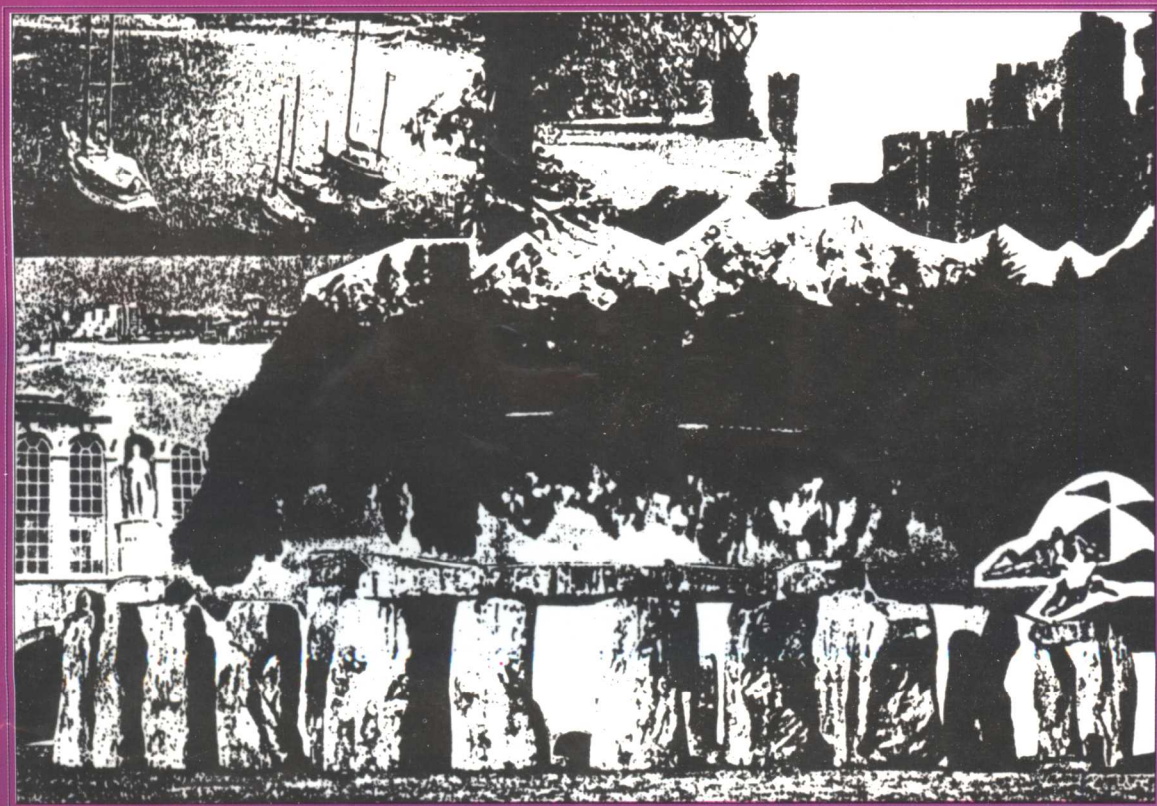对外经济贸易各专业适用
英语第二册

Into Business
with EngIish
Book 2
Teacher's Guide

Towards communicating in EngIish

Into Business with English
Teacher's Guide
Towards Communicating in English

英　语　（第二册）

教 师 用 书

对外经济贸易大学出版社

Acknowledgements

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。

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副校长　黄震华教授

于对外经济贸易大学

1993 年 8 月

</div>

Introduction

Yet Another Book!

Do we need another English book? Haven't we got enough materials to teach English already? These might be the questions that teachers ask when yet another language book is published. If China is to make the most of its opportunities on the international scene we should provide students with opportunities for real language use and so we have set out to write a book which puts the emphasis on conversation, and negotiation.

Altogether there are four students' books and they are designed to make up a course of English for the first two years of tertiary education. They are accompanied by a 'Teacher's Guide' for each students' book to help teachers to use the materials effectively. The word 'guide' has been used consciously because we do not wish to dictate to the teacher. In the 'guides' you will find suggestions as to how the material is to be used. The steps suggested, using the symbol - ❑ -, are the way you could proceed from our experience of handling such material. They are not rules, though, and teachers may adopt the techniques and methodologies with which they feel most comfortable and with which they think will best achieve the objectives of the lesson. The crucial questions to ask at the end of each Unit* is, "What have the students learned? Will they be able to communicate more confidently and more effectively as a result of this lesson?"

Essentially, the success of any materials depends on the dedication of the teacher and the interest of the students in using them. Language is both predictable and unpredictable so we have to prepare students for those areas of communication which are social formulae but also those areas where their creative language abilities will be challenged. These books suggest a variety of approaches to the material, but they are still only material: a resource, and teachers have their own vital contribution to make. Teachers bring their own knowledge, interests, feelings and a great deal of experience, to the classroom. This set of books is not like a cookery book; it will not provide you with a number of precise steps which if followed will guarantee you perfect English speakers. Students are not chocolate cakes and classrooms are less controllable than ovens!

Learning English in China does not provide students with a complete language environment and they will not encounter English very frequently outside the classroom, it is therefore imperative to encourage students to only use English in the classroom (apart from the occasional word which is more easily and quickly explained to them in their native language) and also to practise speaking with their classmates outside the classroom for a short period of time every day. Encourage them to read absolutely anything in English. It does not matter what they are reading so long as they are reading, the main thing is that they are reading not only for language enrichment but for enjoyment. If they enjoy what they read they will certainly be learning too. Ask students to keep records of what they have read outside the classroom. Get them to make out brief reports on their reading at regular intervals and to comment on what they have read. Nothing is to be despised as long as it helps towards developing fluency and greater accuracy.

* See 'Some Terms Explained' below.

Introduction

Students could be encouraged to write in English by starting an English language magazine in the department. In this way students will be learning English in a much broader context than from one textbook. The book must be seen as the spring board to launch one into further areas of language study not as a sacred book to be memorised and recited. Furthermore, this is not the only book you should use. Students can only benefit from a wider range of materials and if you feel that students need help with an aspect of language not included in these books then supplement them with whatever is needed. Neither this set of books, nor indeed any other, can claim to provide everything the teacher or student needs. It is advisable for students to buy a good dictionary such as the 'Oxford Advanced Learner's Dictionary' by the Oxford University Press [ISBN 0-19-431141-4 (flexicover)], or Collins 'Cobuild Student's Dictionary' by Collins [ISBN 0-000-370315-0], or one of the many Longman's Dictionaries that are currently available. In addition students will need a good reference book of English grammar such as Michael Swan's book 'Practical English Usage', published by the Oxford University Press [ISBN 0-19-431185-6] or possibly A. J. Thomson and A. V. Martinet's book 'A Practical English Grammar', also by Oxford, [ISBN 0-19-431342-5]. These are sometimes available in good bookshops in China, though the supply of them cannot, yet, be guaranteed. Students should be encouraged to share reading materials that they have found and enjoyed. They could bring something to the classroom to create a small lending library.

Essentially, it is the confidence you create in the classroom that will have the most profound effect on their learning. 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. Learning is above all team-work, for there must be willing and enthusiastic learners as well as teachers. We would be grateful to recieve any constructive criticism, suggestions or ideas for supplementary materials which would benefit students following this course.

Some Terms Explained

[The authors are indebted to Ricky Lowes of GIFT for this section.]

Approach

Any language teaching course will be based on certain ideas about the nature of language and language learning. Perhaps in the past it was taken for granted that teachers using the textbook held the same point of view as the textbook writers. Indeed, in China, many teachers teach from the same books they studied from as students. The material and methodology are therefore familiar to them. 'Into Business with English' however, is new and the ideas and activities will be new to many teachers, so 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 based on these theories have been tested, yet still no one is completely sure either of how we learn a first or a second language or the best way to

teach it. Since the nineteen seventies, Communicative Language Teaching [CLT] has been popular but gradually there has been a realisation that perhaps an eclectic approach is more effective. This set of books has attempted to use communicative exercises and activities to develop learners' oral and listening skills, but more traditional ideas from language teaching are also used. Since there is little emphasis on speaking and listening in middle schools it is important that in the first two years at university students learn to use whatever English they have learnt. Most students will be required to have an active command of English once they graduate: it is simply not enough to be able to read and understand the written word. CLT aims to develop communicative competence in learners, and we must examine what this is before we talk about what CLT involves.

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 form the linguistic system of the language. However, a language is more than just its linguistic system. We must know how to use these forms to communicate effectively with other speakers of the language. Linguistic competence is not enough. "Have you eaten?" is a well-formed question in English, but it is not appropriate as a greeting. Understanding the words and grammar of a sentence does not necessarily mean that we can interpret its meaning. If students are to achieve any degree of communicative competence, it is absolutely fundamental that we teach students; 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 to do this.

Communicative Language Teaching [CLT]

The best way to learn to communicate in a language is by practice: that is, by trying to communicate. The most obvious characteristic of the communicative approach is that activities have a communicative purpose. Students will practise through activities such as, role plays, problem solving activities, discussions and games. These activities will have three essential features of real communication; information gap, choice and feedback. An information gap exercise is one in which information of some kind has to be exchanged between the people communicating: 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 they give contains no real communication. For this reason, drills are rarely 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. This course aims at giving the students more opportunities for meaningful practice.

Student Centred Learning

Central to CLT and all modern approaches to teaching is the notion of 'student centred learning'. 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 may be reading a text, listening to a conversation on tape, writing a letter or taking part in a role play. This is learning by doing. It gives the students not only the chance to practise new language points that they are engaged in learning, but also allows them to consolidate what they have learnt in the past. The roles of the teacher and learner are quite different from those in more traditional teaching methods. The students should spend much more time talking than the teacher does. After all, they are the ones who are learning and who need the practice! It is important also that learners start to take responsibility for their own learning and develop strategies for helping themselves to learn. The role of the teacher is to guide the activities so that the students get the maximum benefit from them, to provide feedback to the students on aspects of their performance and to be a resource for the students. 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 will often not be any one correct answer and alternatives will have to be evaluated and discussed.

Coping with real communication

Communication in real life is essentially; a) meaningful - people communicate in order to tell each other something - and b) 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 student's practice largely to exercises remote from their interests, which only have one inevitable correct answer, we are not helping them to develop real competence in using the language. The aim of this set of books is to train students to cope in real language situations. The primary focus is on meaning rather than on form. They will learn to manage to understand a text without understanding every word, and to handle an interaction that achieves its goal even if they are not sure of being 100% correct in what they are saying.

Teachers, therefore, should not be too worried that students appear to be developing fluency at the expense of accuracy. Through plenty of practice students will develop the two aspects of language necessary for communicative competence - the knowledge of the language system and the ability to use it appropriately. Language learning is a process of development, with the learners knowledge constantly being reassessed and refined. Errors are a natural part of this development and should not cause undue worry.

Dealing with errors

Teaching communicative competence means that we have to think again about our attitude towards error. In recent years the idea of every error being corrected because it would lead to the reinforcement of bad language habits has been strongly contested and supported by research in this area. Making mistakes is now considered to be part of the learner's progress towards the correct use of language. Gradually, given plenty of input and plenty of opportunity to practice and to try out the new language, the learner will develop the correct forms. When learners encounter a new word, function or structure they acquire it by experimenting with its use. If they are worried about making mistakes, they will be afraid to experiment, and so miss the opportunity to really learn that language item. Trial and error is an important part of learning any skill. Once the students have had an opportunity to practise an item in a controlled way, they must be allowed to try it out on their own, in a freer situation, without too much intervention from the teacher. But what do teachers do when they hear students making serious mistakes during a free practice session? The two golden rules are: i) never interrupt an activity to deal with a language mistake unless it is so serious that the activity can't continue without help, and ii) never interrupt what a student is saying because it is unlikely that you will understand the meaning unless the student finishes and, consequently, your correction will not really help to solve the problem. One of the best methods of dealing with mistakes is to monitor - that is, to go round the classroom and listen unobtrusively to what they are saying making a note of any important mistakes that come up. At a later stage you could go over these with the students. If you observe a number of students making similar mistakes then it is worth planning some work on it in a later lesson. It is also important to give the students the chance to correct themselves, by pointing out the mistake and asking them to correct it. If the student who made the mistake cannot correct it, then perhaps other members of the class can. This way the students become involved in correction and can learn from their mistakes. It is important that teachers show that mistakes are not something to be ashamed of and avoided, but provide an opportunity for further learning. Correction should be handled with tact and consideration and should never be a form of reprimand.

Another important factor to bear in mind when considering what to correct, is the purpose of the activity. If it is to practise items just learnt, it may be appropriate to focus on accuracy, on the correct use of the linguistic system. In free discussions, it may be more important to focus on how effectively the students manage to communicate their ideas. It may also be useful to look at only one kind of error, and so allow students to focus on a particular aspect of language use.

The correction of written work can be organized on much the same basis as oral work. The tendency is for teachers to be over concerned with the accuracy of written work. However, it is also important to show where the work is effective in achieving its purpose as well as where it is not. Positive feedback is as important as pointing out mistakes. Traditionally, written work has been given back to students after it has been corrected by the teacher. It is often the case that the teacher spends a lot of time doing the corrections, but that the students benefit very little because they don't have to do anything with the

work when it is returned to them. An alternative is to return the work to the students with the errors underlined and let them correct the work themselves. The teacher can put a symbol beside each mistake to indicate what kind of mistake it is, e.g.: w.o. (word order) He likes very much swimming. Time could be allowed in class for students to correct their work, and to help each other to do so. The teacher can act as a resource and help students when they don't know how to correct. Teachers could also expect students to do their corrections out of class in their own time and only award a final mark when a corrected copy is presented.

Finally, it is important to remember that errors may be an indication that the learner is learning. Professor H. G. Widdowson, of the Institute of Education, London University, has pointed out;

"We can discern a resemblance between expressions associated with the inter-languages[1] 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[2]. 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."

Classroom Organization

Many of the activities in the student's book call for Groups of four to six students, or ask for them to work in Pairs. It may be necessary to reorganize the classroom for this purpose. If desks are grouped together in fours or sixes, students can sit round them. However, in cases where furniture is fixed to the floor, students may have to turn sideways in their seats to make up their 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.

[1]   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.

[2]   capacity: Widdowson uses this term to mean a person's innate creative ability to learn languages.

Glossary of Words and Symbols Used in the text

UNIT The Units are the main way this book is divided and are designed to approximate to a week's teaching of four or five two-hour lessons

Section The Section approximates to a two-hour lesson, but teachers may wish to extend certain Sections to longer or shorter times depending on the students' abilities and the quality of the interactions that take place.

Additional Activities At the end of some of the Units are some suggestions for additional work. This part of the book includes the work on Pronunciation and extra exercises and suggestions for extension activities.

SSBAT Students should be able to. What students are expected to be able to do by the end of a lesson. These relate to the English teaching syllabus produced by SEDC at this level.

■ Objective of a lesson

❑ Indication in the 'Teacher's Guide' of a step in the lesson. You will note that the steps are not numbered because teachers may wish to arrange their lessons in their own way and the steps are only suggestions.

Groups Divide the class into several Groups of between four and six students, depending which is most convenient to you. Some of the activities in the book are designed for Group work and some for students working in Pairs.

Information gap activity This often means that one of the students, 'Student A', has information on a separate page from the other student, 'Student B'. It is important that they don't look at each other's pages in the text.

Pairs When students are not working individually or in their Groups, they will be working with their **partners** or in Pairs. Most of the activities are designed for two students working together.

Role Play Often students are asked to act out the part of a person in a certain situation and to use the language that person would be expected to use in that situation.

Take Turns In some activities, students in their Pairs should take turns doing the task. Either one student does one task and the other student does the next or one person does all the tasks and then the other student tries them as well.

Into Business with English
Teacher's Guide

Contents

Feelings and Behaviour

General Introduction

The first part of this Unit considers feelings. Students are presented with adjectives of feeling and situations in which these may apply and from which students can talk about feelings. (There is also some stress and intonation practice.)

Section 2 develops the theme of the previous section and practices the use of language to describe what one did and how one felt. There is also work on the distinction between an informal postcard and a more formal letter.

Section 3 introduces the idea of cultural differences and how one might feel when cross-cultural misunderstanding occur. Practice is given on finding and reporting information.

In Section 4 the theme of cultural differences is further developed. Vocabulary, intonation, letter writing and making statements are practised.

Section 1: Feelings

By the end of this section Students Should Be Able To [SSBAT]
- use appropriate adjectives to describe feelings
- distinguish degrees of strength of adjectives in the same semantic group
- use common expressions in situations where feelings are concerned
- use might/may for hypothesising

Introduction

You could begin this activity by saying how you feel about returning to work after the holiday.

❑   Get the students to brainstorm adjectives.

❑   Choose a student to write on the blackboard.

❑   Remind the students that they should not use a dictionary at this stage.

Happy Landings?

Students have a picture of Jane Wilson arriving somewhere. They answer three questions from looking at the picture and think about how some of the adjectives in the box above might apply to how she is feeling.

❑   Get students to justify any answers they may suggest and look out for the use of 'might be' and 'may be.'

Section 1: Feelings

1. She is in the airport.
2. She might be feeling a little nervous, apprehensive, excited, happy, tired, jet lagged. Accept any reasonable suggestions from students.
3. Be at the airport to meet her.
    Make sure she knows someone will be meeting her there. Arrange hotel accommodation before her arrival so she can rest to recover from jet lag.
    Tell her of her immediate schedule for the next day so that she knows what she will be doing.

Categorising Adjectives

Students should look back at the box at the head of the Unit in order to start categorising the adjectives.

❏ You should ensure that the students know the meaning of negative and positive, e.g. 'angry' is a negative feeling whereas 'happy' is a positive one.

❏ Choose one of the adjectives, e.g. 'angry', and then ask the students to choose 2 more which mean something similar - 'furious' and 'cross'. Once they know what they have just done they can work alone.

❏ Ideally the number of words in each group should be the same, but if students have more words in one group than another, and they can justify their categorisations then accept their answers.

Answers
1. **Negative**: afraid, cross, furious, nervous, angry, confused, disappointed, sad, bewildered, disillusioned, fed up, homesick, miserable, puzzled, worried.
    Positive: calm, enthusiastic, hopeful, relaxed, excited, happy, joyful, peaceful, contented.
2. The eight categories of words, in a suggested order of strength, starting with the strongest in each category, are:

afraid	worried	nervous
furious	angry	cross
bewildered	confused	puzzled
calm	peaceful	relaxed
joyful	happy	contented
fed up	disillusioned	disappointed
excited	enthusiastic	hopeful
miserable	sad	homesick

Feelings and Situations

In many cases, students can argue for more than one adjective. In doing so, they will improve their understanding of the nuances involved. As the use of these adjectives is very subjective, you should refrain from giving "correct answers" unless there is a real problem, e.g. If the speaker sounds happy, and students say she or he sounds angry!

Target language

2. "We can worry about that later."
3. "It's not the end of the world."
4. "Today just hasn't been my day ... is the last straw."
5. "Don't get so worked up."
6. "Oh, it's been great."

(Mary) felt (unhappy) because (she had dropped the bottle).

Tapescript - Interchanges

1A. I'm sorry. I didn't realise you needed it today.
 B. Oh, really! I told you it was important that I have it as soon as possible and I reminded you about it just yesterday.

2A. Well, it's okay, I suppose, but I'd prefer something bigger.
 B. Oh, never mind. We can worry about that later. The great thing is, we have a home of our own at last.

3A. Come on. Cheer up. It's not the end of the world!
 B. Oh, it's easy for you to say that! What a dinner party! Everything has gone wrong - I forgot to buy any beer, the gas has run out, you haven't tidied up the living room, John and Katy say they're coming early, and now I have a headache.

4A. I could scream! Today just hasn't been my day! Forgetting my wallet is the last straw!
 B. Shh! Don't get so worked up. I'm sure the restaurant manager will understand. After all, he knows us, and we can pay tomorrow. It's nothing to get so excited about.

5A. I'm so sorry, Mary. The news came as a real shock.
 B. I know. She looked so well last time I saw her, and now the doctors say she has only a few more months to live.

6A. Hello. It's nice to be home. How did your evening class go?
 B. Oh, it's been great. I really understood what the teacher said today, and even managed to say a few words in the discussion.

Answers
Interchange: 1. cross   2. enthusiastic   3. fed up
                     4. calm   5. sad   6. happy

Describing How Someone Feels

You should read through the instructions in the Students' Book with the class.

❏ To ensure that they understand, you could also give them another situation after which they have to describe why the person felt that way, e.g. "Alison got out of bed feeling very hot and tired, she knew she had a fever, but also knew she had to go to work because she had a deadline to meet." 'Miserable' is one appropriate adjective for this situation.