



商务英语

# 综合教程

## BUSINESS ENGLISH: AN INTEGRATED COURSE

# 2

教师用书 Teacher's Book



主编 王立非

副主编 许德金 陈俐丽

本册主编 陈俐丽

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# 前 言

到2010年为止,教育部已批准了15所高等院校开办商务英语本科专业,《高等学校商务英语专业本科教学要求》(试行)也编写完成,即将问世,商务英语专业作为我国高等外语教育教学改革的一个全新的探索,已走上了符合学科规律的健康发展轨道。作为一个新专业的建设,教材建设是关键,而其中的综合教程又更为重要,代表着一个专业的水平和质量。《商务英语综合教程》(以下简称《综合教程》)就是在这样一个背景下诞生的,它是商务英语专业第一套按商务英语专业教学要求编写的教材,本套教材由对外经济贸易大学和上海外语教育出版社共同策划,全力打造。

教材以现代语言教育理论和教材设计理论为指导,结合商务英语语言和教学的特点,将多年的商务英语教学实践应用到教材编写中。《综合教程》1-4册专为商务英语专业本科一、二年级编写,可供商务英语专业学生、财经类院校本科生、其他各类经管商务类学生使用,也可作为社会各类商务英语读者学习商务英语的教材。

## 一、编写思路与特色

- ◆ 体现《教学要求》的培养目标,着重打牢语言基本功,商务专业素质与人文素养并重。编排和选材不仅注重学生正确世界观和道德观的形成,而且注重思维能力、创新能力和自主学习能力的培养。
- ◆ 强调语言、文化与商务三者的有机融合,语言技能、商务知识、文化知识按比例分配,培养学生的跨文化交际能力;兼顾同其他商务英语技能课程和商务专业课程的衔接。
- ◆ 每单元紧扣社会热点话题,选择不同难度和文体的课文,兼顾语言学习、商务通识、外国文化、中国文化;课文长短适中、语言精练,思想内涵深刻,语言可读性强,充分反映经济全球化时代的特点。
- ◆ 贯彻任务教学法,设计丰富多彩的学习任务,训练学生的交际能力和合作学习能力,符合当代外语教学思想和方法的发展趋势。
- ◆ 突出多媒体技术的应用,提供丰富的相关视频材料,加大语言学习的趣味性和输入的有效性,能调动学生课堂参与的积极性。

## 二、教材结构与使用建议

本套教材共分4册,包括学生用书、教师手册和多媒体光盘。每册共8个单元,每单元建议教学课时为5-6小时,每个单元围绕一个话题,三篇课文和配套视频资料相互联系又各有侧重,教师可以重点讲解一篇文章,引导学生阅读其余两篇课文,完成相应的练习。1-4册中的语言、商务、文化按比例合理分配,第1册比例为语言70%,商务与文化30%;第2册比例为语言60%,商务与文化40%;第3册比例为语言50%,商务与文化50%;第4册比例为语言40%,商务与文化60%。每单元的大体结构如下:第1部分:激活准备(词汇、内容、知识),第2部分:课文I(阅读理解检查),第3部分:课文II(阅读理解练习、视听练习等),第4部分:课文III(语言练习与小组作业),第5部分:语言训练(语言点、理解练习、学习技能、写作技能)。

本套教材由国内知名的外语教学专家主编,长期从事商务英语基础教学的教授和博士参与编写,英美语言专家审校,教材编写得到上海外语教育出版社领导和编辑的大力支持,在此表示衷心感谢。

编者

2010年3月

# UNIT 1

## The Business of Language and the Language of Business

### Map of the Unit

<b>Theme:</b>	English language
<b>Skills:</b>	Reading: information classification Writing: exemplification Listening: listening for specific information Speaking: discussion, report Study skills: British and American English Business-oriented skills: survey, analyzing correlation
<b>Structure:</b>	Multiple relation
<b>Notion:</b>	Globalization, homogenization, multilingualism, lingua franca
<b>Function:</b>	Talking about development, change, relationship
<b>Task:</b>	Talking about the relationship between language acquisition and cultural learning
<b>Objectives:</b>	By the end of the Unit, students should be able to: <ul style="list-style-type: none"><li>◆ Understand the main idea of the three texts and establish the link among them;</li><li>◆ Get to know the history of English development and its social, economic and political position in present day;</li><li>◆ Take command of words and expressions in this Unit;</li><li>◆ Realize the differences between British English and American English;</li><li>◆ Express multiple relations;</li><li>◆ Write about the rampancy of English in advertisement with examples.</li></ul>

# Part One

## Activation

This should be done before the students come to class. Most of the words and terms will appear in TEXT I.

The teacher may spend only a limited time in the first lesson to compare answers with the students. Do not go into details, as they can better understand them in the context.

### ① Decide whether each of the following is more common in British English or American English. In some cases, they can be accepted by both British and American. Each question has only one correct answer.

1. A. AmE: program
2. B. BrE: flat
3. A. or "postcode"; AmE: zip code
4. A. AmE: line
5. C. AmE: cheap; BrE: mean
6. A. especially BrE
7. B. especially AmE
8. C. especially AmE; BrE: Monday to Friday
9. C.
10. B. BrE: really nice

### ② Explain the meaning of the following terms.

**Brits** British people 英国人

**computerese** jargon concerning computer technique 电脑行话

**Esperanto** an artificial language invented in 1887 as a means of international communication, based on the main European languages but with easy grammar and pronunciation 世界语

**gender** (*grammar*) classification of a noun or pronoun as masculine or feminine 性(名词或代词为阳性或阴性)

**globalization** the process of transformation of local or regional phenomena into global ones. This process is a combination of economic, technological, sociocultural and political forces 全球化

**Internettery** Internet language 网络语言

**laissez-faire** (also *laissez-faire*) (*French*) policy of freedom from government control, esp for private commercial interests 自由放任政策(尤指政府不干涉私人商业利益者)

**lingua franca** a shared language of communication used by people whose main languages are different 混合语, 交际语(在使用几种语言的地区, 人们进行交际的混合语言)

**monoglot** a person capable of speaking only a single language; capable of speaking only a single language 只熟悉一种语言的(人)

**phonebabble** chat language on the phone, especially at length 电话(煲电话粥)用语

**teenspeak** idiosyncratic talk of teenagers 青少年语言

### ③ Have you heard of the following people? Reorder the names according to the time of birth.

**Daniel Defoe** (c.1660–1731) was an English writer, journalist, and pamphleteer, who gained enduring fame for his novel *Robinson Crusoe*. Defoe is notable for being one of the earliest practitioners of the novel and is even referred to by some as one of the founders of the English novel. A prolific and versatile writer, he wrote more than five hundred books, pamphlets, and journals on various topics (including politics, crime, religion, marriage, psychology and the supernatural). He was also a pioneer of economic journalism.



**Jonathan Swift** (1667–1745) was an Anglo-Irish satirist, essayist, political pamphleteer (first for Whigs then for the Tories), poet and cleric who became Dean of St. Patrick’s, Dublin. He is remembered for works such as *Gulliver’s Travels*, *A Modest Proposal*, *A Journal to Stella*, *Drapier’s Letters*, *The Battle of the Books*, *An Argument Against Abolishing Christianity*, and *A Tale of a Tub*. Swift is probably the foremost prose satirist in the English language, and is less well known for his poetry.

**Joseph Addison** (1672–1719) was an English essayist and poet. His name is usually remembered alongside that of his long-standing friend, Richard Steele, with whom he founded *The Spectator* magazine, which included most of the “Sir Roger de Coverley” papers.

**Sir Henry Yule** (1820–1889) was a Scottish Orientalist.

## Part Two

### Text I

#### Warm-up Activity

**Research and discussion: Fill out the form of the development of English.**

A Brief Chronology of English		
BC 55	Roman invasion of Britain by <u>Julius Caesar</u>	Local inhabitants speak Celtic
449	Settlement of Britain by Germanic invaders begins.	
450–480	Earliest known Old English inscriptions	<b>Old English (450–1100)</b>
1066	William the Conqueror, <u>Duke of Normandy</u> , invades and conquers England.	
1150	Earliest surviving manuscripts in Middle English	<b>Middle English (1100–1500)</b>
1348	English replaces <u>Latin</u> as the language of instruction in most schools.	
1362	English replaces <u>French</u> as the language of law. English is used in Parliament for the first time.	
1604	<i>A Table Alphabeticall</i> , the first English dictionary, is published.	Early Modern English (1500–1800)
1755	<u>Samuel Johnson</u> publishes his English dictionary.	
1828	<u>Webster</u> publishes his American English dictionary.	Late Modern English (1800–present)
1928	The <u>Oxford English Dictionary</u> is published.	

### A short history of the origins and development of English

The history of the English language really started with the arrival of three Germanic tribes who invaded Britain during the 5th century AD. These tribes, the Angles, the Saxons and the Jutes, crossed the North Sea from what today is Denmark and northern Germany. At that time the inhabitants of Britain spoke a Celtic language. But most of the Celtic speakers were pushed west and north by the invaders — mainly into what is now Wales, Scotland and Ireland. The Angles came from England and their language was called *Englisc* — from which the words *England* and *English* are derived.

#### 1. Old English (450–1100 AD)

The invading Germanic tribes spoke similar languages, which in Britain developed into what we now call Old English. Old English did not sound or look like English today. Native English speakers now would have great difficulty understanding Old English. Nevertheless,

about half of the most commonly used words in Modern English have Old English roots. The words *be*, *strong* and *water*, for example, derive from Old English. Old English was spoken until around 1100.

## 2. Middle English (1100–1500)

In 1066 William the Conqueror, the Duke of Normandy (part of modern France), invaded and conquered England. The new conquerors (called the Normans) brought with them a kind of French, which became the language of the Royal Court, and the ruling and business classes. For a period there was a kind of linguistic class division, where the lower classes spoke English and the upper classes spoke French. In the 14th century English became dominant in Britain again, but with many French words added. This language is called Middle English. It was the language of the great poet Chaucer (c.1340–1400), but it would still be difficult for native English speakers to understand today.

## 3. Modern English

### Early Modern English (1500–1800)

Towards the end of Middle English, a sudden and distinct change in pronunciation (the Great Vowel Shift) started, with vowels being pronounced shorter and shorter. From the 16th century the British had contact with many peoples from around the world. This, and the Renaissance of Classical learning, meant that many new words and phrases entered the language. The invention of printing also meant that there was now a common language in print. Books became cheaper and more people learned to read. Printing also brought standardization to English. Spelling and grammar became fixed, and the dialect of London, where most publishing houses were, became the standard. In 1604 the first English dictionary was published.

### Late Modern English (1800–Present)

The main difference between Early Modern English and Late Modern English is vocabulary. Late Modern English has many more words, arising from two principal factors: firstly, the Industrial Revolution and technology created a need for new words; secondly, the British Empire at its height covered one quarter of the earth's surface, and the English language adopted foreign words from many countries.

## Reading

Be sure the students have the basic knowledge about the development of English before they read TEXT I.

## Comprehension

### Check

In order to train the students' skills in reading for general and specific information, comprehension questions are asked at once. The students may give some of the answers. Then ask them to read the text a second time for further discussion. The teacher is refrained from providing all the answers.

### 1 Reading for general ideas

This part can be used for the practice of skimming.

Suggested answer:

1. Because it is widely used in international business, politics and diplomacy. It is the language of computers and the Internet. A lot of people all around the world use it in their work and life.
2. They are also repositories of culture and identity.
3. They see English as an oppressive legacy of colonialism that should be eliminated.

### 2 Reading for specific information

This part can be used to practice scanning.

1. T

2. F

3. T

4. F

### 3 Further understanding

These questions are designed to train the students' skill in understanding implied ideas. There should be a free discussion. Students can give different answers to these questions.

### 4 Reading and making interpretations

1. Indeed, the language spoken as early as 1300s by the native people in England has developed for a long time.
2. Adaptable as English might be, the English language owes its success to the victory of the English-speaking United States as a world power.
3. As the 20th century was approaching, and English kept on expanding beyond limits, French was driven away for protection.
4. But for many peoples the success of English means the defeat, if not complete extinction, of their own language.
5. Therefore, the success of English not only defeats other languages, but separates native English speakers from the literature, history and ideas of other ethnic groups.

## Part Three

### Text II

#### Pre-reading Questions

This part acts as a warm-up for reading. If students' opinions vary, it doesn't matter.

#### Reading

Read through TEXT II quickly to get a general view of the importance of language in international business communication.

#### Comprehension Check

#### 1 Answer the following questions according to the text.

Suggested answer:

1. There are some suggestions from those experienced in intercultural business, which hold that one should do business in the local language, mainly in consideration of the customers' convenience. But it depends on the businessman's proficiency in the foreign language. There is no problem if he is able to express himself and understand the other fully in the other's language. But if it is not the case, his native language is more advisable.
2. The old German saying is out of the consideration of the convenience of the customer. Only when the customer is totally sure of the advantages and the cost of the product, is he likely to purchase it. Doing business in the customer's language may enhance the possibility of a successful transaction. But the flip side is that the poor language proficiency of the seller may become a hindrance to the business. In this case, an interpreter, especially one employed by your side, often helps out.
3. The author gives several examples to illustrate the cultural barrier in doing business. There are cases when the same linguistic meaning embodies different cultural values in two language environments. A case in point is humorous remarks, which are indispensable in an after-dinner speech in the U.K., but a target of public criticism in France. Another example is the paralanguage features such as eye contact, which is perceived as a symbol of honesty and attentiveness in western culture, but as aggressive or challenging behavior in the Far East.

Besides, directness or indirectness in speech, frequent nodding, even terms like “yes” and “no” might be interpreted differently in different cultures.

- The Japanese have developed delicate ambiguity of expression. They seldom speak it directly when they don't agree, but rather express it in a roundabout way so that the other part may feel less hurt and offended. When you hear a Japanese says “yes”, he actually might mean the opposite. Therefore, in the eyes of the westerners, the Japanese are unpredictable in their language.

## 2 Match the following words with their definitions.

adage	proverb
contingency	event that happens by chance
condescend	behave kindly or graciously, but in a way that shows one feels that one is better than other people
circumlocution	use of many words to say sth that could be said in a few words
entente cordiale	friendly understanding between two governments
gizmo	a small invention
hilarious	extremely amusing; very funny
disconcerting	that may cause one to feel confused, upset or embarrassed
brush up	study or practice in order to get back a skill that was lost
in jeopardy	in danger

## 3 Discussion.

*Suggested answer:*

- This question can be dealt with from two perspectives — linguistic and cultural. The former may be more difficult for the learners because some may not realize the subtlety of language in communication, as indicated in the text. Being able to speak the language does not necessarily mean one does not misinterpret the message or use certain words inappropriately. Cultural mistakes are made due to a lack of cultural background knowledge of the other party. Sometimes we misinterpret non-verbal messages.
- The second question is open. They are encouraged to use examples they come across.

## Listening

### 1 Pre-listening: Match the expressions and their explanations.

blue-sky thinking	idealistic or visionary ideas even if they are not very practical
get our ducks in a row	have everything prepared efficiently
brain dump	telling everything you know about a particular topic
think outside the box	don't limit your thinking to within your job description; be creative
drilling down	getting more detail about something
push the envelope	improve performance by going beyond commonly accepted boundaries
the helicopter view	an overview
low-hanging fruit	the easiest targets
joined-up thinking	thinking about how things affect each other, not looking at something by itself

### 2 Fill in the blanks while listening.

- |                                |                |                      |
|--------------------------------|----------------|----------------------|
| 1. insane or maybe temporarily | 2. jargon      | 3. shorthand         |
| 4. understands                 | 5. the better  | 6. showing off       |
| 7. patronizing                 | 8. innovative  | 9. non-conventional  |
| 10. skeptical                  | 11. meaningful | 12. vaguely positive |
| 13. organized                  | 14. ready      | 15. be ready for     |

### 3 Discussion.

Circulate and guide students to covering slang, nonstandard English, jargon, jokes (depending on the counterpart), topics related to politics and government, etc.

## Part Four

### Text III

#### Reading

Read TEXT III and note the observation of language ability from a different perspective. When English is spoken by more and more people, what do the native speakers suffer if they do not speak another language?

#### Questions for Group Discussion

Guide students to the benefits and harmful effects of the victory of English, both to Britons and Americans and to non-English speaking countries.

#### Group Assignment

This is the first survey in this book. The students are not required to do a formal one. They can ask some simple questions based on their list, and the foreign students are supposed to tell them more about their understanding of Chinese language and culture. Refer to Book One for more ideas about survey.

The relation between cultural knowledge and language acquisition may be difficult for students to analyze, so any interpretation of the data is accepted. When required, the teacher can give some hint.

## Part Five

#### Language Focus

- ① Find from TEXT I words or phrases similar to the following. What is, if any, the difference in meaning or use?

considering everything

be certain to

destroy completely; wipe out

change, alteration

go beyond what is right or natural; intrude

on the whole

be bound to

exterminate

mutation

encroach

- ② Complete the following sentences with the proper forms of the words and phrases given in the box.

1. complacent

2. burst out

3. went into effect

4. bizarre

5. trump card

6. debilitate

7. dialectical

8. paradoxically

9. umpteen

10. polymath

11. Tune into

12. brush up

13. in jeopardy

14. elasticity

15. be concerned with

16. lightweight

17. ludicrously

18. go out of business

19. susceptible to

③ **Word formation: Write out the related forms of the given words.**

Nouns	Verbs	Adjectives
perception	perceive	perceptive
articulateness	articulate	articulate
condescension	condescend	condescending
vibration	vibrate	vibrant
elasticity	elasticate	elastic
exaggeration	exaggerate	exaggerative
encroachment	encroach	encroaching
synthesis	synthesize	synthetic
accommodation	accommodate	accommodating
globalization	globalize	global

④ **Usage**

Get the students familiar with the expressions given. The teacher may ask them to translate the example sentences into Chinese. The following are more examples. Give them the Chinese version to put into English orally.

*n times adj./adv. (comparative) than ...*

The substance conducts heat three times faster than that one.

The average public institution in China employs twice or three times more personnel than comparable institutions in Europe and North America.

*n times as adj./adv. as ...*

The repairs, along with the addition of two new instruments, will make Hubble 90 times as powerful as it was after its flawed optics were corrected in 1993.

Data reveal that Podcast ads might be seven times as effective as television ads.

The newly paved road is as wide again as the original one.

*n times the n. (length, breadth, width, speed ...) of ...*

Australia has been able to extend its territory by 2.5 million square kilometres, making it 20 times the size of the United Kingdom.

The world fastest train travelling at a speed of 515.3 kmph is travelling at almost half the speed of light.

*v. (double, triple ...)*

Their grains have tripled this year.

The price of houses has virtually doubled over the past few years.

## Comprehensive

### Practice

① **Fill in the blanks with words and expressions you have learned in this Unit. Use the derivative forms where necessary.**

- |                  |                      |                   |                    |
|------------------|----------------------|-------------------|--------------------|
| 1. globalization | 2. lingua franca     | 3. debilitating   | 4. entry           |
| 5. jeopardy      | 6. encroachment      | 7. susceptible to | 8. multilingualism |
| 9. tune into     | 10. gone into effect | 11. manifests     | 12. elasticity     |
| 13. accommodated |                      |                   |                    |

② **Translate the following into English, using words and phrases given in brackets.**

1. I hate to tell you this, but if we don't get more customers the next three months, the bottom line is that we'll go out of business.
2. The authorities might be concerned with the side effects of the outdoor ads, but this does not mean the ban is legally justifiable. It has hindered us from scheduling our projects.
3. A sophisticated and innovative financial system is susceptible to destructive booms; but a simple, tightly regulated one will condemn an economy to grow slowly.
4. President Bush says he knows many Americans are concerned about the future of the economy, with the risk that continued instability in the housing market could put more jobs in jeopardy.

③ **Interpret the following passage in English. Try to use the words and expressions in the texts you have learned.**

In recent years Brussels has been a fine place to observe the irresistible rise of English as Europe's lingua franca. For native speakers of English who are lazy about learning languages (yes, they exist), Brussels has become an embarrassingly easy place to work or visit. English is increasingly audible and visible in this charming Belgian city, and widespread in the concrete-and-glass European quarter. Now, however, signs of a backlash are building. This is not based on sentiment, but on points of economic efficiency and political fairness. And in a neat coincidence, Brussels is again a good place to watch the backlash develop.

Start in the European district, where the expansion of the European Union has left English not just ahead of the other languages, but in a position of utter dominance. The union now boasts 27 members and 23 official languages, but only important meetings use interpreters. At lower levels, as a matter of fact, English is the language spoken.

Is this good for Europe? It feels efficient, but being a native English-speaker also seems to many to confer an unfair advantage. It is far easier to argue a point in your mother tongue. It is also hard work for even the best non-native speakers to understand other non-native versions of English, whereas it is no great strain for the British or Irish to decipher the various accents.

François Grin, a Swiss economist, argues that Britain enjoys hidden transfers from its neighbours worth billions of euros a year, thanks to the English language. He offers several reasons, starting with spending in Britain on language teaching in schools, which is proportionately lower than in France or Switzerland, say. To add insult to injury, Britain profits from teaching English to foreigners.

## Study Skills

	British English	American English
<b>Spelling</b>	favourite criticise fulfil metre defence jewellery <i>More examples:</i> colour, memorise, skilful, theatre, catalogue, mediaeval, cheque, judgement, draught, plough, tyre, forwards, etc.	favorite criticize fulfill meter defense jewelry color, memorize, skillful, theater, catalog, medieval, check, judgment, draft, plow, tire, forward, etc.
<b>Pronunciation</b>	door /dɔ:/ dance /dɑ:ns/ dog /dɒg/ news /nju:z/ factory /'fæktɪrɪ/ missile /'mɪsəl/ <i>More examples:</i> floor /flɔ:/ grass /grɑ:s/ history /'hɪstrɪ/	/dɔ:r/ /dæns/ /dɔ:g/ /nu:z/ /'fæktərɪ/ /'mɪsl/ /flɔ:r/ /græs/ /'hɪstərɪ/
<b>Lexical item</b>	trousers rubber pavement flat (n.) biscuit bill <i>More examples:</i> pullover, gown, polo neck, maths, public school, holiday, zebra crossing, petro, phone box, bungalow, starter, sweets, ice lolly, postman, tap, lift, etc.	pants eraser sidewalk apartment cookie check sweater, robe, turtle neck, math, private school, vacation, cross walk, gas/gasoline, telephone booth, ranch house, appetizer, candy, popside, mailman, faucet, elevator, etc.
<b>Grammar</b>	Past tense and past participle of "learn": learned/learnt I've just arrived home. I shan't go with you. I'll go and take a bath. July the 11th/ the 11th of July play in a team <i>More examples:</i> come around dream-dreamed/dreamt light-lit-lit They suggested that he should apply for the job. provide sb with sth	learned I just arrived home. I won't go with you. I'll go take a bath. July 11th play on a team come over dream-dreamed light-lighted-lighted/lit They suggested that he apply for the job. provide sb sth/provide sb with sth



## More background information

The English language was first introduced to the Americas by British colonization, beginning in the early 17th century. Similarly, the language spread to numerous other parts of the world as a result of British trade and colonization elsewhere and the spread of the former British Empire, which, by 1921, held sway over a population of about 470–570 million people: approximately a quarter of the world's population at that time.

Over the past 400 years, the form of the language used in the Americas — especially in the United States — and that used in the United Kingdom and the British Islands have diverged in many ways, leading to the dialects now commonly referred to as American English and British English. Differences between the two include pronunciation, grammar, vocabulary (lexis), spelling, punctuation, idioms, formatting of dates and numbers, and so on, although the differences in written and most spoken grammar structure tend to be much more minor than those of other aspects of the language in terms of mutual intelligibility. A small number of words have completely different meanings between the two dialects or are even unknown or not used in one of the dialects. One particular contribution towards formalizing these differences came from Noah Webster, who wrote the first American dictionary (published 1828) with the intention of showing that people in the United States spoke a different dialect from Britain.

It may be the case that increased worldwide communication through radio, television, the Internet, and globalization has reduced the tendency to regional variation. This can result either in some variations becoming extinct (for instance, the wireless, superseded by the radio) or in the acceptance of wide variations as “perfectly good English” everywhere. Often at the core of the dialect though, the idiosyncrasies remain.

Nevertheless, it remains the case that although spoken American and British English are generally mutually intelligible, there are enough differences to cause occasional misunderstandings or at times embarrassment — for example, some words that are quite innocent in one dialect may be considered vulgar in the other.

## Writing Skills Exemplification

Exemplification is a mode of writing that uses examples to show, explain, or prove a point. When writing an effective exemplification essay, remember to make a point; to give detailed and specific examples to show, explain, or prove the point; and to provide enough examples to get the point across. Materials that can be used as examples include: facts, people, events, samples, statistics, quotations, anecdotes, etc. Examples can be a few sentences, paragraphs or several pages long. Anyway, the example must be relevant and representative.

Give students suggestions on the steps to follow:

- a. Decide on a thesis first, then look for the examples. Or observe events, people, objects, or ideas, reflect on them, and decide what true statement they suggest.
- b. List an abundance of examples, then mark the strongest ones, not just the first ones that come to mind.
- c. Then, check them to be sure they are relevant. Ask, “Do these examples relate directly to the point?”
- d. Next, ask, “Which of these examples are the most representative?” Use the strongest ones. If they lead to different or opposite conclusions, consider modifying the thesis to be consistent with the new evidence. Make every example work in favor of the purpose, not against it.
- e. Although illustrations can be organized in either time or space order, most often, examples are organized in order of importance with the one carrying the most emphasis placed last. Organize the examples in the way that will most help further the point. Some possibilities:
  - least to most controversial
  - simplest to most difficult
  - least extreme to most extreme
  - least to most important