

重庆市教育委员会组编

中等 师范学校 职前职后教育教材

# 中师英语

(第一册)

ZHONGSHIYINGYU

覃朝宪 主编  
刘承智

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西南师范大学出版社

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## 总序

振兴民族的希望在教育,振兴教育的希望在教师。21世纪,是知识经济的时代,以高新技术为核心的知识经济将逐步占据经济发展的主导地位,国家的综合国力和国际竞争力将越来越取决于教育的发展、科学技术和知识创新水平。德、智、体、美全面发展的、具有创新精神和能力的人才培养将成为形成综合国力的决定因素。因此,培养一批高水平、高素质的教师是关键。办好师范教育,对教育事业的发展,民族素质的提高,对实施科教兴国和可持续发展战略,推动社会主义经济发展和社会进步具有深远影响;尤其是对加快中等师范学校改革的步伐,培养和造就高素质的小学教师,实施素质教育,不断提高小学教育质量,促进小学教育的改革,更具时代意义和现实意义。

中等师范学校改革的核心是教学改革,而教学改革的关键在于课程和教学内容改革。重庆市教育委员会组织部分高校和中等师范学校有教学经验的教师编写了中等师范学校系列教材,旨在推进中等师范学校的课程和教学改革;建立和完善适应现代科技、文化、教育发展的教师教育体系;体现师范教育的课程特点;培养中师生具备良好的综合素质,为小学教育输送综合型人才。该系列教材以“教育要面向现代化,面向世界,面向未来”为指导,密切联系中等师范学校和小学教育实际,重在基础理论、基础知识和基本技能的掌握;强调科技知识、现代教育技术和教师职业技能的培养,集广泛性和实用性,师范性和可读性于一体,既可作为中等师范学校教材,亦可作为小学教师的教学参考书。

编写系列教材是一次探索,多有疏漏,望得到各方批评指正,使中等师范学校的教材建设工作日趋完善,更上一层楼!

2001年7月

## 编写说明

为了适应我市中师开展英语教育的需要,提高中师英语教育的质量,加强教材内容的科学性、实用性、时代性、趣味性等,使教学走向科学化、规范化,我们组织了一批英语教育的专家,编写了这套《中师英语》教材。

本教材力求体现以下三个特点:

### 一、知识点与能力培养的结合

本教材注重基础知识与操作能力的结合,它打破了一般教材的静态的知识点的排列结构,而偏重于听力、口语、阅读、写作四个方面循序渐进的,动态的能力训练。其目的是让学生掌握基础知识以及运用知识,提高学生适应现代社会的基本素质,倡导开拓创新的思想和培养学生实际的操作能力。

### 二、实用性与审美性结合

中师教育与普通中学教育的培养目标有明显的不同,其专业特色和课程设置均有很强的实用性。本教材紧扣中师教育的特点,在范文的选择与知识点的归纳,听、说、读、写的训练上,皆体现其实用性,即不但要使学生“四会”,还突出教学的示范性,使学生以后“会教会用”,因而除了在内容体系中强化有序的训练外,还设置了大量的训练题,供学生实际操练时使用。让学生从实践中去“学会教”。同时,本教材又十分注重渗透强烈的审美教育观念,选文力求做到精美、鲜活、有趣、生动、实用,使选文与练习有一定的思想情感、道德观念、审美欣赏的教育性和启迪性。

### 三、针对性与普通性的结合

本教材针对学生普遍口语表达差、读音不标准、不准确的特点,重点在于规范、纠正学生的语音语调,让学生掌握标准的读音。在加强针对性的同时,亦不减少和降低语法常识、阅读与写作的难度与广度。同时兼顾基本的听说训练,加强对英文信函、礼仪文书以及日常应用文的撰写要求与格式的了解。

《中师英语》第一册共有26个单元。前13个单元供一年级第一学期使用。后13个单元供一年级第二学期使用。建议每单元安排6学时完成,即听(Listening)用1学时,说(Speaking)用1学时,读(Reading)和写(Writing)用3学时,语法(Grammar)用1学时。

在教学过程中,教师应发挥灵活性和创造性,注重开启学生思维,充分调动学生的积极性和主动参与性,形成师生互动的双向交流场景。力避单一地由老师讲授,学生被动接受的传统教学模式,以期达到培养学生实际语言交际能力的目的。

本套教材配有教师参考书和录音磁带。

全套教材的编稿、修改和审定由覃朝宪负责。第一册主编覃朝宪、刘承智;副主编唐君国、马之成;编者(以姓氏笔划为序):邓雪梅,石海霞,李佳,邱玉华,汪兴楣,杨烁,邹娟,邹莉,周力平,鄢文姬,廖梅吟。

由于编写时间仓促,教材中错漏之处在所难免。望广大师生在使用这套教材的过程中提出宝贵意见,以便再版时修订。

编者

2001年8月

# CONTENTS

Unit 1	Self-introduction .....	1
Unit 2	Introduce people to each other.....	8
Unit 3	School life.....	13
Unit 4	Library .....	19
Unit 5	Making a telephone call.....	27
Unit 6	Banking.....	32
Unit 7	Going to hospital .....	36
Unit 8	Schedule .....	41
Unit 9	Booking .....	46
Unit 10	A receptionist's job.....	53
Unit 11	At a banquet.....	58
Unit 12	Sightseeing.....	63
Unit 13	A plan for holidays .....	68
Unit 14	Festivals.....	75
Unit 15	Outstanding characters.....	81
Unit 16	Hobbies.....	85
Unit 17	Invitation.....	90
Unit 18	Shopping.....	96
Unit 19	Complaints.....	101
Unit 20	Science and technology .....	107
Unit 21	Advertisements .....	113
Unit 22	Music .....	120
Unit 23	Food and Drink.....	127
Unit 24	Computers.....	134
Unit 25	Network .....	141
Unit 26	Examination.....	147



# UNIT 1

## Self-Introduction

### Listening

#### Step 1: Sound Discrimination

You will hear one word read from each group. Circle the letter beside the word you have heard.

- |             |          |          |             |         |         |
|-------------|----------|----------|-------------|---------|---------|
| 1) A. mean  | B. men   | C. man   | 2) A. bill  | B. bell | C. ball |
| 3) A. main  | B. mine  | C. mean  | 4) A. seek  | B. sake | C. sack |
| 5) A. till  | B. tale  | C. tall  | 6) A. fan   | B. van  | C. man  |
| 7) A. bold  | B. cold  | C. fold  | 8) A. fame  | B. lame | C. name |
| 9) A. light | B. night | C. right | 10) A. lice | B. nice | C. rice |

#### Step 2: Listen to the dialogue and fill in the blanks.

- A: Good morning, boys and girls! I would like to introduce myself. My name is Mary Smith. If you want, you can use 1) \_\_\_\_\_ with my last name.
- B: Mrs. Smith, how do you spell it?
- A: S-M-I-T-H. Now I'd like you to give your name. Let's 2) \_\_\_\_\_ the first person in the front row.
- C: My name is Peter.
- A: 3) \_\_\_\_\_. Let's 4) \_\_\_\_\_ the second student. What's your name?
- D: Magdalena, but people call me Lena, Mrs. Smith. That's my 5) \_\_\_\_\_.
- A: OK, Lena. Sit down, please.

#### Step 3: The following is a conversation between two persons. Listen and complete the dialogue with the help of the sentences in the box below.

- John: 1) \_\_\_\_\_.
- Anne: Uh, no...no here. Let me move my purse from the chair.
- John: Oh, thank you. Say, haven't I seen you with Jack Smith?
- Anne: 2) \_\_\_\_\_.
- John: Oh, Jack and I went to school together. What sort of work do you do?
- Anne: 3) \_\_\_\_\_.
- John: I'm a doctor. I work on this street. I should introduce myself — my name is John Wilson.
- Anne: 4) \_\_\_\_\_, I'm Anne Kennedy.
- John: Happy to know you. 5) \_\_\_\_\_.



Anne: Yeah, 6) \_\_\_\_\_.

- 1) I live in the neighborhood—It's really convenient to work here.
- 2) Well pleased to meet you.
- 3) Do you live around here?
- 4) Oh, I work in the same university with Jack.
- 5) I work with Jack Smith.
- 6) Excuse me, is this seat taken?

## Speaking

**Step 1:** Here are some expressions and patterns for giving self-introductions. The phrases near the top of the list are generally more informal than the ones near the bottom. Try to use them to make dialogues.

*Useful Expressions and Patterns*

Hi, I'm Lani.

Nice to meet you.

I'm Belle.

Hello. My name is Michael.

Hello! May I introduce myself?

It's nice to meet you. My name is Joe.

I'd like to introduce myself to you.

Let me introduce myself. My name is George.

I don't believe we've met. I'm Mike.

**Step 2:** Now make a self-introduction, using the patterns and expressions you've learned.

**Step 3:** Work in pairs. Introduce yourself first and then find out about each other. Ask for as many details as possible. Before starting, work out which questions to ask. For example:

What's your name?

Where are you from?

Have you got any brothers and sisters?

How long have you been studying English?

What's your hobby?

**Step 4:** Imagine that it is the first day that you have the English class. Now give a self-introduction to all your classmates to let them know you.

## Reading

### Dialogue A

*It is the first day of English class. Deena Bright, an American teacher, is introducing herself to the class. The students in the class, all from countries other than the U.S., are introducing themselves to their teacher.*



Deena Bright: "I would like to introduce myself. My name is Deena Bright. If you want, you can use Mrs. or Ms. with my name."

Naima Moud: "How do you spell your name, Mrs. Deena?"

Deena Bright: "It's Mrs. Bright." (*writing on the board*)  
"D-e-e-n-a. Now I'd like you to give your names. Let's start with the

first person in the front row."

Yoshi Imada: "My name is Imada."

Deena Bright: "Imada, could you also give your last name?"

Yoshi Imada: "Imada is my last name. In my country, most people call me by my last name."

Deena Bright: "Would you like us to use your last name or first name in class?"

Yoshi Imada: "I don't know yet. I will tell you."

Deena Bright: "O.K. That's fine. Let's continue with the second student. What's your name?"

Milly Smith: "My name is Milly Smith, you may just call me Milly."

Deena Bright: "O.K. We'll call you Milly, and please call me Deena or Mrs. Bright."

### Dialogue B

*Wang is a college student who is taking several classes. He doesn't know any of the students in his class so he decides to join a club at his college. He chooses the ping-pong club since he really enjoys the game. At the beginning of the first club meeting, a student named George begins talking to him.*

George: "Hi, how are you doing?"

Wang: "Fine. How are you?"

George: "Great. I'm really ready for a game of ping-pong. You have been here before?"

Wang: "No, this is my first time. My name is Wang Ling. Is this your first time here also?"

George: "Oh, no. I've been coming here for about a year. My name is George."

Wang: "Nice to meet you."

George: "Nice to meet you." (*They shake hands with each other.*)

Wang: "You probably know a lot of people in the club."



George: "I do. I know everybody. Do you want me to introduce you to some people after the game?"

Wang: "Sure. That'd be great."

George: "O.K. No problem."

## New Words and Expressions

dialogue ['daɪəlɒɡ; (US) 'daɪəlɔːɡ] *n.* 对话

conversation [kɒnvə'seɪʃ(ə)n] *n.* 谈话, 对话, 交谈

neighborhood ['neɪbəhʊd] *n.* 临近地区, 附近地方

convenient [kən'viːniənt] *adj.* 合适的, 方便的

university [ˌjuːni'vɜːsɪti] *n.* (综合性的) 大学

introduce [ɪntrə'djuːs; (US) -duːs] *v.* 介绍认识

country ['kʌntri] *n.* 国家

spell [spel] *v.* 拼写

row [rəʊ] *n.* 一行, 一排

yet [jet] *adv.* 到此时, 到那时

continue [kən'tɪnjuː] *v.* 继续, 延伸, 延续

college ['kɒlɪdʒ] *n.* 专科学校, 学院

several ['sevr(ə)l] *adj.* 几个

enjoy [ɪn'dʒɔɪ] *v.* 喜欢, 欣赏

club [klʌb] *n.* 俱乐部, 会社, 社团

probably ['prɒbəb(ə)li] *adv.* 也许, 大概

meet [mi:t] *v.* 遇见, 碰见

decide [dɪ'saɪd] *v.* 决定

choose [tʃuːz] *v.* 选择, 挑选

game [geɪm] *n.* 比赛

## Exercises

### Step 1: Reading Comprehension

1) Answer the following questions according to Dialogue A.

- (1) Where is Deena Bright now?
- (2) What are the students doing?
- (3) How does Deena Bright introduce herself?
- (4) What does Deena Bright ask the students to call her?
- (5) Do you think that it might be difficult for some of the students to call the teacher by her first name?

2) Fill in the blanks with information you've got from Dialogue A.

Deena Bright, (1) \_\_\_\_\_, is introducing herself to the class. The students in the class, all from (2) \_\_\_\_\_, are introducing themselves to their teacher. Deena asked her students to use (3) \_\_\_\_\_ with her last name. One of her students asked Deena (4) \_\_\_\_\_. Deena wrote her name on the board and then she asked the students to (5) \_\_\_\_\_ one by one. At last she asked the students to call her (6) \_\_\_\_\_.

3) Are the following statements true (T) or false (F) according to dialogue B?

- (1) Wang knows everyone in his class.
- (2) It's the first time Wang had the conversation with George.
- (3) Wang has been to the club before.
- (4) George has been coming to the club for about a year.
- (5) Wang will introduce George to the people in the club.

## Step 2: Vocabulary and Structure

1) Spell out the words with the help of the given definitions and first letters.

- (1) s \_\_\_\_\_ (name or write the letters of a word)
- (2) g \_\_\_\_\_ (form of play, esp. with rules, e.g. tennis, football, cards)
- (3) r \_\_\_\_\_ (number of persons or things in a line)
- (4) c \_\_\_\_\_ (school for higher or professional education)
- (5) p \_\_\_\_\_ (most likely)
- (6) c \_\_\_\_\_ (go farther, go on doing)
- (7) e \_\_\_\_\_ (get pleasure from, be happy)
- (8) c \_\_\_\_\_ (land of a person's birth)

2) Fill in each of the blanks with the words from the box. Each word can be used only once. Change the form of the word if necessary.

university	convenient	neighborhood	conversation	introduce
decide	continue	game	row	enjoy

- (1) He planted a \_\_\_\_\_ of trees in front of his house.
- (2) He was liked by the whole \_\_\_\_\_.
- (3) They have \_\_\_\_\_ new ideas into their business.
- (4) Will it be \_\_\_\_\_ for you to start work tomorrow?
- (5) I've had several \_\_\_\_\_ with him.
- (6) That \_\_\_\_\_ student knows nothing but theory.
- (7) The boy \_\_\_\_\_ that he would not become a sailor.
- (8) I hope this wet weather will not \_\_\_\_\_.
- (9) He plays a good \_\_\_\_\_ of baseball.
- (10) I have \_\_\_\_\_ talking to you about old times.

## Grammar

## Part of Speech (词类)

英语词汇按照词义, 词形及其在句子中的功用可分为十大类, 即: 名词, 代词, 形容词, 数词, 动词, 副词, 冠词, 介词, 连词和感叹词。

这十大类词分别属于两大范畴: 实义词 (Notional Words) 和结构词 (Form Words)。

实义词: 名词, 代词, 形容词, 数词, 动词, 副词

结构词: 冠词, 介词, 连词, 感叹词

每个词类都有其特定的作用, 现列表如下:

名词	<i>n.</i>	表示人或事物的名称。	boy, table	担任主语、宾语、表语、定语等
代词	<i>pron.</i>	代替人或事物。	I, our, she, it	担任主语、宾语、表语、定语等
形容词	<i>adj.</i>	表示人或事物的性质和特征。	new, good	担任定语、表语等
数词	<i>num.</i>	表示数量或顺序。	one, first	担任主语、宾语、表语、定语、状语等
动词	<i>v.</i>	表示动作或状态。	study, see, be	担任谓语
副词	<i>adv.</i>	说明动词、形容词或其它副词。	very, quickly	担任状语
冠词	<i>art.</i>	表示名词的泛指或特指。	a, an, the	
介词	<i>prep.</i>	表示名词或代词与其它词的关系。	of, in, from	
连词	<i>conj.</i>	连接词与词、短语与短语、句子与句子。	and, or, but	
感叹词	<i>interj.</i>	表示说话时的感情。	oh, hello	

## Exercises

Step 1: 说出下列单词的词性和所属范畴。(即: 是实义词还是结构词):

many (       )	make (       )	the (       )	them (       )
above (       )	third (       )	then (       )	very (       )
just (       )	picture (       )	but (       )	soon (       )
no (       )	hello (       )	glad (       )	actually (       )

Step 2: 指出下列句中划线部分的词性以及所担当的成分:

- 1) He is a teacher of English. / Her father is English.
- 2) They will meet our needs. / He needs to buy some matches.
- 3) Only three of us went to the film. / He was the only foreigner present.
- 4) This is a hard question. / This bed seems hard.
- 5) He speaks English very well. / Well, we have arrived home.

Step 3: 将下列句子翻译成中文。

- 1) Mr. Wang works very hard.

This is a hard question.

This bed seems hard.

- 2) We are close friends.

These shops close at five.

The summer vacation is drawing to a close.

- 3) He speaks English very well.

Well, we have arrived home.

He is not feeling well today.

- 4) John runs very fast.

This is a fast car.

- 5) We consider your opinions quite right.

In China traffic keeps to the right.

## Writing

**Step 1:** Imagine that you are writing your first letter to an American pen pal (笔友). Introduce yourself, so that he or she has an impression (印象) of what kind of person you are.

**Step 2:** Look at the questionnaire below. Help each other to fill in the blanks. Discuss how to answer the more difficult questions.

### Questionnaire

Last name \_\_\_\_\_

First name \_\_\_\_\_

Age \_\_\_\_\_

Hometown (village) \_\_\_\_\_

Subject you are studying \_\_\_\_\_

What foreign language do you speak and how well? \_\_\_\_\_

Have you ever lived in a place where people speak English most of the time?

What English textbooks have you used? \_\_\_\_\_

When do you (or will you ) need to use English? \_\_\_\_\_

In what areas does your English need the most improvement?

What is the main thing that you hope to get from this course?

## UNIT 2

# Introduce People to Each Other

## Listening

### Step 1: Sound Discrimination

*You will hear one word read from each group. Circle the letter beside the word you have heard.*

- |               |         |            |             |          |          |
|---------------|---------|------------|-------------|----------|----------|
| 1) A. some    | B. sun  | C. song    | 2) A. light | B. right | C. night |
| 3) A. hand    | B. and  | C. want    | 4) A. few   | B. view  | C. dew   |
| 5) A. thought | B. sort | C. short   | 6) A. fame  | B. lame  | C. name  |
| 7) A. drew    | B. true | C. through | 8) A. lice  | B. nice  | C. rice  |
| 9) A. bold    | B. cold | C. fold    | 10) A. gray | B. pray  | C. tray  |

### Step 2: Listen to the dialogue and fill in the blanks.

A: Hi, Tom.

B: 1) \_\_\_\_\_, Judy.

A: I'd like to 2) \_\_\_\_\_ our new English teacher, Miss Green. And Miss Green, this is Tom, 3) \_\_\_\_\_.

B: How do you do?

C: 4) \_\_\_\_\_

B: Is this your first day here, Miss Green?

C: Yes.

B: 5) \_\_\_\_\_

C: I think it's a great place.

B: 6) \_\_\_\_\_ to some of our classmates. I'm sure they'd 7) \_\_\_\_\_.

C: Oh, 8) \_\_\_\_\_. That's very kind.

### Step 3: Listen to the dialogue. Fill in the blanks and then practise with your neighbor.

A: Lisa, this is Bill. This is our monitor, Lisa.

B: 1) \_\_\_\_\_. Bill.

C: How do you do?

A: It's the first time for Bill to be here. Will you please show him around? I 2) \_\_\_\_\_.  
I've got to go.

B: Sure. So, you have never been here before, Bill?

C: Yes. 3) \_\_\_\_\_.

B: How do you find things over here?

C: 4) \_\_\_\_\_.



B: I hope you'll enjoy your stay here. Let me introduce you to some of our friends here. They are really nice people.

C: 5) \_\_\_\_\_.

## Speaking

**Step 1:** Here are some expressions and patterns for introducing people. The phrases near the top of the list are generally more informal than the ones near the bottom. Try to use them to make dialogues.

Meet my friend, Rachel.

Rachel, meet Joe.

Let me introduce you to Jack.

This is Rachel. This is Josh.

I'd like you to meet my friend, Rachel.

Let me introduce you to Rachel. Josh, this is Rachel.

Rachel, this is Josh.

Have you met Rachel? Josh, this is Rachel.

I'd like to introduce you to Rachel, a friend of mine.

I don't believe you two have met. Josh, this is Rachel.

Rachel, this is Josh Brown.

Mr. Bright, have you met Miss Green?

*Now introduce your classmates to each other, using the patterns and expressions you've learned.*

**Step 2:** Practise the dialogue, using the following situation.

Where: At the school gate

When: Early in the morning

Who: A is B's teacher

What: A is introducing another student C to B

**Step 3:** Imagine that you are at a cocktail party with the rest of the class. At cocktail party everyone stands with a drink, chats for a few minutes to one guest, and then is expected to move on to another guest. The host or hostess (your teacher) normally will introduce guests to each other.

*Now stand up and have a party! Talk to as many people as possible.*

## Reading

### How to Introduce People to Each Other

When you meet someone you do not know and you want to establish a friendly relationship with him or her, or just appear to be polite, you may introduce yourself first. Normally the other

party will then introduce himself or herself to you. When you are introducing people to one another, your introduction should include names, appropriate titles and a very brief statement of their relationship to you. For example, "Helen, this is Miss Smith. She is my colleague." "Pleased to meet you." When American people are introduced to one and another, they usually just smile and say "Hi" or "Hello". Normally men do not call themselves "Mr.". They use either their first name and surname, or just their first name. The term "Mrs." applies to all married women, "Miss" to unmarried women and girls. Some people prefer the title "Ms." for all women whether married or unmarried. In English usage today, foreign women are addressed as Madame. It is usual, though not important in all situations, to introduce the man to the woman, the junior to the senior and the person in a lower position to the person in a higher position.

## New Words and Expressions

establish [i'stæbliʃ] *v.* 建立

relationship [ri'leiʃənʃɪp] *n.* 关系

appear [ə'piə(r)] *v.* 出现, 呈现

appropriate [ə'prəʊpriət] *adj.* (对事物) 适当, 适合的

title ['taɪt(ə)l] *n.* 称号, 头衔

brief [bri:f] *adj.* 暂时的, 短暂的, 简洁的

colleague ['kɒli:g] *n.* 同事, 同僚

surname ['sə:neɪm] *n.* 姓氏

term [tə:m] *n.* 术语, 说法

apply [ə'plai] *v.* 应用, 使用

address [ə'dres] *v.* 向……说话, 称呼

situation [sitju'eɪʃ(ə)n] *n.* 状况, 事态, 情形

junior ['dʒu:nɪə(r)] *adj.* 较年幼的, 地位较低的

senior ['si:nɪə(r)] *n.* 较年长的, 地位较高的

## Exercises

**Step 1: Decide whether the following statements are true or false according to the passage.**

- 1) If you want to establish a friendly relationship with someone, you may introduce yourself first.
- 2) When you are introducing people to one another, your introduction should include names, appropriate titles and a very brief statement of their relationship to you.
- 3) When American people are introduced to one and another, they often laugh and say "How do you do?"
- 4) Men normally do not call themselves "Mr.". They put their title in front of their surname.
- 5) It is usual to introduce man to woman, the junior to the senior and the person in a lower position to the person in a higher position.