



全国高职高专英语规划教材

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)
总主编：蒋秉章
本册主编：许振雅 刘军 凌伟卿

1

综合英语 教师用书



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



新航标职业英语——Vocation

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。

请登录<http://www.blcup.com/download/ve>下载PPT电子课件和更多的学习资料。

项目策划：戚德祥
项目执行：王 壮
 李 亮
责任编辑：李 亮
 王素云
 胡学卉
装帧设计：张 静

欢迎登录北京语言大学出版社网站
www.blcup.com

ISBN 978-7-5619-3029-8



定价39.90元



新航标

全国高职高专英语规划教材

Vocational English

新航标职业英语

顾问 总主审：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）

外籍主审：Laura Blacks（英） Dan Jenkins（美）

总主编：蒋秉章（上海市高职高专英语课程教学指导委员会顾问）

本册主编：许振雅 刘军 凌伟卿

编者：刘军 王前 封萍

徐辉 韩智渊

1

综合英语 教师用书



北京语言大学出版社

BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS

图书在版编目 (CIP) 数据

新航标职业英语综合英语1教师用书 / 蒋秉章主编.

— 北京 : 北京语言大学出版社, 2011. 6

ISBN 978-7-5619-3029-8

I. ①新… II. ①蒋… III. ①英语—高等职业教育—教学参考资料 IV. ①H31

中国版本图书馆CIP数据核字(2011)第100373号

书 名: 新航标职业英语·综合英语1·教师用书

责任印制: 陈 辉

出版发行: **北京语言大学出版社**

社 址: 北京市海淀区学院路15号 邮政编码: 100083

网 址: www.blcup.com

电 话: 发行部 82303648 / 3591 / 3651

编辑部 82301019

读者服务部 82303653 / 3908

网上订购电话 82303668

客户服务信箱 service@blcup.net

印 刷: 北京画中国画印刷有限公司

经 销: 全国新华书店

版 次: 2011年7月第1版 2011年7月第1次印刷

开 本: 889毫米×1194毫米 1/16 印张: 11.75

字 数: 323千字

书 号: ISBN 978-7-5619-3029-8/H·11069

定 价: 39.90元

凡有印装质量问题, 本社负责调换。电话: 82303590

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需求，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，使他们能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 ……	英语视听说实训教程（旅游专业） ……
教学建议：整个高职高专阶段英语教学时数为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，将语言应用于职业场景中，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；版式设计充分汲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。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内容的基本功能表：

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。袁禾敏、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。

学生用书目录

Unit	Theme	Getting Ready	Text A	Language Focus
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
Steps for a Successful Interview	Conducting a Media Interview	<ul style="list-style-type: none"> • Listening—Advice and Suggestions • Speaking—Media • Simulated Writing—Composing a News Release 	Well-Known Communication Media in the US and the UK

教师用书目录

Unit 1 Reception	1	Unit 5 Automation	91
Background	1	Background	91
Suggested Teaching Plan	2	Suggested Teaching Plan	91
Getting Ready	3	Getting Ready	92
Text A	4	Text A	93
Language Points	5	Language Points	95
Language Focus	7	Language Focus	98
Text B	11	Text B	101
Vocational Focus	12	Vocational Focus	101
Skill Focus	16	Skill Focus	104
Practical Learning	22	Practical Learning	109
课文译文	23	课文译文	110
Unit 2 Exposition	24	Unit 6 Low-Carbon Life	111
Background	24	Background	111
Suggested Teaching Plan	24	Suggested Teaching Plan	112
Getting Ready	25	Getting Ready	112
Text A	27	Text A	114
Language Points	28	Language Points	116
Language Focus	31	Language Focus	119
Text B	34	Text B	123
Vocational Focus	35	Vocational Focus	124
Skill Focus	37	Skill Focus	126
Practical Learning	43	Practical Learning	132
课文译文	45	课文译文	135
Unit 3 Travel	46	Unit 7 Fashion	136
Background	46	Background	136
Suggested Teaching Plan	46	Suggested Teaching Plan	136
Getting Ready	47	Getting Ready	137
Text A	49	Text A	138
Language Points	50	Language Points	140
Language Focus	52	Language Focus	142
Text B	56	Text B	145
Vocational Focus	56	Vocational Focus	146
Skill Focus	59	Skill Focus	149
Practical Learning	64	Practical Learning	154
课文译文	66	课文译文	156
Unit 4 Transportation	67	Unit 8 Media	157
Background	67	Background	157
Suggested Teaching Plan	68	Suggested Teaching Plan	158
Getting Ready	69	Getting Ready	159
Text A	70	Text A	160
Language Points	72	Language Points	161
Language Focus	76	Language Focus	165
Text B	80	Text B	168
Vocational Focus	80	Vocational Focus	169
Skill Focus	84	Skill Focus	171
Practical Learning	89	Practical Learning	176
课文译文	90	课文译文	179

Reception

Background

1. A receptionist's main responsibilities

A receptionist is a person who receives the guests who come to visit his/her company. As such, a receptionist is the initial contact a visitor makes with the company, and is hence in a powerful position in which to affect the way the company is perceived. A receptionist's main responsibilities are as follows:

1. Build good customer relations in a professional manner.
2. Communicate well—both internally and externally—with customers.
3. Develop effective listening skills and react appropriately on different occasions.
4. Take appropriate action when dealing with difficult callers and awkward customers, or when handling complaints.
5. Manage the reception area.
6. Provide the highest possible level of customer service when taking and relaying messages.

2. Preparations to be made before receiving a foreign visitor

1. Acquire background information from the mission organizer or directly from the management of the company, including the purpose of the visit.
2. Know the name and title of the visitor.
3. Make sure the visitor is to be met by a proper counterpart from the company, i. e., a person of the same rank.
4. Learn the visitor's agenda for the remainder (其余) of his/her trip.
5. Check the visitor's main product lines and customs in his/her own country.
6. Brief yourself on the business and cultural etiquette of the country.
7. Prepare a promotional pack (宣传包) with appropriate materials, including price lists, translated into the visitor's national language.

Suggested Teaching Plan

Items	Objectives	Suggested Time
Getting Ready	★ To acquire a general knowledge of the greeting gestures in different cultures	10 min.
Text A	★ To learn how to meet foreign visitors at an airport in a business-like manner ★ To learn the basic business etiquette for meeting foreign visitors at an airport	80 min.
Language Focus	★ To acquire a good command of the core vocabulary and structures in Text A ★ To learn to use countable nouns and uncountable nouns	45 min.
Text B	★ To acquire an overview of the etiquette in conducting business	45 min.
Vocational Focus	★ To understand how to deal with foreign visitors when doing business ★ To obtain more information from the Internet about business etiquette	90 min.
Skill Focus —Listening/ Speaking	★ To become familiar with introductions and greetings in different situations ★ To practice speaking skills: reading aloud, asking and answering questions based on a program schedule, and making a presentation about business etiquette in different countries and regions	45 min.
Skill Focus —Simulated Writing	★ To acquire a general idea of the basic elements of a business card and be able to correctly design a business card	40 min.
Practical Learning	★ To be able to recognize different ways to entertain clients and guests	5 min.

Getting Ready

Have the students think about the question—*What does a receptionist do?* Give some hints if necessary. (1 min.)

Information for Reference

A receptionist is a person who receives the guests who come to visit his/her company. As one of the company's most important assets, he/she is contributive to the visitors' first impressions of the company.

A (2 min.)

- Have the students look at the six national flags, and then make clear which countries they represent.
- Have the students match the different greeting gestures with the correct national flag.
- Guide the students in drawing a conclusion regarding different greeting customs around the world.

Key to Exercise A

- | | | |
|--------------------|----------------|-------------------|
| 1. a. USA | 2. d. Japan | 3. c. India |
| 4. e. Saudi Arabia | 5. f. Thailand | 6. b. New Zealand |

Conclusion: Although one of the most well-known and crucial forms of nonverbal communication in Asian cultures is bowing, and Arabic people greet each other by a kiss on both cheeks, most people still prefer to shake hands in business greetings.

B (4 min.)

- Play the recording and have the students check their answers.
- Have the students review the different greeting gestures.



Listening Scripts of Exercise B

- Americans shake hands when greeting each other on formal occasions. Men kiss women friends on one cheek only, but do not kiss them on the lips.
- The customary greeting in Japan is a low bow.
- A traditional greeting in India is saying *Namaste* (印度合十礼) and putting their hands together.
- People in Saudi Arabia (沙特阿拉伯) greet each other with a two-handed handshake or by a kiss on both cheeks.
- In Thailand, when greeting in a traditional way, one places his/her hands, palms together, in front of the chin, bows the head to touch the top of the fingers, and says a word that means "Good luck".
- In New Zealand, one of the traditional greetings by the Maori people (毛利人) in the country is *hongi*—expressed by two individuals rubbing or touching noses. Men may initiate (开始, 发起) the gesture with other men, but not with women, while women may initiate the gesture with other women and men.

C (3 min.)

- a. Have the students work in pairs and greet each other with different gestures.
- b. Have three pairs of students perform in front of the classroom, giving comments where necessary.

Text A



1. Have the students follow the recording and practice reading the new words and expressions. (10 min.)



2. Have the students listen to the recording with their textbooks closed, and focus on improving their listening ability. (5 min.)



3. Have the students read the text while listening to the recording and focus on improving their pronunciation and intonation. (5 min.)

4. Have the students read the text carefully and search for specific information. (25 min.)

- a. Have one student read the first paragraph aloud and then have all the students answer the first question in Exercise A.
- b. Do the same with the other four paragraphs and the remaining four questions in Exercise A—each question corresponds to one paragraph.
- c. Upon finishing the reading of the entire passage, have the students complete the statements about the main ideas in Exercise B.

5. Make sure that the students have a deep understanding of the text by explaining the language points. If time permits, have the students practice using them by composing news sentences. (25 min.)

6. After an in-depth reading of the text, have the students work in groups to discuss *what you should do and why you should do it when you pick up foreigners* according to the text and fill out the table in Exercise C. (5 min.)

7. The students should have a basic knowledge of the business etiquette for meeting foreign visitors at an airport. Write a summary of the text and have the students memorize the paragraph in Exercise D. (5 min.)

Key to Text A Exercises

A

1. Before meeting their visitors, they should check ahead of time to make sure the flight is on schedule and go to the airport early.
2. A computer laser printout of the visitors' names in extra-large type works well. The sign should be printed in the visitors' mother tongue. If the visitors' company logo can be printed, that would be even better.
3. A member of the host team.
4. The visitors will be jet-lagged, so let them get some rest to get used to the new time zone instead of planning something big, e.g., conducting business. No actual business should be done until the visitors are well rested.
5. The host team.

B

The article tells us what preparations to make before meeting visitors at an airport. In addition, the article illustrates how to meet visitors in a business-like manner.

C

Time	Place	What to do	Why doing so
Before meeting foreign visitors		Check ahead of time.	3. To make sure <u>the flight is on schedule</u>
		Go to the airport early.	4. To help them get through <u>immigration and customs</u>
		Prepare a tasteful, professional sign.	5. To catch the eye of <u>the visitors</u>
When meeting foreign visitors	1. At the <u>airport</u>	Make a culturally related presentation.	6. So that the visitors feel they are entering not only a <u>new business venture</u> , but also a <u>new culture</u>
After checking in	2. In the <u>hotel</u>	Check back later.	7. To ensure that the visitors are <u>satisfied with the service</u>

Language Points

Paragraph 1

1. ahead of time **happening, coming, or done before the proper or designated time** 提前, 事先

Please tell him **ahead of time** what you are going to do.

请把你要做的事情提前告诉他。

2. make sure **make certain, establish something without doubt** 务必, 确保

Make sure to turn off the light before you leave.

你临走前一定要关灯。

3. on schedule **at the announced or expected time** 按时

He wanted to finish the job **on schedule**, but somehow he fell behind.

他本想按时完成这项工作, 但是不知道为什么落后了。

Paragraph 2

4. host *n.* a person, place, company, or the like, that provides services, resources, and so on, as for a convention or sporting event 主人, 主办方, 东道主
Mr. Williams, our **host**, introduced us to the other guests.
我们的主人, 威廉姆斯先生, 把我们介绍给了其他客人。
5. include *vt.* bring in as part of the whole 包含, 包括
You should **include** eggs on the list of things to buy.
你应该在购物单中列上鸡蛋。
6. tasteful *a.* having, displaying, or in accordance with good taste 有鉴赏力的, 雅致的, 有品位的
Most of the clothes are very **tasteful**.
大部分服装都很有品位。
7. catch one's eye / catch the eye of to attract one's attention or interest 吸引目光, 引起兴趣
The T-shirt in the window **caught his eye** when he passed the store.
当他经过商店时, 橱窗里的T恤衫吸引了他的注意。

Paragraph 3

8. presentation *n.* a formal introduction, a demonstration 介绍, 陈述, 开场白
Professor Adams gave a **presentation** on British theater last Friday.
亚当斯教授上周五做了一个关于英国戏剧的介绍。
9. individual *a.* single; particular; separate 个别的, 单独的, 个人的
Each **individual** leaf on the tree is different.
树上的每片叶子都是不同的。
10. introduction *n.* a formal personal presentation of one person to another or others 介绍
She was shaking his hand before I could finish the **introduction**.
还没等我介绍完, 她就在与他握手了。
11. distribute *vt.* [to, among] to divide among several or many; give out 分发, 分配
The books were **distributed** among the students in the area.
这些书发给了该地区的学生。

Paragraph 4

12. brief *a.* short, esp. in time 简短的, 短暂的
Could you make the speech **brief**?
你能让发言简短些吗?
13. aware *a.* [of, that] having knowledge or understanding 明白的, 意识到的
She was well **aware** of the problems.
她很清楚这些问题。
14. extend *vt.* offer, grant, accord 给予, 施与
It was very kind of you to **extend** an invitation to us.
感谢您对我们的邀请。

15. adapt oneself to... make oneself suitable for a new use, need or situation 使自己适应或习惯于……

She soon **adapted herself to** the new job.

她很快适应了新工作。

16. conduct *vt.* control, manage 进行, 处理, 实施

They have **conducted** negotiations in a positive manner.

他们已经进行了积极的谈判。

Paragraph 5

17. at one's expense / at the expense of... someone paying the cost 由……支付, 由……承担

He had to repair his car **at his own expense**.

他不得不自费修车。

18. check in to report one's arrival, as at a hotel desk, an airport, and so on

报到, (旅馆)登记入住, (机场)登机

You must **check in** at the airport an hour before your plane leaves.

在飞机起飞前一个小时, 你必须到机场办理登机手续。

19. be satisfied with... be happy with sth., be pleased with sth. 对……感到满意

She told me that she **was not satisfied with** my examination results.

她告诉我她对我的考试成绩不满意。

Language Focus

Have the students check the core vocabulary and structures in Text A. (2 min.)

on schedule, extend, expense, actual, individual, include, enter, check in, brief, be satisfied with, at one's expense, make sure, aware, adapt oneself to..., catch one's eye, get through, make an effort, if necessary, as...as, it is acceptable to...

Vocabulary (7 min.)

- A** Focus the students' attention on the five groups of words by discussing the differences among the three words in each group. Have some of the students read each group of sentences aloud and make sure they understand the meaning.
- B** Have the students finish Exercise B in pairs. One student reads a word in Column A aloud while the other chooses the proper word or expression that agrees with it from Column B.
- C** Have the students look through the given vocabulary, and have them complete the sentences individually and check their answers in pairs. Then have some of the students read the sentences aloud one by one.