

高等职业教育“十二五”规划教材

高等职业英语数字教材研究项目



Contemporary Business English Listening and Speaking Course


当代商务英语 听说教程

第2版

1

学生用书

总主编 ◇ 何兆熊 本册主编 ◇ 何光明 姜荷梅

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编者说明

《当代商务英语听说教程》第一至四册为基础阶段听说教材,供高职高专商务英语专业或应用英语专业学生使用,也可供程度相当的自学者使用。

英语语言基础在商务英语教学中的重要地位和作用是显而易见的。在经济全球化浪潮的冲击下,各种涉外工作对外语人才特别是商务英语人才的要求越来越高。这也对教学和教材编写提出了更高的要求。由于高职高专商务英语教学研究起步较晚等多方面原因,出现了相关教材跟不上形势的情况,商务英语听说优秀教材更是极为匮乏。针对这些状况,我们编写本系列教材,希望能对解决这些问题做出我们微薄的贡献。

本教程以高等职业技术学院、独立本科院校商务英语专业学生入学水平的中等程度为起点,即在学习本教程之前,学生已掌握基本的英语语音和语法知识,能认知1900个左右的英语单词(掌握其中1200个),并在听、说、读、写等方面受过初步训练。在学完本教程后,力争做到:中上等水平的学生可以流畅地在工作中使用英语进行沟通,能够从事一般商务英语工作;中等水平的学生基本可以用英语进行交流和沟通,能够从事使用英语的相关商务工作。

本教程第一册精选了商务场景中最为常见的话题,涵盖了在办公场所沟通中可能遇到的基本表达和所需完成的简单任务,如:打招呼、介绍、描述职责、介绍公司、请求或提供帮助、接听电话等。目的是希望学习者通过学习本书,能够在将来工作中和同事或客户进行简单的英语交流,并顺利完成一些简单的商务工作。本册丰富的话题充分彰显商务英语的本质特点——实用性,并为今后进一步学习打基础。

本书各单元由如下部分组成:

Part 1 Practical Listening and Speaking(实用听说)

Word study

Functional listening

Language check

Controlled practice

Business culture

Part 2 Business Speaking(商务口语)

Pair work

Role play

Part 3 Listening Practice(听力技能训练)

Listening focus

Dictation

Conversations

Passage

Part 4 Time for Pleasure(轻松一刻)

本书各部分内容有如下特点:

Part 1 Practical Listening and Speaking(实用听说)

根据最新的语言教学研究成果,本部分将听说结合在一起训练,旨在帮助学生实现从听:输入——(通过模仿进而)内化——输出:说的有效循环。通过听说结合训练,让学生在掌握各种听力技能的同时,学习并掌握常见的商务英语词汇和功能句型以及相关的商务沟通技巧和文化差异,为实际商务沟通打下扎实的基础,因而本部分的实用性和针对性较强。

1) Word study

✧ 听力训练:本部分的词汇和句子配有录音,可以作为听力训练的材料,主要操练重点词汇的听写。

✧ 口语训练:在听之前,可让学生朗读或口头完成词汇填空。

➤ 实用性与交际性:所有词汇皆为常见、实用商务词汇,按照单元话题进行挑选,听力和口语都选自实际情景练习,学生学习后可以直接在真实场景情况下使用。

➤ 特色与创新:大部分同类教材只是简单将词汇罗列出来,本书根据商务语境,有针对性的提供相关词汇,让学习者真正全面地掌握实用商务新词汇。

2) Functional listening

✧ 听力训练:第一册为入门级,本部分听力的练习形式主要选用填空题和正误题。学生在操练时,会觉得轻松一些,从而提高学习兴趣,增强信心。

✧ 口语训练:这部分的听力材料也可以用作口语材料。

➤ 实用性:该部分听力练习皆按照单元话题及常见表达功能进行编写,所选材料在参考许多商务英语教材的基础上提炼最适合高职学生的表达。

➤ 交际性:这部分的听力材料也可以用作口语材料。教师和学生之间以及学生与学生之间都可以进行充分的交流。

➤ 特色与创新:这部分按照常见商务话题及常见功能表达进行编排,故更具系统性、实用性,教学目标明确。

3) Language check

✧ 听力训练:该部分听力训练重点在于功能句型的听写,为口语打基础。

✧ 口语训练:将功能分解成小话题进行操练,逐个击破、分项掌握,从而让学生更好地记住功能表达,自如地应用功能表达。

➤ 实用性与交际性:该部分为第二部分听力(Functional listening)的细分,内容切合实用。同时,该部分材料完全适合做口语材料。

► **特色与创新:** 与国际接轨,国外许多优秀教材都采取了这种听说练习形式,尤其是初级商务英语教材。

4) Controlled practice

◇ **听力训练:** 该部分听力材料仍然围绕单元话题展开,但具体细节和第二部分听力(Functional listening)有差别,依然是实用的听力材料。

◇ **口语训练:** 学生可以按照提示进行互动操练,进一步掌握功能句型,增强口语表达能力。

► **实用性:** 所选材料来自(或充分模拟)真实商务场景。

► **交际性:** 该部分材料完全适合做口语材料,有利于调动课堂气氛。

► **特色与创新:** 该种练习形式在国内同类教材应用不多,而国外商务英语教材正逐渐使用。

5) Business culture

◇ **听力训练:** 练习形式采取了填空题和正误题,难度适合高职学生。

◇ **口语训练:** 在听之前,可以通过回答问题的形式展开口语训练。

► **实用性:** 所选内容为商务文化及沟通技巧,皆为编者多年来外企商务英语培训内容的精华。

► **交际性:** 这部分内容以交际沟通技巧和文化差异为主,并配有口语练习。

► **特色与创新:** 内容涉及全面,针对性与实用性强。这部分内容是本书的一大亮点。

Part 2 Business Speaking(商务口语)

本部分围绕单元商务话题展开口语训练,从有控制的训练开始,过渡到半开放性的训练,最后达到自由的交流与沟通。练习形式有对话、问题、角色表演、小组讨论等。不同级别练习的难度不同,皆由浅入深、循序渐进。所有材料扣紧真实商务题材,让学生能尽可能模拟真实商务场景,最终达到商务沟通无障碍。

1) Pair work

◇ **口语训练:** 采取搭档操练形式,进一步巩固功能句型。

► **实用性:** 选材围绕话题,突出功能表达。

► **交际性:** 该部分操练形式为控制型和半开放性的训练,互动性和交际性强。

► **特色与创新:** 内容充实、针对强、实用第一。

2) Role play

◇ **口语训练:** 采取角色表演形式,可两人或多个人参与。提供的材料多为图片和表格,直观易懂。

► **实用性:** 所选内容来自(或模拟)真实商务场景,学生不仅能提高英语沟通技能还可以丰富商务知识,具有很强的实用性。

► **交际性:** 该部分操练形式为半开放性的训练和自由交际,互动性和交际性很强。

► **特色与创新:** 这部分内容图文并茂,学生学得愉快。

Part 3 Listening Practice(听力技能训练)

相对于第一部分的听力,本部分为听力微技能训练,更为侧重听力技能的提高。所选

材料大多围绕商务话题,练习形式丰富多样。不仅便于学生快速提高听力水平,同时也为学生参加各种商务英语考试(如:BEC、BULATS、TOEIC等)做好充分准备。

Part 4 Time for Pleasure(轻松一刻)

本部分为轻松的听力活动,主要选取歌曲、电影录音片断,辅以绕口令、笑话、幽默等内容。为学生创造轻松的听说氛围,提高学习的趣味性。

本书使用说明:

Part 1 Practical Listening and Speaking(实用听说)

Word study

约占10分钟。教师可以在前一节课布置给学生,让学生预习生词。若学生口语基础较好的话,可让学生进行搭档完成词汇填空,然后再听;反之,则可以直接进入听力训练,跳过口语练习。

Functional listening

约占10~15分钟。教师可以根据上课时间灵活使用该部分内容。若教师将听说结合起来操练,则这部分可以用作角色扮演的材料。

Language check

约占10分钟。教师可以根据学生的水平灵活使用该部分内容。若学生口语基础较好的话,则可以缩短操练时间;反之,则操练时间可以长些。最终目的是能让学生记住并能灵活应用这些功能表达。

Controlled practice

约占10分钟。教师可以根据授课时间和学生水平灵活使用。

Business culture

约占10分钟。教师可以布置学生预习本部分内容。

Part 2 Business Speaking(商务口语)

Pair work

约占15分钟。这部分的两人对话是针对第一部分听说结合的功能和情景设计的,应提醒学生在交流中多使用和操练已学的句型。

Role play

约占15~20分钟。这部分内容教师可以让学生上台表演。表演活动可以活跃课堂气氛,激发学生学习兴趣,鼓励学生大胆开口说。教师应注意提醒学生用英语交流或表达。

Part 3 Listening Practice(听力训练):

约占30分钟或作课后练习。教师可以作为听力训练在课堂上完成。也可以布置学生课后完成本部分内容。

Part 4 Time for Pleasure(轻松一刻)

约占5分钟。这部分内容教师可以让学生课后温习。

为了方便教师使用,本教程配备了较为详尽的教师用书。每单元的教师用书由两部分组成:第一部分是教学建议;第二部分是录音材料和 Key to exercises,在必要之处我们对所给答案作了简单的解释。我们的意图是把教师用书变成一本十分实用、使用方便的教学参考书。

本教程第一至四册由姜荷梅老师与何光明老师合作编写。何光明老师负责每单元第一二部分,姜荷梅老师负责每单元第三四部分,其余部分由李恒平老师负责。美籍商务英语教学专家 John Parker 审定教程所有英文。参加本教程第一册编写工作的有姜荷梅、何光明、王虹惠、孙怡、金阳、李恒平等教师。

本教程在编写过程中得到常玉田教授(对外经济贸易大学)、邹为诚教授(华东师范大学)、陈洁教授(上海对外贸易学院商务英语学院)、王大伟教授(上海海事大学)、张武保副教授与欧阳护华教授(广东外语外贸大学商务英语学院)、井升华教授(商务英语专家)和刘法公教授(浙江工商大学)等多位英语界和商务英语教学界专家的支持,在此一并对他们表示衷心的感谢。

何兆熊
2007年5月

本书第一版得到广大师生的喜爱和欢迎,根据教师的使用意见,本次修订仍保留了原有的框架与设计,仅对文字做了修订和补充,并增、删了少量图片,以期完善。

编者
2014年6月

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We are extremely grateful to the authors and publishing houses for all the articles chosen as texts in this textbook. We hope that the pleading for the permission to use the related articles for teaching purposes will receive kind and generous consideration.

Every effort has been made to contact copyright holders before publication. However, in some cases this has been impossible. If contacted, the publisher will ensure that full credit is given at the earliest opportunity.

Abbreviations

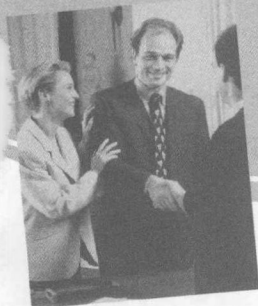
<i>abbr.</i>	abbreviation
<i>a.</i>	adjective
<i>ad.</i>	adverb
<i>AmE</i>	American English
<i>BrE</i>	British English
<i>e. g.</i>	for example
<i>esp.</i>	especially
<i>etc.</i>	et cetera (and so on)
<i>fml</i>	formal
<i>infml</i>	informal
<i>int.</i>	interjection
<i>n.</i>	noun
<i>para.</i>	paragraph
<i>pl.</i>	plural
<i>prep.</i>	preposition
<i>pron.</i>	pronoun
<i>sb.</i>	somebody
<i>sth.</i>	something
<i>v.</i>	verb.
<i>vi.</i>	intransitive verb
<i>vt.</i>	transitive verb

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Unit 1

Nice to meet you



Unit Goals

- ◇ Greeting and introducing yourself
- ◇ Greeting colleagues and introducing other people
- ◇ Using appropriate names and understanding introduction etiquette
- ◇ Recognizing similar vowels
- ◇ Dictating how to ask about jobs
- ◇ Understanding greetings and introductions

Part 1



Practical Listening & Speaking

A Word study

Work with your partner to fill in the blanks using the words on the left. Listen and check your answers.

last name
sales coordinator
assistant
accountant
head office
supervisor
Marketing
Department
employees

- 1) We are looking for someone to fill the new _____.
- 2) Our manager is on a _____ this week. He won't be back until next Tuesday.
- 3) I'm in charge of the _____.
- 4) The _____ is usually put after the first name in English. It's the same as the family name.
- 5) How many _____ are there in the company?
- 6) Our _____ is in Paris. 300 people work there.
- 7) I'd like to introduce you to Mr. Wu, our _____
He is in charge of the Sales Department.
- 8) My _____ is Marketing Manager.

business title

Sales Manager

business trip

position

9) I work as an _____ to the Marketing Manager.

10) An _____ is usually in charge of finance.

11) He works as a _____ at a factory. He supervises the production.

12) When will the _____ come to our company?

B Functional listening

Task One (Greeting and introducing yourself): Listen to the recording and fill in the blanks.

Jack: Good morning, I'm Jack Jones. I'm the new

1) _____ from the head office.

Lily: I'm Lily Wang, and I'm Sales Assistant. Pleased to meet you.

Jack: Nice to meet you too, and call me Jack, please. Sorry,

2) _____?

Lily: It's Wang. W-A-N-G. Where are you from, Jack?

Jack: I'm from Atlanta, Georgia, but I grew up in South Carolina. What about you?

Lily: I'm from Shanghai.

Jack: I see. 3) _____, Lily?

Lily: Six years. I was in the Marketing Department for 5 years. Now I'm in Sales.

Jack: Wow, that's pretty long.

Lily: Anyway, 4) _____. If you
need anything, just let me know.

Jack: Sure. Thank you.

Lily: See you later.

Jack: See you.



Task Two (Greeting colleagues and introducing other people): Listen to the recording and check (✓) True or False.

1) Mike Song's position is Sales Manager.

2) Mike Song has just come back from a holiday.

3) Jack Jones is from the head office.

4) Mike Song's trip was not good.

True	False
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



© Language check

Work with your partner to complete the following conversations. Then listen and check your answers.

Task One: First contacts

Introducing oneself and asking about someone's last name

M: _____ to meet you. I'm Jack Jones.
 F: Nice to meet you, too. My name's Lily Zhang.
 M: Sorry, what's your _____?
 F: It's Zhang.
 M: How do you _____ it?
 F: Z-H-A-N-G.



Asking about someone's hometown

F: _____ are you from, Jack?
 M: I'm from Atlanta, Georgia. _____ you?
 F: I'm from Shanghai.

Asking about someone's job

M: Shanghai is a great city. So what do you _____ here, Lily?
 F: I am a sales _____. What about you?
 M: I am the new Sales _____. How long have you been here?
 F: I have been working here for six years.
 M: That's _____.



Offering help

F: Yeah. Well, if you need any _____, just let me know.
 M: OK. Thanks.

Task Two: Further contacts

F: It's good to see you again, Jack. _____
 _____?
 M: _____, thanks. And you?
 F: _____. How is your _____ going?
 M: It's going well, but I'm very busy.
 F: How is your _____ in Shanghai going?
 M: Fine. Everyone has made me feel very _____.



F: OK. I'm afraid I have to work now. I will see you later. It was nice _____
 _____ you again. Have a nice day!
 M: Thanks. You, too.

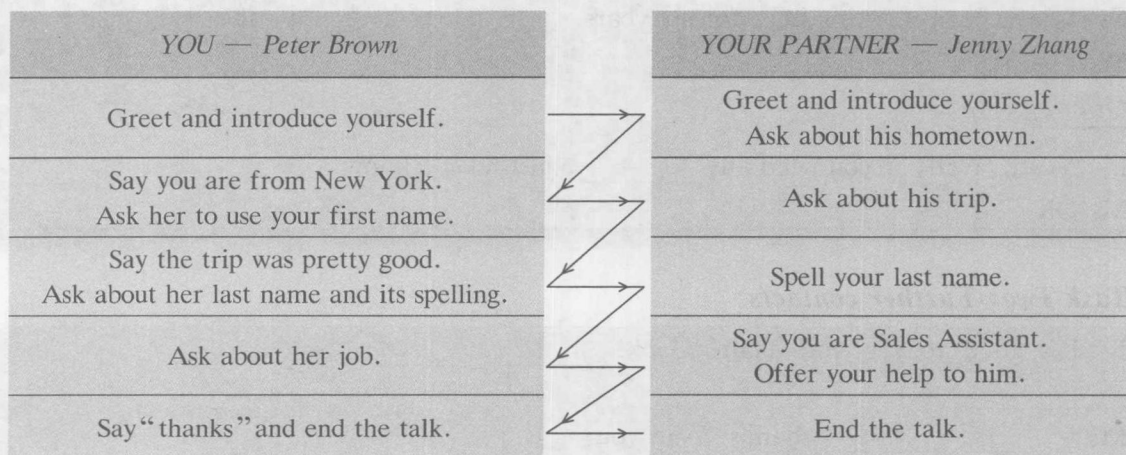
Task Three: Introducing other people

F: Have you _____ Mike Song?
 M1: No. I haven't. I'd like to meet him.
 F: Let me _____ you to him. Mr. Song, this is Jack
 Jones from our _____, and this is Mike
 Song, our Sales Manager.
 M2: _____, Mr. Jones?
 M1: _____, Mr. Song. Please call
 me Jack.
 M2: And please call me Mike.



D Controlled practice

You are a new employee, and your partner is a sales assistant. Work together to make a dialogue based on the following flow chart (流程图). Listen to the recording of a model answer, then repeat it.



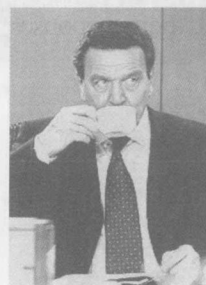
E Business culture

Task One (Using names): Before you listen to the recording, work with your partner to answer the following questions.

- 1) How do you address the people you work with?
- 2) How do American business people address each other?
- 3) What are the traditional Chinese customs for addressing each other?

The customs for addressing each other are different around the world. Now listen to three businesspeople talking about the situation in their countries and find out how names are used in their countries. Listen and check (✓) *True* or *False*.

	True	False
1) Leo Zheng says most people in the office call him "Mr. Zheng".	<input type="checkbox"/>	<input type="checkbox"/>
2) Susan Bryson says everyone in the office calls her "Ms. Bryson".	<input type="checkbox"/>	<input type="checkbox"/>
3) Heiko Schaefer says most people in the office call him "Mr. Schaefer", but he doesn't like it.	<input type="checkbox"/>	<input type="checkbox"/>



Task Two (Introduction etiquette): Work with your partner to answer the following questions. Then listen to a short talk about introduction etiquette (礼仪). Some important words are missing from the passage. Supply the missing words.

- 1) Should a male (男性) be introduced to a female (女性) or vice versa (反之亦然)?
- 2) Should a younger person be introduced to an elder one or vice versa?
- 3) Should a junior (级别低的) employee be introduced to a senior (级别高的) one or vice versa?



Introduction Etiquette

When you first meet someone, you may say something before exchanging _____. For example, you may use such expressions as “_____”, “Nice to meet you” and “How do you do?”. However, when you introduce two people, you should give their names at the _____ of the talk and also add information about each other so that it will be easy for them to have a conversation.

You should also remember that a male should be introduced to a female, a younger person should be introduced to an elder one, and people in junior _____ should be introduced to those in senior _____.

If you are introduced to someone, use his/her name immediately. It will not only help you remember it, but also make you appear _____ and professional (职业化).

Part 2 Business Speaking

A Pair work

Task One: Read the conversation below in which two people first meet. Work with your partner to put their responses in the correct order and then practice the conversation.



- | | |
|---|--|
| 1) You are Jack Dawson, aren't you? | A. And how do you spell your last name? |
| 2) Nice to meet you, too. My name is Lily Wang. Where are you from, Jack? | B. Yes, I'm. Nice to meet you. |
| 3) I'm a sales assistant. | C. OK. It was nice to meet you, Lily. |
| 4) It's W-A-N-G. | D. Thanks. You, too. |
| 5) It was nice to meet you too. Have a nice day. | E. I'm from Atlanta, Georgia. What do you do here, Lily? |