

对外经济贸易各专业适用

# Into Business with English Book 1 Teacher's Guide (Second Edition)

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对外经济贸易大学出版社

# **Into Business with English**

## **Book 1: Teacher's Guide**

**2nd. Edition**

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第一册 教师用书

(修订版)

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# 序

中国的英语教学,历来十分重视教材,不少人把它比做一剧之本,教师与学生无不想得到一种好的、称心的教材。

在对外经济贸易大学即将庆祝四十周年校庆之际,新编的基础英语教材《Into Business With English》付梓了,使用自己编写的、结合对外经济贸易特点的、符合新的教学法原则的基础英语教材的愿望终于变成了现实。这是我国改革开放政策的产物,是团结协作长期努力的成果。

说它是改革开放政策的产物,是因为该教材是中英合作项目。在对外贸易经济合作部和国家教育委员会的支持下,于1987年被确定为两国文化教育合作项目之一。对外贸易经济合作部和英国驻华使馆文化处在人力物力上都作了投入,给予了很大的支持。

说它是团结协作的成果,是因为该项目在1987年由对外经济贸易大学发起,1990年之后广州对外贸易学院、上海对外贸易学院和天津对外贸易学院也加入到教材的试用和修改之中,该教材是四所院校共同协作的产物。它不仅凝聚着参与教材编写和试用的众多教师的大量心血,四所院校的其他教师也对教材的编写方针和初稿提出了不少修改意见。

说它是长期努力的成果,是说该教材从开始设计、编写、试用、修改、到定稿经过了较长的时间,从1987年算起,至今已有6个年头。第一册已五易其稿。全套教材将于1995年出齐。

本教材力图较多地贯彻交际法的教学原则,同时也考虑到中国学生学英语的诸多特点。课文中的经贸线索只是为课本制造一个联系对外经贸的氛围,课本的核心还在于贯彻基础英语教学的具体要求。编者还将教材与国家教委批准的《高等学校英语专业基础阶段英语教学大纲》作了对照,以使教材能符合大纲所规定的要求。本教材注重跨文化交流的问题,注意在打好英语基本功的同时,对中外文化进行一些对比和介绍。

在试用期间,编者在教师和学生中作了大量的调查,并根据他们的反馈,对教材作了反复修改,把师生们认为最有用和最有意思的各种练习保留下来。因此,同学们都认为上新教材有意思、有收获;教师们也认为使用新教材能充分发挥自己的主观能动性。

从这几年的使用效果来看,本教材是令人满意的。例如,对外经济贸易大学使用该教材的两个系,在高等学校外语专业教学指导委员会所组织的全国性英语专业四级统测和对外贸易经济合作部组织的部属院校英语统测中,平均成绩均比其他系为优;天津对外贸易学院使用本教材的一年级学生的听说能力有了显著的提高。如果说,测试的结果包含有多种因素,不完全是教材的功劳,那么,它至少已经说明,使用该教材是完全可以达到国家教委批准的英语专业基础阶段教学大纲的各项要求的。

本教材共四册,适于高等学校对外贸易英语专业基础阶段教学之用,也适用于对外经贸的其他专业如国际贸易、国际金融、国际工商管理、国际经济合作、国际经济法等专业的基础英语教学,亦可作为其他院系的学生和在职人员学习英语的参考。

由于本教材采用了一些与传统不甚相同的教学路子,为便于教师备课,提高教材的使用效果,每册均配有教师用书,对课本中涉及的语言现象、文化背景和如何组织学生活动等,均作了详尽的说明。本教材配有录音带。编者还正在设计与新的教材和教法相适应的测试系统。

我们清楚地知道,对教材的看法是仁者见仁、智者见智的。一方面,在使用某一种教材时,要注意它的编写原则和教学指导思想,以充分发挥其长处。另一方面,我们并不主张把教材当成束缚教

师与学生教学行为的紧身衣,教师和学生根据具体情况,可以灵活使用本教材,取长补短,以达到最好的教学效果。

在改革开放的形势下,与对外经济贸易相关的各种专业正如雨后春笋般在各校涌现。我们希望这套教材能给同行们一个参考,给同学们一种新的选择。我们愿通过这套教材,加强与各兄弟院校的联系、交流与合作,尤其是在基础英语教学的研讨方面。我们十分希望能得到各有关同行和同学们对教材的批评和建议。

愿我国的对外经济贸易事业欣欣向荣,愿我国为培养对外经济贸易人材服务的教育事业能兴旺发达,愿各有关院校能加强交流与合作,为探索适合我国情况的基础英语教学新路子而共同努力。

我相信,我们事业的前途是光明的。

副校长 黄震华教授  
于对外经济贸易大学  
1993年8月

# Introduction

## Revisions to Book 1

This is the second edition of Book 1: Into Business with English. The book has been thoroughly revised in order to take account of the Test for English Majors (TEM 4), and in order to incorporate suggestions given by teachers who used the first edition. The book has also been reorganized according to topic areas. Exercises have been labeled more clearly in order to highlight specific language items (e.g. grammatical structures) or skills (e.g. listening for gist). Material has been added in order to provide further practice in specific areas of language use. A Grammar Index and Vocabulary Lists are also included in the revised edition of the Student's Book. One other major addition is the Language Map at the beginning of the Student's Book. This shows users where to locate specific language items and activities for developing language skills.

## TEM 4 Preparation

Book 1: Into Business with English is the first in a series of four, designed for use during the first two years at college or university. Together, the books provide most of what students need in order to prepare for the Test for English Majors (TEM 4). As students progress through the books, grammatical constructions, vocabulary and language skills are introduced gradually, with plenty of opportunity for practice. The last book in the series contains test practice material, designed specifically to help students prepare for TEM 4.

## Towards Communicating in English

The writers of this series feel that a different, more communicative approach is necessary if China is to make the most of its opportunities on the international scene. We think that students should be provided with more opportunities for real language use. So we have set out to write a series of books in which we put the emphasis on communication.

The books draw on recent developments in the fields of applied linguistics and language teaching. They present students with new ways of studying English; new ways of helping themselves to improve their English.

Up until now, throughout their school years, students have probably learnt English in a fairly traditional way. Until now they have been learning lots of information *about* English. But the purpose of this course is to help them learn how to *use* English. The book is designed to help students develop language *skills*. For example, when they read a passage they are not required simply to concentrate on the language points. **Instead, they are encouraged to guess the meaning of new words, to read quickly, to look for details in the text, and to take notes efficiently.**

The approach suggested in this book may be very different from the way in which students have studied before. Students are expected to take more of an active role in class than they may have done previously. For example, they are expected to work in pairs or groups. At first they may feel puzzled by this new way of doing things. But they should keep an open

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mind and try to understand *why* they are using this new approach. They may find it hard at first, but we believe that the initial struggle will be worth it in the end.

### Teacher's Guides

Each of the Students' Books in this series is accompanied by a Teacher's Guide, to help you use the materials effectively. The word 'guide' has been used consciously because we do not wish to dictate to the teacher on matters of methodology. The steps suggested using the symbol - q - are one way in which you could proceed, based on our experience of handling such material. However, they are not rules. You may adopt the techniques and methodologies with which you feel most comfortable and which you think will best achieve the objectives of the lesson.

### Theoretical Background

Any language teaching course is based on certain ideas about the nature of language and language learning. In the past it was sometimes taken for granted that the teachers who used the textbook held the same point of view as the textbook writers. Indeed, in China, many teachers teach from the same books which they studied as students. The material and methodology are therefore familiar to them.

However, the Into Business with English series is new and the ideas and activities in it will be new to many of you. So we think it is necessary to explain the theory behind the books.

Over the past forty years, the study of linguistics has flourished and developed, leading to a parallel growth in the field of language learning and teaching. Research in the field of psycholinguistics has given us a deeper understanding of what language is and how languages are learnt. Many different theories of language learning have been put forward and many different methods of teaching have been tested. Yet, still no one is completely sure how we learn a second language, or the best way to teach it.

You may be familiar with an approach called Communicative Language Teaching [CLT], which first became popular in the 1970s. This has had a strong influence on language teaching in many countries. However, more recently people have realized that perhaps an eclectic approach is more effective for language learning. This set of books contains certain communicative exercises and activities to develop learners' oral and listening skills. But more traditional types of exercise also appear in the books.

### Communicative Competence

What does it mean to speak a language? The answer in the past has tended to be: "To know the forms of the language, i.e. the grammar, the vocabulary and the phonology". These aspects constitute the linguistic system of the language. In the past people thought that if you knew grammar, vocabulary and pronunciation you could speak a language. But now we realise that being able to communicate in a language involves much more than this. For instance, in terms of grammar "Have you eaten?" is a well-formed question in English. But its function in English is quite different from that in Chinese, in which it is a greeting.



Understanding the words and grammar of a sentence does not necessarily guarantee that we can understand its meaning.

So, in addition to "linguistic competence" (i.e. formal knowledge of the language as a system) we must teach students "communicative competence". For instance, we must teach them how to begin and end conversations; what it is appropriate to talk about; when and to whom we should talk, and what kind of language to use when doing this. This series of coursebooks aims to develop communicative competence.

### **Communication in Language Teaching**

The best way of learning a language is by practice: that is, by trying to communicate. Activities should have a communicative purpose. Consequently the books in this series contain roleplays, problem-solving activities, discussions and games. These activities involve three essential features of real communication: information gap, choice and feedback. An information gap activity is one in which information of some kind has to be exchanged. If we both know that what I am holding is a pen, then the question and answer, "What is this?" "It's a pen." is not communicative. Likewise, an exercise where students have no choice in the answer that they give does not involve real communication. For this reason, drills are not considered communicative. It is also important that there is some response, so that the speakers/writers can evaluate whether they have achieved their purpose. If I ask a question but get no response, I cannot assess whether my question has been understood or not.

### **Student-Centred Learning**

The concept of "student-centred learning" has featured strongly in recent approaches to teaching. This means that the students themselves are at the centre of the activities. They have to participate actively. Throughout the lesson they are encouraged to take the initiative; to think and express themselves in English. They learn by doing. This approach gives the students the chance to practise new language points. It also allows them to consolidate what they have learnt in the past.

In "student centred learning" the roles of the teacher and learner are quite different from those in more traditional approaches. The students are encouraged to spend much more time talking than the teacher does. After all, they are the ones who need the practice! It is also considered important for learners to take responsibility for their own learning. They should develop strategies for helping themselves to learn. Meanwhile, the role of the teacher is to guide the activities, so that the students get the maximum benefit from them. The teacher should also provide feedback on the students' performance. The teacher is not expected to be the fount of all knowledge, nor merely the provider of the correct answer. In a genuinely communicative situation there may be more than one correct answer. In fact, various alternative answers may have to be discussed and evaluated.

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## Real Communication

Communication in real life is essentially meaningful: people communicate in order to tell each other something. Furthermore, it is unpredictable. If we were totally certain of how an interaction might develop there would be little point in participating in it. So, if we restrict our students to exercises which are remote from their interests - and which only have one correct answer - we are not helping them to develop real competence in using the language. This set of books aims to help students to cope in real language situations. The primary focus is on meaning rather than on form. The students are shown how they can understand a text without understanding every word. They are shown that it is possible to handle an interaction which achieves its goal even if they are not sure of being 100% correct in what they are saying.

You should not be too worried if your students appear to be developing fluency at the expense of accuracy. Through plenty of practice the students will develop the two aspects of language which are necessary for communicative competence: (a) the knowledge of the language system and (b) the ability to use it appropriately. Language learning is a process of development, with the learners' knowledge constantly being reassessed and refined.

## Dealing with errors

Training students to develop communicative competence means that we have to think again about our attitude towards error.

In the past teachers felt it was necessary to correct every error, because if they did not do so the students would develop bad habits. But in recent years this idea has been strongly contested. Extensive research has shown that errors are a necessary part of the learning process. People learn by trial and error. It is quite natural for learners to formulate hypotheses and test them. When learners encounter a new word, function or structure they experiment with its use. If their attempt at using the item 'works', they know that their hypothesis was correct. If it does not 'work', this shows that their hypothesis was incorrect. In any case, they have learnt something.

So, errors are an indication that the learner is learning. Professor H. G. Widdowson, of the Institute of Education, London University, has pointed out that:

"We can discern a resemblance between expressions associated with the inter-languages<sup>1</sup> of learners and those which appear in the work of creative writers ... they derive essentially from the same creative source. Both reveal the workings of capacity<sup>2</sup>. This being so, the suppression of 'error' by the imposition of correctness will also tend to suppress the very force that activates the learning process itself."

Notes:

- <sup>1</sup> **inter-language:** A term for the learners' developing command of the language they are learning, which as they progress approximates more and more closely to the language spoken by native speakers.
- <sup>2</sup> **capacity:** Widdowson uses this term to mean a person's innate creative ability to learn languages.

Gradually, given plenty of input and plenty of opportunity to practice and to try out the new language, learners will develop the correct forms. Errors are not something to be ashamed of or avoided. They provide an opportunity for further learning.

This has important consequences for our treatment of error in the language classroom. If learners are worried about making mistakes, they will be afraid to experiment, and so they will miss the opportunity to learn something. So, we should create a situation in the classroom in which learners are uninhibited. If students can contribute to the lessons without fear of losing face or being criticised too severely, they will begin to communicate with greater facility.

We recommend that you do not interrupt a student when s/he is speaking. Instead, you should wait until the student has finished. The meaning of the student's utterance may be unclear in the middle, but it may become clear to you if the student is allowed to finish. Similarly, you should not interrupt an activity to deal with a language mistake, unless that mistake is so serious that the activity cannot continue without help. When students are working together in groups you should "monitor" the activity. This means that you should go round the classroom and listen unobtrusively to what the students are saying. You should make a note of any important errors that occur. After the activity is over you should then give feedback, going over the errors and suggesting improvements. If you observe a number of students making similar errors, then it is worth planning some work on this language item for a later lesson.

Correction should be handled with tact and consideration. It should never be a form of reprimand.

It is also important to give the students the chance to correct themselves. You can do this by pointing out the mistake and asking the student to correct it. If the student who made the mistake cannot correct it, then perhaps other members of the class can. In this way the students can learn from their errors.

Another important factor to bear in mind is the purpose of the activity. If the purpose is to practise items which the students have just studied, then it may be appropriate to focus on accuracy, on the correct use of the linguistic system. But in free discussions it may be more important to focus on how effectively the students manage to communicate their ideas.

The correction of written work can be organized on much the same basis as oral work. There is often a tendency for teachers to be over concerned with the accuracy of written work. However, it is also important to point out where the student has been successful. Positive feedback is strong form of motivation.

As with oral work, students should be encouraged to correct their own written work. Traditionally, written work has been corrected by the teacher and then given back to students. The teacher would often spend a lot of time doing the corrections, but the students would benefit very little because they did not have to do anything with the work when it was returned to them. An alternative is to return the work to the students with the errors simply underlined, then let them correct the work themselves. You can put a symbol beside

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each mistake to indicate what kind of mistake it is (e.g.: w.o. = word order He likes very much swimming). You can allow time in class for students to correct their work, and to help each other to do so. You, the teacher, can act as a resource and help students when they do not know the correct form. You can also tell students to do their corrections for homework, and only award a final mark after they have presented their corrected versions.

## Classroom Organization

Many of the activities in the Student's Book require learners to work in groups (e.g. of four to six students) or pairs. It may be necessary to reorganize the classroom for this purpose. If desks are grouped together in fours or sixes, students can sit around them. However, in cases where furniture is fixed to the floor, students may have to turn sideways in their seats to form groups. Some teachers prefer to have their students sitting in a 'U' shape, with the open side towards the teacher. Choose whatever technique you feel suits your situation.

## Previewing

We know that in traditional Chinese learning it is common for students to **preview** lessons that they are going to study in class. In this course we advise students **not to preview** lessons.

There is a good reason for this. When students leave university and get a job they will not be able to preview English texts before they work on them. They will have to cope with them as they are, when they first see them. One of the objectives of this course is to help students develop language skills for use in the real world.

This does not mean that students will not have any studying to do outside of class time. On the contrary, there are lots of things they can do to improve their English outside the classroom.

## Self Study

Learning English does not stop outside the classroom. Some activities in the Student's Book are marked with an asterisk (\*). These are activities which are particularly suitable for self study; i.e. exercises which students may wish to do by themselves outside of class time.

Of course, you will sometimes ask your students to do homework. For example, you may ask the students to do a writing task; or you may ask them to do some preparation (reading, discussion, thinking) for the next lesson.

There are several other ways in which students can improve their English.

You should encourage them to listen to English programmes on the radio.

To improve their reading ability, you should encourage your students to read absolutely anything in English. It does not really matter what they are reading: they should read not only for language enrichment but for enjoyment. If they enjoy what they read, they will certainly be learning too. You can ask your students to keep records of what they have read outside the classroom. At regular intervals they can give brief reports on what they have

read. In addition, you can encourage your students to share reading materials that they have found and enjoyed.

Classroom oral activities are not sufficient for students to develop their spoken English. It is imperative that your students practise speaking English outside the classroom. For example, you can suggest to them that they speak English with their room-mates for a set period each day.

Finally, in order to practise writing in English, students can start an English language newsletter in the department.

If - despite all the above - your students still find that they have some free time, they should **review** the lessons they have already done. This is much more useful than **previewing** the next lesson.

### Use of Dictionaries & Grammar Books

Your students will find that to carry out the work on this course it is not enough to have a Chinese/English dictionary. If they have not already got one, they should buy an English/English dictionary. They should try to find a good one such as the Oxford Advanced Learner's Dictionary, published by the Oxford University Press [ISBN 0-19-431141-4 (flexicover)], the Collins Cobuild Student's Dictionary [ISBN 0-000-370315-0], or one of the many Longman's Dictionaries that are currently available.

Dictionaries are an important tool in language learning. But we must recognize that the over-use of dictionaries can quickly become a bad habit and can prevent you from using valuable language learning skills. It is better to try to guess the meanings of unknown words from their context rather than looking up every word in the dictionary. After all, in a natural conversation, one would not be able to look up every unfamiliar word in the dictionary. After the lesson students may use their dictionaries to get a fuller idea of the meaning of a word, its pronunciation and its use.

Students will also find it useful to have a good reference book of English grammar. We recommend the following: Practical English Usage, by Michael Swan, published by the Oxford University Press [ISBN 0-19-431185-6]; A Practical English Grammar, by A. J. Thomson and A. V. Martinet, also published by the Oxford University Press [ISBN 0-19-431342-5]; or Longman English Grammar, by L.G. Alexander [ISBN 0-582-55892-1].

# Introduction

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## Glossary of Words and Symbols Used in the Teacher's Guide

- This symbol indicates the objective of a lesson.
- This symbol indicates a suggestion for how an activity can be managed. However, we stress that these are only suggestions. You are - of course - free to teach your lessons in your own way.

**Unit:** This book is divided into Units. These Units are designed to approximate to a week's teaching of four two-hour lessons.

**Section:** Each Section approximates to a two-hour lesson. However, you may wish to extend or shorten certain Sections, depending whether you think it is necessary.

**Additional Exercises:** At the end of some Units there are some suggestions for additional work. These may be extra exercises for practising language points, or they may be extension activities for reinforcing things which students have studied earlier in the Unit.

**Group Work:** Some of the activities in the book are designed for group work. You should divide the class into several groups of between four and six students, depending which is most convenient.

**Pair Work:** Sometimes students are required to work with a **partner**. Many of the exercises in the book are designed for two students working together.

**Information Gap Activity:** This is an activity in which one student, "Student A", has different information from the other student, "Student B". When doing this kind of activity, it is important that students do not look at each other's information.

**Roleplay:** Sometimes students are asked to act out the part of another person in a certain situation. They should try to imagine themselves as that person and use the language s/he would use in that situation.

# **Into Business with English**

## **Book 1: Teacher's Guide**

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# UNIT 1

# Introductions

## Section 1: Meeting and Greeting

In this Section students will practise the following skills:

- using formal and informal greetings appropriately
- introducing themselves
- introducing another person formally/informally

### Making introductions

Before the students open the Student's Book for the first lesson, it is suggested that you greet the students formally. Expect a formal reply to your greeting. Go on to introduce yourself to the students.

- ☐ When the students are settled in their Groups, go back to the greeting and explain the difference between formal and informal. Talk about appropriacy of response, if you feel this is necessary.
- ☐ Ask the students to open their books and study the picture of people in the office on page 1. It may be wise to check their interpretation of the picture before letting them discuss in Pairs what they think the people illustrated are saying.

Tapescript:

1. A: Paul, I'd like to introduce you to our new accountant, Linda Matthews.  
B: Oh, hello. How do you do?  
C: How do you do? I'm sorry. I didn't catch your name.  
B: It's Paul. Paul Taylor.  
C: Nice to meet you, Paul.
2. D: John, I'd like you to meet Carol Zhang.  
E: Oh, hello. I've heard so much about you. How do you do?  
F: How do you do?
3. G: May I introduce myself. My name's Stern, Eva Stern.  
H: Oh, hello. Glad to meet you.
4. I: Excuse me. I don't think we've been introduced. I'm Linda Guo.  
J: Nice to meet you, Linda. I'm Harry Jameson.  
I: Pleased to meet you, Harry.

- ☐ Ask the students to introduce each other in pairs.

### Group work

- ☐ In their Groups, students should make lists of the expressions they know for making introductions and greeting people.



## Section 1: Meeting and Greeting

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- When the Groups have finished making out their lists, you can ask them to report the expressions they have thought up. Make a short list of these on the board, or get a student to do so if you prefer.

Some suggested answers:

**A. Making introductions:** I'd like to introduce...\*; I'd like to introduce you to...\*; I'd like you to meet...; Let me introduce you to ...; Allow me to introduce you to ...\*; Can/May I introduce you to ...; May I present ...\*; Have you met ...?; Have you two met? This is ...

**Self-introductions:** I don't think we've met. I'm James Lewis. ; You're new here, aren't you?; I don't think we've been introduced.; Haven't we met before?; Your face looks familiar.; Hello. I'm James Lewis. What's your name?; Hi. I'm James Lewis, but everyone calls me Jim.

**B. Greeting people:** How do you do?\*; Pleased/Glad/Nice to meet you.\* [Response: The pleasure is mine.\*]; Good morning/afternoon/evening.\*; I've heard so much about you.; Hello.; Hullo.; Hallo.; Hi!; How are you? [Response: Pretty good.; Fine, thanks.; Not bad.; Okay.]; How are things?; How's it going?; What's new?; How's tricks?; What's happening? [Response: Nothing.; Not much]; How are you doing?; How have you been?; How are you keeping?; How are you getting along?; Hiya!; Alright?; G'day!; Howdy!; Long time no see.; I haven't seen you for some time. [Response: Yes, it's been quite a while.]; What a pleasant surprise!; How nice to see you.; Nice to see you again.; Hello stranger! [Note: said to friends]

Some special notes on Chinese greetings:

- i) Where are you going?; What have you bought? etc.: Chinese greetings such as these are not appropriate in English-speaking society. In English these do not function as greetings but rather as questions which require a precise answer. A native speaker of English may interpret these 'questions' as nosey and intrusive.
- ii) Have you eaten?; Have you had lunch?: In English these do not sound like greetings. Instead, they sound like invitations to lunch.
- iii) You are going out, ah!; You have come back, ah!; Waiting for the bus, ah! etc.: Again, in English-speaking society these do not sound like greetings. Instead, it seems as if the speaker is simply stating the obvious.

### Listening: Are you Mr. Jones?

Tapescript:

- A: Excuse me, aren't you Mr. Jones?  
B: Yes, that's right.  
A: I'm Sue Baxter from Chemco. Ltd. Pleased to meet you.  
B: Pleased to meet you, too.