

教育部规划教材

中等职业学校文秘专业

秘书英语

何群 主编 徐江 副主编

高等教育出版社

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内 容 简 介

本书是教育部中等职业学校文秘(涉外文秘)专业规划教材。全书共 16 单元。每单元由课文及练习、听说训练、写作练习、泛读等几部分组成。本书选材围绕从事秘书工作所需的英语专业用语、专业知识及商务工作知识;练习针对秘书工作对英语知识和运用英语语言能力的基本要求编写。本书旨在培养学生听、说、读、写综合能力的同时,使其掌握一定数量的专业词汇及其用法,为学生步入工作岗位做好准备。

本书配有《秘书英语练习答案》(包括课文译文、练习答案、听力材料、写作练习答案和泛读译文)和录音带。

本书也可供大专文秘专业低年级选用或作为自学用书。

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前 言

中等职业教育是现代化教育的重要组成部分,其目的旨在培养大批有文化、有道德、有理想、具有一定知识和实际应用技能的劳动者和各种实用型人才。英语作为一门基础性学科,是中等职业学校开设的实用性很强的文化课,对于文秘专业的学生尤为重要。为了满足中等职业学校文秘专业英语教学的需要,高等教育出版社委托外交学院文秘教研室编写了《秘书英语》教材。

中等职业学校英语分基础英语与专业英语课,采取分阶段和按实际专业需要的方式进行教学。《秘书英语》供学完“中等职业学校基础英语”的文秘专业学生使用。

根据中等职业学校的性质与任务及学生的实际水平,中等职业学校的专业英语实质上仍属于基础英语的范畴,即英语课主要是学习英语而不是通过英语学习专业知识。本教材突出基础性,强调听、说、读、写语言技能的全面发展,并着重实用性、专业性。通过学习本教材,力求巩固和扩大学生的英语基础知识,发展和提高学生的语言基本技能,侧重培养学生的听、说、读、写四项基本技能的同步提高,并在学习中针对文秘专业的专业性,扩大本专业词汇及用语,为其继续学习英语和实际应用该语言打好基础。

《秘书英语》共 16 课,全书生词量 500 左右,每课含:

课文(Text)

单词与短语(Words & Expressions)

注释(Notes)

练习(Exercises)

听说(Listening & Speaking)

听说词汇(Word Check)

写作(Writing)

泛读(Extensive Reading)

本教材突出语言教学四项基本技能的提高,内容丰富,每课学习量大,建议每课教学时数为16课时,教学总时数256课时。

由于该教材为中等职业学校文秘专业而编写,我们不仅注意学生基础英语的训练,还着重介绍了西方秘书工作的特点和工作形式,课文可读性强,内容丰富多彩,以求在学习中学生对本专业的学习兴趣。

主课文及课后练习强调学生对基础英语的学习;听说部分着重基础英语句型训练,专业性强,趣味性强;写作部分结合专业紧,旨在锻炼学生的实际写作能力;泛读重在提高学生的阅读与理解能力,扩大学生对本专业的知识面。

本书主编由外交学院何群担任,副主编由外交学院徐江担任,外交学院刘雪美参加了本书的编写,并负责资料提供。另外,北京148中学刘俊芳负责本书词汇表的编写。外交学院任小萍担任本书主审。参加本书编写提纲讨论会的有北京文秘档案学校郭山泉、北京148中学庄严、北京实用美术学校贾瑜凯等。本书在编辑过程中得到《英语沙龙》杂志社的大力支持,多数课文及译文摘自该杂志,在此对《英语沙龙》杂志社表示衷心的感谢。外交学院文秘专业三年级学生金珊,王怡为本书做了大量电脑录入工作。

编写中等职业学校文秘专业英语教材尚属首次,可资借鉴的经验不多,本书不足之处在所难免,恳请本教材的使用者不吝赐教,提出您的宝贵意见和建议,以便使本教材日臻完善,更好地满足中等职业教育英语教学的需要。

编者

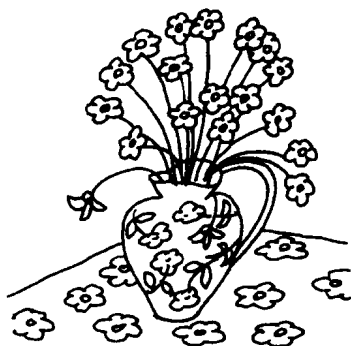
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Unit One

Text

The flower effect

Nancy had just got a secretary's job in a big company to work in the sales department. Monday was the first day she went to work, so she got up very early and arrived at the office at twenty to eight.

She pushed the door open and found nobody there. "I am the first to arrive." She thought and came to the desk which was to be hers. She was surprised to find a large bunch of flowers on it. They were fresh. She picked up the flowers from the desk and smelled them. "Oh, how lovely!" Nancy cried joyfully. She then looked round for a vase to put them in. "Somebody has sent me flowers the very first day!" she thought happily. "But who could it be?" She began to wonder.

Just then, the manager came in. He greeted Nancy good morning and caught sight of the flowers on her desk.

"Like the flowers, Nancy?" he asked.

"Yes, I like them very much." She answered and looked into his face, expecting to find some clues. But the manager walked away to his own desk and began his work.

The day passed very quickly and Nancy did everything with great interest and enthusiasm. During the lunch time, the manager sat with her at the same table, talking and joking freely while eating. Nothing unusual, and nothing happened for the rest of the day.

For the following days of the week, the first thing Nancy did was to change water for the flowers. And then she buried herself in her work.

Then came another Monday. That morning she arrived at the office at the usual time. When she came near her desk she was overjoyed to see a new bunch of flowers there. She quickly put them in the vase, replacing the old ones.

The same thing happened again the next Monday. Nancy felt it strange and this time she began to think of ways to find out the sender.

Tuesday afternoon, she was sent to hand in a plan to the general manager's office. She had to stay for a while at his secretary's desk waiting for his directives. She happened to see on the desk a big notebook marked "Minutes of Managers' Meetings", and glanced at the half-opened pages. Suddenly her eyes fell on these words: "In order to keep the secretaries in high spirits, the company has decided that every Monday morning a bunch of fresh flowers should be sent to each secretary's desk."

She looked up and saw right before her on the very desk, standing a vase of flowers just like hers. "Why didn't I notice it just now?" She was amazed.

Later, she was told that their general manager was a business management psychologist.

Words & Expressions

- effect / i'fekt / *n.* 效果;作用;影响
department / di'pɑ:tmənt / *n.* 部门
bunch / bʌntʃ / *n.* 束;串
clue / klu:/ *n.* 线索
enthusiasm / in'θju:ziæzəm / *n.* 热情;热忱
colleague / 'kəli:g / *n.* 同事;同僚
bury / 'beri / *vt.* 埋藏
overjoyed / |əʊvə'dʒɔid / *adj.* 极度高兴的
directive / di'rektiv / *n.* 命令;指示
minute / 'minit / *n.* 会议记录;备忘录
glance / glɑ:ns / *vi.* 一瞥;扫视
spirit / 'spirit / *n.* 情绪,心情
amazed / ə'meizd / *adj.* 惊奇的
psychologist / sai'kɒlədʒist / *n.* 心理学家
itinerary / ai'tinəriəri / *n.* 旅程;旅行日记
the sales department 销售部
look round for 四处看,四处寻找
catch the sight of 看到,发现
bury oneself in work 埋头工作
hand in 递交
the general manager 总经理
glance at 瞥见
keep sb. in high spirit 使某人保持高昂的情绪

Notes

1. ... the desk which was to be hers.

……那张属于她的办公桌前。be to do sth. 表示“预定,计划,

安排”等。此处意为“为她安排的办公桌”，例如：They are to get married next Tuesday. 他们将于下周二结婚。

2. ... and looked into his face

……一边察言观色

3. ... a big notebook marked “Minutes of Managers’ Meetings”

……写着“经理会议记录”几个字的大笔记本。marked 是过去分词做后置定语。

4. ... saw right before her on the very desk

……看见就在眼前的那张办公桌上。right 是副词，表示强调，意为“正好；恰恰”。very 是形容词，也表示强调，意为“正好；恰恰”可与 this, that 或 my, your, his 等连用，又如：The book is right under your very nose. 书就在你的面前。

5. Suddenly her eyes fell on these words. ...

突然她的目光落在了这几行字上……

Exercises

I. Questions for Comprehension

1. What job did Nancy get?
2. When did she get to the office the first day?
3. What did she see on her desk?
4. Did she know who sent her flowers?
5. Do you think she liked her new job? Why?
6. What happened the next Monday?
7. How did Nancy find out who was the sender of the flowers?
8. Was Nancy the only person who received flowers every Monday?
9. Why did the secretaries receive flowers every Monday?
10. Do you like this decision? Why?

II. Choose the appropriate forms of the expressions given below to

complete the following sentences

be overjoyed look round for bury oneself in
 look into one's face catch the sight of keep sb. in high spirits

1. The scientist still _____ his research even when he was seriously ill (重病时).
2. The girl _____ to hear that her mother will buy her a computer for her 18th birthday.
3. As soon as he got into the meeting room, he _____ a seat.
4. Lang Ping tried her best _____ the volleyball players _____ during the match.
5. Suddenly he _____ a snake on the country-road.
6. _____, the mother wanted to find out if her son was telling the truth (讲真话).

III. Useful Patterns

1. Pattern 1 *In order to* keep the secretaries in high spirits, the company has decided. . .

In order to do A, B . . .

- | A | B |
|------------------------|---|
| 1) keep fit (健身) | he / do jogging (慢跑) / every morning |
| 2) do well in the exam | the student / stay up late / yesterday |
| 3) find a good job | Mary / take a course in Business English (商务英语) / now |

- | | |
|------------------------------|--|
| 4) encourage the secretaries | the manager / send them flowers every Monday |
| 5) learn English well | (自定) |

2. Pattern 2 *The first thing* Miss Nancy did *was* to change water for the flowers.

The first thing A (do) is / was B (to do)...

- | A | B |
|---------------------------------|-----------------------------------|
| 1) I / in 2000 | go and visit Aomen (澳门) |
| 2) a secretary / everyday | answer the phone |
| 3) my father / yesterday | listen to the news over the radio |
| 4) the chief / when he returned | be briefed by his secretary |
| 5) you / must / next Monday | (自定) |

Listening & Speaking

Meeting office staff

1. Listening

Hilary has just arrived at H & J * Company. As it's her first day, and she hasn't had a chance to meet her colleagues yet, Sheila Polson, the Personnel Manager, introduces her to some of the staff.

As you listen, draw lines to link the name on the left with his / her position on the right. Then listen again and indicate in the left-hand column whether the greeting is formal(F) or informal(I).

* H & J Company 是一公司名。

F Alice Everett	Marketing Manager
Christine Adams	Office Manager
Helen Wright	Hilary's best friend
George Brown	Personal Assistant to Alice Everett

2. Presentation

1) Introductions between speakers normally follow a number of steps, as follows:

Student A

Introduction: How do you do?

Identification: My name is _____.

Student B

Reply to introduction: Pleased to meet you.

Identification: I'm _____.

Now here is some of the language you have just heard.

a. Introducing and identifying yourself

Formal: How do you do?

How do you do? My name's _____.

Informal: Hello, my name's _____.

b. Replying to introductions and identifying yourself

Formal: How do you do? I'm _____.

How do you do? My name's _____.

Pleased to meet you. My name's _____.

Informal: Hello, my name's _____.

Nice to meet you. My name's _____.

c. Introducing someone else

Formal: I'd like to introduce you to _____.

Can I introduce you to _____.

Let me introduce you two. _____, this is _____.

Informal: _____, this is _____.

2) Greetings between speakers also normally follow a number of steps, as follows:

Greeting	Enquiry	Reply to enquiry	Enquiry
Hello.	How are you?	Fine, thanks.	And you?

Now here is some of the language you have just heard.

Greetings, enquiries and replies

Formal: Good morning, _____. How are you?

Very well, thank you. And you?

Informal: Hello, _____. How are you doing?

Fine, thanks. And you?

3. Speaking

1) Controlled practice

Refer to the presentation and complete these dialogues.

a. Greet your boss when you meet him in the evening.

'_____, Mr. Simmons. How are you?'

'Very well, thank you. _____?'

b. Introduce your boss to a customer.

'_____ to introduce you to Mr. Hampshire.'

'Pleased to meet you. _____ Askwith, Susan Askwith.'