

# UNIT ONE


## How to Use This Book Successfully

**Welcome to Business English course.**

**The textbook is specially written for you as higher vocational education students. We hope that you enjoy it as well as learn from it.**

**However, in this unit, instead of getting down to business, we would first try to help you get to know this book. We hope you will be able to use this book successfully.**

## 1.1 A general introduction to the book and a comparison with the previous books.



Books Items	In the previous three books	This book
Aim of the books	To lay a good foundation for your English	To improve your English for business and professional purposes
Focus of the books	To improve the reading skills and to practise the listening and speaking skills	To improve your listening, speaking skills in a business environment, and practise reading skills and enlarge your vocabulary
Role of a teacher in class	instructor, supervisor, teacher, classroom manager, information provider and friend	
Requirements to the students	<p><b>Before and after class:</b></p> <ol style="list-style-type: none"> <li>To prepare for the next unit: to find out relevant information for the next unit, look up new words, read through the new materials, etc.</li> <li>To review the previous unit: to finish the homework assignment, memorize the new words and expressions, read the material you have learned, practice the conversations with your classmates as much as you can so as to be able to do role-play before all your classmates in the next class period, etc.</li> </ol> <p><b>During class:</b></p> <p>To learn actively. Instead of only using your ears and eyes, use your head, your hand, your eyes, your ears and your mouth at the same time.</p> <p>Remember: <b>Language can only be learned by practice.</b></p>	

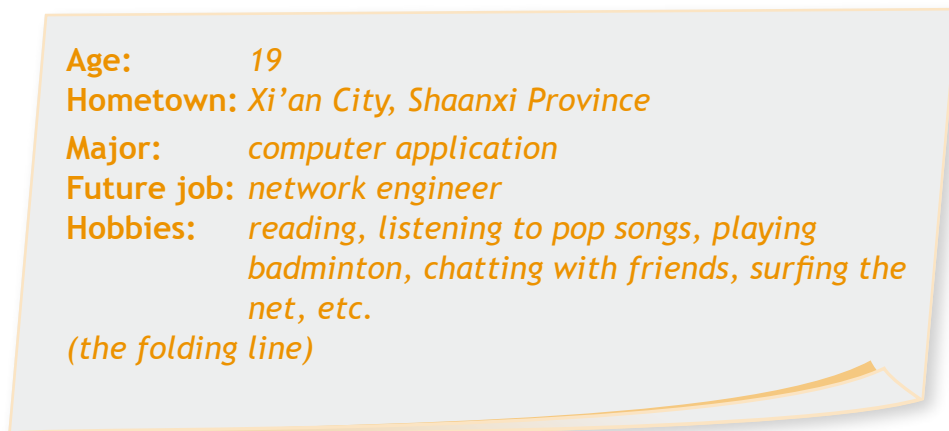
## 1.2 Samples of the oral exercises

### A Pair work

#### Step 1. Name card

Take out a piece of paper. Write down your name and other information on the card as in the example below. Fold it along the folding line. Put it on your desk so that your teacher can easily read your name.

**For example:**



#### Step 2. Model conversation

Listen to the following conversation between two students, Wang Gang and Li Xiaohua.

Write down all the questions asked about one's hometown, major, future job and hobbies.



**Wang:** Hi, my name is Wang Gang.

**Li:** How do you do, Wang Gang? My name is Li Xiaohua.

**Wang:** How do you do, Li Xiaohua? Where are you from?

**Li:** I'm from Xi'an of Shaanxi Province.

**Wang:** It's the capital of Shaanxi Province, isn't it?

**Li:** Right. It's a beautiful city with a long history.

**Wang:** What do you major in?

**Li:** Computer application.

**Wang:** It's interesting and useful. Do you like it?

**Li:** Sure.

**Wang:** What are you going to do after graduation?

**Li:** Well, I would like to be a network engineer. But I know I need

to work very very hard in school to realize my dream.

**Wang:** I do believe one day you will become a successful network engineer.

**Li:** Thank you.

**Wang:** What do you like to do in your spare time?

**Li:** Er..., I enjoy doing many things when I'm free. I often read magazines and newspapers in the library, and read novels in my dormitory. When possible, I listen to the pop songs while reading. Sometimes I play badminton with my friends before supper. I also like chatting with my friends and surfing the net.

### Step 3. Getting to know your speaking partner

Have a conversation with your partner, following the same pattern as in the previous one,. Try to know your partner's name, hometown, major, future job, hobbies and other information you want to know.

### Step 4. Demonstration

Stand up and tell your classmates what you know about your partner.

## B Grouping and group identity

### Step 1. Grouping

You will be divided into several groups. Each group has three or more members. Each group will elect a group leader and a group secretary. The responsibility of a group leader is to keep the discussion of his/her group under control, and the responsibility of a group secretary is to note down what his/her group members have said/discussed.

### Step 2. Group discussion

Work in groups. Discuss and find a name for your own group. For example, your group can be called "The Sun", "The Dream", "Back-street Boys", "The Winner", etc. Think of at least three reasons why you choose such a name.

### Step 3. Group presentation

Each group should select a group representative to report their group's name to the class and give the reasons. The group leader has the right to appoint the representative.

## 1.3 Vocabulary learning

### A Methods

A large vocabulary is very important and necessary if you are going to master a language. Good methods of learning vocabulary will help you.

#### Here are some tips:

1. Learn new words from sentences or passages. Don't just memorize new words from a word list or a dictionary.
2. Review the words you have learned as often as you can. Have a little, easy-to-carry notebook as a new-word book, so that you can often take it out and look at the words whenever you are free.
3. Try to use the words you have learned in your speaking and writing.
4. Try to memorize as many word-roots, suffixes and prefixes as you can. Doing this will help you understand and memorize many words faster and better.

### B Word power

In this book, the first part of each unit (Unit 3 — 14) is a series of exercises entitled Word power. This introduces you to the new words you will learn to use in that unit. The following is one of the ways in which new words are introduced in this book.

#### Matching the pictures with the words.

Write the names of the clothes in the lines provided under the pictures. Choose from the following list.

- |                   |               |           |               |            |
|-------------------|---------------|-----------|---------------|------------|
| A. jacket         | B. sweater    | C. shorts | D. trousers   | E. jeans   |
| F. straight-skirt | G. mini-skirt | H. dress  | I. sportswear | J. T-shirt |



1. \_\_\_\_\_



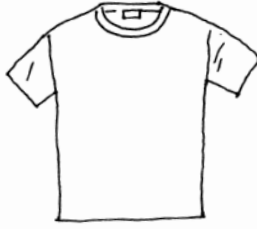
2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



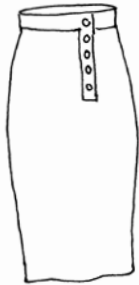
5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_



10. \_\_\_\_\_

## 1.4 Reading for different purposes

In real life, our reading purposes are different and we use different skills to best fulfill the purposes. In learning we need to practise the different reading skills to be competent readers in English.

### A Reading for general information

#### Pre-reading:

Some companies in Beijing set rules about what kinds of clothes can be worn in the office and what can not be worn in the office in the working hours. Have you ever heard of any companies in your city that have done this?

#### Now read the following text and answer the questions below.

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

**Tick (✓) the correct answer:**

1. What is the best topic for the text? ( )
- A. Companies like fashion clothes. ( )
- B. Casual dress not welcome. ( )
- C. Jeans still blacklisted. ( )
2. According to the text, which girl do you think is most suitably dressed for a job?
- A. Alice, who is wearing a mini-skirt and a sweater.
- B. Carol, who is wearing jeans and T-shirt.
- C. Lucy, who is wearing a shirt and a straight-skirt.

**B Reading for specific information**

You are in Beijing Railway Station to meet your boss, who is arriving home from a business trip to Nanjing. The TIME NOW is 12: 20. You are standing before the large information board, trying to find out whether the train has arrived.

**Information Board**

From	Due to arrive	Platform No.	Information
Shanghai	12: 10	6	Delayed 30 minutes
Tianjing	12: 15	2	Cancelled
Nanjing	12: 25	3	On time

**Tick (✓) the correct answer:**

Having got the information you want, you should \_\_\_\_\_.

- A. run to platform 2 as quickly as possible because you are already late ( )
- B. walk to platform 6 and wait for another 10 minutes ( )
- C. run to platform 3. You are just in time ( )

**C Reading in order to learn a particular language structure**

In your previous study, you have probably known that we use “be going to” and “will” when talking about future plans.

Read the following conversation about plans. Can you find a new structure that also indicates future tense?



- 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 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 away about six months.

In this conversation, you have found out that the structure “be doing” is used to indicate a definite future plan. For example: “I’m leaving in June, and I’m coming home for Christmas.” Another example is “And what are you doing after that?”

## D Reading to learn new words

Read the following short passage and underline the words for clothes. Then translate them into Chinese.

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

## 1.5 Listening tasks

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

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

So, it is worth memorizing some of the key sentences in the listening tasks so that



you 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.

### Conclusion:

This unit helps you get a general picture of the book and of some of the exercises that you are going to come across during your learning. At first you may find it difficult to follow this communication-centered approach. However, as time goes on, you will find the method rewarding, because you are learning a language through actually using it. It means you can make use of the language now inside and outside the classroom and in your future career. We hope that you will find your effort rewarding.

## New Words and Expressions

comparison /km·pærɪsn/ <i>n.</i>	比较; 对照
lay a good foundation for	为……打好基础
improve /im·pru:v/ <i>vt.</i>	提高; 改善
instructor /in·str kt/ <i>n.</i>	指导者
fold /fuld/ <i>vt.</i>	折叠
application / <sup>a</sup> æpli·keɪsn/ <i>n.</i>	应用; 应用程序; 应用软件
major /·meɪdʒ/ <i>n.</i>	专业; 主修科目
major in	(在大学)主修
graduation / <sup>a</sup> grædʒu·eɪsn, -dʒu-/ <i>n.</i>	毕业
graduate /·grædʒut, -dʒu-/ <i>vi.</i>	毕业
network /·netw:k/ <i>n.</i>	网络
engineering / <sup>a</sup> endʒi·nɪrɪŋ/ <i>n.</i>	工程; 工程学
dormitory /·d:mitri/ <i>n.</i>	集体宿舍, 寝室
badminton /·bædmɪntn/ <i>n.</i>	羽毛球
secretary /·sekrtəri/ <i>n.</i>	秘书; 书记
note down	记录
word-root	词根
suffix /·sfɪks/ <i>n.</i>	后缀
prefix /·pri:fɪks/ <i>n.</i>	前缀

jacket /·dJækɪt/ n.	夹克衫
sweater /·swet/ n.	毛衣
shorts /S:ts/ n.	短裤
trousers /·trauzz/ n.	裤子
jeans /dJinz/ n.	牛仔裤
straight-skirt	直筒裙
mini-skirt /·minɪskɜ:t/ n.	迷你裙
dress /dres/ n.	女服; 服装(总称)
sportswear /·sp:ts <sup>a</sup> w ε / n.	运动服
T-shirt	T 恤衫
casual /·kæJʒu	随便的
blacklist /·blæklist/ n.	黑名单
v.	列入黑名单
delay /di·lei/ vt.	延迟, 耽误
cancel /·kænsəl/ vt.	取消
basics /·beɪsɪks/ n.	基础
degree /di·gri:/ n.	学位

## I. Translating the following words into Chinese.

- |                       |                       |
|-----------------------|-----------------------|
| 1. accountant _____   | 2. director _____     |
| 3. confident _____    | 4. electrician _____  |
| 5. blank _____        | 6. businessman _____  |
| 7. clerk _____        | 8. web engineer _____ |
| 9. receptionist _____ | 10. introduce _____   |

## II. Matching the two columns.

What do you say to	You can say
1. introduce yourself formally in public?	A. I'm a lawyer.
2. introduce yourself informally?	B. It's a pleasure to meet you.
3. introduce others?	C. Hope to see you again soon.
4. respond to an introduction?	D. Good morning, everyone! I'd like to introduce myself. I'm ...
5. take leave?	E. How could this happen! I know your name so well.
6. someone who mispronounce your name?	F. Actually, it is pronounced "Stevenson".
7. the person whose name you forget?	G. Let me introduce Mr Li to you.
8. introduce your job?	H. Hi, my name is Chen Tao. I'm from China.

## III. You will hear five sentences. Each will be read three times. Listen, repeat and write down what you hear.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# Glossary

## A

- abbreviation /<sup>a</sup>bri:vi:eiSn/ *n.* 缩写, 缩写词 (U9)
- access /<sup>·</sup>ækses/ *vt.* (计算机)存取, 取出 (U3)
- access /<sup>·</sup>ækses/ *n.* 通道, 门路 (U6)
- accommodation /<sup>a</sup>k m:deiSn/ *n.* 住处, 膳宿; (车, 船, 飞机等的)预定 (U8)  
铺位;(眼睛等的)适应性调节;(社会  
集团间的)迁就, 融合
- accomplish /<sup>·</sup>kmpliS, <sup>·</sup>km- / *v.* 完成; 成功地做完 (U14)
- account /<sup>·</sup>kaunt/ *n.* 账 (U4)
- accountant /<sup>·</sup>kauntbl/ *adj.* (对于……)有解释义务的; 应负责的 (U7)

## B

- bachelor /<sup>·</sup>bætSl / *n.* 学士 (U5)
- Bachelor of Arts 文学学士 (U5)
- Bachelor of Science 理科学士 (U5)
- bachelor's degree 学士学位 (U5)
- badly paid 薪水低的 (U5)
- badminton /<sup>·</sup>bædmintn/ *n.* 羽毛球 (U1)
- basics /<sup>·</sup>beisiks/ *n.* 基础 (U1)
- battlement /<sup>·</sup>bætlmnt/ *n.* (碉堡上的)城垛 (U11)
- beacon towers 烽火台 (U11)
- bean-curd /bi:n k:d/ *n.* 豆腐 (U10)
- beforehand /bi:f:hænd/ *adv.* 预先 (U8)

## C

- cancel /<sup>·</sup>kæns/ *vt.* 取消 (U1)
- canteen /kæn'ti:n/ *n.* 餐厅 (U3)
- capital /<sup>·</sup>kæpitl/ *n.* 资金 (U13)

cardboard /·kA:db:d/ <i>n.</i> 硬纸板	(U5)
cardboard box 厚纸盒	(U5)
career /k·ri/ <i>n.</i> 职业	(U14)
carpenter /·kA:pint/ <i>n.</i> 木匠	(U4)
casual /·kæJjul/ <i>adj.</i> 随便的	(U1)