to be able to do role-play before all your classmates in the next class period, etc. <p>During class:</p> <p>To learn actively. Instead of only using your ears and eyes, use your head, your hand, your eyes, your ears and your mouth at the same time.</p> <p>Remember: Language can only be learned by practice.</p>	

1.2 Samples of the oral exercises

A Pair work

Step 1. Name card

Take out a piece of paper. Write down your name and other information on the card as in the example below. Fold it along the folding line. Put it on your desk so that your teacher can easily read your name.

For example:

Age: 19

Hometown: Xi'an City, Shanxi Province

Major: computer application

Future job: network engineer

Hobbies: reading, listening to pop songs, playing badminton,
chatting with friends, surfing the net, etc.

(the folding line)



Pair work

Step 2. Model conversation

Listen to the following conversation between two students, Wang Gang and Li Xiaohua. Write down all the questions asked about one's hometown, major, future job and hobbies.

Wang: Hi, my name is Wang Gang.

Li: How do you do, Wang Gang? My name is Li Xiaohua.

Wang: How do you do, Li Xiaohua? Where are you from?

Li: I'm from Xi'an of Shaanxi Province.

Wang: It's the capital of Shaanxi Province, isn't it?

Li: Right. It's a beautiful city with a long history.

Wang: What do you major in?

Li: Computer application.

Wang: It's interesting and useful. Do you like it?

Li: Sure.

Wang: What are you going to do after graduation?

Li: Well, I would like to be a network engineer. But I know I need to work very very hard in school to realize my dream.

Wang: I do believe one day you will become a successful network engineer.

Li: Thank you.

Wang: What do you like to do in your spare time?

Li: Er..., I have a lot to do when I'm free. I often read magazines and newspapers in the library, and read novels in my dormitory. When possible, I listen to the pop songs while reading. Sometimes I play badminton with my friends before supper. I also like chatting with my friends and surfing the net.

Pair work _____

Step 3. Getting to know your speaking partner

Following the same pattern of the previous conversation, have a conversation with your partner. Try to know your partner's name, hometown, major, future job, hobbies and other information you want to know.

Pair work _____

Step 4. Demonstration

Stand up and tell your classmates what you know about your partner.

B Grouping and group identity

Group work _____

Step 1. Grouping

You will be divided into several groups. Each group has three or more members. Each group will elect a group leader and a group secretary. The responsibility of a group leader is to keep the discussion of his/her group under control, and the responsibility of a group secretary is to note down what his/her group members have said/discussed.

Group work

Step 2. Group discussion

Work in groups. Discuss and find a name for your own group. For example, your group can be called “The Sun”, “The Dream”, “Back-street Boys”, “The Winner”, etc. Think of at least three reasons why you choose such a name.

Group work

Step 3. Group presentation

Each group should select a group representative to report their group’s name to the class and give the reasons. The group leader has the right to appoint the representative.

3 Vocabulary learning

A Methods

To get a large vocabulary is very important and necessary if you are going to master a language. Good methods of learning vocabulary will help you a lot.

Here are some tips:

1. Learn new words from sentences or passages. Don’t just memorize new words from a word list or a dictionary.
2. Review the words you have learned as often as you can. Have a little, easy-to-carry notebook as a new-word book, so that you can often take it out and look at the words whenever you are free.
3. Try to use the words you have learned in your speaking and writing.
4. Try to memorize as many word-roots, suffixes and prefixes as you can. Doing this will help you understand and memorize many words faster and better.

B Word power

In this book, the first part of each unit (Unit 3 — 14) is a series of exercises entitled **Word power**. This introduces you to the new words you will learn to use in that unit. The following is one of the ways in which new words are introduced in this book.

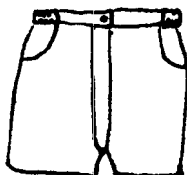
Matching the pictures with the words.

Write the names of the clothes in the lines provided under the pictures. Choose from the following list.

- | | | | | |
|-------------------|---------------|-----------|---------------|------------|
| A. jacket | B. sweater | C. shorts | D. trousers | E. jeans |
| F. straight-skirt | G. mini-skirt | H. dress | I. sportswear | J. T-shirt |



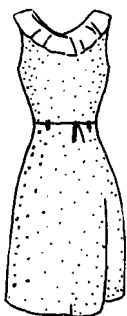
1. _____



2. _____



3. _____



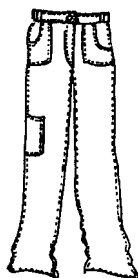
4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____

1.4 Reading for different purposes

In real life, our reading purposes are different and we use different skills to best fulfill the purposes. In learning we need to practise the different reading skills to be competent readers in English.

A Reading for general information

Pre-reading:

Some companies in Beijing set rules about what kinds of clothes can be worn in the office and what can not be worn in the office in the working hours. Have you ever heard of any companies in your city that have done this?

Now read the following text and answer the questions below.

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

Tick (✓) the correct answer:

1. What is the best topic for the text?
 - A. Companies like fashion clothes.
 - B. Casual dress not welcome.
 - C. Jeans still blacklisted.
2. According to the text, which girl do you think is most suitably dressed for a job?
 - A. Alice, who is wearing a mini-skirt and a sweater.
 - B. Carol, who is wearing jeans and T-shirt.
 - C. Lucy, who is wearing a shirt and a straight-skirt.

7

B Reading for specific information

You are in Beijing Railway Station to meet your boss, who is arriving home from a business trip to Nanjing. The **TIME NOW is 12: 20**. You are standing before the large information board, trying to find out whether the train has arrived.

Information Board

From	Due to arrive	Platform No.	Information
Shanghai	12: 10	6	Delayed 30 minutes
Tianjing	12: 15	2	Cancelled
Nanjing	12: 25	3	On time

Tick (✓) the correct answer:

Having got the information you want, you should _____ .

- A. run to platform 2 as quickly as possible because you are already late
- B. walk to platform 6 and wait for another 10 minutes
- C. run to platform 3. You are just in time

C Reading in order to learn a particular language structure

Read the following conversation about plans. Underline the sentences which are about future plans.

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 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 away about six months.