

揭阳职业技术学院



教案

课程：综合商务英语 III 任课教师：魏丹燕

专业：商务英语 班级：商英 241、商英（三加证书）241

学期授课计划时数 72 课时

Chapter	Unit 1 Company Profile
Teaching Objective	<p>Understand the description of a company's profile; Know how to talk about a company's current situation and future development; Know how to introduce a company; Know how to write a memo; Ideological and Political Education Objective: Cultivate students' understanding of corporate culture and social responsibility, comprehend the relationship between enterprise growth and socioeconomic development, stimulate students' sense of social responsibility and mission, and establish correct worldviews, life values, and moral values.</p>
Teaching Focus	<p>The teaching focus will be on instructing students on how to effectively present company information, including the basic situation, operational status, and future development direction of the company, and on mastering communication skills and writing formats used in business environments.</p>
Teaching Difficulty	<p>The teaching difficulty lies in guiding students to apply the knowledge learned to practical business communication projects, such as introducing ideal enterprises in group discussions and evaluating the feasibility and profitability of business ideas.</p>
Teaching Duration	8 hours
Teaching Method	<p>Group discussions and collaborative learning, encouraging students to explore company profiles from different perspectives; Case studies, for example, discussing factors such as price, service, and scale through examples of supermarket brands like Walmart; Practical activities, such as preparing oral or written reports on company introductions for classroom presentations; Listening exercises to enhance students' listening comprehension skills; Business writing training, such as composing business letters or memos.</p>

Assignment	<ul style="list-style-type: none">● Requesting students to gather information on relevant companies before class and prepare oral or written reports;● Completing learning tasks related to quality control background information;● Participating in discussions about trade fairs such as the Canton Fair and raising relevant questions;● Preparing and submitting a draft business plan, including a company profile, business model, market analysis, etc.; <p>Writing a business memo, such as informing colleagues about the latest developments in the company.</p>
-------------------	--

Lead-in (主题导入)

- Write the word “logo” on the board and ask the students to guess the meaning of the word by referring to the first column in Task 2.
- Ask the students to identify the companies and name them in Chinese.
- Divide the students into groups of 3–4. Each group should talk about one of the five companies. The guiding questions in Task 1 can help them with the perspectives.
Note: When pairing or grouping up students for discussion tasks, try different pairing or grouping schemes so that the students will not have to speak with the same partner for the whole semester. Sharing and brainstorming with different people may inspire creative thinking.
- To prepare for the group discussion, encourage the students to make the best use of different resources at hand, such as the websites of different companies, acquaintances working in these companies, or the university library.
- Elicit ideas from the whole class or ask different groups to report back.

Reading A (精读课文)

Task 1

- Ask the students to recall their experiences of shopping in a supermarket. What do they value most when shopping in a supermarket: the price of goods, services provided, or the shopping environment? Ask them to recall a pleasant shopping experience or an undesirable one and describe it to their partners.
- After pair discussion, invite some students having experience shopping in Walmart to describe their experiences shopping there. Ask them to list a few things that impressed them most. Encourage them to make a comparison between Walmart and its competitors (in China) in terms of price, size, service, popularity, etc.
- Encourage the students to search for information on Walmart in advance, bring their findings to the class, and share them with their classmates.
- Some students might mention online consumer electronics outlets. Make sure they don't go too far afield from the subject.

Additional Materials

- Walmart's principal US competitors: Sears Holdings, Target Corp, Costco, etc.
- Other leading supermarket operators: Carrefour (France), Auchan (France), Metro (Germany), Aldi (Germany), Lidl Stiftung and Co. KG (Germany), Tesco (UK), The Kroger Co. (US), JUSCO (Japan), Beijing Hualian (China), CR Vanguard (Hong Kong, China), Woolworths Limited (Australia), etc.
- The Fortune 500 is an annual list compiled and published by Fortune magazine that ranks the top 500 US closely held and public corporations as ranked by their gross revenue. The list includes publicly and privately held companies for which revenues are publicly available. The first Fortune 500 list was published in 1955.

Background Information

- **one-stop shop (一站式服务点):** a location where various requirements can be met in one place. The idea is to provide convenient and efficient services and also to create an opportunity for the company to sell more products or services to clients and customers. For example, a bank may be able to offer you not only personal banking services and loans, but also investment advice, investment vehicles and insurance policies. Compared to visiting a separate institution for each area of need, one-stop shop saves the consumer a lot of time and effort. The service provided by one-stop shop is called "one-stop service".

- **local sourcing:** purchasing commodities from local suppliers of the region that the business is operated in:
 - 1) Benefits of local sourcing: be cost-effective; help build community ties; contribute to local economic development; provide business opportunities to local manufacturers or farmers; create jobs for local people
 - 2) Concerns about local sourcing: domestic factories closing down and domestic workers losing jobs
- **supply chain:** a method of collaborating horizontally among suppliers, retailers, and customers to create value

Task 2

- Ask the students to answer the questions without referring back to Reading A.
- Check the answers and ask the students to locate the supporting information in the text. Two follow-up questions may be raised to encourage class participation:
 - 1) After Q2 (about jobs), ask what kinds of jobs.
 - 2) After Q4 (about local sourcing), ask why? Brainstorm benefits and concerns and list them on the board.

Task 3

- Ask the students to make a chart of Walmart's roadmap according to what they've learned in Reading A. Write the chart on the board. By doing so, you're helping the students learn to review and summarize the main idea of Reading A.
- Ask the students to do the exercise with the help of the chart on the board.

Activity 1

- Pair up the students. Let them decide between Speaker A and Speaker B.
- Give Speaker A time to read through Reading A and note down the key information. Give Speaker B time to list questions.
- Ask the pairs to make a conversation with their books closed.
- Invite some pairs to present their conversations to the class.
- Correct and comment on their work.
- Encourage the students to ask questions from the following perspectives: name of business, industry, owner(s)/founder(s), headquarters, number of locations (stores), geographic area served, services (formats), employees, website, reputation, etc.

Focusing on Grammar

● 现在分词作状语和定语

More Examples

Feeling tired, I went to bed early.

Be careful when crossing the road.

The fire lasted for 6 hours, leaving nothing valuable.

The suspect stood by the door, not daring to look at anyone. The man sitting next to our manager is a lawyer.

● 过去分词作状语和定语

More Examples

Worried about her presentation, she didn't get much sleep last night. When heated, ice will be changed into water.

Given a second chance, I could have done it better.

Compared with some developed countries, China still has a long way to go.

Activity 2

- This task can be assigned as a presentation task before class.
- Divide the students into groups. Ask three groups of students to prepare for the company introduction in advance. Each group is responsible for one particular company.
- Have the students research in groups, and divide the research work among group members, e.g. Student A and Student B are responsible for the brief introduction to the company; Student C for the company's operation in China; and Student D for the company's latest news or event.
- Have each group make a company introduction in class. Each member of the group should have a role in the introduction. Tell the students that PPT or handouts should be prepared.
- At the end of the introduction, leave two minutes or so for Q&A.
- Comment on the students' presentations.

Additional materials

The things that all the three companies have in common:

- They are supermarket chains.
- They are hypermarkets (supermarket + department store).
- They are European companies.
- They are the world's largest and most international retailers.
- They have a large presence in China.
- They expand globally through stores as well as online sales.

Reading B (泛读课文)

Background Information

quality control (often called QC): a procedure or set of procedures intended to ensure that a manufactured product or performed service adheres to a defined set of quality criteria or meets the requirements of the client or customer. Controls include product inspection, where every product is examined visually or through special instrument or procedures before the product enters the market. Inspectors will be provided with lists and descriptions of product defects. QC emphasizes uncovering defects and reporting to management who makes the decision to allow or deny product release.

Activity 3

- Ask the students to complete the profile individually before class.
- Divide the students into groups and have them present their company profile in their group.
- Other related information may include big company events, legendary people, etc.
- Some students might select the same company by chance. Put them in the same group to find out if there are any differences in the collected information. Analyze the reason for such differences (resource, entry date, etc.) if there are any.

Listening (听力练习)

Task 1

- Introduce this task by asking the students what they know about the three companies.
- Make sure that the students can pronounce the companies' names properly.
- Get the students to listen to the conversations, one at a time.
- Check the answers with explanations.

Task 2

- Give the students some time to read through the note and predict the missing words before they listen.
- When Task 2 is completed, start a vocabulary brainstorming game. Divide the students into groups of 3–4 and give them one minute to write down as many ceramics-related words

(product categories, item names, etc) as they can. They may use dictionaries.

- Groups share and compare their outputs.

Task 3

- Ask the students to brainstorm ideas about Canton Fair.
- Ask each student to write out two lists. One list has all the words/terms they know about Canton Fair (e.g. Guangzhou, spring, autumn, foreign buyers, import, export...) and the other list contains questions they want to ask about the fair.
- The teacher may choose to answer several questions that most students are curious about. It will be better if any of the students knows and is willing to give the answer.
- Introduce Messe Frankfurt to the students. Inform the students that Frankfurt is one of the world's largest exhibition centers. If the students are interested, encourage them to do further research and share their findings in class.

Communication Project (商务沟通)

- Explain the word blueprint if needed.
- Ask each student to think of an ideal business before class.
- Divide the students into groups. Let each member introduce his/her business idea within one minute.
- Give the students guidance on assessing business ideas in terms of profitability, feasibility, creativity, etc.
- Ask each group to make a brief introduction of their company profile.
- Organize a Vote of Investors for the best idea of the class. If time allows, invite comments on the business plans and ask the investors to explain their preferences.

Writing (商务写作)

- Prepare a sample letter containing the same information with one of the sample memos to illustrate the difference more clearly.
- Ask the students to search for model memos from other resources and share them with the class.



Moral Reflections (补充教学资源)

Unit Overview

合抱之木，生于毫末；九层之台，起于垒土。

The giant tree that needs several people to encircle grew from a tiny sapling; the platform nine stories high was built from piling many baskets of earth.

A company often takes a long time to actually build up.

Q1: What truths are revealed from the above quote?

Q2: Once the company is established, how will you present it to others?

Lead-in

Can you think of any Chinese companies in the above-mentioned fields? Share what you know with your partner.



Reading A

Recent years saw the rise of many Chinese supermarket brands. Do you know them? Search them online and practice the following conversation with your partner.





1. Q: When was the supermarket founded?
A: _____ is founded in _____.
2. Q: What products does it provide?
A: _____ provides _____.
3. Q: What are its store formats?
A: _____ operates store formats including _____.
4. Q: How many units does it have in China?
A: By _____, _____ had _____ units in _____ cities across China.

Moral Reflections

Chinese Economic Keywords

1. “十四五”时期
the 14th Five-Year Plan period
2. 高速增长阶段转向高质量发展阶段
to move from rapid growth to high-quality development
3. 中国经济新常态
the new normal of China's economy

Discussion

(见课件内素材)

Watch the video and discuss the following questions in groups.

- Q1: What company does the video introduce? What products does it provide?
Q2: What makes the company stand and thrive?
Q3: Do you know other Chinese time-honored brands?

Chapter	Unit 2 Company Structure
Teaching Objective	<p>Learn the common types of company structures; Describe a company's structure; Know how to write an email to introduce a new colleague.</p> <p>Educational Objective for Ideological and Political Education: Students will be encouraged to understand that effective management of a company requires a specific structure. This will foster an appreciation for the organizational principles that underpin successful businesses, aligning with the idea that "without rules, one cannot form squares and circles," emphasizing the importance of a structured approach in both personal and professional contexts.</p>
Teaching Focus	<p>The teaching focus will be on instructing students on how to effectively describe company structures, including recognizing different types of organizational frameworks, and on mastering the skills needed to communicate these structures both verbally and in writing.</p>
Teaching Difficulty	<p>The teaching difficulty lies in guiding students to apply the knowledge learned to practical business communication projects, such as summarizing the roles and responsibilities within a class committee, and in creating a short presentation based on the learned phrases.</p>
Teaching Duration	8 hours
Teaching Method	<ul style="list-style-type: none"> • Group discussions and collaborative learning, encouraging students to explore the functions of different departments within a company; • Case studies, for example, discussing the structure of Procter & Gamble (P&G); • Practical activities, such as preparing oral or written reports on company structures for classroom presentations; • Listening exercises to enhance students' listening comprehension skills; <p>Business writing training, such as composing emails to introduce new colleagues.</p>

Assignment	<ul style="list-style-type: none">• Requesting students to gather information on the structure of different companies before class and prepare oral or written reports;• Completing learning tasks related to the structure of a divisional organization;• Participating in discussions about the strengths of P&G's structure and drawing a chart to illustrate these strengths; <p>Preparing and submitting a draft email to introduce a new colleague, including the colleague's responsibilities, team affiliations, and contact details.</p>
-------------------	---

Lead-in (主题导入)

- Write the word “function” on the board and ask the students how they understand it.
- Divide the students into six groups, each discussing the function of one particular department.
- Ask each group to give their report on their discussion. Encourage other groups to make comments.

Reading A (精读课文)

Task 1

- Ask the students to search for related information before class.
- In class, ask the students to work in pairs and share their findings.
- Invite some volunteers to report their findings in class. Write down the factors as they report on the board. A class discussion could generate some interesting ideas.

Background Information

- **company structure:** Traditionally, most companies have a hierarchical or pyramidal structure with one person or a group of people at the top and an increasing number of people below them at each successive level. There is a clear line or chain of command running down the pyramid. All people in the organization know what decisions they're able to make, who their bosses are (to whom they report), and who their immediate subordinates are (to whom they give orders). But today, the company

is no longer just a place where people come to work and follow the order blindly from the above. For many people, their company gives a sense of belonging and identity. Companies of the 21st century should no longer be hierarchical which ensures maximum efficiency and profit. They are also the communities where people belong to and grow together with, where their affective and innovative needs are met.

Task 2

- Pre-teach the words in the task which might be difficult for your students.
- Ask the students to read through the text and do the task individually.
- Check the answers and ask the students to locate the supporting information in the text.

Task 3

- Ask the students to answer the questions with the books closed.
- Ask the students to read the text again to check their answers.

Activity 1

- Ask the students to make a list of the advantages and disadvantages of each type of structure.
- Ask the students to share their opinions in pairs and summarize the features of each type of structure.
- Encourage the students to summarize with their own words. Try to avoid repeating or reciting sentences from the text.
- Choose several pairs to present their ideas to the class.

Additional Materials

Entrepreneurial Structure

- Advantages: quick decision making as power is centralized; timely response to changes.
- Disadvantages: not suitable for larger business; top managers carrying a heavy workload; little initiative from the staff as they are not included in the decision-making process.

Functional Structure

- Advantages: employees having no difficulty in understanding what is expected of them; all duties and responsibilities being clearly defined.
- Disadvantages: departments being limited to their duties and, therefore, becoming short-sighted; a lack of communication within a company and slow response to changes.

Divisional Structure

- Advantages: flexibility and quick response to changes in the market; allowing a team to focus on a single product or service; being able to build a common culture that contributes both to higher morale and a better knowledge of the division's portfolio.
- Disadvantages: the possibility of unequal allocation of company resources; divisions having too much autonomy and being concerned only with their own business.

Matrix Structure

- Advantages: quick responses to changes among a number of departments; enabling constructive development; closer cooperation and communication between departments as they work towards a common goal; information being shared equally so decisions can be made for the benefit of the company.
- Disadvantages: more expensive to run the business because of the complex communication system; conflict on the allocation of resources between line managers and project managers.

Activity 2

- Divide the students into small groups. Each group is to focus on one particular company.
- Ask the students to divide the online-searching work among group members, for example:
Student A: a brief introduction of the company;
Student B and C: structure of the company and its features;
Student D and E: factors that may affect the company's choice of structure.
- Ask each group to prepare the introduction by putting together the information.
Each group member should have a role in the introduction.
PPT or handouts are preferred for the introduction.

Focusing on Grammar

- **动词后缀**

More Examples

-ize: mechanize, civilize, systematize, sympathize, equalize
-ify: intensify, signify, amplify, identify, electrify
-en: quicken, weaken, thicken, shorten, lengthen, sadden
-ate: separate, operate, indicate, vibrate, hyphenate, laminate

- **被动语态叙述客观事实**

More Examples

Over three thousand civilians were killed in the bombing strike. Houses were badly damaged in the flood.

This view has been challenged by a number of workers.

So far, the moon has been visited by earthmen several times. Computers can also be used to automate shipbuilding.

Reading B (泛读课文)

Background Information

ASEAN (Association of Southeast Asian Nations): a geo-political and economic organization of ten countries located in Southeast Asia. It was established on August 8th, 1967 in Bangkok, Thailand. Its aims include accelerating economic growth, social progress and cultural development among its members, protecting regional peace and stability, and providing opportunities for member countries to resolve differences peacefully.

Listening (听力练习)

Task 1

- Introduce this task by asking the students what they know about the responsibilities of the departments in the right column. Some of them have been discussed in Lead-in. This pre-listening exercise helps the students predict the information they will hear.
- Make sure that the students can pronounce the names properly.
- Ask the students to listen to the recording and try to do the match work.
- In the second listening, ask the students to write down the keywords describing the duties of different departments, e.g. recruiting, training, money, payment, cost analysis, etc.
- Check the answers with the class. Ask the students to describe the duties of the five persons in one or two sentences by referring to their notes.
- Ask the students to do oral exercises in pairs in a question-and-answer format.

Task 2

- Give the students some time to read the chart. They can predict some answers based on the information they've got from previous sections.
- Pre-teach some words, e.g. welfare, recruitment, compensation, if necessary.
- Play the recording a few times so that the students can get enough information to fill in the blanks. They can discuss and work in pairs.

- Draw the students' attention to the phrases describing the duties and the reporting structure in the recording, e.g. be in charge of, report to, be responsible for, deal with, etc.
- Divide the students into several groups. Ask each group to make a list of the members of the Class Committee and then describe their duties accordingly by using the phrases they've learned.
- Encourage the students to summarize the information and make it into a short presentation.

Task 3

- Review the features of a divisional structure with the class before they listen.
- Ask the students questions like "Can you list the brands in Household Care Unit? To whom will the new employee report?" This makes their listening more focus-based.
- Play the recording twice and ask the students to do the task.

Communication Project (商务沟通)

- Ask each group to choose one member as the note taker.
- Ask the students to exchange ideas within the group and ask the note taker to write down the ideas of the group members.
- Invite two or three note takers to report the results of Step 2.
- Each group should draw a chart to illustrate the strength of P&G's structure.
- Ask several groups to show their chart and make an introduction to P&G structure.
- Note that the students can choose some other companies for introduction instead of P&G.

Writing (商务写作)

- Ask the students to read Task 1 and discuss how to arrange the contents in an e-mail.
- Ask the students to read Task 2 and discuss in pairs how to put the information in Task 1 in the blanks.



Moral Reflections (补充教学资源)

Unit Overview

不以规矩，不能成方圆。

One would not be able to form squares and circles without (a carpenter's square and compass).

To effectively manage a company, a specific structure needs to be put in place.

Q1: What truths are revealed from the above quote?

Q2: What are the “square and compass” for a company?

Moral Reflections

Chinese Economic Keywords

4. 提升产业链水平
to upgrade industrial chains
5. 分类精准施策
to implement sector-specific and targeted policies
6. 增强微观主体活力
to invigorate micro entities

Discussion

(见课件内素材)

T1: Watch the video and complete the following sentences.

- (1) China Unicom began what's called mixed-ownership reform in _____.
- (2) The company invited 14 strategic investors to partner with it to form a diversified _____.
- (3) This was then followed by a readjustment of company _____ and a focus on _____ motivation.
- (4) The company will ultimately offer an _____ that other state-owned enterprises can look to in the future.

T2: Watch the video again and discuss the following questions in groups.

Q1: What measures are taken in China Unicom's mixed-ownership reform?

Q2: What are the benefits of reforming the company structure?

Chapter	Unit 3 Corporate Culture
Teaching Objective	<p>Learn what corporate culture is; Know how to learn about a company's culture; Know what kind of corporate culture would fit them; Know how to write a cover letter.</p> <p>Educational Objective for Ideological and Political Education:</p> <p>To foster an understanding that a company's values are crucial for connecting its workforce and uniting its members, reflecting the idea that "one single strand of silk doesn't make a thread, nor one solitary tree a forest." This promotes the concept of teamwork and unity in the context of corporate culture.</p>
Teaching Focus	<p>The teaching focus will be on helping students understand the definition and significance of corporate culture, and enabling them to recognize and articulate the type of corporate culture that aligns with their personal values and career aspirations.</p>
Teaching Difficulty	<p>The teaching difficulty lies in guiding students to apply the knowledge gained about corporate culture to practical scenarios, such as self-assessment of their suitability for different corporate cultures and expressing preferences and dislikes professionally.</p>
Teaching Duration	8 hours
Teaching Method	<ul style="list-style-type: none"> • Group discussions and collaborative learning, encouraging students to explore aspects of corporate culture that they consider important; • Case studies, for example, analyzing the characteristics of different companies' corporate cultures; • Practical activities, such as preparing oral or written reports on the aspects of corporate culture that matter most to them; • Listening exercises to enhance students' listening comprehension skills; <p>Business writing training, such as composing cover letters.</p>

Assignment	<ul style="list-style-type: none">• Asking students to research and list companies they are familiar with, and then choosing one as a target company for further study;• Conducting a self-test on their own and sharing the results with partners, suggesting a suitable company based on the test results; <p>Writing a cover letter that introduces themselves, states their intent, summarizes their skills, and presents what they can offer to a potential employer.</p>
-------------------	---

Lead-in (主题导入)

- Ask the students to close their books and discuss how they understand the phrase corporate culture.
- Ask the students to list terms related to corporate culture.

Reading A (精读课文)

Task 1

- Ask some students to give the way they will use to learn about a company's culture. Write the keywords on the board.
- Leave the words on the board while explaining Reading A.

Background Information

- **corporate culture:** the shared values, attitudes, standards, and beliefs that characterize members of an organization and define its nature. A company's culture will be reflected in its dress code, business hours, office setup, employee benefits, hiring decisions, client satisfaction, and every other aspect of operations.

Task 2

- Pre-teach the words in the task which might be difficult for your students.
- Ask the students to read through the text and do the task individually.
- Check the answers and ask the students to locate the supporting information in the text.

Task 3

- Ask the students to answer the questions with the books closed.
- Ask the students to read the text again to check their answers.

Activity 1

- Divide the students into groups of 6 - 8. Ask each group to list the things that they care about most about corporate culture.
- Ask each group to write two things on the board.

Focusing on Grammar

- **-er, -ee 后缀**

More Examples

teach→teacher

observe→observer

receive→receiver

nominate→nominee

remit→remittee

pay→payee

- **as well 和 as well as 的用法**

More Examples

Tom, as well as his parents, is going to London.

The captain, as well as the other players, was tired.

Smoking is dangerous, as well as making you smell bad.

Are you traveling to Beijing as well? We can go together.

They painted the kitchen and then decided to go the whole hog and redecorate the other rooms as well.

Activity 2

- Ask the students to list out some companies that they are familiar with.
- Divide the students into groups and ask each group to share the lists of companies and then choose one as the target company.
- Every student in each group should take care of one aspect of the search work. Ask the students to use the online sources mentioned in Reading A.

Reading B (泛读课文)

Task 1

- Pre-teach words in the box which might be difficult for your students.
- Ask two or three students to describe themselves and their favored work environment. Write words not listed in the box on the board.

Activity 3

- It doesn't matter if the students give different answers as long as they have proper reasons.
- You can expand this activity by asking the students to do self-evaluation about their characters and think about corporate culture suitable for them.

Activity 4

- Ask the students to do the self-test on their own and then show the test results to their partners.
- Ask the students to suggest a company that they think would be suitable for their partners.

Listening (听力练习)

Task 2

- Introduce this task by asking the students how they understand the employee-boss relationship. Should the boss act like a highly-respected man of power? Or is it possible for the boss and employees to communicate like friends?
- Ask several students to give reasons for their choices. Write them on the board.
- Ask the students to organize the reasons into a brief report by using expressions like "first", "second", "third", and "finally".

Task 3

- Ask the students to note down the key corporate culture elements while listening. The note may help them finish Activity 5.
- After the listening task, ask the students to picture the four speakers, e.g. their personality, age, field, etc.

Activity 5

Additional Materials

More sentences to express likes and dislikes:

Likes

- As to..., I can't agree more.
- I agree that...
- In my opinion, it is without doubt that...
- I'd prefer...

Dislikes

- It would be better if it is not...
- I'm afraid... is not my preference.
- I can't understand why...
- I disagree with...

Communication Project (商务沟通)

- This project is a practice of the language and skills covered in the previous sections. Ask the students to refer to the previous sections if there are any problems during their discussion.
- Write the key expressions concerning corporate culture on the board to help the students with their discussions.

Writing (商务写作)

Additional Materials

A cover letter is an introductory letter that introduces yourself, states your intent, and gives you an opportunity to summarize your skills and sell what you can offer to a company. Most companies

require a cover letter in addition to a résumé.

Here is the basic structure of a cover letter:

1. In the first paragraph, state your purpose. Tell the employer your intention of writing this letter and the position you want to apply for.
2. In the middle paragraphs, describe your qualifications, including your work experience, certifications you've got, your scholarship, etc.
3. In the last paragraph, use polite words that will motivate the employer to contact you.

Moral Reflections (补充教学资源)

Unit Overview

单丝不成线，独木不成林。

One single strand of silk doesn't make a thread, nor one solitary tree a forest.

A company needs certain values to connect its workforce (全体员工) and unite them.

Q1: What truths are revealed from the above quote?

Q2: Why do company values, or corporate culture, matter?

Moral Reflections

Chinese Economic Keywords

7. 优化营商环境
to improve the business environment
8. 深化双多边合作
to continue multilateral and bilateral cooperation
9. 推动先进制造业和现代服务业融合发展
to boost the integrated development of advanced manufacturing and modernized services

Discussion

(见课件内素材)

Watch the video and discuss the following questions in groups.

Q1: How does the speaker interpret the word “*guanxi* (关系)”? What three characteristics of Chinese business culture does she mention?

Q2: Can you cite some cultural differences in business?

Chapter	Unit 4 Telephoning
Teaching Objective	<p>Know how to make telephone calls in a business context; Learn some strategies of making cold calls; Write a memo for phone messages.</p> <p>Educational Objective for Ideological and Political Education: Through practicing telephone communication with customers or business partners, students will develop the ability to discern others' needs and understand the importance of clear communication, reinforcing the principle that "if you do not discern statements of others, you cannot understand them."</p>
Teaching Focus	<p>The teaching focus will be on equipping students with the necessary skills to conduct professional telephone conversations, including making cold calls and taking accurate phone messages.</p>
Teaching Difficulty	<p>The teaching difficulty lies in guiding students to apply the learned communication strategies in real-life scenarios, especially in dealing with issues such as strong accents or unclear speech during business calls.</p>
Teaching Duration	8 hours
Teaching Method	<ul style="list-style-type: none"> • Role-playing exercises where students simulate making and receiving business calls; • Group discussions and collaborative learning, encouraging students to explore different aspects of telephoning etiquette; • Case studies, for example, discussing how to handle phone calls when encountering strong accents; • Practical activities, such as preparing and delivering a speech on strategies for making cold calls; • Listening exercises to enhance students' listening comprehension skills and their ability to take accurate notes during phone calls; <p>Business writing training, such as composing memos for phone messages.</p>

Assignment	<ul style="list-style-type: none">• Practicing making and receiving business calls, focusing on clarity and professionalism;• Taking notes during simulated phone calls and then composing a memo based on the information gathered;• Preparing and presenting a short speech on strategies for making cold calls, incorporating additional points beyond those provided in the textbook; <p>Writing a formal and an informal telephone message, checking each other's work within pairs and providing feedback.</p>
-------------------	--

Lead-in (主题导入)

Additional Materials

More expressions related to telephoning:

long-distance/trunk call 长途电话

emergency call 紧急呼叫

hotline 热线

Yellow Pages 电话黄页

area code 区号

engaged tone 占线音

receiver 电话听筒

mouthpiece 电话话筒

hold on 别挂电话

hang up 挂断电话

Reading A (精读课文)

Background Information

- **body language:** a form of non-verbal communication, which consists of body posture, gestures, facial expressions and eye movements. It may provide clues as to the attitude or state of mind of a person. People send and interpret such signals almost entirely subconsciously. It is an important part of communication which can constitute 50% or more of what we are communicating. Proper use of body language helps people to communicate better.
- **small talk:** a casual form of conversation that “breaks the ice” or fills an awkward silence between people. It is normal and necessary to make a small talk in certain situations. There are some topics that people often use in a small talk, e.g. weather, current events, fashion, cooking, sports, travelling, hobbies, etc.

Task 2

- Before doing the task, ask the students to summarize the paragraphs in their own words.
- Encourage some volunteers to come up with different answers from the textbook, and ask other students to comment.

Activity 1

- Ask each pair to raise one problem, and write the keywords on the board.
- Ask other students to give solutions to the problems, and write the keywords on the board.
- Ask each pair to choose two or three problems and their solutions to make a short conversation using the expressions in the Students Book.

Additional Materials

Problems in making business phone calls and possible solutions:

- You are talking to someone who has a strong accent in English.
Solutions: 1) Ask the person to speak slowly;
2) Repeat each piece of information as the person speaks.
- An answering machine answers your call.
Solutions: 1) Leave a voice message if it's not urgent and wait for the person to call back;
2) Make a call again one or two hours later if there is no response.
- You are calling someone who happens to be very busy.
Solution: Say sorry and ask for another time to call.

Focusing on Grammar

- **if 引导真实条件句**

More Examples

If you treat your coat so roughly, it will be worn out soon.

If you insist that without considering her stand, you might get her into trouble.

He will keep talking for hours if you don't stop him.

If you don't eat less, you'll end up looking like a whale!

If you always push him too hard, he may make mistakes.

- **even if 引导让步状语从句**

More Examples

You shouldn't put on airs even if you are in charge.

Even if you are right, that is not the way to put it.

Many unemployed people welcome the chance to work, even if unpaid.

We should practice economy even if we are rich.

I will make this radio work even if I have to stay up all night.

Activity 2

Additional Materials

Transferring the caller to someone else

- Just a moment, please.
- Could you wait for a moment, please?
- Could you hold on for a second, please?
- Can you hold the line, please?

Telling the caller someone is not available

- I'm afraid ... is not available at the moment.
- I'm afraid the line is engaged. Could you call back later?
- I'm sorry ... is in a meeting at the moment.
- ... isn't in (the office).

Telling the caller he/she dials a wrong number

- I'm afraid we don't have a Mr./Ms. ... here.
- I'm sorry. There is nobody by that name.
- I'm afraid you've dialed the wrong number.
- I'm sorry. I think you've got the wrong number.

Reading B (泛读课文)

Task 1

- Pre-teach words in the box which might be difficult for your students.
- Ask two or three students to describe themselves and their favored work environment. Write words not listed in the box on the board.

Additional Materials

Cold calling is the marketing process of approaching prospective customers or clients who are not expecting such interaction via telephone. The word cold is used because the person receiving the call is not expecting a call or has not specifically asked to be contacted by a salesperson.

Background Information

target market: a group of people you are aiming to appeal to. For example, the target market for stuffed animals is children. To specify your target market, a series of factors should be taken into consideration, e.g. age, gender, geography, social status, education, economic ability, etc.

Activity 3

- Encourage the students to express their own opinions if they don't agree. Ask them to give their reasons first, then other students can give different opinions on the same statements given in the Students Book.
- Encourage the students to add more statements.

Listening (听力练习)

Task 1

- Before the oral practice, ask the students to discuss why they think the phone messages are not clearly made.

- Ask them to work in pairs and rehearse an improved version. Then ask some pairs to present their versions to the class.

Task 3

- Ask the students to take notes on the key information while listening. Their notes may help them with both the blank filling and the follow-up oral practice.
- Ask the students to make an outline with the help of their notes before the oral practice.

Communication Project (商务沟通)

Task 3

- Ask the students to prepare the speech based on Task 1 and Task 2.
- Encourage the students to add more points in the strategy of making cold calling to their speeches.

Writing (商务写作)

Task 1

Additional Materials

Some other tips on taking a telephone message note:

- Be sure to record all the information accurately.
- If you know that person will be away for days, you'd better inform the caller.
- Use a message pad to write the message rather than a scrap of paper.

Task 3

- Since the date and the time of the telephone call are not mentioned in Listening Task 3, tell the students to ignore them in writing.
- Ask the students to work in pairs: One for a formal message and the other informal one. They can check their messages within pairs and make comments.

Moral Reflections (补充教学资源)

Unit Overview

不知言，无以知人也。

If you do not discern (辨明) statements of others, you cannot understand them.

When making callings to customers or business partners, one always need to discern their needs.

Q1: What truths are revealed from the above quote?

Q2: Can you think of any tips in making business phone calls?

Moral Reflections

Chinese Economic Keywords

10. 保护走出去企业合法权益
to protect the legitimate rights and interests of enterprises operating overseas
11. 扩大对外开放
to open wider to the outside world
12. 开放性经济新体制
the new system of open economy

Discussion

(见课件内素材)

Watch the video and discuss the following questions in groups.

Q1: What are the common ways for Chinese people to communicate in history?

Q2: What are the reasons behind the development of China's telecommunication technology?

Q3: Can you name a few influential telecom companies in China?

Chapter	Unit 5 Business Meetings
Teaching Objective	<p>Learn about the key factors that lead to productive business meetings; Understand a business meeting invitation letter; Know about the preparation work of business meetings and discuss some work in detail; Write minutes at business meetings.</p> <p>Educational Objective for Ideological and Political Education:</p> <p>To promote the importance of listening and expressing oneself clearly in business meetings, as illustrated by the saying "Listening to both sides will make one wise and well-informed, thus ensuring broad support all over the land." This fosters the value of inclusiveness and open-mindedness in professional settings.</p>
Teaching Focus	<p>The teaching focus will be on instructing students on how to effectively participate in business meetings, including understanding the key elements that contribute to successful meetings, preparing for such meetings, and writing minutes that accurately reflect the outcomes.</p>
Teaching Difficulty	<p>The teaching difficulty lies in guiding students to apply the knowledge learned to practical business communication projects, such as role-playing a meeting scenario, deciding on the qualifications for a chairman, and drafting meeting minutes.</p>
Teaching Duration	8 hours

<p style="text-align: center;">Teaching Method</p>	<ul style="list-style-type: none"> • Group discussions and collaborative learning, encouraging students to explore the essential components of productive business meetings; • Case studies, for example, comparing successful meetings with unsuccessful ones and identifying the factors that made the difference; • Practical activities, such as role-playing a meeting and electing a chairman within the group; • Listening exercises to enhance students' listening comprehension skills; Business writing training, such as composing meeting minutes.
<p style="text-align: center;">Assignment</p>	<ul style="list-style-type: none"> • Preparing and presenting a speech based on the key elements of successful business meetings; • Competing for the position of chairman by giving a short speech outlining the necessary qualifications; • Designing their own name cards and engaging in mock introductions; • Writing minutes of a meeting held to discuss preparatory work for a specific event, such as the China Market Sales Meeting; Making a brief report on their meeting according to the minutes they have written.

Lead-in (主题导入)

Task 1

- The purpose of this task is for the students to get familiar with some terms related to business meetings.
- Write the phrase business meeting on the board and ask the students how they understand it.
- Ask the students to discuss what equipment would usually be used in a business meeting.
- Ask the students to discuss who should be present in a general business meeting.

Reading A (精读课文)

Task 1

- Ask the students to recall meetings they have attended.
- Ask the students to compare the successful meetings with the unsuccessful ones, and discuss factors that made the difference.
- There is no fixed order as long as the students can give their own reason.

Task 2

- Ask the students to fill in the blanks without referring back to Reading A.
- Check the answers and ask the students to locate the supporting information in the text.

Task 3

- Ask the students to answer the questions without referring back to Reading A.
- Check the answers and ask the students to locate the supporting information in the text.

Activity 1

- Ask the students to work in pairs.
- Ask the students to focus on only two or three possible problems in unsuccessful business meetings and think out solutions accordingly.
- Encourage more opinions besides what has been discussed in Reading A.
- Ask the students to make a conversation based on their discussion.

Focusing on Grammar

- **the more..., the more...**

More Examples

The more you learn, the more you will earn.

The more you know, the more you will realize how little you know.

The more air there is inside the tire, the greater pressure there is in it.

The more learned a man is, the more modest he usually is.

The more she flatters me, the less I like her.

The smaller the house is, the less will it cost us to heat.

- **it 作形式主语**

More Examples

It is easier said than done.

It is no use daydreaming without working hard.

It is bad drinking at midnight.

It is impossible to cover all knowledge.

It is better to die with honor than living in infamy. (宁为玉碎，不为瓦全。)

Activity 2

- Divide the students into groups. Each group chooses one aspect for their discussion. They can also think out some other possible problems to discuss.
- List the aspects on the board and ask the representative from each group to state his/her solutions. Write down the key points on the board while he/she speaks.

Reading B (泛读课文)

Task 1

- Ask the students to discuss the following questions first:
 - 1) Have you ever written an e-mail?
 - 2) For what purposes did you write that e-mail?
 - 3) What items are usually included in your e-mail?
 - 4) What do you think should be included in an invitation e-mail?
- Ask the students to read the text and find the key items in an invitation letter or e-mail.

Background Information

RSVP means “Reply, if you please.” It is the acronym of the French sentence “Répondez s’il vous plaît.”

Activity 3

Opening

- We would like to invite you to...
- We would be very much delighted if you could...
- We are writing to you to request whether you would be available on...

Ending

- If you could take the time to attend..., we would be most delighted.
- If you could make it here, please let us know.
- Your attendance would be a great encouragement for all the staff in...

Activity 4

- After the role-play of Activity 4, you may ask the students to design their own name cards. They can assume any identity they like to take.
- Ask the students to make conversation in pairs, supposing they are meeting each other for the first time. Each gives the other his/her name card.

Listening (听力练习)

Task 1

- Ask the students to recall the basic elements in a memo before they listen. They can refer to the Writing part in Unit 1 to help them recall.
- Ask the students to predict what they will hear in the conversation and pay more attention to the basic elements in a regular memo while listening.

Activity 5

- Play the recording of Task 3 one more time and ask the students to take notes of the three tips while listening.
- Ask the students to discuss with their partners to think out more tips.

Communication Project (商务沟通)

Task 1

- The number of group members may vary according to the situation in different classes.
- After the groups are formed, ask the students to decide their chairman in each group by

asking “What qualifications should a chairman possess?”

- Encourage the students to compete for this position by giving a short speech.

Writing (商务写作)

Task 3

- Remind the students that the notes in Communication Project Task 2 and Task 3 can help a lot.
- The minutes title should be specific, for example, Minutes of the Meeting Held to Discuss the Preparatory Work for the China Market Sales Meeting.
- The contents of each group’s writing may vary. Ask the students to bear in mind the process of writing meeting minutes while writing.
- Ask each group to make a brief report on their meeting according to the minutes.
-

Moral Reflections (补充教学资源)

Unit Overview

兼听齐明，则天下归之。

Listening to both sides will make one wise and well-informed, thus ensuring broad support all over the land.

In a business meetings, one not only needs to express his or her ideas, but also needs to listen to others.

Q1: What truths are revealed from the above quote?

Q2: How to ensure that a business meeting will run smoothly?

Moral Reflections

Chinese Economic Keywords

13. 转方式、调结构、增动力
to change growth model, improve economic structure, and gather new growth momentum
14. 推动形成全面开放新格局
to make new ground in pursuing opening up on all fronts
15. 经济运行稳中有变、变中有优

the performance of economy is punctuated by changes, some of which gives cause for concern

Discussion

(见课件内素材)

T1: Watch the video and find the Chinese translations of the phrases.

- (1) joint venture
- (2) asset management
- (3) comply with
- (4) transition to high-quality growth
- (5) decarbonization of economic growth

T2: Watch the video again discuss the following questions in groups.

- Q1: What key industries were largely favored by opening-up and in what ways?
- Q2: What can be the possible benefits of further opening-up in the service sector?

Chapter	Unit 6 E-communication
<p>Teaching Objective</p>	<p>Learn about the advantages and disadvantages of e-communication; Know the etiquette for business e-mails; Talk about different e-communication tools; Observe the right etiquette while writing business e-mails.</p> <p>Educational Objective for Ideological and Political Education: To cultivate an awareness of the ethical and professional considerations involved in electronic communication, promoting the idea that effective communication not only involves conveying information but also respecting others and maintaining a positive professional image.</p>
<p>Teaching Focus</p>	<p>The teaching focus will be on educating students about the appropriate use of e-communication tools, emphasizing the etiquette required for professional business e-mails, and developing their ability to communicate effectively via digital means.</p>
<p>Teaching Difficulty</p>	<p>The teaching difficulty lies in guiding students to apply the etiquette rules learned to practical scenarios, such as drafting professional e-mails, and in encouraging creativity in solving problems related to e-communication.</p>
<p>Teaching Duration</p>	<p>8 hours</p>
<p>Teaching Method</p>	<ul style="list-style-type: none"> • Group discussions and collaborative learning, encouraging students to explore the tools of e-communication they prefer in daily use and why they are popular; • Case studies, for example, examining the development of communication tools chronologically; • Practical activities, such as thinking out practical solutions to problems related to e-communication; • Listening exercises to enhance students' listening comprehension skills; • Business writing training, such as composing professional e-mails following the correct etiquette guidelines.

Assignment	<ul style="list-style-type: none">• Discussing in groups the tools of e-communication they prefer in daily use, listing some and explaining their popularity and specific purposes;• Ordering the tools chronologically to see the development of communication tools;• Finding the supporting information in the text for each true statement and correcting each false statement by speaking out the correct statement to a partner;• Thinking of practical solutions to a given problem, requiring some creativity from the students and reaching a certain agreement within groups;• Writing a business e-mail that demonstrates the correct etiquette and serves a specific business purpose.
-------------------	--

Lead-in (主题导入)

Task 1

- Ask the students to discuss in groups the tools of e-communication they prefer in daily use. Ask them to list some and explain a little: Why are they popular? Do they serve specific purposes?
- Ask the students to order the tools chronologically to see the development of communication tools.

Task 2

Additional Materials

- Alexander Graham Bell (1847–1922) is an American scientist, inventor, engineer and innovator who is credited with inventing the first practical telephone.
- Sir Tim Berners-Lee is widely recognized as the man who created the Internet as we know it today. He is the director of the World Wide Web Consortium (万维网联盟, 又称 W3C 理事会) which sets the standards and regulations on how the Internet works.

Reading A (精读课文)

Task 2

- Ask the students to find the supporting information in the text for each true statement.
- Ask the students to correct each false statement by speaking out the correct statement to his/her partner.

Activity 1

- The purpose of this activity is to encourage the students to think out some practical solutions to the problem, which may require some creativity from the students.
- Try to reach a certain agreement within groups and ask some group representatives to give reports to the class.

Focusing on Grammar

- **介词短语+倒装结构**

More Examples

Among the readers was a small boy.

Behind the trees is a hospital.

In the picture above is an old man who tumbled on the road accidentally.

In came the chairman and the meeting began.

- **特殊疑问词+ever 引导从句**

More Examples

You can choose whichever color you like.

I had told her, as truthfully as I could, whatever she asked me.

Whoever fails to observe the law will be punished.

However hard she tried, nothing seemed to work.

We can stay longer wherever you wish, or just keep moving along.

I saw him a lot; he'd visit me and the kids whenever it suited him.

Activity 2

- The purpose of this activity is to help the students know more about e-communication.

- Help the students with the perspectives when they have to introduce something to others. And also, help them with logical questions to ask.

Listening (听力练习)

Task 1

- Ask the students to read the questions and option items. Ask them to predict what they will hear in the conversation and listen to it with focus.
- Pre-teach some words which might be difficult for the students.

Task 2

- Ask the students what they know about intranet. If possible, they can do some research before class and bring their findings into class.
- Ask the students to discuss what functions can be realized on an intranet, and write the key words on the board.

Communication Project (商务沟通)

Task 1

- It is an open task. Encourage the students to think creatively.
- Besides the suggested answers given here, the students are encouraged to point out more problems or inappropriate places in the e-mail as long as they are reasonable.

Moral Reflections (补充教学资源)

Unit Overview

千里送鹅毛，礼轻情意重。

The small gift may be light as a goose feather, but sent afar, it conveys deep feeling.

In the past, it always took a long time to communicate with others. Now thanks to the

development of technology, communication has become much easier.

Q1: What truths are revealed from the above quote?

Q2: Can you list some of the latest means of making business communications?

Moral Reflections

Chinese Economic Keywords

16. 构建区域协调发展新机制
17. *to establish new mechanisms on coordinated regional development*
18. 开放合作的世界经济
19. 开放创新的世界经济
20. 开放共享的世界经济
21. *an open world economy through cooperation*
22. *an open world economy with innovation*
23. *an open world economy for mutual benefits*
24. 区域全面经济伙伴关系协定
25. *Regional Comprehensive Economic Partnership*

Discussion

(见课件内素材)

Watch the video and discuss the following questions in groups.

Q1: What are the advantages of instant messaging compared with traditional texting?

Q2: How does advanced communication infrastructure benefit rural areas?

Q3: Can you feel the trend of 5G commercialization in your daily life?

Chapter	Unit 7 Travel for Business
Teaching Objective	<ul style="list-style-type: none"> • Learn and follow the codes of appropriate behavior on business trips; • Know how to make hotel reservations online; • Know about the preparation work for business trips; • Write a fax to confirm hotel reservations. <p>Educational Objective for Ideological and Political Education:</p> <p>To reinforce the concept that proper planning and adherence to travel protocols are essential for successful business trips, thereby promoting the notion of diligence and meticulousness in professional conduct. This is exemplified by the saying "兼听齐明，则天下归之" (Listening to both sides will make one wise and well-informed, thus ensuring broad support all over the land).</p>
Teaching Focus	The teaching focus will be on instructing students on how to appropriately behave during business trips, including the necessary preparations, making hotel reservations, and confirming bookings through written communication.
Teaching Difficulty	The teaching difficulty lies in guiding students to apply the learned etiquette and procedures to real-world scenarios, particularly in making hotel reservations and handling unexpected changes during the trip.
Teaching Duration	8 hours

<p style="text-align: center;">Teaching Method</p>	<ul style="list-style-type: none"> • Group discussions and collaborative learning, encouraging students to brainstorm the attractions and concerns associated with traveling; • Case studies, for example, discussing the preparations needed for business travel and what special attention should be paid to; • Practical activities, such as role-playing a conversation about booking a hotel room or arranging a business trip itinerary; • Listening exercises to enhance students' listening comprehension skills and their ability to take notes on arrangements; Business writing training, such as composing a fax to confirm hotel reservations.
<p style="text-align: center;">Assignment</p>	<ul style="list-style-type: none"> • Working in pairs or groups to come up with a list of things to do for the preparation of a business trip; • Using the Internet to search for the best way to travel from one location to another, e.g., from London to Cambridge; • Planning a detailed travel schedule for a hypothetical business traveler, considering the jet lag between the departure and arrival cities; • Making a conversation in pairs about canceling a ticket and booking a new one; Writing a fax to confirm a hotel reservation, ensuring all necessary details are included.

Lead-in (主题导入)

Task 1

- Show pictures of some famous scenic spots to the class. Ask the students to name the places in the pictures and say a few words about them.
- Invite some students to share their personal travel experiences with the class. Ask them to end their stories by telling the class whether they like these experiences or not and state the

reasons.

- Divide the students into groups of 3 - 4. Ask them to brainstorm what attracts them most as well as bothers them most in traveling.
- Ask the students to guess and imagine what business trips would be like. Let them discuss in groups about their likes and dislikes of business trips.

Task 2

Additional Materials

Items that are prohibited in security check:

- firearms, explosives
- poisons and radioactive materials
- guns, mechanical appliances for military or police use
- controlled knives
- corrosive substance
- liquid

Reading A (精读课文)

Task 1

- Divide the students into groups of 5 - 6.
- Ask the students to brainstorm matters which need special attention in business travels: What preparations should they make? Appoint a noter in each group. The noter should note down the group discussion and be prepared to present it to the class.
- Invite some volunteers to report their group discussion to the class and encourage other students to add more ideas.

Background Information

expense claim: In business, it refers to a process that the employees get their money spent on things such as food, traveling, and lodging reimbursed while they are doing their jobs. The documents employees need for it are valid receipts.

Task 2

- Check the answers and ask the students to locate the supporting information in the text.
- Before doing Task 2, review Reading A with the class by asking the students to summarize its main idea in English or Chinese.
- Ask the students to take some notes as they review Reading A. The notes can help them with the blank filling task.

Task 3

- Ask the students to work in pairs and answer the questions with their books closed.
- Ask several pairs to report their answers to the class.

Activity 1

- Work in pairs. Choose a place as the destination for the business trip and list some questions about it.
- Ask the students to make their own conversations by asking and answering questions about the business trip.
- Choose several pairs to perform their conversations to the class.
- Ask other students to give comments on their performance.

Focusing on Grammar

- 动名词(verb-ing)作主语

<p>More Examples Reading is an art. Climbing mountains is a really fun sports activity. Getting on the crowded bus in the rush hour is such a challenge for me. Working under such a picky boss is not a pleasure but suffering.</p>

- when 引导状语从句

<p>More Examples I had been working in the bookstore for ten years when I first met my husband there. When I lived in the countryside, I used to carry water for him. I am watching TV while my wife is reading the newspaper. I was listening to music when the telephone rang, so nobody picked up the phone.</p>
--

Activity 2

- Divide the students into groups of 3 - 6.
- Ask the students to search for information on the Internet or in the school library. They can also interview some professionals in large companies to get some first-hand materials.
- Ask several groups to report on their findings.
- Ask other students to make comments on their performance.

Reading B (泛读课文)

Task 1

- Ask some students to share their experiences of phone booking or online booking of hotels with the class.
- Divide the students into groups. Ask each group to brainstorm information required in online hotel reservation.
- Tell the students to visit websites of hotel giants such as Hilton, Ritz-Carlton and InterContinental, experience their booking interface. They may get inspirations from their websites.
- Invite some groups to report their discussion and findings to the class.

Background Information

CVV (Card Verification Value): an anti-fraud security feature to help verify that you are in possession of a credit card or debit card. For Visa/MasterCard, the three-digit CVV number is printed on the signature panel on the back of the card immediately after the card's account number. On the American Express credit or debit card, it is a 4-digit numeric code. Providing your CVV number to an online merchant proves that you actually have the physical credit or debit card. It helps to keep you safe while reducing fraud.

Activity 3

- Ask some students to share their experiences of staying in hotel rooms with the class. Ask them to recall what they saw in the hotel rooms.
- Divide the students into groups. Within groups, ask them to come up with necessary facilities in a hotel business suite and make a list of them.
- Ask several groups to report their lists to the class and state their reasons.

Listening (听力练习)

Task 1

- Introduce this task by asking the students what they know about the preparations for a business trip. This pre-listening exercise provides the students with enough information to make predictions about what they will probably hear in the recording.
- Ask the students to listen to the recording once and try to repeat the preparations mentioned in the recording.
- Play the recording again, ask the students to fill in the blanks in Task 1 and check the answers with the class afterwards.
- Ask the students to read or role-play the conversation in pairs. They can also make a similar conversation about the preparations for a business trip.
- If time allows, ask several pairs to perform their conversations in class.

Task 2

- Give students the time to read the statements. They can predict some answers based on the information they've got from previous tasks. Ask them to make bold predictions and check the predictions after listening to the recording.
- Ask the students to listen to the recording once. Tell them to take notes while listening and try to repeat the procedures of booking an airline ticket on the phone.
- Ask the students to decide whether the statements are true or false when listening for the second and third time.
- Check the answers with the class.
- Ask the students to make a conversation about booking an airline ticket on the phone.

Task 3

- Ask the students to listen to the recording for the first time with the book closed and try to get a rough idea of the conversation.
- Ask the students to take notes about the arrangement when listening for the second and third time.
- Ask the students to open the book and complete the table based on their notes.
- Ask the students to make a conversation in pairs. They are supposed to cancel the ticket and book a new one. They've learned about how to book a ticket on the phone, so canceling the ticket may not be so challenging for them.

Communication Project (商务沟通)

Task 1

- Ask the students to review what they have learned about business trips in this unit. You may ask them a series of questions to help them summarize the content in this unit.
- Ask the students to work in pairs and come up with things to do for the preparation of this trip. Encourage them to use the Internet and search for the best way to travel from London to Cambridge. You can give them instructions by providing the websites of the major train companies in Britain, e.g. National Railway, East Midland Train, and Virgin Train.
- When planning the schedule for Mr. Harrison, be aware of the jet lag between London and Beijing.
- Ask the students to brainstorm in pairs other activities that Mr. Harrison may be interested in while in Britain and make a detailed plan for him. Ask several pairs to state their plans to the class. Have a class vote on the best plan and give rewards to the winners.

Writing (商务写作)

Additional Materials

- Ask the students to work in pairs and search for background information about fax. They should bear these two questions in mind while searching: Why do we use fax on business occasions? How to send a fax to business partners?
- Ask the students to read through the fax format in Task 2 and answer the following questions:
 - 1) Where is the fax to?
 - 2) Who is the fax from?
 - 3) What is the subject of the fax?
 - 4) What is the date?
- Analyze the sample fax and list the necessary items in fax.
- Ask the students to review information in Reading B and try to complete the sample.
- After finishing Task 2, you may also follow up by dividing the students into pairs to role-play the process of booking a hotel. Choose some pairs to perform in class. At the same time, let the audience work in groups to write fax based on their performance.

Additional Materials

Fax, sometimes called telecopying, is the telephonic transmission of scanned printed material (both text and images), normally to a telephone number connected to a printer or other output device. Although businesses usually maintain some kind of fax capability, the technology has faced increasing competition from Internet-based alternatives. Fax machines still retain some

advantages, however, particularly in the transmission of sensitive material which, if sent over the Internet unencrypted, may be vulnerable to interception. In some countries where electronic signatures on contracts are not recognized by law while faxed contracts with copies of signatures are, fax machines enjoy continuing support in the business.

Moral Reflections (补充教学资源)

Unit Overview

读万卷书，行万里路。

Travel a thousand li.

In the past, it always took a long time to communicate across different places. Now thanks to the development of technology, communication has become much easier.

Q1: What truths are revealed from the above quote?

Q2: Can you list some of the latest means of communication?

Moral Reflections

Chinese Economic Keywords

26. 产业振兴

industrial revitalization

27. 市场准入负面清单制度

a negative list for market access

28. 畅通国民经济循环

to ensure unimpeded flows in the economy

Discussion

(见课件内素材)

Watch the video and discuss the following questions in groups.

Q1: What kind of difficulties companies or employees may encounter when preparing for business travel?

Q2: What role does AI play in the field of business travel?

Chapter	Unit 8 Corporate Hospitality
Teaching Objective	<p>Learn some tips on entertaining clients; Understand the meeting minutes on corporate hospitality arrangements; Know how to make arrangements for receiving clients; Know how to write an email of thanks for being entertained during a business visit.</p> <p>Educational Objective for Ideological and Political Education:</p> <p>To cultivate an understanding that maintaining good relations with clients is essential for business success, as reflected in the saying "礼尚往来" (Etiquette values reciprocity and mutual benefit). This emphasizes the importance of building and sustaining positive relationships with both existing customers and potential clients.</p>
Teaching Focus	The teaching focus will be on instructing students on the art of corporate hospitality, including tips for entertaining clients, understanding the logistics involved in hospitality arrangements, and expressing gratitude through formal correspondence.
Teaching Difficulty	The teaching difficulty lies in guiding students to apply the learned etiquette and organizational skills to practical scenarios, such as role-playing a situation where they must make arrangements for receiving clients and demonstrating the ability to write a thank-you email.
Teaching Duration	6 hours

<p style="text-align: center;">Teaching Method</p>	<ul style="list-style-type: none"> • Group discussions and collaborative learning, encouraging students to brainstorm and share their experiences of hosting guests; • Case studies, for example, discussing the purpose of corporate hospitality and the activities involved; • Practical activities, such as role-playing a scenario where one student is seeking advice on the responsibilities of an interpreter and companion for a business visitor; • Listening exercises to enhance students' listening comprehension skills and their ability to summarize meeting minutes; Business writing training, such as composing an email to express gratitude for hospitality received during a business visit.
<p style="text-align: center;">Assignment</p>	<ul style="list-style-type: none"> • Brainstorming activities for corporate hospitality and discussing tips on business entertainment; • Dividing into groups to brainstorm suitable souvenirs for a visiting client and their family; • Preparing and presenting a conversation between two colleagues regarding the responsibilities of an interpreter and companion; Writing an email of thanks to a host for their hospitality during a business visit, incorporating the etiquette and expressions learned in the unit.

Lead-in (主题导入)

Task 1

- List several sentences containing the word hospitality on the board to help the students guess and get the idea of this word.
- Ask the students to discuss in pairs the purposes of corporate hospitality and the activities

involved.

- Invite some students to report their ideas to the class.

Reading A (精读课文)

Task 1

- Ask the students to recall their experiences of receiving and entertaining friends or relatives. Provide some thought-provoking questions so that it will be easier for the students to have the discussion. Some sample questions are: What preparations did you make? Was that experience a failure or a success? What suggestions can you give to others who may encounter the same situation?
- Ask the students to work in pairs. Set a time limit for them.
- Invite some students to share their experiences with the class.
- In Reading A, the second tip mentioned nice jokes used to start the conversation. Ask the students to surf on the Internet after class to find some nice jokes.
- In the next class, ask some students to present their findings.

Background Information

corporate hospitality: It is a fabulous way to win favor with clients. It helps to build strong relationships with new and potential clients as well as nurtures and cultivates a long and healthy relationship with existing clients. It's the Law of Reciprocity: You give someone something and they feel the need to reciprocate. The best way to do this is to use some sort of participatory event where enjoyment is the key. Seeds of business dealings and contracts are sown in the relaxed and enjoyable surroundings. A corporate hospitality event is a perfect occasion to launch a new product. However, it is not all about winning new businesses. Perhaps you'll want to take it as an opportunity to give thanks to long-time customers for their loyalty and support.

Task 2

- Ask the students to fill in the blanks without referring back to Reading A.
- Ask the students to work in pairs to check the answers before you give them reference.

Task 3

- Ask the students to work in pairs and answer the questions with the books closed.
- Remind the students that peer work and peer correction and evaluation are quite important for their progress.

Activity 1

- Ask the students to focus on only one or two tips.
- Ask them to share opinions in pairs and state reasons to support their choices.
- Brainstorm some other tips.
- Ask several pairs to present their ideas to the class.

Focusing on Grammar

- **as 的三种用法**

More Examples

- He came to China as an English teacher five years ago.
- Many years ago, women were usually employed as nurses and secretaries.
- Enjoy the first hour of a day as it is important in setting your mood of the day.
- As it was getting late, we went home directly from the cinema.
- As you can see, we are still busy working.
- As I said earlier, we haven't finished yet.

- **either...or...**

More Examples

- Trouble either softens the heart or hardens it.
- Some insects or animals do nothing to either help or harm us.
- There are two means of rising in the world, either by your own industry or by the folly of others.
- I told the boy that either I would have to buy a new mower or let the grass grow.
- Either my father or my mother would come to my wedding.

Reading B (泛读课文)

Task 1

- Divide the students into groups to discuss the topic without referring to Reading B.
- Encourage them to recall their experiences of organizing any kind of activity. Corporate hospitality arrangements may share things in common with activity arrangements in general.

Background Information

presidential suite: Different from a standard room, a presidential suite would be a very luxurious suite that might sometimes include a master's bedroom, a mistress's bedroom, a parlor, a banquet hall, a lounge, a study, a massage bathroom, a sauna bathroom, a gymnasium, etc. Some hotels

present presidential suites whose main targets are VIPs or CEOs from around the world who are on business travel or mainly for recreation. Usually a presidential suite may include more than 10 rooms serving for different functions or even up to 24 or more.

Activity 2

- Divide the students into pairs to discuss the topic.
- Ask the students to do role-play: Suppose Student A is Tom Lee and B is a colleague of him. A asks B for help concerning the responsibilities of a fulltime interpreter and companion. A will then make preparations based on B's advice.
- Select some pairs to present their conversations to the class.

Listening (听力练习)

Task 1

- Review the main idea of Reading B together with the students before they listen. Ask them to recall the persons absent from the meeting, decisions made and the alike.
- Ask the students to discuss the pending issues and to think of some suggestions.
- Introduce Sam Hover, the absentee of the meeting, and ask the students to describe his work responsibilities after listening to the conversation.

Task 2

- Remind the students of the fact that the souvenirs for Mr. Anderson and his family are not yet decided.
- Divide the students into groups and ask them to brainstorm and come up with some suitable souvenirs and give their reasons.
- Invite some representatives to present their ideas.

Communication Project (商务沟通)

Task 1

- Ask the students to recall what they've learned in Reading A and Reading B. List the key points of their answers on the board to help them with the following tasks.
- Ask the students to think out some activities for corporate hospitality.
- Divide the students into groups to discuss the tips on business entertainment.

Writing (商务写作)

- Ask the students to go back to Unit 6 for the structure of an e-mail and the etiquette for business e-mails.
- Ask the students to read the expressions provided in Task 2. They can make sentences with the expressions or add more expressions they may come up with.
-

Moral Reflections (补充教学资源)

Unit Overview

礼尚往来

Etiquette values reciprocity and mutual benefit.

It is important for companies to maintain good relations with existing customers and prospective clients.

Q1: What truths are revealed from the above quote?

Q2: In what ways do you think companies can maintain a friendly relationship with their clients?

Moral Reflections

Chinese Economic Keywords

29. 区域合作机制

regional cooperation mechanism

30. 数字基础设施建设

digital infrastructure construction

31. 营造有利于创新创业创造的良好发展环境

to create a development environment conducive to innovation, startups, and entrepreneurship

Discussion

(见课件内素材)

Suppose you are at a business reception. You meet a foreign client who is very interested in the tea being served. Introduce what you know about Chinese tea and tea culture to him/her. You may search online for relevant information.

Chapter	Unit 9 Establishing Business Relationships
Teaching Objective	<p>Learn how to conduct preliminary contact with potential business partners; Learn how to develop a business relationship with a foreign partner; Know about the basic structure of an email for establishing business relationships; Write a report about a factory tour.</p> <p>Educational Objective for Ideological and Political Education:</p> <p>To highlight the importance of forming and maintaining strong business relationships, as expressed by the saying "Nothing, not even mountains and seas, can separate people with common goals and ideals." This emphasizes the value of building enduring partnerships despite geographical distances or cultural differences.</p>
Teaching Focus	<p>The teaching focus will be on instructing students on the process of establishing initial contact and nurturing ongoing relationships with business partners, including the steps involved in developing such relationships, the structure of emails used for initial contact, and the documentation of visits to business premises.</p>
Teaching Difficulty	<p>The teaching difficulty lies in guiding students to apply the learned communication strategies and etiquette to practical business scenarios, particularly in the context of cross-cultural interactions and negotiations.</p>
Teaching Duration	6 hours

<p style="text-align: center;">Teaching Method</p>	<ul style="list-style-type: none"> • Group discussions and collaborative learning, encouraging students to brainstorm ways of establishing business relationships and sharing their findings; • Case studies, for example, exploring the intricacies of conducting business with partners from India; • Practical activities, such as role-playing a scenario where students must arrange a business trip and prepare a report on a factory tour; • Listening exercises to enhance students' listening comprehension skills and their ability to extract key information from conversations; Business writing training, such as composing emails to establish business relationships and drafting reports on factory tours.
<p style="text-align: center;">Assignment</p>	<ul style="list-style-type: none"> • Conducting research on establishing business relationships and presenting findings in class; • Drafting an email to initiate a business relationship with a potential partner, ensuring it follows the correct structure and etiquette; • Preparing and presenting a factory tour report, detailing observations and insights gained during the visit; • Engaging in role-play activities that involve planning a business trip and making arrangements for a visiting partner, including selecting appropriate gifts and accommodations; <p>Writing a thank-you note following a business visit, incorporating the etiquette and expressions learned in the unit.</p>

Lead-in (主题导入)

Task 1

- Write the word “inquiry” on the board and ask the students how they understand it.

Encourage them to make sentences with it.

- Ask the students to give the Chinese equivalents of the hospital facilities mentioned in the inquiry message. Show them pictures of the facilities to help them understand.

Task 2

- Before reading the pictures, ask the students to work in groups to brainstorm ways of establishing business relationships.
- Compare their answers with the ones provided in the Students Book. Encourage creative thinking and give positive feedback to it.

Reading A (精读课文)

Activity 1

- Before group discussion, ask the students to recall what they've discussed in Lead-in Task 1 and Reading A Task 1. This may serve as a warm-up and can help them come up with more fresh ideas.
- Encourage the students to consult all possible resources. The class can be divided into two groups. One group is to research on things to do when doing business in general; the other is to research on things to be considered when doing business with Indian partners.
- Have a class presentation. Representatives report their findings to the class. Form a class evaluation committee to comment on their reports.

Additional Materials

Other factors to be considered when establishing business relationships with an Indian company:

- Think about how to quote. Indian business people are known to be keen on bargaining. Therefore, you have to be careful when you quote if you want to make any profit in this deal.
- Think about what to say on the phone. After the first-round e-mail communication, you may start a phone connection with this company. Although many Indians speak English well, it is advisable for you to speak in short, simple sentences and avoid using jargon or slang. Make clear how you should address the contact person and make sure to use his/her title if he/she has any.

Focusing on Grammar

- **suggest 引导宾语从句**

More Examples

- We suggested he (should) be promoted.
- His smile suggested that he was quite satisfied with our work.
- The boss suggested that the agenda (should) be changed.
- The consultant suggested that we (should) sell part of the land.

- **动词不定式做表语**

More Examples

- To see is to believe.
- The boss's plan is to start entering the global market immediately.
- The most important thing is to negotiate with a bottom line.
- His wish is to buy an apartment in the city where he works.
- The best way to improve your English is to join an English club.
- To be kind to the enemy is to be cruel to the people.

Activity 2

- Allow the students some time to read the items of misbehavior. Pre-teach words like misbehavior, dissolution, concession to help them understand.
- Explain a little about some behaviors such as contact irregularly, oversell, inappropriate questions. Then, ask the students to give some examples for each behavior.
- Divide the students into several groups. Ask each group to discuss and finalize their list of misbehaviors arranged in order of severity.
- Ask some students to explain their decisions.

Reading B (泛读课文)

Background Information

catalog: a book, usually illustrated, containing details of items for sale, especially as used by mail-order companies. Here in the letter, catalog may refer to products/parts catalog, a book published by manufacturers which contains the illustrations, product/part numbers and other relevant data for their products or parts thereof.

Activity 3

- The information should be collected before class.
- Remind the students that they need to decide on a budget before searching information.
- Divide the students into groups and ask them to allocate the online searching work among group members.
- Each group may need to discuss and decide on a certain style for their decoration, e.g. modern, traditional, European, etc.
- Each group should come up with a decoration proposal and explain their decision.

Listening (听力练习)

Task 1

- Review what has been covered concerning establishing business relationships so far in this unit together with the students.
- Review the step-by-step guide given by the business owner in Reading A for developing relationships with Indian partners. This helps the students to predict what they will hear in Listening Task 1.

Activity 4

Additional Materials

Some other advice on getting along with potential Chinese partners:

- Saving and giving face. Don't argue directly.
- Show respect for elders and rankings. Note that the latter is particularly important when dealing with government officials.
- Listen more than you speak.
- Cultivate guanxi. In many cases, it is easier to get things done when you have guanxi with the parties concerned.
- Don't expect much eye contact. Chinese people tend to talk while looking downward. Sometimes, steady eye contact is viewed as a gesture of challenge or defiance. So a lack of steady eye contact is not an indication of lack of attention or respect.
- The Chinese have a strong sense of national pride. So do not make critical remarks about their country, the political situation, human rights, etc.
- Many Chinese people are superstitious about numbers. Try to avoid those "bad" numbers like

4 and 14.

- Be ready for alcohol at the dinner table.

Task 2

- Explain the word “itinerary” (schedule, travel plan) to the students.
- Read through the itinerary with the students before they listen. Help them predict what they will hear so that they can listen with focus (time and space).
- This one-day plan could be arranged in various ways based on your purpose and city features.
- Usually a one-day plan for pleasure would be appreciated, as it will be helpful for relationship development. Remind the students to put what they’ve learned in Unit 8 (Corporate Hospitality) into practice.
- Before class, the students are supposed to search for background information such as the official names of the tourist attractions in the city and their formal translation, famous local restaurants, local specialties and their English names, etc.
- Students from the same city can be grouped together for this task.

Task 3

- Similar to Task 2, it’s a blank filling task and the blanks to be filled are basically about numbers. Therefore, a listening strategy can be introduced here: Listen with focus. Ask the students to read through Task 3 before listening and sum up the focus in this listening task.
- The students are encouraged to suggest some other gift items which they think would be appropriate.
- The students need to give explanations for their choices.
- You can change the task into picking the ones that you consider inappropriate and explain why.

Additional Materials

Always be aware of religious laws when selecting gifts. If you can’t find out about Mr. Kramer’s religious background, stand on the safe side. In the Hindu culture the cow is sacred, plus fish and all animal products except milk or butter are shunned (回避). Therefore, you should never select any leather or food product from these categories. A prohibition for the Muslims is alcohol, and most Hindus also don’t drink alcohol. So don’t ever offer a gift of liquor unless you know the person drinks and you’ve verified with him that it would be an acceptable gift.

Gifts should be wrapped to look as attractive as possible as a sign of respect. For the Indians, yellow, green, and red are considered lucky colors and are often used in the wrapping of a gift.

Do not spend too much money as the recipient will feel indebted to you. Choose something local if possible. Choose quality items that are not expensive and noticeable. If you have gifts with your company logo, it will be better if the logo is discreet.

Communication Project (商务沟通)

Task 2

- Ask the students to work in pairs.
- Offer the students an outline of the conversation they are supposed to make.
- Encourage the students to add their own ideas besides the items listed in the two tables.

Writing (商务写作)

Task 2

- Divide the students into small groups to discuss and complete the report together.
- Remind the students that the notes in Listening Task 2 and Task 3 can help a lot.
- After the writing, each group should hand in one report.
- The contents of each group's report may vary. Circulate the reports among groups to find if there are any obvious differences in the filled-in content.
- Discuss together and comment on the group reports.
-



Moral Reflections (补充教学资源)

Unit Overview

志合者，不以山海为远。

Nothing, not even mountains and seas, can separate people with common goals and ideals.

A successful company enjoys good relationships with their business partners. Q1: What truths are revealed from the above quote?

Q2: How can a company develop business relationships with its partners?

Moral Reflections

Chinese Economic Keywords

32. 具有高度适应性、竞争力、普惠性的现代金融体系
a modern financial system that is adaptive, competitive, and inclusive
33. 稳增长、促改革、调结构、惠民生、防风险、保稳定
to maintain stable growth, promote reform, make structural adjustments, improve people's wellbeing, guard against risks, and ensure stability
34. 形成全国统一开放、竞争有序的商品和要素市场
to form a unified, open, competitive and orderly market for all commodities and production factors throughout the country

Discussion

(见课件内素材)

Watch the video and discuss the following questions in groups.

Q1: What is the advantage of China's high-speed rail?

Q2: How do you understand the terms "Craftsmanship" and "Chinese standard" mentioned in the video?