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系 列  
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教 材

# 中级 商务 英语

Joni Vetrano  
(美) Elizabeth Whalley 著  
Laurie Blass

## Let's Talk Business



另配有磁带一盘



机械工业出版社  
China Machine Press



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华章英语系列教材 · 全愈美国英语教程

# Let's Talk Business

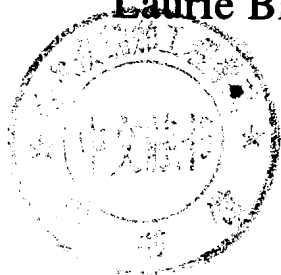
## 中级商务英语

雅托道

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**欢**迎使用“全息美国英语教程”！语言学习的过程可以看作是学习者在创作一篇日臻完善的华美的文章。这篇文章由许多方面组成，如：听、说、读、写技能；教师的水平、愿望、需求；学生的背景以及第二语言习作的基本过程等等。当所有这些因素和谐地起作用时，学习者就能创作出一篇绚丽多彩、精美绝伦的华章。而这正是二十一世纪语言学习最大的特点和目标——使学习者能充分展示自己的才华和语言天赋。“全息美国英语教程”是华章英语系列教材的一部分。“全息美国英语教程”包括：听说、阅读、写作、语法、词汇、商务英语、科技英语、文化交流等，按6个层次从易到难编排：

- |     |                     |
|-----|---------------------|
| 初级  | (Beginning)         |
| 中初级 | (Low Intermediate)  |
| 中高级 | (High Intermediate) |
| 高中级 | (Low Advanced)      |
| 高级  | (High Advanced)     |
| 过渡级 | (Bridge)            |

(过渡级高于高级，旨在帮助学生能象讲母语一样自如地运用英语进行沟通交流。)

“全息美国英语教程”是在同一语言学与教学法理论指导下编写的，使用者可以在教学中根据自己的需要选用其中部分教材。

“全息美国英语教程”主要是针对那些非英语国家ESL学生的需求编写的，它能适应英语专业、英语特色学校和广大自学者的各种不同需求。通过使用“全息美国英语教程”，学习者可以自然地使用英语，达到流畅性与精确性的完美结合。

## “全息美国英语教程”教学原则



### 赋予学习者学习能力

在“全息美国英语教程”学习环境里，学习者处于积极状态，并能逐渐地发展自己的语言技能与文化能力。这种自主性会产生更好、更快的学习成效。在某些教材里，学生被训练成被动的学习者，但“全息美国英语教程”会使他们从被动状态中解脱出来。它提供了生动有趣的材料，多彩引人的活动，个性化的自我评估任务，同学之间相互合作的学习活动，以及有效的学习技巧等等。这些都有助于自主性的学习。

学习过程是学习者获得能力的过程，也是对教师不断提出新的要求的过程。教师变成了信息提供者，实际活动的参与者、诊断者、指导者和帮助者。在这种原则指导下，教师可自由发挥其创造性，学生则成为更自主的学习者。

### 帮助学习者改进学习策略与技巧

学习策略与技巧是学习者用来强化学习效果的行为或步骤，比如说做笔记、练习、分析词语、寻找一个对话练习伙伴、使用背景知识，以及控制焦躁情绪等等。这种技能有上百种，成功的学习者依据他们自己的学习风格，使用最为有效的学习策略与技巧。他们可按某一语言学习任务的需要，灵活地应用相应的策略。相反，不太成功的学习者的学习技巧与策略往往是杂乱无章的，临时抱佛脚式的。

所有学习者都应了解并掌握广泛的学习技能与策略。他们都需要进行有系统的训练，以便能根据不同任务采用相应的策略。“全息美国英语教程”把语言活动与对语言学习技能的综合训练有机地交织在一起并在此方面独树一帜。这些学习技能在“全息美国英语教程”中分为八个部分。

形成概念

形成个人学习风格

记忆新材料

协调自己的学习

理解情感

克服局限

验证假设

与他人共同学习

最有用的技能与策略有时重复出现，并用“很有用，学习策略……”（在页边）作为标志，以提醒学生实践他们已见过的某一学习策略。这种往返重复突出了学习策略的价值，提供了更多的练习机会。

### 承认不同学习特点与风格并有效地兼顾到各种学习者

学习者个人学习风格不同（如：视觉型、动手型、反馈型、冲动型、分析型、总体型、封闭型、开放型等等），在外语学习环境中，学习者来自完全不同的文化背景，不同的学习风格与特点可能会产生不同的学习效果。与其他绝大部分教材不同的是，“全息美国英语教程”由于提

供了具有较强的针对性和趣味性的练习，从而满足了不同学习风格的学习者的各种需求。在使用任何一本“全息美国英语教程”时，你都可以发现书中的材料与活动适应不同的学习风格。这套系列教材是在教育学与心理学研究的最新理论指导下，依据丰富的材料与活动而设计的。

## 提供真实的、有意义的交际活动

学生需要接触在真实而有意义的交际中所使用的语言。他们应参与真实性的交际活动，以激发他们想要或需要用英语去读、写、说、听，而且，为使交际活动更为有效，交际活动应围绕学习者感兴趣的主题展开，比如：家庭关系，如何适应新教育体系，个人健康，在陌生的国度如何尽快建立友谊，政治变迁，环境保护等等。同时，我们把它们编辑成学习者喜闻乐见的语言活动和练习。这种练习活动有具体的任务、明确的目标、可操作的材料，使学生特别感兴趣，而且活动效果很好。

## 理解和欣赏不同的文化

许多英语教材中重点突出的是“新”文化，也就是学生将要学习的文化。这里隐含的信息是学外语的学生应该只学习目标文化，没必要进一步理解自己的文化。这样，一些学英语的学生会感到自己国家的文化在这个“新”国家里不受重视。

“全息美国英语教程”为学习者提供了对北美文化清晰易懂的入门介绍，与此同时，它对外语课堂中存在的各种不同的文化平等相看。“全息美国英语教程”的学习者在学习语言的同时有大量的机会接触、熟悉北美文化，也能够更好地从不同角度理解本国的文化。

## 语言技能合成

语言的交际绝不限于某一技能。把英语作为第二语言学习的学生应学习（或多或少的）所有四种语言技能：读、写、听、说。他们还应强化语法能力，以及社会用语敏感度，并在遇到“语言障碍”时知道如何应付。

研究表明同时学习多种语言技能比只发展单项语言技能更有效，因为运用几种功能的学习活动会强化学习，有助于记忆。因此，“全息美国英语教程”采用综合技能学习法，比如，阅读课在强化阅读技能的同时，还注重培养其他技能，以使学习者的语言能力均衡发展。

当然，许多强化性的外语教学项目都按单项技能区分课程（如：阅读课），最多按两种综合技能区分课程，（如听说课等），“全息美国英语教程”的各分册完全适应这种传统格局，并在每册都清楚地标明所强调或重点涉及的语言技能。

语法分布在“全息美国英语教程”系列的各册之中，但也为学生单出了一套语法书《“全息美国英语教程”——英语语法教材》，并且每册都有一本语法《练习册》，从而形成了“全息美国英语教程”语法系列。

## “全息美国英语教程”的其他特点



### 试用点机制

教材仅有引人入胜的活动、漂亮的插图和精美的装帧是不够的，使用者应了解这些材料是否被使用过、是否具有使用价值。许多外语教材只是在少数地方使用过，甚至只在作者的班级

中使用过，而海林出版社(Heinle & Heinle Publishers)在北美建立了“全息美国英语教程”使用网。目前，有40个左右的教学机构作为试用点。这些机构试用新教材，并提出修改意见。

## 结束语

我们高兴地欢迎大家学习“全息美国英语教程”！希望“全息美国英语教程”的理论和“全息美国英语教程”的每一本书能给你带来力量、信心和欢乐。“全息美国英语教程”的使用者一定会写出自己英语学习的绚丽华章，而我们大家共同的努力也一定会使英语学习在中国出现更加灿烂的华章。

张连仲 编译





《中级商务英语》是“全息美国英语教程”中高级商务英语教材。它把从简单到复杂的商务概念与商务性交际技巧融于一体。它以英语程度较高的学生为主要对象，适用于高等院校英语专业、商务专业的学生和广大的商务英语自学者。

《中级商务英语》为那些想要在国际商务上获得成功的人们填补了学习材料上的空白。它把传统的商务概念——例如经济学、市场、管理和口头与文字上的交流——与非传统的概念——礼仪、合作意识和环境意识有机地结合起来。《中级商务英语》给予学生们在国际市场中，在专业上和社交中取得成功所需要的交流技能。

## 特点

《中级商务英语》有以下独特之处：

- 从模仿实际商务项目和商务活动上着手。
- 使学生能练习和评估实际生活中交流的精细之处，例如：手势、表情等无声动作，声调和交际礼仪的正式程度等。
- 课上、课下的活动都是实际的，相辅相成的。例如，组织和管理小组的事务、书写信函和纪要、面试和收集信息。
- 从著名商务出版物中选出权威的极有兴趣的读物，例如《福布斯》、《商务周刊》、《华尔街日报》和《经济学家》。
- 课前练习、课后练习和听力练习都是专门为帮助学生了解和掌握权威资料中深奥的概念和难懂的语言而实际设计的。
- 构词练习帮助学生能活用习语和关键的商务用语。
- 贯穿全书的学习方法帮助学生着眼于自己的学习方式、进程并促进自学。



## 《中级商务英语》的编排

### 第一部分：课前练习

这部分通过阅读段落和练习介绍概念和语言使学生们对本章的基本商务概念和相关语言有一个全面的了解。它用树立目标的方式促进学习，使学生全身心地投入学习过程和相关主题中，并且学会如何掌握自己的学习。

### 第二部分：综合

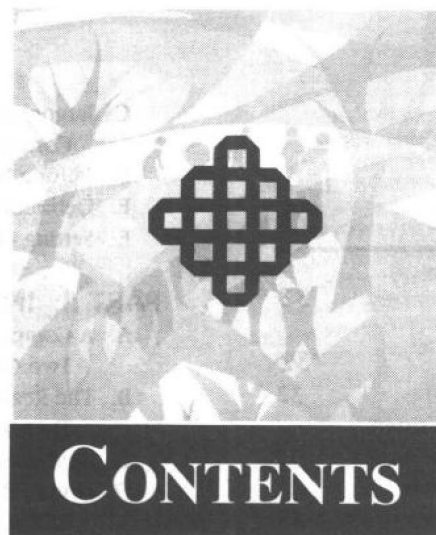
通过听、读有实际例子的、解释商务概念的短文，深入本章主题的各个方面。这些短文配合随后的活动能够：

- 提高听力和阅读理解能力以及批判性思维的技能。
- 帮助学生掌握概念。
- 重点学习相关而实用的商务术语，包括流行的词语和行话。
- 使学生综合概括本章的内容，并把它们用于新的现实环境中。

### 第三部分：评估

评估部分帮助学生复习并提出扩充本章内容和实现个人目标的方法，使学生有机会检测他们是否达到了预期的学习目标并考虑如何进一步研究本章的主题。

董雯 译



全息美国英语教程欢迎你  
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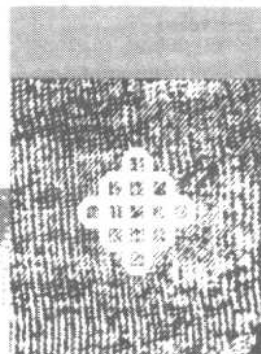
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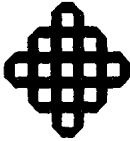
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# *Business Etiquette*

# 1

CHAPTER





## CHAPTER PREVIEW

In this chapter, you'll

- practice appropriate behavior when meeting someone for the first time in a business setting.
- understand and practice using tone in order to be polite.
- understand and practice formality levels in English.
- understand and practice nonverbal communication.

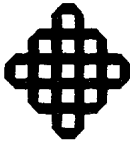
### Threads

**Manners: 50% common sense, 50% thinking about someone else.**

*People are more at ease with machines than each other.*

—Letitia Baldrige

In North America, as in all countries, business situations have unspoken “rules” of behavior. In this chapter, you will learn some of these rules: how to use the quality of your voice to make a good impression, what vocabulary is appropriate in a business setting, and how body language is part of good conversation. In addition, you will learn about U.S. business protocol—that is, fixed rules of behavior for particular situations.



## PART I

### Preparation

#### LEARNING STRATEGY

**Forming Concepts: Predicting what you will hear makes a listening passage easier to understand.**

Answer the following questions on your own. Then discuss your answers with a business team.

1. How do you define “manners”?
2. What is your opinion of American manners?



## B. WORKING WITH CONCEPTS: THE STATE OF AMERICAN MANNERS

Listen to a talk Letitia Baldrige gave to a group of business people on "Manners in the '90s." Ms. Baldrige is an expert on manners, and in the 1960s was chief of staff to Jacqueline Kennedy in the White House.

[Now, listen to the speaker.]

## C. JARGON, BUZZWORDS, AND SLANG: BUSINESS ETIQUETTE

Match the expressions from Baldrige's talk on the left with their definitions on the right.

### Expressions

not so hot  
self-assuredness  
being "cool"

common sense

mercenary  
being a klutz

### Definitions

being clumsy  
doing something only for the money  
good judgment that does not depend  
on book learning  
behaving in an acceptable way within a  
social group  
not so good  
self confidence

## LEARNING STRATEGY

**Remembering New Material:** Associating new words with words you already know helps you remember vocabulary.

Now write your own definitions for these terms:

1. not so hot
2. self-assuredness
3. being "cool"
4. common sense
5. mercenary
6. being a klutz

## Threads

**One study showed that 19 percent of Americans surveyed feared death, while 41 percent feared having to speak in public.**

Communispond, Inc.

## D. PUTTING IT ALL TOGETHER

- Following are some situations that call for proper etiquette—common sense or consideration of others. On a sheet of paper, write what *you* would do in these situations. Then ask a native English speaker what he or she recommends and write that answer below yours.
  - You are talking to people in a group. Someone you know comes up to the group. What should you do?
  - You are about to introduce your manager, and you forget his or her name. What should you do?
  - You arrive late for a meeting that you don't consider very important. What should you do?
  - You arrive late for a meeting that is very important. What should you do?
  - You are working hard on a project for your boss, and a senior executive walks into your office. What should you do?
- Choose one of the preceding situations and role-play it with your business team. Perform the role-play for another business team at a company meeting.

## E. DEBRIEFING MEETING

Discuss your results for Exercise D at a company meeting. Consider the following questions:

- To what extent did your answers differ from a native English speaker's?
- Which answer surprised you the most? Why?
- Which answer surprised you the least? Why?

Also, discuss how associates from different countries handled each situation.

## F. SETTING OBJECTIVES

Following are the goals for this chapter. Read them, and consider your personal goals. At the end of this chapter, on page 14, you'll list your results.

### OBJECTIVES

#### Business

- To distinguish social from business settings
- To practice the appropriate behavior on meeting someone for the first time

#### Language

- To understand and practice using a good voice and a cultivated vocabulary
- To understand and practice formality levels of language
- To understand and practice tone
- To understand and practice nonverbal communication
- To practice giving advice using *should*, *ought to*, and *bad better*

#### Personal

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