

● 大学英语拓展课程系列

拓展课程



A Spoken Course of Business English

商务英语口语教程

傅敬民 戴莹 主编



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出版说明

教育部最新颁布的《大学英语课程教学要求》将大学英语的教学目标确定为“培养学生的英语综合应用能力,特别是听说能力,使他们在今后学习、工作和社会交往中能用英语有效地进行交际,同时增强其自主学习能力,提高综合文化素养,以适应我国社会发展和国际交流的需要”,并提出“将综合英语类、语言技能类、语言应用类、语言文化类和专业英语类等必修课程和选修课程有机结合,确保不同层次的学生在英语应用能力方面得到充分的训练和提高”。《大学英语课程教学要求》明确要求大学英语教学中开设选修课,以满足大学生的实际需求。

依据《大学英语课程教学要求》,上海外语教育出版社邀请国内外英语教学专家开发编写了选修教材,通过教材的出版,引领、促进了大学英语选修课程设置的发展,丰富了我国大学英语教学。这些教材品种丰富,涵盖面广,包括以下多个系列:大学英语应用提高阶段专业英语系列教材、大学英语综合应用能力选修课系列教材、职场英语选修教程系列、大学目标英语、牛津专业英语基础丛书等。这些年来,全国数百所高校使用了这些教材,部分老师对教材的内容和编写形式提出了宝贵的建议,为我们进一步完善教材提供了实践依据。

虽然很多高校多年来一直尝试开设选修课,专家学者也进行了理论研究,但目前此类课程在大学英语教学中所占比重并不大,仍处于探索阶段。多数教学专家对大学英语选修课程的具体教学目标和教学内容范围未形成统一认识,教育主管部门亦未出台具体的选修课教学要求。为了进一步推动大学英语选修课教学的发展,外教社在多年选修课教材使用情况调研的基础上,结合专家学者的最新研究成果和建议,充分考虑我国目前的大学英语教学现状、师资条件、实际需求等因素,重新策划编写了“大学英语拓展课程系列”,该系列教材包括EAP、ESP和EOP三个子系列。

- EAP (English for Academic Purposes)

学术英语类, 侧重高级水平英语听、说、读、写、译等技能的培养, 为大学生出国留学、攻读研究生、进行科研等学术活动打下更扎实的英语基础。此类课程包括: 演讲听说、跨文化交际、文学赏析、学术英语写作等。适合需要继续在学术上深造的大学生使用。

- ESP (English for Specific Purposes)

专业英语类, 侧重提升专业英语能力, 在培养学生听、说、读、写、译等基本语言技能的基础上, 教授与该专业相关的英语词汇和表达, 并尽可能传授专业知识, 以使大学生轻松通过英语媒介获取本专业知识和信息。此类课程适合相关专业学生学习, 针对性强。

- EOP (English for Occupational Purposes)

职场英语类, 侧重提升职场英语能力, 为大学生将来在英语环境中工作打下扎实的职场交际基本功。此类课程多数适合所有大学生使用, 有部分教程与专业结合, 适合相应专业学生使用。

除了重新修订已出版的教材外, 我们还通过邀请更多海内外英语教学专家参与编写、和国外出版社合作出版等方式, 扩大本系列教材的选题规模, 以满足各专业大学生的学习需求。本系列教材具有时代感强、实用性强、课堂可操作性强等特点, 相信会给我国大学英语教学带来新风向。

上海外语教育出版社

2013年2月

前言

随着我国对外开放力度的加大,商务活动日趋全球化,我国对于既熟悉商务知识又具有扎实英语语言功底的复合型人才的需求量越来越大。商务英语,尤其是商务英语口语,作为我国商务活动的主要语言载体,其重要性不言而喻。为了顺应时代发展的潮流,我们编写了《商务英语口语教程》,教材内容涵盖了商务环境中最基础、最实用的英语口语沟通技能。

本教材以主人公Amy Li的职场经历为主线,将日常商务工作中的各个环节和流程串联了起来,分单元和模块提高学生在真实商务语境下的英语口语沟通能力。本教材在结构安排、内容选择和情景设计上颇下功夫,力图帮助学习者在轻松的氛围中迅速掌握商务英语口语。归纳起来,本教材主要有以下几个特点:

1. 实用性强。本教材紧密结合时下商务活动,从未来的商务活动从业者的切身需求出发,选取最实用、最典型的情境,用准确地道的语言来诠释,营造出最真实的商务工作氛围。学生在学完所有单元后,能整体了解商务环境下常见的口语沟通活动的特点,在提高语言技能的同时也学到商务工作流程。

2. 层次分明。本教材的内容从择业、应聘、入职直至公司内外的日常工作,涉及商务环境下口语沟通活动的各个环节。每个环节都自然地过渡到下一个环节。

3. 遵循认知规律。本教材通过各种有效手段帮助学生完成对新知识的获得、转化和评价过程。特别是Let's Talk模块,每个情景对话均由Information Gathering、Guided Discussion、Speech Focus这三个二级模块引领学生循序渐进地完成认知学习的全过程。

4. 语言技能与商务知识有机结合。本教材在确保所选素材来自真实商务沟通情境的前提下,语言的使用浅显易懂,即使没有任何商务工作经验的学生,也能保持较高的沟通信心,学会融会贯通、举一反三。

5. 口语训练内容丰富,形式多样。本教材的口语训练既有问答,也有角色扮演、主题讨论、主题演讲等形式,确保学生在习得商务知识的同时,进行有效的商务主题沟通训练。

6. 图文并茂,趣味性强。本教材在选材方面,注重将知识性和趣味性有机地结合在一起。各模块所选材料的难度和长度也较为适中,是学生乐于接受的,这有利于激发学生的学习兴趣,提高其学习效率。

本教材力求在商务知识和英语语言技能之间找到一个平衡点,引导学生在提高口语沟通能力的同时了解基本的商务常识。本教材共15个单元,每个单元均包括8个模块:①Phonetics/Numbers,该模块旨在帮助学生掌握正确的英语发音习惯和常用数字的口头表述法。②Warming-up,该模块围绕单元主题设计了生动活泼的练习形式,便于活跃课堂气氛,引导学生尽快进入学习状态。③Lead-in,该模块简单地介绍了与单元主题相关的背景知识,为下一步进行正式的口语训练打下基础。④Let's Talk,该模块包括了3-4个商务对话,便于学生了解商务对话的步骤、流程和主题内容,同时也为学生在此基础上进行相应的角色扮演、主题演讲和小组讨论等提供了依据。⑤Expression Summary,该模块列举了跟单元主题密切相关的表达方式,帮助学生更准确、更专业地表达商务概念和想法,完成沟通任务。⑥Culture Matters,该模块提供了中外商务文化背景知识,帮助学生了解其中的文化差异,提高跨文化交际能力。⑦Time for Fun,该模块通过游戏等方式帮助学生进一步消化和掌握所学的

内容。⑧Recite Me, 该模块提供了与单元主题相关的小故事。故事内容有趣且短小精悍, 便于学生记忆和背诵, 有助于培养学生的英语语感。

本教材适用于高校英语专业一年级学生或非英语专业中等及以上口语水平的学生, 也可供商务英语自学者、涉外商贸工作人员参考使用。建议每一单元安排3至4课时, 教师可根据学习者的实际情况自行调整。

《商务英语口语教程》由傅敬民和戴莹任主编, 杨苗捷、刘叙一、李璐参编。另外, 徐厉参与了后期文稿的修改, 在此表示衷心的感谢。

由于编者水平有限, 书中难免存在纰缪挂漏之处, 敬请国内外同行及广大读者批评指正, 使本书不断完善。

编者
2013年7月

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Unit 1

My Dream Job

Learning Objectives

In this unit, you will learn to

- identify the confusing vowels & consonants;
- understand different definitions of dream job;
- describe your own dream job;
- appreciate the cultural difference concerning dream jobs.

Phonetics

Vowels & Consonants

A vowel is a sound in spoken language pronounced with an open vocal tract. A consonant is a speech sound that is articulated with complete or partial closure of the vocal tract. Both of them are crucial in English pronunciation. Some of them sound alike. Therefore, to make yourself understood, it's important to learn to distinguish between similar vowels while speaking.

Task 1

You will hear five pairs of sentences that are commonly used in Business English. Listen carefully and find out the missing letters that produce similar vowels or consonants in each pair.

- He has a sk____ll to cope with a difficult job.
The rich merchant entertains his guest on a lavish sc____le.
- You may be able to offer st____ck and shares as security.
The manager rang to explain that he was st____ck in Paris.
- We should obey the ____aw of supply and demand.
They were replaced by ____aw recruits.
- They have worked very well as a ____eam in the past 3 months.
They hire the ____ean of jurists as their legal advisor.
- Stocks f____ll sharply yesterday.
His speech f____led in persuasiveness.

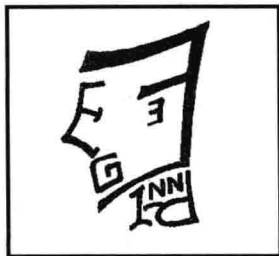
Task 2

Read after the recording and make sure you've distinguished the pronunciation differences in each pair while reading.

Warming-up

Task 1

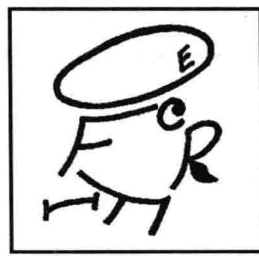
The following figures are made up of English letters. Identify the letters and put them in the right order. You are sure to find out each figure refers to a kind of job.



1. _____



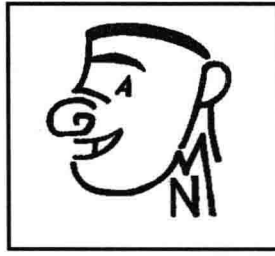
2. _____



3. _____



4. _____



5. _____

Task 2

Talk about the questions and complete the task.

1. What do you know about the above jobs?
2. Are the jobs “hot” in your country?
3. Rank the jobs from the most interesting to the least interesting and give reasons.

Lead-in

Task 1

Listen to the recording. Amy Li, who will soon graduate from university, tells us what she thinks of a dream job. While listening, fill in the blanks with the missing expressions according to what you hear.

For most people around the world, work is _____ of life. And although most of us would love _____ if we didn't have to, some jobs are _____ than others. When a job doesn't _____ at all, when it is something _____ and would keep doing even if you weren't getting paid for it, it is _____.

Task 2

Do you agree with Amy? Think it over and then share your views with your partner. You may start with one of the sample sentences below:

Sample sentences:

I couldn't agree more. I think ...

Well, he has a point there, but ...

I am afraid I couldn't agree with him because ...

Let's Talk

1 That's My Dream Job

In the first section Amy Li is talking about dream jobs with a foreign friend, Jack Richards.

1A. Information Gathering

Listen to the recording and fill in the following box.

Amy Li

- Major: _____
- Dream job: _____

Jack Richards

- Major of master's degree: _____
- Dream job: _____

1B. Guided Discussion

Task 1

Read the necessary qualities for a businessman/businesswoman in the following box. Use a tick [✓] for the ones mentioned in the

recording and a cross (x) for those that are not mentioned.

Necessary Qualities	Mentioned (✓)	Not Mentioned (x)
sociable		
responsible		
creative		
ambitious		
curious		
intelligent		
trilingual		
hardworking		
patient		
helpful		

Task 2

Try to work out more necessary qualities and share with your group.

Sentence pattern you may refer to:

In my opinion, the qualities a businessman should possess are ...
or Being a businessman, we should be ...

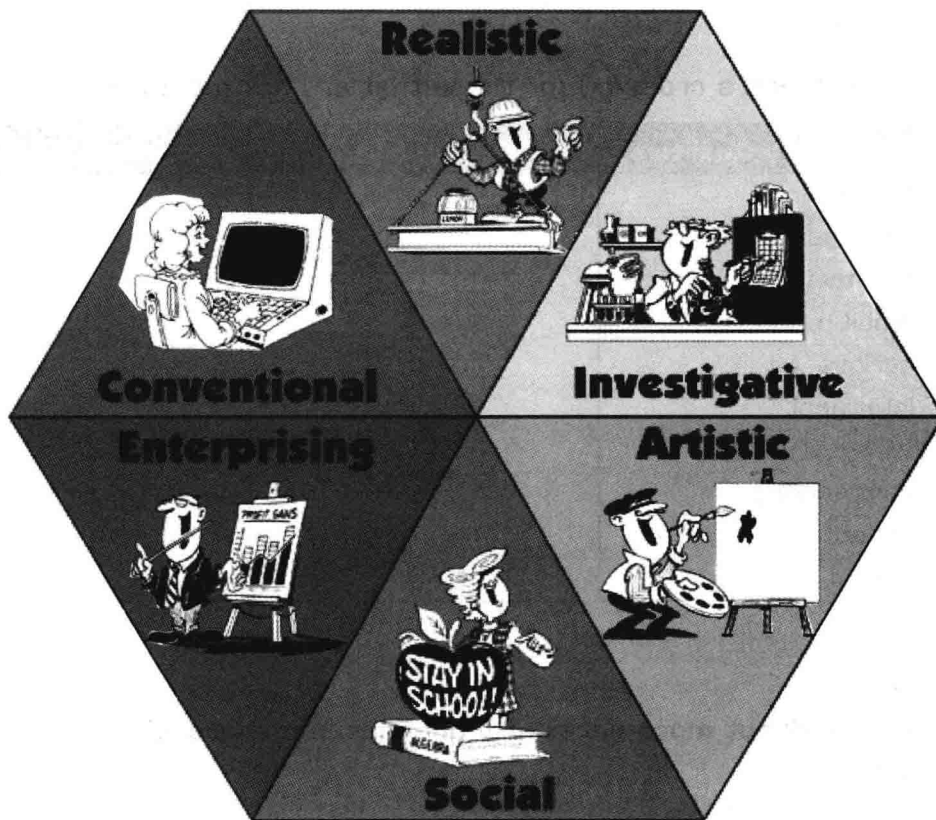
Task 3

Discuss in groups and try to find out how Amy defines a dream job. Complete the missing information.

My dream job has always been the one that combines _____ in a way that is _____. And it should be the one that could arouse _____.

Task 4

Work with your group members, sharing your views on whether one's personality might influence the definition of a dream job.



Sentence pattern you may refer to:

In my opinion, one's personality might influence the definition of a dream job. Usually a person who is sociable has very good interpersonal communication skills. He/she enjoys working with people ... While a conventional person prefers data management. He/she ...

Task 5

Work in groups and share your views on the following questions.

- What was your dream job when you were young?
- Was it the same as what you have now?

When I was young, I dreamed of being a ... because I think it cool ...

But now I become more realistic. I prefer to be a ... because I think ...

1C. Speech Focus

Make a dialogue with your partner sharing your own dream jobs. The following points are for your reference.



2 I've Got a Dream Job

In the second section Amy Li is paying a visit to her Uncle Peter who has just landed his dream job.

2A. Information Gathering

Listen to the recording and write down the tips of landing a dream job.

You may land your dream job

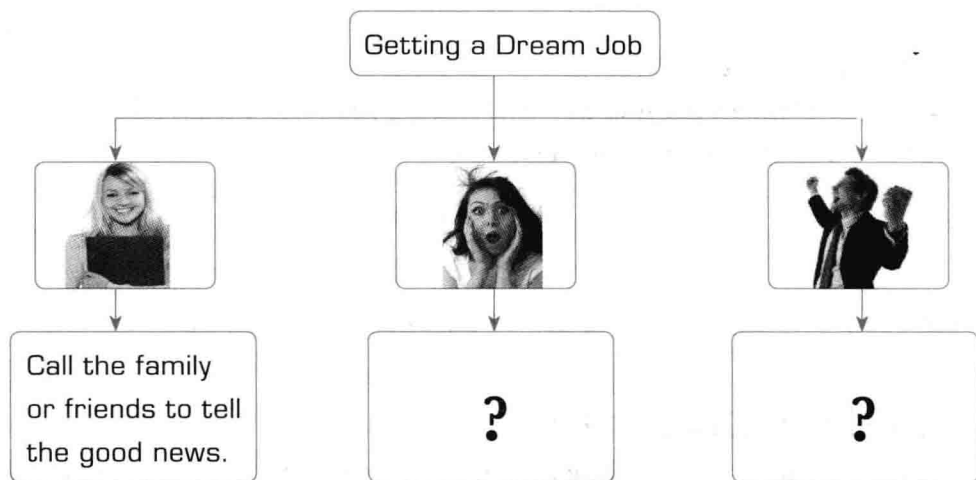
- with _____
- with _____
- with _____

2B. Guided Discussion

Task 1

Discuss in groups, sharing your views on the following two points.

- How do people usually feel when they get a dream job?
- What are their possible follow-up reactions?



Task 2

Discuss in groups and try to sum up the reasons why Uncle Peter enjoys his new job.

Uncle Peter is really excited about his new job. It is the kind of job he's always dreaming of ...

Task 3

Share your views on whether the information you've got in task 2 is the part you want to get from your dream job.

That's exactly what I want from my dream job ...

It's just partly true for me. What is the most important to me is ...

Task 4

Conduct a mini-debate in your group, discussing whether we can use others' successful experiences for reference?

Affirmative

Our team thinks we can use others' successful experiences for reference. They are so helpful that we ...

Negative

Our team doesn't think it is a good practice to follow the steps of others because ...