



UNIT ONE

How to Use This Book Successfully

Welcome to Business English course.

This unit is a guide to this book. It aims at telling the teachers and the learners how to use this book successfully.

1.1 A general introduction to the book and a comparison with the previous books (time: 15 minutes)

- ◆ Ask student to read the table individually. You may go around the class in case any one of them need help.
- ◆ Explain each item so they fully understand the introduction to the book.

1.2 Samples of the oral exercises (time: 80 minutes)

In this part learners will do some sample exercises which they will do in unit 3 — 14.

A Pair work (time: 30 minutes)

In this part learners will get used to working in pairs, i.e. each student works with a partner.

Step 1. Name card

- ◆ Ask each learner to make a name card of his/her own according to the directions in the textbook. Go around the class in case any learners need help.
- ◆ Show them how to fold a card and how to put it on the front of the desk so that you can see their names easily. In this way, even if you teach them for the first time, you can quickly call their names when necessary.
- ◆ You may ask them to put their name cards on their desks in every English class until you have memorized all their names.

Step 2. Model conversation

This task introduces language used for the learners to get to know each other.

- ◆ Ask learners to read the conversation and finish the task individually. Go around the class in case any learners need help.
- ◆ Ask several learners to give the answers. Give them the correct answers. Tell them they can also say: "Where do you come from?" to ask about someone's hometown; "What's your major?" to ask about someone's major; "What do you plan to do after you leave this school?" to ask about someone's future job; "What's your hobby?" to ask about someone's hobbies.
- ◆ Let the learners to read aloud the questions after you, so that they can practise them further in the following task.

Feedback:

1. Where are you from?
2. What do you major in?
3. What are you going to do after graduation?
4. What do you like to do in your spare time?

Step 3. Get to know your speaking partner

- ◆ *This task practises speaking in pairs and also helps learners to know each other better.*
- ◆ *Every learner should have a conversation with his or her partner. Go round the class in case any learners need help.*

Step 4. Demonstration

- ◆ *Ask several learners to report what they've found about their partners. If time permits, ask more learners to do so.*

B Grouping and group identity (time: 50 minutes)

In this part learners learn to work in groups, with his/her group members.

Step 1. Grouping

- ◆ *Divide the whole class into several groups. Each group should have three or more students.*
- ◆ *Ask each group to elect a group leader and a group secretary.*
- ◆ *Explain to the learners that the group leader will keep the discussion of his/her group under control, i.e. no Chinese is allowed; no one person dominates the talk. Everybody must participate the discussion. Work out more rules together with the class. The group secretary will note down what his/her group members have said/discussed.*

Step 2. Group discussion

- ◆ *Before the groups start to do the work, you may give an example, together with the reasons. Such as "the Winners".*
1. *We are ambitious.*

2. *We must work hard to achieve the ambition.*

3. *It is short and easy to remember.*

- ◆ *Ask the learners to work in groups.*
- ◆ *Let each group discuss and find a name for their own group.*
- ◆ *Tell the learners to give at least three reasons why they choose the name.*

Step 3. Group presentation

Ask the representative of each group to tell his/her group's name to all other classmates and give the reasons. If time is short, ask some of the representatives only to tell their names to their classmates.

It may take some time for the group members to select a representative. You may help the leader to appoint one so as to build up his/her authority.

1.3 Vocabulary learning (time: 30 minutes)

A Methods

Introduce some good methods of vocabulary learning.

- ◆ *Ask learners to read the material individually. Go around the class in case any learners need help.*
- ◆ *Explain the material to the learners so they fully understand it.*
- ◆ *Ask the learners if they have used any other methods that they think useful, and share it with the classmates.*
- ◆ *Ask the learners to follow the advice in their vocabulary learning.*

B Word power

Explain to the learners the meaning of word power.

Matching the pictures with the words.

- ◆ *To introduce the task, ask the students to tell the names of clothes that they already know. They can then look at the pictures and do the matching exercises.*
- ◆ *Ask learners to match the pictures to the words.*
- ◆ *Ask several learners "What are you wearing today?" In some cases, learners will need to use a Chinese-English dictionary to find out what their clothes are in English.*

Feedback:

1. I; 2. C; 3. G; 4. H; 5. J
6. B; 7. E; 8. F 9. D 10. A

1.4 Reading for different purposes (time: 50 minutes)

This part introduces reading skills to the learners.

A Reading for general information

- ◆ *Tell the learners that, to complete this kind of reading task, they need to skim the text quickly, i.e. to read quickly to get the main idea. They don't have to understand every word.*
- ◆ *Point out that they may often find the topic sentence in the beginning or at the end of a passage. In this way they can get the topic or main idea of the passage quickly.*
- ◆ *Ask learners to read the passage and finish the exercises.*

Feedback:

1. B 2. C

B Reading for specific information

- ◆ *Tell the learners that to complete this kind of reading task, they need to scan quickly to look for specific information (such as names of places and date).*
- ◆ *The key point of this skill is to read only the part of material that readers need.*
- ◆ *Ask learners to read the passage and complete the exercise.*

Feedback:

1. C

C Reading in order to learn a particular language structure

- ◆ *Tell the learners that in this kind of reading, they need to read the material carefully, i.e. read word by word and sentence by sentence.*
- ◆ *Ask the learners to read the conversation individually and complete the task. Go around the class in case any learner needs help.*
- ◆ *Write on the blackboard the structures which indicate plans.*

Feedback:

- | | | |
|-------------------|----------------------|------------|
| 1. be going to do | 2. be planning to do | 3. will do |
| 4. plan to do | 5. be doing | |



Counselor: Only three more months to go! So, what are you going to do after you graduate, Donna?

Donna: I'm going to go to college in Ohio.

Counselor: Have you decided what you're going to major in?

Donna: Uh-huh. I'm planning to study engineering

Counselor: That's a good field. And what about you, Simon?

Simon: My father is going to give me a job in his company I'll probably work there about a year so I can learn the basics.

Counselor: And what are you doing after that?

Simon: After that I'm going back to school to get my degree in business

Counselor: That sounds very practical. How about you, Fong? What do you plan to do next year?

Fong: I'm planning to take it easy for a while. I'm going to spend some time traveling in Europe, but I'm coming back after that to study.

Counselor: How long will you be there?

Fong: Well, I'm leaving in June, and I'm coming home for Christmas, so I'll be there about six months.

Students may have learnt the structure “be doing” to express the actions done at the present moment, whereas it may be new to them to use the structure to mean things that will definitely happen in the near future.

D Reading to learn new words

- ◆ Tell the learners that the material aims at giving the new words a context. In this way, the learners can memorize the new words faster and better.
- ◆ Let the learners finish the exercises individually. Go around the class in case any learner needs help.

Feedback:

Fashion designers may be telling you that the most “in” dresses next summer will be shorts and mini-skirts, but think twice if you prepare to wear them to the office. Bosses in the US and Britain dislike casual dress at work. It is said that these clothes had caused more and more lateness, and improper behavior. Therefore, jeans, shorts, mini-skirts, and sportswear are on many companies' blacklists.

| | | |
|-----------------|------------|-----------------|
| dresses 服装 (总称) | shorts 短裤 | mini-skirts 迷你裙 |
| casual dress 便装 | clothes 衣服 | jeans 牛仔服 |
| sportswear 运动服 | | |

1.5 Listening tasks (time: 25 minutes)

Most of the listening tasks in this book are designed with two purposes in the mind.

1. to improve the listening ability;
2. to provide a model for the spoken practice.

So, it is worth asking the learners to memorize some of the key sentences in the listening tasks so that learners can use them freely in your own conversation. You may go back to Step 2 of pair work exercise in 1.2 to see how listening and speaking are integrated.