

新航标

全国高职高专英语规划教材



附赠 MP3 一盘

Vocational English

新航标职业英语

顾问 总主审: 刘黛琳
外籍主审: Laura Blacks (英) Dan Jenkins (美)
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综合英语 学生用书

 北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS

新航标职业英语——Vocational English

本系列教材的编写理念：以职场交际为目标，以应用为目的，培养学生实际应用英语的能力，掌握有效的学习方法，增强自主学习能力，提高综合文化素养；为提升就业竞争力及今后的职业发展打下良好的基础。

学生用书的生词量覆盖了《高职高专教育英语课程教学基本要求（试行）》中提出的词汇量。

教材特色

1. **强调职业性**：语言能力的提高与职业需要紧密结合。
2. **具有时代性**：语言鲜活生动，充分体现高职英语教学最新需求。
3. **突出实用性**：结构编排融合听、说、读、写、译各项技能，培养学生实际应用英语的能力。
4. **体现科学性**：寓教于乐，激发兴趣，帮助学生养成可终生受益的英语语言学习习惯。
5. **注重整体性**：形成配套产品，满足个性化教学需求，搭建立体化教学资源平台。

系列教材基本组成

| 综合英语 | | 行业英语 | 专业英语 |
|-------------------|----------------|-----------------|---------------------------|
| 综合英语 1·学生用书 | 综合英语 2·学生用书 | 电子信息英语 | 英美概况 |
| 综合英语 1·教师用书 | 综合英语 2·教师用书 | 电机英语 | 英语写作实训教程（旅游专业） |
| 综合英语 1·形成性评价手册 | 综合英语 2·形成性评价手册 | 商经贸英语 | 英语翻译实训教程（旅游专业） |
| 职业英语实用语法 | | 土木建筑英语 | 英语视听听说实训教程（旅游专业） |

“综合英语”结构

“综合英语”包括1、2两册，每册分为八个单元，每单元涉及一个与职场有关的主题，并围绕这个主题来设计学习任务和相关练习。每单元包括两篇课文（Text A和Text B），三个重点练习（Language Focus、Vocational Focus和Skill Focus），还包括课前的Getting Ready活动和课后的Practical Learning活动，总共七个部分。每单元的教学时间建议安排8个学时。

建议本系列综合英语与相应级别的《新视线国际英语听说教程·学生用书》（三个级别）和《新视线国际英语听说教程·测试用书》（三个级别）结合使用，以进一步提高学生的听说水平。

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为了适应我国经济发展方式转变和产业结构调整对于高技能人才的需求,近十年来,我国高等职业教育的迅猛发展令人瞩目。作为高等职业教育各专业的必修课程,高职英语课程的教学改革也在积极的探索中,取得了可喜的成果。教育部高等学校高职高专英语类专业教学指导委员会作为推动这一改革的引领力量,明确指出,高职英语课程以培养学生实际应用英语的能力为目标,侧重职场环境下语言交际能力的培养,要为学生职业能力及可持续发展能力服务,为高技能人才培养的总目标服务。

《新航标职业英语——Vocational English》是由北京语言大学出版社最新推出的一套高职英语系列教材,我之所以参与到这项教材建设中来,最主要的动因是这个锐意改革、善于学习、不断进取、质量至上、团结协作的编写团队吸引了我,这其中包括了来自二十几所高职院校的从事英语教学的一线教师,出版社的主管领导与编辑,还有极具版权意识的来自英国和美国的语言教学专家。高职教师丰富的教学经验及对学习对象的了解,出版社编辑深入的调研与耐心严谨的职业精神,外国专家的语言教学优势及认真严肃的态度,再加上行业专家的指导,这个编写团队优势互补,群策群力,保证了系列教材的针对性、可操作性及其上乘的品质。

这套系列教材具有以下主要特点:

1. 充分体现了高职英语教学改革的理念

作为课程教学的主要载体,该系列教材在帮助学生打好语言基础,培养学生综合应用语言能力的同时,注重训练学生用英语处理与职场相关的业务能力。这不仅体现在教学内容的选择上,还与Skill Focus并列设置了Vocational Focus模块,既有利于职场环境下语言能力的提高,也有利于职业素质的养成。

2. 融“教、学、做”为一体,注重能力培养

该系列教材每个单元的Vocational Focus模块均设计了一个与该单元主题相关的职业场景,学生以小组的形式通过6个步骤模仿完成一项职场活动。首先要求学生利用工具书或网络等资源查找相关词汇与资料,做好语言准备;然后在活动实施过程中调动学生的想象力、创造性与团队精神,使其在职场环境下使用英语的同时身临其境地感受职场文化,同时增加成就感。这一板块的设计遵循任务驱动型的教学方法,在语言训练的同时体现职业性与实践性。该模块的设计还具有开放性,给教师和学生充分发挥的空间,为促进学生的自主学习能力和团队合作精神搭建了平台。

3. 选材突出职业性,时代感强,语言真实地道

该系列教材选取的16个职场主题,既涉及到了一些主要行业,也尽量兼顾了当今经济社会发展对一些热门职业的需求,最后的“职业规划”单元主题对学生就业加以指导,体现了教材的实用性及职业性。

教材内容不仅涉及了学生关注的话题,如旅游、时尚、媒体、公共关系等,激发学习兴趣,还讨论了诸如食品安全、低碳生活、社区服务、上海世博等社会性内容,注重人文素养的养成。教材同时注意提高学生使用现代信息技术的能力,培养自主学习、协作学习的习惯。

英美英语教学专家的参与,保证了教材语言的鲜活、地道、真实。

4. 教师用书内容丰富、全面,方便组织教学

该系列教材配备了教师用书,对教材中的每项活动都给出了较为具体的教学建议,并提供了相关的背景知识及语言点的补充知识,内容丰富、全面,针对性强,能够切实帮助教师合理地进行课程设计,组织教学。教师用书的设计,不仅有助于更好地落实教材的教学理念,而且还为教师的个性化教学提供了支持。

5. 教材的版面设计清晰、美观,激发学习兴趣

该系列教材的版面设计合理,清晰、美观,尤其是学生用书,图文并茂,视觉效果好,不仅便于使用,而且有利于激发学生的学习兴趣。

《新航标职业英语——Vocational English》系列教材诞生于《国家中长期教育改革和发展规划纲要(2010—2020年)》的开局之年,为高职高专深化英语教学改革增加了一个新的教学资源的选择。我相信,该系列教材在内容和形式上的精心设计与高品质的呈现,必将得到广大高职高专师生的喜爱。

刘黛琳

教育部高职高专英语类专业教学指导委员会主任委员

前言

众所周知,高等职业教育的办学方针是“以服务为宗旨,以就业为导向”,采用“工学结合”的模式培养高级技能型人才。高职英语教材也需要反映不同职业对人才英语应用能力的要求,以帮助学生提高就业竞争力。《新航标职业英语——Vocational English》系列教材是在我国大力发展职业教育的方针指导下,在高等职业教育英语课程改革的背景下,在学校、在社会上做了广泛调研的基础上,为贯彻培养高素质技能型人才的精神而开发的一套崭新的系列教材。本系列教材以全新的教学理念、合理的教学方法,体现职业性和实用性,为我国高职高专公共英语教学及改革开辟了一条新路。

一、教材的编写理念

本系列教材秉承的编写理念为:“以职场交际为目标,以应用为目的,培养学生实际应用英语的能力,特别是听说能力,使他们在日常活动和与未来职业相关的业务活动中进行一般的口头和书面交流;同时掌握有效的学习方法,增强自主学习能力,提高综合文化素养;为他们提升就业竞争力及今后的职业发展打下良好的基础。”

二、系列教材基本组成及教学课时安排

《新航标职业英语——Vocational English》系列教材的基本组成如下表所示。其中的行业英语和专业英语部分产品会陆续出版并增添更多的品种。

| 《新航标职业英语——Vocational English》系列 | | | |
|---------------------------------|---------------|--------------|----------------------|
| 综合英语 | | 行业英语 | 专业英语 |
| 综合英语1·学生用书 | 综合英语2·学生用书 | 电子信息英语 | 英美概况 |
| 综合英语1·教师用书 | 综合英语2·教师用书 | 电机英语 | 英语写作实训教程(旅游专业) |
| 综合英语1·形成性评价手册 | 综合英语2·形成性评价手册 | 商经贸英语 | 英语翻译实训教程(旅游专业) |
| 职业英语实用语法 …… | | 土木建筑英语 …… | 英语视听实训教程(旅游专业) …… |
| 教学建议:整个高职高专阶段英语教学学时数为180-220学时 | | | |

三、教材特色

1. **选材内涵丰富,结合职业需要与语言能力的提高。**编者本着“工学结合、能力为本”的原则,在选材上不仅关注高职学生的语言水平,更突出对其职业技能的培养。学生在学习过程中不仅提高听、说、读、写、译等各项技能,也同时提升职业素养,将语言应用于职场场景中,从而提高综合就业能力。

2. **语言鲜活生动,充分体现高职英语教学需求。**本系列教材的开发突破了一般高职教材的编写模式,充分考虑高职教育的特点,关注高职学生知识结构与思维特性,尊重语言学习的规律。按照“实用为主,够用为度”的原则,在选材上充分考虑学生毕业后在工作岗位上会接触和使用的职场语言,诸如产品简介、广告策划、公关活动等,同时也涵盖生活、学习、工作等日常话题;选用的课文语言地道时尚、鲜活生动,折射社会发展需要,体现英语语言的时代特色与魅力。

3. **结构编排融合听、说、读、写、译各项技能,致力于培养学生的实际应用英语的能力。**本系列教材经过我国高职英语教学专家、本科及高职高专一线中外英语教师的反复调研和多次磋商讨论,充分汲取国内外优秀语言类教材的编写精华,确定了与教材编写理念相适合的板块设计方案。每个单元贯穿不同主题,每个单元内各个板块环环相扣,听、说、读、写几部分内容有机融合,配以大量词汇、结构、翻译和语法练习。这样既加大了对学生英语听说交际能力的训练力度,同时也加强了对学生英语应用文体阅读及写作能力的培养,满足未来职场涉外交际的需要。

4. **寓教于乐,激发兴趣,致力于帮助学生养成可终生受益的英语语言学习习惯。**本系列教材选材实用时尚、语言轻松活泼,能够激发教师授课和学生学习的双向兴趣;版式设计充分吸取国内外最新出版的英语教材设计风格的优点,色彩明快和谐,插图丰富有趣,使教师授课和学生学习的过程赏心悦目、轻松愉快。教材不但追求内容与形式的美感和谐,同时也注重对学生学习能力的培养;内容的选取和搭建,习题的设计和引导,都在潜移默化中教授学习方法,训练学习思维,授之以渔,培养学生可受益终生的良好的语言学习习惯。

5. **形成配套产品,满足个性化教学需求,搭建立体化教学资源平台。**本系列教材每个级别除了有学生用书、学生形成性评价手册、教师指导用书之外,还配有服务于课堂教学与课后自测的语法学习用书,同时还在组织编写制作内容丰富的教学课件、习题库及满足学生个性化学习要求的多媒体光盘。为教师个性化教学和学生自主学习提供最好的资源平台,是本系列教材整体策划中的重要内容。

四、综合英语单元结构

本系列教材综合英语包括1、2两册,每册分为八个单元,每单元涉及一个与职场有关的主题,并围绕这个主题来设计学习任务和 Related Exercises。每单元包括两篇课文(Text A和Text B),三个重点练习(Language Focus、Vocational Focus和Skill Focus),还包括课前的Getting Ready活动和课后的Practical Learning活动,总共七个部分。每单元的教学时间建议安排8个

学时。课文的选材经过英籍和美籍专家严格审核，语言规范，难度适中。学生用书的生词量覆盖了《高职高专教育英语课程教学基本要求（试行）》中提出的词汇量。以下是每单元各个部分的基本功能表：

| 每单元组成部分 | 内容简介及功能 | | 建议授课时间 (8个学时) |
|--------------------|---|---|------------------|
| Getting Ready | 分为两到三部分；包括由图片引入单元主题和与主题相关的基本知识点和问题的讨论。 | | 10分钟 |
| Text A | 主题文章，注重语言学习；第1册课文长度为350~400个词；第2册课文长度为400~450个词。 | | 80分钟 |
| Language Focus | Vocabulary | Text A中出现的核心词汇及短语练习；三种题型。 | 45分钟 |
| | Structure | Text A中出现的核心句子结构练习；两种题型。 | |
| | Translation | Text A中出现的核心表达的翻译；英译汉和汉译英。 | |
| | Grammar | Text A中出现的核心语法点详解与练习；两种题型。 | |
| Text B | 主题文章，注重介绍职场，与职场活动密切相关；第1册课文长度为250个词左右；第2册课文长度为300个词左右。 | | 45分钟 |
| Vocational Focus | 模仿职业场景，通过6个步骤让学生完成一个职场主题活动；调动学生的想象力、创造性，激发兴趣；遵循任务驱动型的教学方法，培养和锻炼学生与职场相关的英语技能，从而体现教材的职业性和应用性。 | | 90分钟 |
| Skill Focus | Listening | 分为“听句子”和“听对话”两种题型；每单元涉及不同功能的听力练习，与单元主题有机结合。 | 85分钟 |
| | Speaking | 分为“朗读”、“问答”和“演示”三部分，提升学生实用口语技能。 | |
| | Simulated Writing | 根据单元主题，设计职场中较为实用的写作任务；给出实例，让学生进行模仿写作。 | |
| Practical Learning | 单元主题学习的有益补充；学生通过该项目的学习，从传统的英语课本中走出来，进入一个真实的世界。 | | 5分钟 |

五、编写团队

一套优秀的教材是一个优秀编写团队所有编者智慧与汗水的结晶。《新航标职业英语——Vocational English》系列教材的编写团队具有以下特点：

1. **一流的高职教育及教材编写专家把舵。**本系列教材由教育部高职高专英语类专业教学指导委员会主任委员刘黛琳教授任顾问、总主审，上海市高职高专英语课程教学指导委员会顾问蒋秉章教授任总主编。

2. **由全国多所院校高职一线英语教师参加编写。**全国来自于上海、浙江、南京、天津、北京等近二十所高职和本科院校的一线教师参加了教材的编写，还有一些企业的专业人员被聘为本系列教材的顾问。系列教材中综合英语的学生用书和教师用书的第一册主编为许振雅、刘军和凌伟卿，编者有刘军、王前、封萍、徐辉、韩智渊；第二册主编为周红、纵瑞昆、王前，编者有周红、刘颖、俞利华、周晓亚、汪洋、谭定钟、胡月婵、楼靖和祁杰。裘禾敏、罗瑜、杜婴和谢梅君老师参加了前期的编写工作，在此表示感谢。

3. **聘请英籍和美籍语言教学专家主审并在编写过程中把关。**本系列教材的外籍主审专家为Laura Blacks女士和Dan Jenkins先生，他们在教材编写和审定过程中提供了很多帮助和支持。

目前市场上有许多面向高职高专英语教育的教材。这些教材诞生于我国高等职业教育改革的重要时期，是当前高职高专英语教学改革的必然产物，也将为我国高职高专英语教学注入新的活力，引发新的探索，建立新的教学标准。本系列教材是应运而生的一套最新高职高专英语教材，在历时三年的编写实践中，整个编写团队群策群力，十易文稿，反复修改，精雕细琢，力争为师生们呈现最新的教学理念和教学科研成果。一套优秀的教材来源于教学实践过程中的反复打磨。希望使用本系列教材的师生能够不断提供反馈意见和建议，帮助我们逐步完善教材，使教材的整体质量更上一层楼，为我国的高职高专英语教育做出更大贡献。

Getting Ready



Getting Ready
分为两到三部分，包括由图片引入单元主题和与主题相关的基本知识和问题的讨论。

Text A

主题文章，注重语言学习；第1册课文长度为350~400个词；第2册课文长度为400~450个词。

Text A

Fashion Designer – Your Dream Profession?

1. The fashion designer is a job that has been around since the beginning of time. It is a job that is both creative and technical. It is a job that is both artistic and scientific. It is a job that is both fun and challenging. It is a job that is both exciting and demanding. It is a job that is both rewarding and fulfilling. It is a job that is both a dream and a reality.

2. The fashion designer is a job that is both creative and technical. It is a job that is both artistic and scientific. It is a job that is both fun and challenging. It is a job that is both exciting and demanding. It is a job that is both rewarding and fulfilling. It is a job that is both a dream and a reality.



Language Focus

Vocabulary

- 1. **Design** (v.) to create a plan or drawing for something that is to be made or built.
- 2. **Sketch** (v.) to draw a rough picture of something.
- 3. **Concept** (n.) an idea or plan for something that is to be done.
- 4. **Inspiration** (n.) the feeling or idea that causes someone to do something.
- 5. **Passion** (n.) a strong feeling or desire for something.
- 6. **Commitment** (n.) the state of being dedicated to something.
- 7. **Attention** (n.) the act of paying attention to something.
- 8. **Detail** (n.) a small part or feature of something.
- 9. **Structure** (n.) the way that something is organized or built.
- 10. **Function** (n.) the purpose or use of something.

Structure

1. **Text A** is a **text** about **fashion design**. It is a **text** that is **both** **creative** and **technical**. It is a **text** that is **both** **artistic** and **scientific**. It is a **text** that is **both** **fun** and **challenging**. It is a **text** that is **both** **exciting** and **demanding**. It is a **text** that is **both** **rewarding** and **fulfilling**. It is a **text** that is **both** **a dream** and **a reality**.

Language Focus

Vocabulary
Text A 中出现的核心词汇及短语练习；三种题型。
Structure
Text A 中出现的核心句子结构练习；两种题型。

Translation

Text A 中出现的核心表达的翻译；英译汉和汉译英。

Grammar
Text A 中出现的核心语法点详解与练习；两种题型。

Translation

1. The fashion designer is a job that is both creative and technical. It is a job that is both artistic and scientific. It is a job that is both fun and challenging. It is a job that is both exciting and demanding. It is a job that is both rewarding and fulfilling. It is a job that is both a dream and a reality.

2. The fashion designer is a job that is both creative and technical. It is a job that is both artistic and scientific. It is a job that is both fun and challenging. It is a job that is both exciting and demanding. It is a job that is both rewarding and fulfilling. It is a job that is both a dream and a reality.

Text B

Fashion Design

1. Fashion design is a job that is both creative and technical. It is a job that is both artistic and scientific. It is a job that is both fun and challenging. It is a job that is both exciting and demanding. It is a job that is both rewarding and fulfilling. It is a job that is both a dream and a reality.

2. Fashion design is a job that is both creative and technical. It is a job that is both artistic and scientific. It is a job that is both fun and challenging. It is a job that is both exciting and demanding. It is a job that is both rewarding and fulfilling. It is a job that is both a dream and a reality.



Text B

主题文章，注重介绍职场，与职场活动密切相关；第1册课文长度为250个词左右；第2册课文长度为300个词左右。

Vocational Focus

Working as a Fashion Design Assistant

1. The fashion design assistant is a job that is both creative and technical. It is a job that is both artistic and scientific. It is a job that is both fun and challenging. It is a job that is both exciting and demanding. It is a job that is both rewarding and fulfilling. It is a job that is both a dream and a reality.

2. The fashion design assistant is a job that is both creative and technical. It is a job that is both artistic and scientific. It is a job that is both fun and challenging. It is a job that is both exciting and demanding. It is a job that is both rewarding and fulfilling. It is a job that is both a dream and a reality.



Vocational Focus

模仿职业场景，通过6个步骤让学生完成一个职场主题活动；调动学生的想象力、创造性，激发兴趣，遵循任务驱动型的教学方法，培养和锻炼学生与职场相关的英语技能，从而体现教材的职业性和应用性。

Skill Focus

Listening

1. The fashion design assistant is a job that is both creative and technical. It is a job that is both artistic and scientific. It is a job that is both fun and challenging. It is a job that is both exciting and demanding. It is a job that is both rewarding and fulfilling. It is a job that is both a dream and a reality.

2. The fashion design assistant is a job that is both creative and technical. It is a job that is both artistic and scientific. It is a job that is both fun and challenging. It is a job that is both exciting and demanding. It is a job that is both rewarding and fulfilling. It is a job that is both a dream and a reality.

Skill Focus

Listening
分为“听句子”和“听对话”两种题型；每单元涉及不同功能的听力练习，与单元主题有机结合。

Speaking
分为“朗读”、“问答”和“演示”三部分，提升学生实用口语技能。

Speaking

1. The fashion design assistant is a job that is both creative and technical. It is a job that is both artistic and scientific. It is a job that is both fun and challenging. It is a job that is both exciting and demanding. It is a job that is both rewarding and fulfilling. It is a job that is both a dream and a reality.

2. The fashion design assistant is a job that is both creative and technical. It is a job that is both artistic and scientific. It is a job that is both fun and challenging. It is a job that is both exciting and demanding. It is a job that is both rewarding and fulfilling. It is a job that is both a dream and a reality.

Simulated Writing

Writing a Notice

1. The fashion design assistant is a job that is both creative and technical. It is a job that is both artistic and scientific. It is a job that is both fun and challenging. It is a job that is both exciting and demanding. It is a job that is both rewarding and fulfilling. It is a job that is both a dream and a reality.

2. The fashion design assistant is a job that is both creative and technical. It is a job that is both artistic and scientific. It is a job that is both fun and challenging. It is a job that is both exciting and demanding. It is a job that is both rewarding and fulfilling. It is a job that is both a dream and a reality.

Simulated Writing

根据单元主题，设计职场中较为实用的写作任务；给出实例，让学生进行模仿写作。

Table

| Item | Price | Quantity |
|---|-------|----------|
| 1. The fashion design assistant is a job that is both creative and technical. It is a job that is both artistic and scientific. It is a job that is both fun and challenging. It is a job that is both exciting and demanding. It is a job that is both rewarding and fulfilling. It is a job that is both a dream and a reality. | | |
| 2. The fashion design assistant is a job that is both creative and technical. It is a job that is both artistic and scientific. It is a job that is both fun and challenging. It is a job that is both exciting and demanding. It is a job that is both rewarding and fulfilling. It is a job that is both a dream and a reality. | | |

Practical Learning



Practical Learning

单元主题学习的有益补充；学生通过该项目的学习，从传统的英语课本中走出来，进入一个真实的世界。

Contents

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|------------------|-------------------------------------|---|---|--|
| 1 P1 | Reception | Greeting Gestures in Different Cultures | Meeting Foreigners at an Airport | <ul style="list-style-type: none"> • Vocabulary Exercises • Structure Exercises • Translation Exercises • Grammar—Nouns: Countable Nouns and Uncountable Nouns |
| 2 P19 | Exposition | World Expo 2010 Shanghai, China | The World Expo | <ul style="list-style-type: none"> • Vocabulary Exercises • Structure Exercises • Translation Exercises • Grammar—Indefinite Pronouns |
| 3 P37 | Travel | Some World-Famous Tourist Spots | Vacation in Space | <ul style="list-style-type: none"> • Vocabulary Exercises • Structure Exercises • Translation Exercises • Grammar—Numerical Expressions |
| 4 P55 | Transportation | Giving Directions | Public Transportation in the USA | <ul style="list-style-type: none"> • Vocabulary Exercises • Structure Exercises • Translation Exercises • Grammar—Comparatives |
| 5 P73 | Automation | Automation Devices and Their Functions | Bill Gates' Big House | <ul style="list-style-type: none"> • Vocabulary Exercises • Structure Exercises • Translation Exercises • Grammar—Modals Verbs |
| 6 P91 | Low-Carbon Life | Ideas for Low-Carbon Life | Reducing Carbon Footprints | <ul style="list-style-type: none"> • Vocabulary Exercises • Structure Exercises • Translation Exercises • Grammar—Present Perfect and Past Simple |
| 7 P109 | Fashion | Fashion Brands and Styles | Fashion Designer — Your Dream Profession? | <ul style="list-style-type: none"> • Vocabulary Exercises • Structure Exercises • Translation Exercises • Grammar—Infinitives and Gerunds |
| 8 P127 | Media | <ul style="list-style-type: none"> • Some Communication Media in the USA • <i>The Wall Street Journal</i> | Communication Media in the USA | <ul style="list-style-type: none"> • Vocabulary Exercises • Structure Exercises • Translation Exercises • Grammar—Present Participles and Past Participles |
| 附录 | Glossary P145 不规则动词表 P150 | | | |

| Text B | Vocational Focus | Skill Focus | Practical Learning |
|--|---------------------------------------|--|---|
| Dealing with Foreign Visitors While Doing Business | Receiving Foreign Visitors | <ul style="list-style-type: none"> • Listening—Introductions and Greetings • Speaking—Reception • Simulated Writing—Designing a Business Card | Ways to Entertain Clients and Guests |
| How to Organize Your Company's Display Booth at a Trade Show | Planning for a Trade Show | <ul style="list-style-type: none"> • Listening—Agreement and Disagreement • Speaking—Exposition • Simulated Writing—Filling out an Application Form | Some Important Fairs |
| Flight Traveling Tips | Acting as a Tour Guide | <ul style="list-style-type: none"> • Listening—Making a Reservation • Speaking—Travel • Simulated Writing—Writing a Memo | World-Famous Sights |
| Shipping Online | Completing a Consignment Note | <ul style="list-style-type: none"> • Listening—Time and Place • Speaking—Transportation • Simulated Writing—Writing a Fax Message | Traffic Signs in Australia |
| Office Automation | Buying a Desktop Computer | <ul style="list-style-type: none"> • Listening—Asking for Help • Speaking—Automation • Simulated Writing—Writing an E-mail | Office Automation Devices |
| A Green Office | Creating a Low-Carbon Office | <ul style="list-style-type: none"> • Listening—Invitation • Speaking—Low-Carbon Life • Simulated Writing—Writing a Letter of Invitation | Types of Energy Labels |
| Fashion Weeks | Working as a Fashion Design Assistant | <ul style="list-style-type: none"> • Listening—Causes and Reasons • Speaking—Fashion • Simulated Writing—Writing a Notice | Different Fashion Brands |
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Unit 1

Reception



Getting Ready

A People from different cultures greet each other in different ways. Look at the pictures below and match each greeting gesture with its national flag.



1 USA



a



2 _____



b



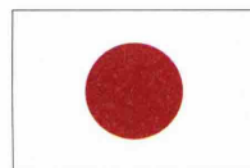
3 _____



c



4 _____



d



5 _____



e



6 _____



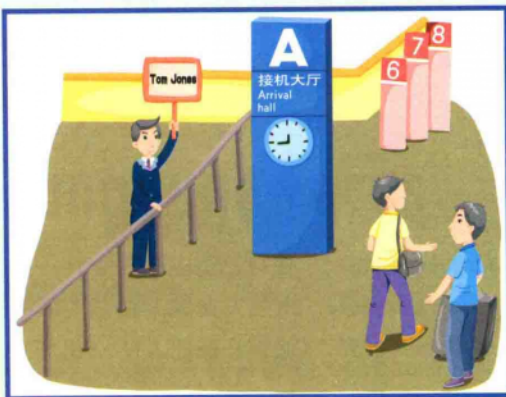
f

B Listen to the six statements and check your answers.

C Work in pairs. You are asked to greet a guest from one of the above countries. Act out the greeting gesture with your partner.

Meeting Foreigners at an Airport

- 1 Often, companies will wish to meet their foreign visitors at the airport. Before meeting the visitors, they should check ahead of time to make sure the flight is on schedule, go to the airport early and make every possible effort to help the visitors get through immigration and customs.
- 2 Counterparts from the company, i.e., personnel of the same rank, should meet the visitors at the airport. The host group should include an interpreter, if necessary. Prepare a tasteful, professional sign in order to catch the eye of the visitors. A computer laser printout of their names in extra-large type works well. Print the sign in the visitors' mother tongue. If the visitors' company logo can be printed, that would be even better.
- 3 A private room, or an area off to the side, should be set apart for the greeting ceremony at the airport. Make a culturally related presentation so that the visitors feel they are entering not only a new business venture, but also a new culture. A member of the host team should make individual introductions in a well-ordered manner. A welcoming pack of information should be distributed to each member of the visiting team.
- 4 The greeting ceremony should be brief to make the visitors aware that they will be taken to their hotel as soon as possible. If the visitors arrive in the morning, it is certainly acceptable to extend a dinner invitation. However, remember that the visitors will be jet-lagged when they arrive. Don't plan anything big for their first day, just let them get some rest and adapt themselves to a new time zone that may be four, six, or more hours different from their own. It is better for the visitors to decide the first day's schedule. Don't conduct actual business until the visitors are well rested.
- 5 After driving the visitors to their hotel at the host's expense, the host team should help the visitors check in no matter who made the booking. Check back later to make sure that the visitors are satisfied with the service at the hotel.



Notes

● time zone

时区。全球划分为24个时区。相邻两个时区的时间相差1小时。出国旅行的人，必须随时调整自己的手表，才能和当地时间相一致。凡向西走，每过一个时区，就要把表拨慢1小时；凡向东走，每过一个时区，就要把表拨快1小时。

● jet-lagged

有时差反应的，有时差感的。人体症状多表现为疲劳、方向感减弱和失眠，往往会影响人们最初几天的活动。

1-3

Word List

- schedule / 'fedʒul; 'skedʒjul / *n.* 时间表，进度表
- immigration / ,ɪmɪ'greɪʃn / *n.* 移民局检查站，移民
- customs / 'kʌstəmz / *n.* 海关
- counterpart / 'kauntəpɑ:t / *n.* 对应的人或物，配对物
- personnel / ,pɜ:sə'nel / *n.* 人员，职员
- rank / ræŋk / *n.* 等级，阶级
- host / həʊst / *n.* 主人，主办方，东道主
- include / m'klud / *vt.* 包含，包括
- interpreter / m'tɜ:pɪtə(r) / *n.* 口译人员，翻译员
- tasteful / 'teɪstfl / *a.* 有鉴赏力的，雅致的，有品位的
- professional / prə'feʃənl / *a.* 专业的，内行的；职业的
- sign / 'saɪn / *n.* 标志（牌）
- laser / 'leɪzə(r) / *n.* 激光
- logo / 'ləʊgəʊ / *n.* 标识，商标，标识语
- ceremony / 'serəməni / *n.* 典礼，仪式
- presentation / ,prezn'teɪʃn / *n.* 介绍，陈述，开场白
- enter / 'entə(r) / *vt.* 进入，参加
- venture / 'ventʃə(r) / *n.* 冒险；投机，风险
- individual / ,ɪndɪ'vɪdʒuəl / *a.* 个别的，单独的，个人的
- introduction / ,ɪntro'dʌkʃn / *n.* 介绍
- pack / pæk / *n.* 包，袋；包裹，背包
- distribute / dɪ'strɪbjʊt; 'dɪstrɪbjʊt / *vt.* 分发，分配
- brief / brɪf / *a.* 简短的，短暂的
- aware / ə'weə(r) / *a.* 明白的，意识到的
- extend / ɪk'stend / *vt.* 给予，施与
- invitation / ,ɪnvɪ'teɪʃn / *n.* 邀请，招待
- adapt / ə'dæpt / *vt.* （使）适应，（使）适合
- conduct / kən'dʌkt / *vt.* 进行，处理，实施
- actual / 'æktʃuəl / *a.* 实际的，真实的

Phrases or Expressions

- ahead of time 提前，事先
- make sure 务必，确保
- on schedule 按时
- make an effort 努力
- make every effort 尽一切努力
- get through 完成，通过
- catch the eye 吸引目光，引发兴趣
- adapt oneself to... 使自己适应或习惯于……
- at one's expense 由某人支付，由某人承担
- check in 报到，（旅馆）登记入住，（机场）登机
- be satisfied with... 对……感到满意

Exercises

A Read the text and answer the following questions.

1. What preparations should the hosts make before meeting their visitors at the airport?
2. How can you make the greeting sign eye-catching to the visitors?
3. Who should make the individual introductions?
4. Why should the hosts let the visitors control their first day's schedule?
5. Who should help the visitors check in at the hotel booked by the visitors themselves?

B Fill in the blanks to complete the main ideas of the text.

The article tells us what _____ to make before meeting visitors at _____.
In addition, the article illustrates how to meet visitors in a _____ manner.

C Discuss with your partner, and then fill in the blanks to complete the following table according to the text.

| Time | Place | What to do | Why doing so |
|---------------------------------|-----------------|---|---|
| Before meeting foreign visitors | | Check ahead of time. | 3. To make sure _____ |
| | | Go to the airport early. | 4. To help them get through _____ |
| | | Prepare a tasteful, professional sign. | 5. To catch the eye of _____ |
| When meeting foreign visitors | 1. At the _____ | Make a culturally related presentation. | 6. So that the visitors feel they are entering not only _____, but also _____ |
| After checking in | 2. In the _____ | Check back later. | 7. To ensure that the visitors are _____ |

D Read the text aloud and memorize the following paragraph.

Counterparts from the company, i.e., personnel of the same rank, should meet the visitors at the airport. The host group should include an interpreter, if necessary. Prepare a tasteful, professional sign in order to catch the eye of the visitors. A computer laser printout of their names in extra-large type works well. Print the sign in the visitors' mother tongue. If the visitors' company logo can be printed, that would be even better.

Language Focus

Vocabulary

A Choose the correct form of the words to complete the following sentences.

1. **accept, acceptance, acceptable**
 - a. The terms of the contract are _____ to us.
 - b. The new laws gained widespread _____.
2. **satisfy, satisfactory, satisfaction**
 - a. We should _____ the customers' need.

- b. The reading ability of the students is _____.
3. **introduction, introductory, introduce**
 a. Please allow me to _____ Mr. Black to you.
 b. Mary made a few _____ remarks.
4. **conduct, conductor, conduction**
 a. We decided to _____ an experiment.
 b. Wood is a poor _____.
5. **adapt, adaptable, adaptation**
 a. We must _____ ourselves to the changed conditions.
 b. Humans are infinitely _____.

B Match the words in Column A with the appropriate phrases in Column B.

| A | B |
|------------|----------------|
| 1. make | a. the eye |
| 2. meet | b. a hotel |
| 3. catch | c. an effort |
| 4. conduct | d. the logo |
| 5. print | e. business |
| 6. book | f. a foreigner |

C Complete the sentences below with the correct form of the words and phrases in the box.

on schedule extend actual individual
 include enter check in brief

- A lot of young people _____ the labor market each year.
- The train arrived _____.
- He _____ a warm welcome to the foreign visitors.
- A teacher cannot give _____ attention to his pupils if his class is very large.
- The university _____ ten colleges.
- What's the _____ position of the ship?
- I _____ at the Hilton Hotel yesterday.
- The old man rose and made a _____ speech.

Structure

A Study the example and rearrange the words and phrases into correct sentences.

e.g. he, all day, would, work, all night, and, if necessary

He would work all day and all night, if necessary.

- if necessary**, you, could, work, on, Saturdays and Sundays

- if necessary**, I, buy, will, instead of, a DVD player, a TV set

- if necessary**, you, at home, contact, can, me

- if necessary**, you, use, these, can, reference books

- if necessary**, the students, refer to, can, a dictionary

B Study the italicized part of the example sentences and compose sentences with the same structures using the words and phrases in parentheses.

- e.g. *It is acceptable to* extend a dinner invitation.
 a. _____
 (sell, the old house, at such a price)
 b. _____
 (drop out of school, to pursue your dreams)
 c. _____
 (from job to job, move, in the United States)
- e.g. *Don't plan anything big for their first day, just let them rest and* adapt themselves to the time zone.
 a. _____
 (miss the opportunity, seize it, reach your goals)
 b. _____
 (waste your time, go on with your work, finish it at once)
 c. _____
 (be an onlooker, play basketball, have a good time)

Translation

A Translate the following sentences into Chinese.

1. The little girl stood up trying to catch the teacher's eye.
.....
.....
2. If everyone stays in line, we'll get through the check-in procedure more quickly.
.....
.....
3. Please make sure to finish on schedule.
.....
.....
4. I will make every effort to get there on time.
.....
.....
5. Are the expenses included in the account?
.....
.....

B Translate the following sentences into English using the words or phrases in parentheses.

1. 他对希尔顿酒店的服务非常满意。(be satisfied with...)
.....
.....
2. 他自费印刷了外国公司的标志。(at one's own expense)
.....
.....
3. 我们相信销售代表会议将准时开始。(on schedule)
.....
.....
4. 难道你没有意识到知道如何接待外宾很重要吗? (aware)
.....
.....
5. 当你到一个国家, 你必须使自己适应新的风俗。(adapt oneself to...)
.....
.....

Grammar

Nouns—Countable Nouns and Uncountable Nouns

名词——可数名词与不可数名词

英语中的名词按其所表示的事物性质的不同, 分为可数名词与不可数名词。这两种名词在用法上是有区别的。一般来说, 凡是能用数词直接修饰的词就是可数名词, 不能用数词直接修饰的就是不可数名词。但是, 根据其表示的意义不同, 有些名词既可以做可数名词也可以做不可数名词。

| 意义差异 | 原则 | 例句 |
|-------------------------|-------------------------------------|--|
| 既可以看做是“个体”, 又可以看做是“物质”。 | 表示“个体”, 为可数名词; 表示“物质”, 为不可数名词。 | 1. Mary ate an entire chicken . (C) 玛丽吃了整整一只鸡。 2. Would you like some chicken ? (U) 你想要吃点鸡肉吗? |
| 既表示“物体”, 又表示“材料”。 | 表示“物体”, 为可数名词; 表示“材料”, 为不可数名词。 | 3. Each of us has a paper . (C) 我们每个人都拿到了一份报纸。 4. Paper is made of wood. (U) 纸是以木头为原料的。 |
| 既表示“特殊性”, 又表示“一般性”。 | 表示“特殊性”, 为可数名词; 表示“一般性”, 为不可数名词。 | 5. Tom needs a light by his bed. (C) 汤姆的床边需要一盏灯。 6. Light travels faster than sound. (U) 光比声传播的速度快。 |