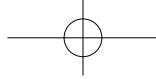


Contents

UNIT	1	Meeting people	1
		<ul style="list-style-type: none"> I Names and titles <ul style="list-style-type: none"> A. <i>English family names and their meanings</i> B. <i>Trouble with names and titles</i> II Meeting and introducing people III Etiquette of meeting and introducing people 	
		TRANSCRIPT	
		WORKSHEETS	
UNIT	2	Discussing daily life	29
		<ul style="list-style-type: none"> I Time <ul style="list-style-type: none"> A. <i>Telling and asking about the time</i> B. <i>What are the reasons for different attitudes toward punctuality?</i> II Routines <ul style="list-style-type: none"> A. <i>Daily routines</i> B. <i>Weekend life</i> III Learning habits—what language students do 	
		TRANSCRIPT	
UNIT	3	Describing things	59
		<ul style="list-style-type: none"> I Colors and shapes <ul style="list-style-type: none"> A. <i>Colors and their cultural meanings</i> B. <i>Shapes of objects</i> II Locating and defining objects <ul style="list-style-type: none"> A. <i>Position and size</i> B. <i>Materials and uses</i> III Describing products <ul style="list-style-type: none"> A. <i>Quality matters</i> B. <i>Trade catalogs</i> 	
		TRANSCRIPT	
		WORKSHEETS	
UNIT	4	Talking about people	97
		<ul style="list-style-type: none"> I Appearance <ul style="list-style-type: none"> A. <i>Describing people's appearance</i> B. <i>Comparing people</i> II Character <ul style="list-style-type: none"> A. <i>Talking about people's personalities</i> B. <i>Personality and work</i> III Describing people in speeches of introduction 	
		TRANSCRIPT	
		WORKSHEETS	



UNIT 5 Describing places 133

- I General features
 - A. *Names of countries, nationalities and languages*
 - B. *Location, area and population*
- II Weather and climate
 - A. *Weather*
 - B. *Climate*
- III What does the land have to offer?
 - A. *Geography and life*
 - B. *Exploring a country*

TRANSCRIPT
WORKSHEETS

UNIT 6 Getting things done 167

- I Messages and announcements
 - A. *Messages*
 - B. *Public announcements*
- II Signs
 - A. *Signs in Britain and America*
 - B. *Signs in China*
- III Instructions
 - A. *Spoken instructions*
 - B. *An instruction manual*

TRANSCRIPT

UNIT 7 Looking forward 203

- I Wishes and hopes
 - A. *Making a wish*
 - B. *Wishing customs*
- II Intentions
- III Plans and arrangements
- IV Prediction

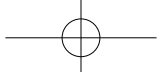
TRANSCRIPT
WORKSHEETS

UNIT 8 Talking about the past 239

- I Recent events
- II Life stories
 - A. *The story of Steve Jobs*
 - B. *The story of an astronaut*
- III News stories

TRANSCRIPT
WORKSHEETS

Appendix 273



UNIT

1

Meeting people



I Names and titles

A | *English family names and their meanings*

How many English family names do you know?—listing & discussion

1. English family names—listing

Write 10 English family names that you are most familiar with in the first column of the following table.

Your list	Your group's list	Class list	What information does this name give you about the family's history?

2. Discussion

- 1 In groups of four, take turns to read aloud your list. While one student is reading out his/her list, the others check to see if the names appear in their list. Once you have all reviewed your lists, work together to decide the five English family names that are commonly known in your group. Put the results in the second left column of the above table.

You may find the following sentences useful for your discussion.

- 1) Shall we start the discussion now? (Open your discussion)
- 2) Yes/OK. In my list, I put White first/second/third...How about you?
- 3) I think, we may rank White first, because...
- 4) I agree/don't agree with you...
- 5) Good, we all agree. (Close your discussion)

- 2 Present your group's list to the whole class. If there are fewer than five names that you all know, organize a class vote to select the rest from the names not mentioned by all groups. Put the final list of names in the third column from the left.



Family names and their origins—reading

1. What can family names tell us about the history of a family? —pair work

Examine the family names agreed upon by the whole class and try to work out what each name reveals about the history of the family by finding out the original meaning

of the word or words in the name. Use an Internet search if you are not able to guess for yourselves. Put the results in the final column of the table (Page 2).

2. What's in a family name? —reading

- 1 Scan the text “What’s in a family name?” in two minutes and answer the following two questions.
 - 1) What are the family names mentioned in the passage?
 - 2) How many of them are also listed in the class list?

Have you ever wondered what people’s last names mean? A long time ago, many people’s last names said something about who the person was.

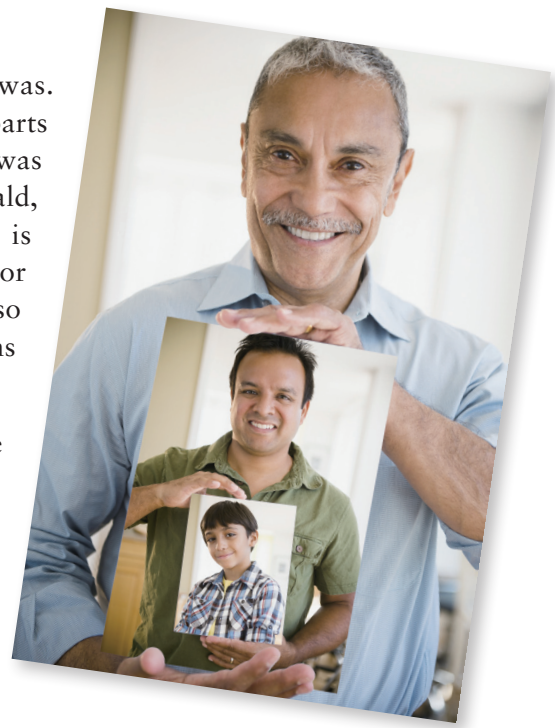
Someone’s last name may once have indicated the person’s job. If someone’s name was Weaver, the person’s job was producing cloth. A person named Smith might have been a blacksmith, a goldsmith, or a tinsmith, at any rate someone who worked with metal. A man called Taylor usually did a tailor’s work, making clothes, while a man called Gardner would have worked as a gardener.

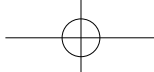
A last name could show who a person’s father was. For example, Peterson meant Peter’s son. The word parts *Fitz-*, *Mac-*, and *O’-* also meant *child of*: Fitzharris was the child of Harris, MacDonald was the child of Donald, and O’Neil was Neil’s child. Sometimes a last name is just a first name with an *-s*, such as Adams, Williams, or Andrews. This *-s* is in fact a lazy way of writing *-’s*, so Adams means the same as Adam’s, which again means Adam’s child or Adam’s family.

In some cases a person’s last name told us where he lived or where he came from. Every village had its hall, its woods and its village green. Hence three commonplace names are Hall, Wood and Green.

You must not think, however, that every English person can explain where his or her family name comes from. The meanings of many English family names have been lost in the course of time.

What’s in a family name?





UNIT 1 Meeting people

2 Read the text again and answer the following questions.

1) Which of the following best describes the way the passage is organized? Underline the sentences or words and phrases in the passage which help you make this decision.

- Comparison-contrast
- Explanation-example
- Problem-solution
- Time sequence

2) In the second paragraph the author uses “may once have indicated,” “might have been” and “would have worked” to suggest that _____

3 Match the 16 family names below with their meanings (as shown in the sentences). Write down each family name in its proper place.

- Morrison
- Fisher
- Hunter
- Hill
- Baker
- Fitzgerald
- MacArthur
- Forester
- Barber
- Goldsmith
- Miller
- Edwards
- Potter
- Cook
- Thompson
- O'Connor

This person went out in a boat to catch fish. _____

This family’s work was making bread and cakes. _____

This person was a member of Edward’s family. _____

This would be Gerald’s child. _____

A person with this name worked in the kitchen. _____

People visited this person to get their hair cut. _____

Someone from this family made bowls and pots out of clay. _____

This person’s forefather was called Connor. _____

This family lived on a hill. _____

This man looked after a forest. _____

Morris was this person’s father. _____

This person was Arthur’s child. _____

This family owned the mill that ground corn and wheat into flour. _____

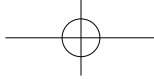
This family made things with gold. _____

A person with this name was the son of Thomas. _____

This person went out to hunt animals for food. _____

4 Classify the 16 family names into three groups below.

Occupation
Location
Kinship



Language work

1. Verbs

1 Define the verb *say* as it is used in the context of the second sentence of the first paragraph, i.e. *many people's last names said something about who the person was*.

2 Go through the text again and find three different verbs which have meanings similar to that of the verb *say* as used above. Write them down.

3 You may have noticed that all three of these words are similar to *say* in that they have meanings that are connected with *showing*, *telling* or *explaining*. But do you know how to use them correctly in a sentence? Look at the following entries from the *Cambridge Advanced Learner's Dictionary* (2008) and the *Longman Dictionary of Contemporary English* (2008), and then work out the rules governing the use of each verb.

say³
say (GIVE INFORMATION) /seɪ/
verb [T] **said, said**
to give information in writing, numbers or signs:
My watch says 3 o'clock.
Can you read what that notice says?
[+ (that)] *It says in the paper (that) they've found the man who did it.*
[+ to infinitive] *It says on the bottle to take three tablets a day.*

show⁷
show (EXPLAIN) /ʃəʊ/ US /ʃoʊ/
verb [T] **showed, shown**
to explain something to someone, by doing it or by giving instructions or examples:
[+ question word] *Can you show me how to set the video recorder?*
This dictionary contains many examples that show how words are actually used.

indicate¹
indicate (SHOW) /'ɪndɪkeɪt/ /'ɪndəkeɪt/
verb [T]
to show, point or make clear in another way:
Exploratory investigations have indicated large amounts of oil below the sea bed.
[+ question word] *Please indicate which free gift you would like to receive.*
[+ (that)] *She indicated to me (that) she didn't want me to say anything.*

tell
W1S1 /tel/ v past tense and past participle **told** /təʊld/ US /toʊld/
1 [communicate something]
2 [show something]
...
see usage note **say**¹
2 ► [SHOW SOMETHING] [T]
to give information in ways other than talking:
tell sb how/what/where/who etc
The light tells you when the machine is ready.
The bear's sense of smell tells it where prey is hiding.
tell sb about sth
What do these fossils tell us about climate change?

Summarize the typical patterns of the use of each verb below. Make a sentence for each pattern of the listed verbs.

say _____

tell _____

indicate _____

show _____

UNIT 1 Meeting people

4 Now based on the rules you've just discovered, check whether each of these verbs is used correctly in the following sentences (Y for yes, and N for no). Correct it if you think it is used incorrectly.

	Y/N	Correction
1) I received another note from Mellows; it told I was not to leave the office.		
2) These symptoms can indicate to the doctor that the patient needs emergency treatment.		
3) The gauge indicates you how much petrol you have left.		
4) The figures clearly show us that her claims are false.		

2. Adverbs

1 The adverbs *ever* (Line 1 in the text on Page 3) and *once* (Line 4 in the same text) could both mean something like “曾经” in Chinese, but they can have quite different meanings in English. Look at an English-English dictionary and the examples taken from *A Collection of English Corpora* below, and do the following exercises.

See 300 examples of '[word="once"] cut 300' in BNC

The late, great Alain Chapel's restaurant was	once	called La Mère Charles.
Ackroyd notices that the Eliot who had	once	called poetry a “mug's game” was eventually...
I	once	made the mistake you're thinking of making.
He was never to say hello to you, and he	once	said that he would not be interested in his child.
A builder friend of mine	once	talked to me about mistakes made by builders.

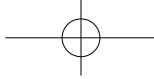
See 300 examples of '[word="ever"] cut 300' in BNC

Can this	ever	have been the trouble with Larkin?
How could I	ever	have thought <i>Furious Green Ideas</i> would make a good title for a novel?
Have you	ever	been an alcoholic or anything like that?

- 1) What is the main difference in their meanings?
The time indicated by *once* is: _____

- 2) What are the main differences between the contexts in which they are usually used?
Once is used in _____

- 2) Based on what you have found, complete the following sentences using either *ever* or *once*.
 - 1) Did you _____ hear of a painter named Raphael?
 - 2) I doubt whether there _____ was any such person.
 - 3) He _____ knew her, but they are no longer friends.
 - 4) Have you _____ been to London?
 - 5) I _____ lived in France, but now I'm living in Italy.
 - 6) Computers were _____ much more expensive than they are now.



What does your given name mean?—speaking & writing

1. How do Chinese parents name their children?—speaking

- 1 Ask five of your classmates to explain the meanings of their given names. Take notes in the first and second columns of the table below.

Given name	Meaning	How/Why

- 2 In groups of five, discuss how Chinese parents usually name their children, and make a summary. Then, fill in the last column of the above table.

You may find the following expressions useful in your discussion.

Function	Language
Opening discussion	Now, let's look at the table and see how many ways our parents gave us first names when we were born.
Giving information	I've found two/three/...ways of naming. The first is...the second is...etc.
Giving your opinion	I think...belongs to this category.
Disagreeing politely	Er...but I think we can also regard it as belonging to another category.
Closing discussion	So, there are altogether...ways in which Chinese parents come up with the first names for their children.

2. What is in a Chinese given name?—writing

Write a short Wikipedia article explaining to non-Chinese-speaking people how Chinese parents give names to their children. Follow the discourse pattern of the passage "What's in a family name?" The title of your article could be "What's in a Chinese given name?"

I Names and titles

B | Trouble with names and titles

Trouble with names —discussion, reading & listening

1. Where do I have to put the last name?—pair work

- 1 Underline the surname of each name given below and determine whether two parts of the following names are in the right position. Then discuss with a partner.

Smith Ann Chen Xiaohua Emma Jones

Rodgers Susan Weixiong Ouyang

Morgan Ruth Ivy Russell Morrison David

William Thompson Hardy Simon

Joseph Miller Yuan Qing

- 2 Now imagine you want to file away each name for future reference. Arrange these names in the alphabetical order.

1)	2)
3)	4)
5)	6)
7)	8)
9)	10)
11)	12)

2. Why didn't she receive her letters?—discussion, reading & listening

- 1 A Chinese girl named Xia Liyun (夏丽云) studying in Britain did not receive any letters the first few weeks after she arrived in Britain. Guess what might have caused this problem and what she could have done to solve it. Write down your answer in the following table.

Your answer	
Cause	Her solution
Your partner's answer	
Cause	Her solution

- 2 Share your answer with your partner. Then ask him/her to share his/her answer with you. Note down your partner's answer in the above table. You may begin the discussion with "*I think/guess she did not receive her letters because...*" When responding to your partner, you may express agreement by saying "*So do I.*" or disagreement by saying "*I don't think so. I think/guess...*"
- 3 Now read part of a letter sent to a friend by Xia Liyun and find out what really happened to her letters and how she dealt with the problem.



I Names and titles

I want to tell you an experience I had when I first came to Britain and stayed in a hostel. In the hall of the hostel there were 26 boxes for incoming mail, with the 26 letters written on them. We were each given a key to the letter boxes, according to the first letter of our names, so that we could open the letter boxes and get our letters. I was given a key to the X box. After a few weeks, I got a bit anxious, because I never got any letters. Then it dawned on me that I should try another box. So I explained the matter to the warden and she gave me another key. I tried another box and to my great joy discovered quite a few letters of mine in there. Then, later, I discovered by accident one day that some of my letters went to still another box. I explained this to the warden again, and she gave me a third key. From then on I became the only person living in the hostel with three different keys to three mailboxes. And every time on coming in or going out I had to open three boxes to look for letters. But I never missed any of my mail any more.

- 4 As you can see from the passage, letters to her went to different boxes according to the different ways her name was written. Give the three different ways of writing her name and say which would go to which box.
 - 5 Compare your predictions with what actually happened to Xia Liyun's letters. To what extent have your predictions been confirmed? Share your findings in a group of four.
 - 6 If a Chinese person attends an international conference and wants to make sure his/her name enters the name list under the right letter, how should he/she write his/her name when registering for the conference? Take Xia Liyun as an example.
- 3. What is Prince Charles' full name?—Conversation 1**
- 1 Listen to the conversation once and answer the following question.
What does the conversation mainly discuss?
 - 2 Listen to the conversation again and complete the following sentences.
 - 1) Prince Charles' full name is _____
 - 2) The name Charles was chosen as _____
 - 3) The name Philip comes from _____
 - 4) The name Arthur is from _____
 - 5) He is named George after _____
 - 6) Prince Charles' family name is _____
 - 3 What are the main differences between Chinese names and British names? Discuss the question with your partner.

**Trouble with titles
—discussion, reading &
listening**

1. What are their equivalent Chinese/English terms?—translation & discussion

1 The following titles are commonly used either in English-speaking countries or in China today. Write an equivalent Chinese term or English term beside each of them. If you think there is no equivalent term, put a dash beside it.

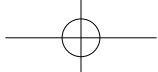
English	Chinese	Chinese	English
1) Mr. Wilson		8) 陈同志	
2) Mrs. Jones		9) 老张	
3) Miss Rodgers		10) 小李	
4) Ms. Morris		11) 黄博士	
5) Professor White		12) 蔡医生	
6) Lady Diana Spencer		13) 邓夫人	
7) Sir Richard		14) 钱太太	

2 In groups of three or four, identify as many differences between Chinese titles and English titles as you can, based on the results of your translation. List the identified differences in the following table. Follow the sample given below.

Chinese	English
1) family name + title (except Xiao and Lao)	1) title + family name

2. Identifying troubles with titles—reading, listening & discussion

1 Read the following passage carefully. In groups of four, discuss the questions below the passage. After the discussion share your group’s idea with other groups and note down any similarities or differences. It may help you do the coming research work.



Until quite recently in Britain and other English-speaking countries it was the custom for a married woman to take on her husband's family name. So, for example, if Anne Smith married David Jones, she would drop her "maiden name" and become Anne Jones. These days, however, an increasing number of women are deciding against this practice and are

choosing to retain their original family name after marriage. So Anne Smith will remain Anne Smith even after her marriage to David. This, of course, raises the question of what name their children should use. The answer is that it all depends on the decision of the parents. Some will choose Jones, others will choose Smith, and still others will opt for a double-barrelled compromise, Smith-Jones!



Another change that reflects the society we live in is that many women these days prefer not to use the titles *Miss* and *Mrs*, and choose instead to use the title, *Ms*. Why, they argue, should a woman's title provide information about her marital status when the male title, *Mr*, gives nothing away? The term *Ms* is now widely recognised and used in most official correspondence and forms.

Of course, if you are not sure how a person prefers to be introduced, you can always ask them! "I am going to say a few words of introduction before your lecture. How would you like me to introduce you?"

Questions:

- 1) What are the pros and cons of adopting the husband's family name after a woman get married?
- 2) What are the pros and cons of *Ms*? What's its Chinese equivalent?
- 3) Are there any changes in Chinese naming that reflect changes in society?

which of the following gives the gist of the conversation.

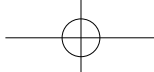
- Visiting China
- Meeting people
- Discussion of Chinese names and manners
- Discussion of China

- 2) Listen to the conversation again and fill in the table below with information about the participants.

2 On the campus—Conversation 2

- 1) Listen to the conversation once and decide

Name	Gender	Nationality	Occupation	Purpose of stay in China



UNIT 1 Meeting people

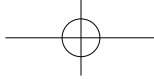
- 3) In the conversation three problems occurred with names and forms of address. Fill in the blanks to show what these problems are.
- The British person first addressed the Chinese man wrongly as _____. He was corrected and called him _____, but was asked to call him _____.
 - The Chinese man introduced the British man to his wife as _____, but the British man asked her to call him _____.
 - The British man addressed the Chinese woman as _____, but she asked him to call her _____.
- 3 Compare the results of your translation (Page 10) with the above three problems, and then work out some rules governing the use of names and titles in Chinese and in English.

Language work

What to say in different situations

- 1 Read the transcript of Conversations 1 and 2 carefully (Pages 25–26), and find out what people say in the following situations. Put your answer on the right side of the table. Note that there can be more than one way to say it in the same situation. When you finish the task, compare your answer with your partner's, trying to reach agreement between you.

Situation	Language form
1) stopping someone who's speaking when you want to ask him a question	
2) can't hear something clearly	
3) asking someone to repeat or clarify what he's/she's said	
4) asking someone if you are right	
5) responding to questions of confirmation or correction	
6) greeting someone you don't know	
7) responding to the greeting from someone you don't know	
8) introducing yourself to someone you are meeting for the first time	
9) responding to the self-introduction of someone you are meeting for the first time	
10) asking if your address for someone whose name you know is appropriate	
11) responding to someone's question about whether he/she is addressing you appropriately	
12) correcting someone who addresses you in the wrong way	



- 2 Go over Xia Liyun's letter (Page 9) again and do the following exercises.
- 1) In Xia Liyun's letter to her friend, there is only one sentence that uses "it" as its subject. Underline this sentence and rewrite it with "I" as its subject.
 - 2) Underline the words or phrases expressing Xia Liyun's feelings. Then use them to express your own feelings in sentences.

Further practice in addressing others by name or by title—role-play & group project

1. What shall I call you?—role-play

Situation:

A student at an international student center has been told a new student's name and sent to meet him/her. The new arrival has also been told the name of the student who is coming to meet him/her. The two now meet and try to establish what to call each other.



Work in pairs. Each of you will be given a cue card. On the cue card are: (1) your own name, which you are to adopt for the role-play, and (2) the name of the student you are to meet, which somebody has told you, but which may not be quite right. Greet each other and try to find out the right way to call each other. Of course you must not show your cue card to other students.

For the second round you will be given a second cue card and do the role-play again.

Your teacher will direct you to your worksheets (cue cards) for this activity and show you a flow chart, which will help you to establish your conversation.

2. Evolution of Chinese titles—group project

Conduct research in the library or on the Internet in groups of four or five, and prepare a five-minute oral presentation about the changes in the Chinese system of titles since 1949. Your presentation will be more substantial if you analyze regional differences or reasons of changes. Make an outline or prepare a small set of PowerPoint slides. The passage on Page 11 is for your reference.

II Meeting and introducing people

Do these rules apply in China?—discussion

1. Rules of introduction in China and in Western countries

Look at the following rules and decide: (1) Do these rules apply in China? and (2) Do you think they apply in Western countries? Put a tick (✓) in an appropriate column of the table below.

Rule 1: Titles and full names must always be used in an introduction.

Rule 2: A woman is always introduced to a man first.

Rule 3: You should never use a political or religious topic to get the conversation started.

	Rule 1	Rule 2	Rule 3	Reason(s)
Rule(s) applied in China				
Rule(s) applied in Western countries				
Rule(s) you like				
Rule(s) you dislike				
Rule(s) you would like to change				

2. Your opinions on the rules—discussion

- Work in groups and compare your ideas. Then further discuss the following questions and put a tick in an appropriate column of the table above.
 - Which rules do you like/dislike?
 - Would you like to change anything?
- Give your reasons why you like/dislike the rule(s) or if you would like to change any rules, and write them down in the last column of the above table.

How to introduce people? —reading, listening & discussion

1. The protocol of introductions —reading & discussion

- 1 Read the passage “The protocol of introductions.” Then answer the following questions.
 - 1) What is the primary purpose of this passage?
 - 2) What should be taken into consideration when making an introduction?

The protocol of introductions

In today’s world, it is not often that people have to make formal introductions. However, if you are working in business or in government service, you might find that you have to do this. In such cases it is useful to know some of the rules.

The purpose of introducing people is to give them an opportunity to get to know each other. This means that you need to mention the names of both parties. Usually you look at the person you are introducing someone to and say their name, and then you give the name of the person being introduced. Unless you are in an informal setting, appropriate titles like Dr., Rev., Ms. and Mr. should be used in the introduction and full names should be used. It shows that you are aware of the details of the person you are introducing.

A typical introduction might go like this: “Professor Roberts, may I introduce Doctor Mary Brown? Doctor Brown, this is Professor Don Roberts.” Or, like this: “Peter, may I introduce Jill Smith. Jill, this is Peter Mansfield.”

Who and to whom?

The first step in making introductions is to decide who should be introduced to whom.

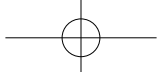
A very rough but useful rule of thumb is that you should introduce the less important person to the more important person. Of course, this is not always easy to decide. In a business situation, rank and authority are the primary determinants of who takes precedence over whom, regardless of age or gender. In other situations, older people take precedence over younger ones, and women over men. If none of these criteria can be used, then you should introduce the person you have met most recently to the person you know better.

At a party the guest of honor is the most important person, so you should introduce everyone else to him/her. And, of course, at an official business the client is always considered to be the guest of honor. For example, “Mr. Simpson, may I introduce my managing director, Mary Farson? Mary, this is John Simpson—head of IT at Hexco.”

Conversation starters

Beyond just stating the names of the two parties, it is also useful if the person making the introduction can help the two parties start a conversation. One common way is to mention a topic which is common to both sides. For example, “I think you are both interested in Chinese antiques;” “I understand you are both going to the conference in Hong Kong next week,” etc.

Be careful, of course, to avoid potentially sensitive topics such as religion or politics. An inappropriate introduction does nothing other than create awkwardness.



UNIT 1 Meeting people

2 Work in a group and do the following tasks.

- 1) The passage ends with the warning: “An inappropriate introduction does nothing other than create awkwardness.” What kind of things could go wrong? Make a list and share your thoughts in the group.
- 2) Check the content of the table on Page 14 with the information in the passage (Page 15). Update your understanding of how to introduce people if necessary.

2. At the office—Conversation 3

- 1 Listen to the conversation once and decide which of the following gives the gist of the conversation?
 - A foreigner comes to see a Chinese official at his office.
 - An interpreter introduces a foreign visitor and a Chinese official.
 - Two Chinese and one foreigner get to know each other.
 - Three friends greet each other.
- 2 Listen to the conversation again and fill in the following table with information about the participants.

Name	Gender	Nationality	Occupation

- 3 Write down the expressions used during the conversation beside each stage of the conversation. Then listen to the conversation again and check them.

Stage	Language
1) A greets B.	
2) B gives a response to A.	
3) A does a self-introduction.	
4) B asks A's name.	
5) B is not sure how to address A.	
6) A gives a response to B.	
7) B introduces A and C to each other.	
8) A and C greet each other.	

3. At the airport—Conversation 4

- 1 Listen to the conversation once and fill in the table with information about the participants.

Name	Gender	Nationality	Occupation



II Meeting and introducing people

- 2 Below is a list of events that take place during the conversation. Number the events to show the order in which you think they occur. Do this in pairs.

S = student

F = foreigner

H = host (Chinese)

- a. S introduces herself to F. _____
- b. S, F and H leave the airport. _____
- c. S approaches F. _____
- d. F gets her luggage with the help of S and H. _____
- e. S approaches the wrong person. _____
- f. H asks about F's trip. _____
- g. S introduces F and H to each other. _____
- h. H makes a suggestion to help S find the right person. _____
- i. H gives a welcome to F. _____
- j. H and F greet each other. _____

- 3 In the conversation Sun makes a mistake and addresses the wrong person the first time. Why do you think Sun makes such a mistake?

Language work

1. The protocol of introductions —vocabulary study

- 1 Read the passage “The protocol of introductions” on Page 15 again. If you look in a dictionary, you will find that the following nouns have several different meanings. Find the meaning of each word as it is used in the passage and write it in the following table. Then complete the sentences below the table with an appropriate noun.

Noun	Meaning in the passage
party	
setting	
step	
rank	
protocol	

- 1) We must take _____ to improve the situation.
- 2) The _____ demands that the president meet the Queen at his official residence.
- 3) The hotel is in a beautiful _____, with high mountains all around.
- 4) The UN called on all _____ in the conflict to take a positive stance toward the new peace initiative.
- 5) I know she holds a top job in the police, but I don't know her exact _____.

2 You may have found in the passage (Page 15) the phrases *make introductions* and *take precedence over*. The verbs *make* and *take* are amongst the most frequently used words in English, and it is important to use them in the right collocations. Decide which of the following nouns can go with *make* and which can go with *take* (Some of them can go in both boxes). If you need help, look up the nouns in a dictionary. Then write example sentences in the table below (The first two have been done for you).

- a mess care a decision a proposal
- steps an offer a holiday a suggestion
- precautions a look a move

Make
<ul style="list-style-type: none"> Try not to <u>make a mess</u> in the kitchen!
Take
<ul style="list-style-type: none"> It's important to <u>take care of</u> your health.

2. Matching language forms with communicative functions

Find out what people say in the following cases. Put one word for each blank. Then read the transcript of Conversation 4 on Page 26 to check the answer.

Asking for confirmation of an addressee's identity & responding

- 1) How do you ask someone whether he/she is the person you are looking for?
 - a. _____ Professor Brown from Britain?
 - b. _____ ?
- 2) What do you say in response to that?
 - a. (If you are not the right person)
No, _____.
 - b. (If you are the right person)
_____.

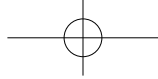
Introducing strangers to each other

What do you say when you introduce two people to each other?

- a. Professor Chen, _____ Professor Louise Brown.
- b. Professor Brown, _____ Professor Chen Tianhan...

Being introduced & responding

- 1) When you are being introduced to someone, what do you say?
 - a. How _____ you _____?
 - b. Glad _____ you.
- 2) What do you say in response to the above?
 - a. How _____ _____?
 - b. _____ you.



II Meeting and introducing people

How to introduce people —speaking

1. Blank-filling & acting

Fill in each blank below with a suitable word. Then act out the dialog several times, exchanging roles each time.

I = interpreter

F = foreigner

H = host

I: Excuse me. _____ Mr./Mrs. Martin?

F: _____ right.

I: I'm _____, an interpreter from Guangdong University of Foreign Studies. We've come to _____.

F: _____ do?

I: _____? _____ (host's name), this is Mr./Mrs. Martin. Mr./Mrs. Martin, this is

_____ (host's name), head of the School of Finance.

H: Pleased to meet you.

F: _____.

H: _____ to China. _____ trip?

F: It was very comfortable.

I: Can I help you with your baggage? The car is outside.

H: This way.

2. Meeting and introducing people —role-play

1 Read the transcript of Conversation 4 on Page 26 again. Follow the pattern and do the following role-play: One third of the students will be foreign guests who have just arrived at an airport in China. The others will be Chinese hosts and interpreters who have come to the airport to meet them.

2 Each foreigner will be given a card with his/her identity written on it. Each pair of Chinese host and interpreter will be given a card telling them to meet a certain foreign visitor. They are to go around until they find their visitor.



III Etiquette of meeting and introducing people

Same or different? —pair work

Etiquette of meeting and introducing people in Britain and the USA

- 1 Collect information about the etiquette of meeting and introducing people in Britain and USA in the library or on the Internet before class. The topics listed in the left column of the following table will help you find relevant information. Note down D (different) or S (similar) under the column Similar/Different. Work together with your partner.

	Britain	The USA	Similar/Different
Eye contact			
Handshake			
Greeting			
Small talk			
Proximity			
Speech style			

- 2 Based on what you have written in the table, try to list the issues that relate to the etiquette of meetings and introductions. Report your findings to the class.

Different etiquette of meeting and introducing people—listening & reading

1. Are the British more formal? —Conversation 5

- 1 Listen to Conversation 5 and number the issues according to the order in which they are mentioned in the conversation.

Speech style _____

Eye contact _____

Handshake _____

Proximity _____

Greeting _____



III Etiquette of meeting and introducing people

- 2 Compare the issues mentioned in the conversation with those you have collected and see how they are similar or different.
- 3 Listen to Part 1 of Conversation 5 and answer the following questions.
 - 1) What does Ann ask Mark to do?
 - 2) What do the British do when they are introduced to a new person?
 - 3) What do Americans do when they come to say goodbye in a formal situation?
 - 4) Is it acceptable for young Americans to greet friends with a hug?
 - 5) What do British people sometimes do when they meet their friends?
- 4 Listen to Part 2 of Conversation 5 and answer the questions.
 - 1) How close do British people get to each other in conversation?
 - 2) What kind of eye contact do American people have when shaking hands?
 - 3) What type of speech style do the British have?
 - 5 You may have noticed that in the conversation, Mark and Ann discuss the similarities and differences in the etiquette of making introductions between two nations. Now compare your listening notes with the results of the two tasks on Page 20 and see whether you need to update your information.

2. Getting acquainted in Canada —reading & discussion

- 1 Read the passage “Getting acquainted in Canada” in two minutes and answer the following questions.
 - 1) What is the text about?
 - 2) What is the topic sentence of each paragraph?

Getting acquainted in Canada

Generally, Canadians are informal and polite in their everyday conversations. The rules for casual politeness vary with the social situation, but a few basic suggestions may be helpful.

Canadians prefer to be on a first-name basis with acquaintances. However, a title (such as *Mr.*, *Mrs.*, *Miss*, or *Ms.*) with a last name is often used when a person is addressing an employer, a teacher, a client, an older person, or a stranger in formal situations. A first-name basis may then be suggested by the person with more authority (“Call me Bob.”). In Canada, first names are used less frequently than in the United States, but more frequently than in Britain. Calling someone by a last name without a title, however, is generally considered

too abrupt in English-speaking countries. Here a last name alone can be used as a term of reference, not address. For example, we are more likely to say “Why don’t you talk to Johnson about it?” than “I was wondering if you could help me with something, Johnson.”

Calling a man “Sir” or a woman “Miss” or “Ma’am,” is done only in certain circumstances. Salesclerks, waiters and others who serve the public address customers in this way. These forms are also used to get someone’s attention (“Excuse me, sir, you dropped your hat.”). They are traditional terms of respect, but are used less frequently today.

When introductions take place, shaking hands is customary, but much depends on the



formality of the situation and on individual preference. Handshakes are firm and brief. In conversations, Canadians generally do not touch each other as casually and frequently as people in other cultures do. They also prefer a greater distance between each other in conversations than that found in other cultures. Here, a one-meter conversational distance is usual. Any closer than this, and a person may feel uncomfortable and uneasy.

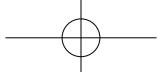
Eye contact is another important factor in conversations. Looking away may be considered a sign of dishonesty, boredom, or poor manners. On the other hand, staring, or looking too intently, may make a person feel uncomfortable.

In casual conversations, many Canadians also tend to avoid direct personal questions. Often such questions are phrased indirectly or vaguely (for instance, “Do you live around here?” instead of “Where do you live?”). Usually, when a subject of a personal nature is brought up, information is volunteered rather than asked for directly. In Canada, questions

that can be considered too personal are those concerning age, religion, personal political beliefs, salary and prices paid for items. When personal questions are asked, they are phrased very carefully.

Strangely enough, Canadians often begin conversations without exchanging names first. This practice can be awkward when two people who have been speaking to one another for some time do not know each other’s name. In these cases, one speaker will often give his or her name (“By the way, I’m Jane Wilson.”) and expect the other to do likewise. Asking “What is your name?” is considered abrupt in conversations; a person is more likely to ask the question indirectly (for instance, “I’m sorry, but I didn’t catch your name.”).

The guidelines for social conversations are often difficult to learn. There are no written rules and the different factors of each situation must be taken into account. The degree of formality often varies. Careful observation of native speakers is often the best way to learn how language is used.



III Etiquette of meeting and introducing people

- 2 Read the passage again and answer the following questions with a complete sentence.
- 1) In which country do people use first names most frequently?
 - 2) In Canada, in what circumstances might you use someone's last name without a title?
 - 3) In what situations do Canadians use "Sir," "Miss" or "Ma'am" ?
 - 4) What kind of questions cannot be asked when you are conversing with Canadians?
 - 5) How do Canadians get the other's name after speaking with each other for some time?
- 3 Fill in the following table with information about what Canadians do in the two situations.

	Formal situation	Informal situation
Speech style		
Name and title		
Form of address in service industry		
Handshake		
Eye contact		
Proximity		
Suitable topic		

Language work

1. Paraphrasing

Read the passage "Getting acquainted in Canada" again and paraphrase the following sentences, paying particular attention to the italicized parts.

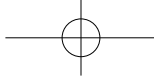
- 1) Canadians *prefer to be on a first-name basis* with acquaintances.
- 2) Here a last name alone can be used as *a term of reference, not address*.
- 3) When introductions take place, shaking hands is *customary*, but much depends on the *formality* of the situation and on individual preference.
- 4) When personal questions are asked, they are *phrased very carefully*.

- 5) *This practice can be awkward* when two people who have been speaking to one another for some time do not know each other's name.

2. How to ask for and give information about etiquette

Read the transcript of Conversation 5 (Pages 26–27) to find out what words and phrases people use when asking for and giving information about the etiquette of meeting and introducing people.

Handshake	
Greeting	
Proximity	
Eye contact	
Speech style	



UNIT 1 Meeting people

Getting acquainted in China—survey, discussion & writing

1. Chinese way of meeting and introducing people—survey & discussion

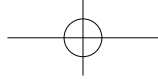
- 1 Use the following table as your guideline and ask at least 10 Chinese people about what they would do or say when meeting and introducing people.

	Formal situation	Informal situation
Speech style		
Name and title		
Greeting		
Handshake		
Eye contact		
Proximity		
Suitable topic		

- 2 Work in groups of four and share the findings of your survey with each other. Summarize the areas where you are in agreement.

2. Getting acquainted in China—writing

Write an article with the title “Getting acquainted in China” for an English journal, trying to follow the discourse structure of “Getting acquainted in Canada” and to use the expressions you have learned in Section III.



TRANSCRIPT

I

Names and titles

What is Prince Charles' full name? —Conversation 1

[L—Lin; H—Hugo Vickers; C—Chen]

L: Hello everybody. This is Mr Hugo Vickers from Britain.

H: Call me Hugo.

L: He's a royal biographer. And...er...he says he'd like to meet some Chinese students and answer your questions about British life and culture.

H: I've looked forward to coming to China and making friends with young people here.

C: Welcome to China. Hugo, we are just talking about English names. I wonder whether you could tell us Prince Charles' full name and where it comes from?

H: Well, Prince Charles' full name is Charles Philip Arthur George.

C: Charles...what?

H: Charles Philip Arthur George.

C: Excuse me. How do you spell them?

H: C-H-A-R-L-E-S P-H-I-L-I-P A-R-T-H-U-R G-E-O-R-G-E.

C: Charles Philip Arthur George, right?

H: Right.

C: Wow, that's a very long name. So where are these names from?

H: The name Charles, at the time he was born in 1948, was thought to be a conscious effort to include a Stuart name in the family. The true reason really I think was that the family, Prince Philip and Princess Elizabeth, just liked the name.

C: So the name Charles was thought to be a conscious effort to include a Stuart name. What about Philip then?

H: The Philip part, of course, is very easy. That's his father's name. So that's where that one comes from.

C: Philip is Charles' father's name. The next name is Arthur.

H: Arthur is again, of course, a wonderful old name for English kings; it could be connected with the Queen's godfather and great uncle Arthur, Duke of Connaught, one of Queen Victoria's sons.

C: I see, Arthur is a wonderful old name for English kings. He is also Queen Elizabeth's godfather and her great uncle Arthur, Duke of Connaught, one of Queen Victoria's sons. And finally the name George?

H: Then of course the name George was the name of his grandfather, King George VI.

C: King George VI. Am I right?

H: Quite right.

C: So is Charles' family name George?

H: No, Charles' last name is Mountbatten-Windsor.

C: I beg your pardon? Will you please repeat that?

H: Mountbatten-Windsor.

C: Would you mind saying the last name again?

H: Mountbatten-Windsor. M-O-U-N-T-B-A-T-T-E-N-W-I-N-D-S-O-R.

C: So Prince Charles' full name should be Charles Philip Arthur George Mountbatten-Windsor. Is that right?

H: Right. But royal family members don't really use their family names. You might just be interested to know that of course when Prince Charles becomes King, he doesn't have to call himself King Charles. He could call himself any of the other names or indeed he could choose another name altogether. People have suggested he might quite like to call himself George VII, relating back to his grandfather being George VI.

C: That's very interesting. I guess we have to wait and see what name he's going to choose when he becomes the King.

On the campus—Conversation 2

[L—Long; W—Wu; Y—Yuan]

L: Hello.

W: Hello.

L: My name's Tom. Thomas Long.

W: My name is Wu Ning.

L: Are you a student of this institute?

W: No, I'm a teacher.

L: Oh, I see. Shall I call you Mr Ning?

W: (*Laugh*) Actually the surname is Wu, not Ning.

L: Oh yes, they told me that. I just forgot. How silly of me! Mr Wu then.

W: Just call me Xiao Wu. Xiao means *young*. That's how friends call each other in China.

L: Good.

W: Are you also a teacher?

UNIT 1 Meeting people

L: No, I'm a student. Not here, but back home, in the United Kingdom. My father works here, at Peking University. I'm visiting him here.

W: I see. Is this your first visit to China?

L: Yes, it is. And everything's so new...

W: Oh, here comes my wife. This is Mr Long.

L: Call me Tom.

W: He's from England.

L: Hello, so you are Mrs Wu?

Y: (*Laugh*) Oh, no. My name's Yuan Qing.

L: Shall I call you Xiao Yuan then?

Y: Please do.

W: You see, in China women do not take their husband's name. They keep their own.

L: Really? And they told me China was not modern!
(*Laugh*)

W: That's true too. (*Laugh*)

Y: Not really. (*Laugh*)

II

Meeting and introducing people

At the office—Conversation 3

[R—Robertson; S—secretary; L—Li]

R: Good morning.

S: Good morning. Can I help you?

R: Yes, I'd like to see the director, please. I'm a reporter from the *London Times*.

S: May I have your name?

R: Jenny Robertson.

S: I beg your pardon?

R: Jenny Robertson.

S: Miss Robertson or Mrs Robertson?

R: Mrs Robertson.

S: Please come with me, Mrs Robertson...Mr Li, this is Mrs Robertson from the *London Times*. Mrs Robertson, Mr Li Danian, our director.

R: How do you do, Mr Li?

L: How do you do, Mrs Robertson? Please sit down.

At the airport—Conversation 4

[S—Sun; M—man; C—Chen; B—Brown]

S: Excuse me, are you Professor Brown from Britain?

M: No, sorry.

C: But Xiao Sun, I think the professor is a woman. I

remember the name is Louise Brown.

S: Oh, I thought it was Louis Brown. How silly of me...Excuse me, Professor Brown?

B: That's right.

S: Ah, good. I'm Sun Qing from Guangdong University of Foreign Studies. We've come to meet you.

B: How do you do, Miss...?

S: Sun.

B: Sun.

S: How do you do? Professor Chen, this is Professor Louise Brown. Professor Brown, this is Professor Chen Tianhan, head of the English Department of the University.

C: Glad to meet you, Professor Brown.

B: Glad to meet you, Professor Chen.

C: Welcome to China.

B: Thank you.

C: I hope you had a good trip from England?

B: Oh, quite good. The weather was perfect.

S: Excuse me. Here comes the luggage. You have luggage to claim, don't you?

B: Yes, two suitcases. Er...let me see...Here they are.

S: Let me help.

C: Shall I carry the other one for you?

S: The car is out there...This way.

III

Etiquette of meeting and introducing people

Are the British more formal? —Conversation 5

[A—Ann; M—Mark]

Part 1

A: Hi, Mark, you're from New York, aren't you?

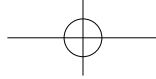
M: Yes, I am.

A: Erm...you see, I've been asked to give a talk to some students who are trained to be interpreters. The title is "The Etiquette of making introductions." But the problem is that I'm British, so I don't know what happens in America.

M: Oh, I see.

A: So...could you spare me a few minutes?

M: No problem. What do you want to know?



A: Well, for example, do Americans shake hands when being introduced?

M: It depends on the circumstances, of course. But, I suppose yes, if we are introduced to someone for the first time, we usually shake hands. The other thing is that a handshake should be firm and quite brief. If you hold on to someone's hand for too long, they will feel uncomfortable!

A: That's more or less the same for us. But what happens when you come to say goodbye?

M: Hmm...well if the situation is formal, you might shake hands with everyone again. But if you are in an informal gathering with people that you know quite well, then it is often enough just to give a small wave and to say goodbye to the group as a whole.

A: In Britain, friends, especially women, sometimes greet each other with a hug. Does this happen in the States?

M: Well, yes, especially among younger people. I suppose that it's quite common for women to greet close friends, both male and female, with a quick hug, and also for men to hug their women friends.

A: It's interesting, isn't it, how customs change? Britain used to be seen as a rather stiff and formal society but things have changed a lot in the last few years. For example, now it's quite common for friends to greet each other with a kiss on the cheek—or even two kisses, one on each cheek!

Part 2

M: Hmm. And what about proximity? How close do people get to each other—physically, I mean? That's often very different in different countries. In America, we don't like to stand too close to

each other—something like two feet apart feels about right. Is it the same in Britain?

A: Yes, pretty much the same. And how about eye contact?

M: Yes, it's important to have good eye contact when shaking hands. If you are meeting several people at once, you should maintain eye contact with the person you are shaking hands with, until you move on to the next person. This is considered polite because it shows interest, but don't overdo it! Too much intense eye contact can make people feel uncomfortable.

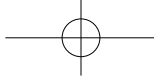
A: Yeah. That's the same with us. We seem to have so many things in common. Do you think there are any differences?

M: Well, maybe in our general style of communication. Back home we expect people to be direct and straightforward. For example, if someone has something negative to say, we feel that they should get to the point quickly without wasting time on preliminary remarks. I think you British are more indirect.

A: Yes...yes, maybe. People tell me that, but I'm British so it's difficult for me to judge!

M: I know what they mean. I once had a British colleague who would never make direct criticisms. In a work meeting, if she disagreed with something, she would never actually say so outright. She would say something like, "Well, I think you have made some really interesting points there, but have you ever considered...?" I used to think to myself, "If she disagrees, why doesn't she just say so?"

A: Yes, of course, I see. To another British person it would be quite clear what she meant, but I can see how this might be confusing for people who are used to a more direct style of speech.



WORKSHEETS

What shall I call you?—role-play

For Student A

1st round:	
Your name is	Guo Liang (郭良).
You've been told that the name of the foreign guest you're going to meet is	Leslie Dale.

2nd round:	
Your name is	Ding Peng (丁朋).
You've been told that the name of the foreign guest student you're going to meet is	Lynn Terry.

2nd round:	
Your name is	Terry Lynn.
You've been told that the name of the student you're going to meet is	Ding Peng (Chinese).

1st round:	
Your name is	Leslie Dale.
You've been told that the name of the student you're going to meet is	Liang Guo (Chinese).

For Student B

What shall I call you?—role-play

