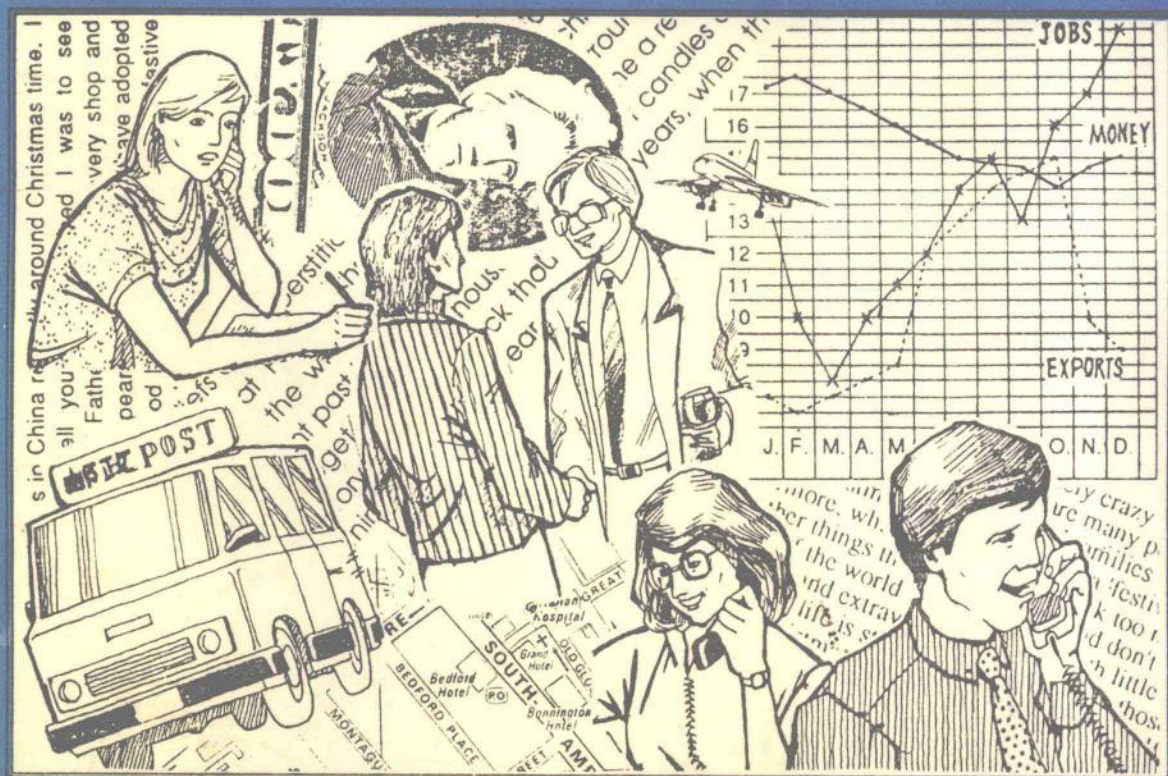


对外经济贸易各专业适用
英语第一册

Into Business with English Book 1

Towards communicating in English



对外经济贸易大学出版社

Into Business with English

Towards Communicating in English

英 语 (第一册)

对外经济贸易各专业适用

对外经济贸易大学出版社

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University of International Business and Economics, 1993

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Introduction

Towards Communicating in English

This book adopts a more communicative approach to the teaching of English in your first two years at college or university. There is more of the language of business and economics in this book and the ones that follow it.

Altogether there are four students' books and they are designed to make up a course of English for the first two years of your tertiary education.

Much of the language learning you do will be outside the classroom so you are encouraged to do much more than is here in these books. All students of English should continue to read novels, magazines and newspapers in English when and if they are available. You should keep records of what you have read outside the classroom. It is a good idea to make out brief reports on your reading at regular intervals and to make written comments on what you have read. Some of this could be 'light' reading: of novels that really interest you, rather than great classics and your reading should cover anything from plays and poetry, to magazine articles on popular music, to notes on fashion in the 'China Daily'. Nothing is to be despised as long as it helps you towards developing fluency and greater accuracy. You need to develop your abilities to communicate through your own speech and your own writing, as well. The formation of an English language magazine in the department is actively encouraged and you ought to form debating societies and English speaking clubs or 'corners'. You should take a personal interest in the promotion of English as a means of communication and international, cross-cultural exchange in those sections of your college or university where this is relevant and desirable. In these ways you will be assisting yourself to gain something more than one single book, like this one, or one complete course can provide.

Furthermore, this is **not** the only book you should use. If you feel that other books can be used effectively to help with some aspect of language or a situation that needs covering, then use them. We would be the first to admit that we can't provide everything you might need or might like. So supplement this course with other materials when you feel it is necessary. You should 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 you 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. You should all bring an English book you have read and enjoyed to the classroom and help create a small lending library for your class. In this way, twenty of you can have a much wider selection of interesting books to read than if you bought one and kept it tucked away in the dormitory when you have finished it. If you help each other in this way, your range of language and accuracy will improve a great deal.

Some terms explained

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. A series of sentences does not necessarily make a text. Understanding the words and grammar of a sentence does not necessarily mean that we can interpret its meaning. Knowing how to begin and end conversations, knowing what it is appropriate to talk about, when and to whom, and knowing what kind of language to use to do this, knowing what is meant by what is said, and how language is structured into a coherent whole also need to be learnt and practised, if learners are to achieve communicative competence.

Making mistakes is part of learning

Teaching communicative competence means that we have to think again about our attitude towards error. In recent years the idea that every error had to be corrected or it will lead to bad habits has been contested, and there has been some research showing that this is not true. Making mistakes is now considered to be part of the learner's progress towards the correct use of language. Gradually, given plenty of information about the correct forms, and plenty of opportunity to practice and to try out the new language being learnt, you will develop the correct forms. When you acquire a new word or function or structure they can only find out the boundaries of its use by using various different situations. If they are worried about making mistakes, they will be afraid to experiment, and so miss the opportunity to really learn that piece of language. Trial and error is an important part of learning

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, with a partner. It may be necessary to reorganize the classroom for this purpose. If desks are grouped together in fours or sixes, you can sit round them. However, in those cases where furniture is fixed to the floor, you may have to turn sideways in your seats to make up your Groups. Nevertheless, try to avoid having to move the furniture more than absolutely necessary to prevent time being wasted between sessions.

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

Groups Your class will be divided 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 working in your Pairs. Throughout the book, when Groups are mentioned you should work in your groups.

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 you don't look at each other's pages in the text.

Pairs When you are not working individually or in your Groups, you will be working with your **partners** or in **Pairs**. Pairs and partners means two students working and talking together. Most of the activities are designed for two students working together.

Role Play Often you are asked to act out the part of another person: to put yourself in the situation that person finds themselves and use the language that person would be expected to use in the situation.

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

Into Business with English

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UNIT 1

Reception



Section 1: Introductions

In Pairs, examine the office scene above.

What do you think the people are saying to each other?

In your Groups make a list of the expressions you know that you could use in the following situations:

A. Making introductions

Examples: _____

B. Greeting people

Examples: _____

C. Saying Goodbye

Examples: _____

When your Group has finished making out the lists, your teacher will ask you to report the expressions you have thought up.

Completing the Dialogues

What do you think is the appropriate reply to each of the greetings below?

Write down your answers on the lines below.

Secretary Good morning, Sir. Can I help you?

Reply _____

Bob Hi! How's it going today?

Reply _____

John Hello! I'm John Mason from the Sales Department.

Reply _____

Only half of the introductions on the following page have been given to you. Complete them so that they make sense. Be careful to keep to the appropriate form (or *register*) - informal or formal - in your responses.

Section 1: Introductions

David is introducing himself to a new colleague, Mary Wong, who is joining his company as the advertising manager.

David Hello! We haven't met, yet. My name is David Hamilton.

Mary _____

David Are you joining the Sales Department?

Mary _____

David Oh, so we won't be working together, then. You'll like your new staff in that department. I used to be in Advertising before I moved to Sales.

Jane is introducing Mary Wong, the new advertising manager, to Mark, the secretary.

Jane (introduces Mary Wong) Good morning Mark! I would

Mark I'm very pleased to meet you Ms Wong.

Mary _____

Mark And you can call me Mark. I'm the secretary here. You'll be needing me quite a lot, I expect. I look forward to seeing you later. Goodbye!

Mary _____

Compare your responses with other members of your Group.

Make a short list in your books of the information you think it is necessary to find out about a person in order to be able to introduce them to someone else.

How would you make these into questions?

Example:

1. Name.

Question: What's your name?

Names

Read the following information on names.

People's names usually have two parts:

1. a surname, or family name.
2. a first name, or given name

Order: These names are arranged in a different order according to culture.

Example With Chinese names, the family name comes first, followed by the given name(s). However, if a Chinese person adopts a foreign name, he or she will also often use the corresponding name convention, i.e. Zhang Xiaohua might become Peter Zhang.

With English names, the given name comes first - which is why it is called the "first" name - followed by the surname. Some people also have one or more middle name(s), which come between the first name and the family name. i.e. Elizabeth Mary Brown or David John Matthew Howe. In other cultures, people's names are arranged differently according to the situation.

Unit 1: Reception

On forms it is usual to put the surname, or family name, first followed by the given name. Often such forms ask you to put surnames in capitals or underline your surname. It is often a good idea on forms and other official documents to underline your surname or to put it in capital letters to make the situation clear.

Example Wang Hong Robert WANG
 Dubois Blanche PASCAL Jean

Try writing your name in the English order with your given name first and your family name second. If you use an English name make sure that it is a real name, e.g. Mary, Anne, Peter, David,

Finding out personal information

On tape, the office manager is introducing the new Advertising Manager, Mary Wong, to David Hamilton, who is the Sales Manager. While you listen try to fill in the form below. This will be circulated to all the staff to introduce Ms Wong to them.

You may have to ask other people in your Group for information you didn't have time to put down when you first heard it.

NEW PERSONNEL INFORMATION

We would like to introduce the following member of staff to you. Mary Wong is joining us this week as our new Advertising Manager. We hope you will make her welcome.

NAME: _____ Born: _____ Sex: M/F

ADDRESS: _____ Marital Status: _____

_____ Children: _____

JOINING FILECO: **Today!**

EDUCATION: _____ School
_____ College(s)

WORKED: _____

INTERESTS: _____

Copy this form into your books once more, leaving out 'Joining Fileco: Today!'

Section 1: Introductions

Now try to find out the same information about your teacher.

You will need to think up the questions to ask her or him so that you can fill in the form.

Now complete the following Information Form about yourself.

You will have to copy the information onto a piece of paper so that other people can read it when they introduce you.

If you were going to be introduced by anyone, what information would you want them to have about you?

NEW STUDENT INFORMATION *(Copy this form onto a piece of paper)*

NAME: _____	Born: _____ Sex: M/F
ADDRESS: _____	Marital Status: _____
	Brothers/Sisters: _____
Joined the University/College/Institute of _____ : <u>Today!</u>	
EDUCATION: _____	School
INTERESTS: _____	

For this activity you will need to move around the class.

Give your partner your information form and take theirs.

You are going to introduce your partner to other members of the class. You should imagine that you are at a party and move around greeting people and introducing your partner to the others. Remember to say, "Goodbye," when you move on to another group of students.

At the next group your partner should introduce you.

Do you know about the other members of your class?

Would you be able to fill in a form about each of them?

What information do you need to have about your fellow students?

Proof reading

Correct the mistakes in the following personal information.

Check with your partner when you have done this.

Jane Wilson

Jane is the buyer for Fileco. She is responsible with all purchases of new goods what is going to be sold by the company. At the same time, she order all the items which a people in the office use in its day to day work. It is her job to see that everyone are equipped to do there work and to see that there is enough paper for a photocopier and computer.

Section 2: The Party

Parties

Do you get invitations to parties? Have you been to any parties recently? What sort of parties do you go to? What do you do before you go to a party?

Now do a short dictation on office parties.

Look at the notice below and work out what you might expect at such an event. Unfortunately, the photocopier wasn't working properly and some of the words have been missed out. You will need to examine this with your partner and try to fill in the missing parts. Compare your version with the rest of the Group.

**WEI COMING PARTY
FOR MARY WONG
OUR NEW ADVERTISING MANAGER**
After work on Friday in the Office
We will be holding a party.
Ask a friend or your partner to join us.
Bring a Bottle and Something to Eat if you can!

What are you going to do?

You have been invited to a birthday party. Think of the things you might take to this party, some of them are shown on the right of the page.

Now discuss with your Group what everyone else is going to take.

Use language such as

"What **will** you take to the party?"

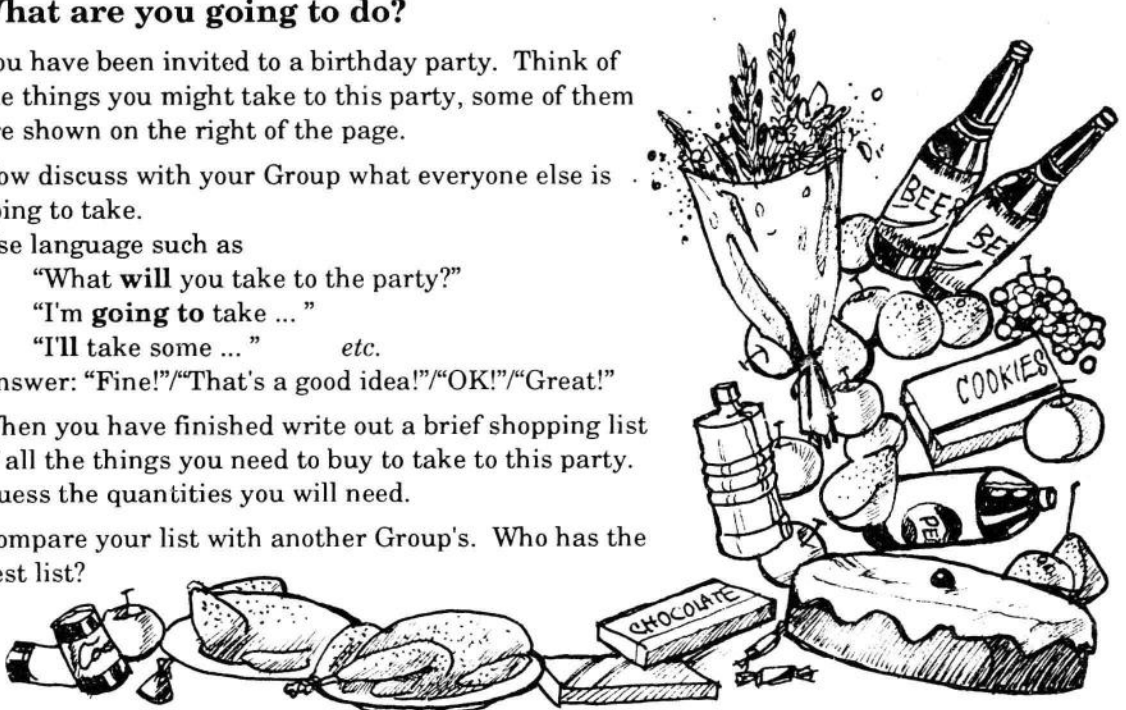
"I'm **going to** take ..."

"I'll take some ..." *etc.*

Answer: "Fine!" / "That's a good idea!" / "OK!" / "Great!"

When you have finished write out a brief shopping list of all the things you need to buy to take to this party. Guess the quantities you will need.

Compare your list with another Group's. Who has the best list?



Section 2: The Party

Listening and Note-taking

Mary Wong wants to invite Mr Brown, the manager from her previous job, to her welcoming party. The conversation you are going to hear on the tape is between Mary and Ann, her former boss's secretary. You are going to make notes of the main points of the conversation and write a message to Mary's old employer from your notes.

First you will need to discuss **notes** and **note-taking** with your teacher.

You will need to ask yourself the 'Wh-' Questions: Who? Where? When? What? in order to make sure you have the information you require.

Imagine that you are Ann:

What do you think Ann needs to know?

On your note pad to the right you will make notes while you listen to the conversation.

You may need to check with the rest of the Group that your notes are complete enough to write the message from.

Note Pad

Remember:

Ann is writing the message for Mary.
Mary wants Mr Brown to come to her party at Fileco's office.

Expanding Notes into Complete Sentences

With a partner, expand the notes you have taken into complete sentences, by adding the articles, parts of words you have left out, etc.

When you are sure each sentence is clear, you may need to arrange them into a sensible order for the message you have to write.

Discuss this with your partner and then complete the message below.

The heading and start of the message have been done for you.

TELEPHONE MESSAGE

From: Ms Mary Wong **To:** Mr Brown
Date: Tues 14th Sept. **Time:** 2.45 pm

Ms Mary Wong telephoned this _____
afternoon and would like to invite _____
_____ etc.

With your partner, practice completing the sentences in the box below, to create polite invitations and requests, e.g. "I would like to invite you to a dance at my home."

Language Reference - Polite Requests and Invitations

I would like to invite you to ...

Could you remember to bring ...

Would you like to ...

Please could you bring ...

Do you think you could bring ...

Now go round the class and invite five other students to a party.

Section 3: Over the Telephone

Making a Reservation

Find the missing words from the information on the right and then read your part in the conversation. Your partner will turn over to page 8 for the other part of the conversation.

You Good morning! This is Fileco speaking.
Is that the _____ Hotel?

Reception ...

You Oh Good! I would like to make a reservation for our Sales Manager, _____, for three nights from October 21st. Have you any rooms available?

Reception ...

You I think we better have a _____ priced room.

Reception ...

You Yes, that would do nicely.

Reception ...

You Mr Hamilton will be paying with a _____ cheque. He would also like a small conference room for the _____ and _____ if you have one?

Reception ...

You About _____ people. Would it be possible to provide _____ in the morning and a _____ lunch?

Reception ...

You Around six pounds per person, I would think.

Reception ...

You Yes, that would be very nice.

Reception ...

You He'll be catching the seven o'clock plane from London, so he'll be there about eight o'clock.

Reception ...

You Yes, that's right, HAMILTON.

Reception ...

You No, that's all, thank you.

Reception ...

Student A

FILECO

Two Day Sales Conference for Area Sales Representatives 22nd and 23rd October

The Sales Manager of Fileco
will hold a two day Sale's
Conference to introduce you
to the new product range for next year.

Conference starts 9.00 am
Coffee and Lunch provided
Place: Ambassador Hotel

From David Hamilton:

*Would you book me in at the
Ambassador Hotel for three
nights from 21st October.*

*I'd like a single room if
possible with bathroom.*

However, don't pay too much!

*I will be needing a small
conference room for about
twelve people for two days.*

*Ask them if they could provide
morning coffee and a fairly
simple buffet lunch. I'll be
leaving on the morning of the
24th.*

The company will be paying.

Section 3: Over the Telephone

Taking a Reservation

Student B

Find the missing words from the information on the right and then read your part in the conversation. Your partner will turn back to page 7 for the other part of the conversation.

Caller ...

You Yes, Ambassador Hotel.

This is the front desk.

Caller ...

You Yes, we have several rooms available.

What price would you like to pay -

_____, _____, _____, or

_____ per night?

Caller ...

You Then I'll put you down for a single

room, with _____ and _____.

Is that all right?

Caller ...

You How will the bill be paid?

Caller ...

You Yes, we still have _____ available

at the end of October. How many

people does he want to speak to?

Caller ...

You I'll put him down for the _____

Room, then. We will certainly provide

coffee and we can also provide a

_____ lunch. About how much

would you like to spend per person?

Caller ...

You We can provide _____ with

various _____ and a choice of

desserts, if that is all right?

Caller ...

You What time can we expect Mr Hamilton

to arrive on the 21st?

Caller ...

You I'll make out the reservation then.

Hamilton is spelt, H A M I L T O N,

is that right?

Caller ...

You We look forward to seeing him then.

Is there anything else?

Caller ...

You You're welcome. Good bye!

AMBASSADOR HOTEL ROOM RATES

Suite. _____ £95 per night

(With bathroom and private sitting room)

Double Room _____ £65 per night

(With bathroom and full bar facilities)

Single Room _____ £50 per night

(Double room, single occupancy rate)

Economy Rooms _____ £30 per night

(Without bathroom)

Apart from the Economy Rooms all
Double Rooms and Suites are fully
equipped with bathrooms and televisions.

Prices include a Continental Breakfast
served in the room or a full buffet
breakfast in the Coffee Shop.

Ambassador Hotel October 22nd Conference Room Bookings

Thai Room

Chamber of Commerce 9.30 am - 4.30 pm.

American Ballroom and Bar

University of Hull 10.00 am. - 11.00 pm.

Egyptian Room

Chinese Room

Sino-British Friendship Society

11.30 am. - 3.30 pm.

Indian Room

Closed for re-decoration.

SPECIAL PRICES FOR BUSINESS

Buffet Lunch £10 per person

*A choice of hot and cold meals
with desserts and coffee.*

Buffet Lunch £6 per person

*Salads with cold meats
with desserts and coffee*

Buffet Lunch £4 per person

*A selection of sandwiches
with coffee.*

Filling in the Reservation

This is the hotel reservation form. Does this answer the questions that you considered at the beginning of the lesson?

Fill in the Reservation Form on the right with information from your telephone call.

Notice that some parts can be answered by crossing out, or deleting, some of the information you don't require.

What additional remarks need to be made?
Discuss this with your partner.

AMBASSADOR HOTEL

RESERVATIONS

Name: _____ (Surname)

Mr/Mrs/Miss/Ms* _____ (First Names)

Date of Arrival: _____ No. of Nights: _____

Date of Departure: _____

Suite/Double/Single/Economy*

Room Rate: £95/£65/£50/£30 per night*

* (Delete as applicable)

Method of Payment _____

Additional Remarks: _____

Booking a Ticket over the Telephone

In your Pairs, one of you is a Reservation clerk at Heathrow airport, which is London's main airport, and the other is calling from Fileco's office to book a return ticket to Birmingham for David Hamilton.

On the following page is the information you will need to make and take the call. Work out what you need to say and then talk to each other.

Some useful words and phrases to do with travel:

depart (leave)
business class

arrive (get there)
return ticket

economy class
eighty-five pounds (£85)

I would like to ...

You could take the ...

Note: Most transport systems use the twenty-four hour clock for their timetables. Say, "Nineteen hours." for 7 pm. or "nineteen -thirty." for 7.30 pm.