

剑桥英语系列

Speaking Effectively

Developing Speaking Skills for Business English

剑桥商务英语口语教程

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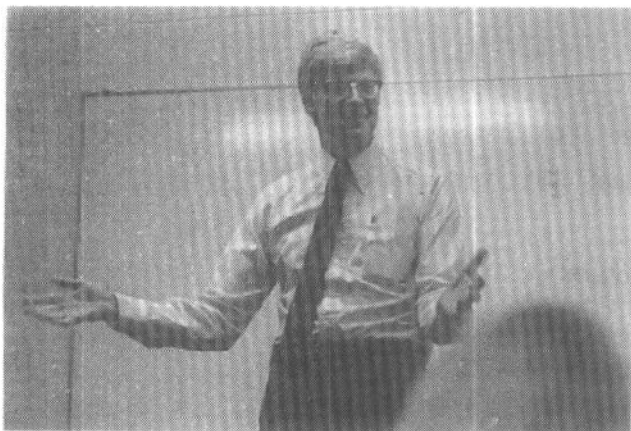
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Unit 1

Presenting information



1.1 Language in context

1.1.1

When you give a presentation, **how** you deliver the information is just as important as **what** you say. Knowing your subject well and knowing your audience are both very important for your preparation but there are other considerations. Below are some of the things to consider in order to make a good presentation – maybe you can add to them. Make a list of the features in your order of priority, then compare and discuss your list with the rest of the group.

body language
confidence
speed

notes
voice
visual aids

language
humour
length

1.1.2

1. Listen to a short presentation about a holiday tour company. It is being given to a small group of people who work for an advertising agency. How clear do you think the presentation is in terms of content and delivery?

	Clear	OK	Not clear
Content (What was said)			
Delivery (How it was said)			

1.1.3



Listen to the presentation again and complete the data sheet.

Cultural Study Tours Data Sheet

Location:

Head office: a)

Branch office: b)

Company structure:

Status: c) liability company

Number of directors: d)

Responsibilities:

Allan: e)

Peter: f)

Number of staff:

g) tour leaders

h) 6 staff

Tour leaders' responsibilities:

i), The Russian Federation

.....

.....

Administrative staff's responsibilities:

j)

Company's activities:

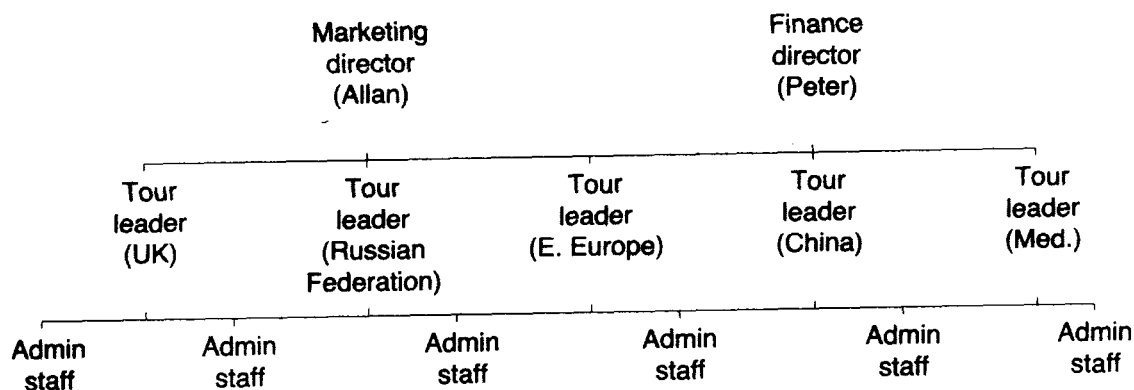
k)

1.2 Language use

1.2.1 Describing organisations

A Use the information in the presentation and in the organisation chart below to answer questions 1 to 6.

Cultural Study Tours



- 1 Who is in charge of marketing?
- 2 Who is responsible for the financial side?
- 3 Where is the company based?
- 4 What form of company is it?
- 5 Who is responsible for a particular region?
- 6 Who are the tour leaders supported by?

B **There is** and **there are** are often used in descriptions:

- a) when talking about something or somebody for the first time, e.g.

There is a branch office in Edinburgh.

There are two directors.

But when we mention them again, we say:

It's in the centre of town.

They are responsible for finance and marketing.

- b) When answering the question *how many?* e.g.

There's one tour leader for Great Britain.

There are eight of us in Head Office.

Look at the map showing the different sites of a company. In pairs, practise asking and answering questions about the sites and the number of employees they have. Use the map to help you, e.g.

How many training centres are there?

There's one. It's in Sophie Antipolis.

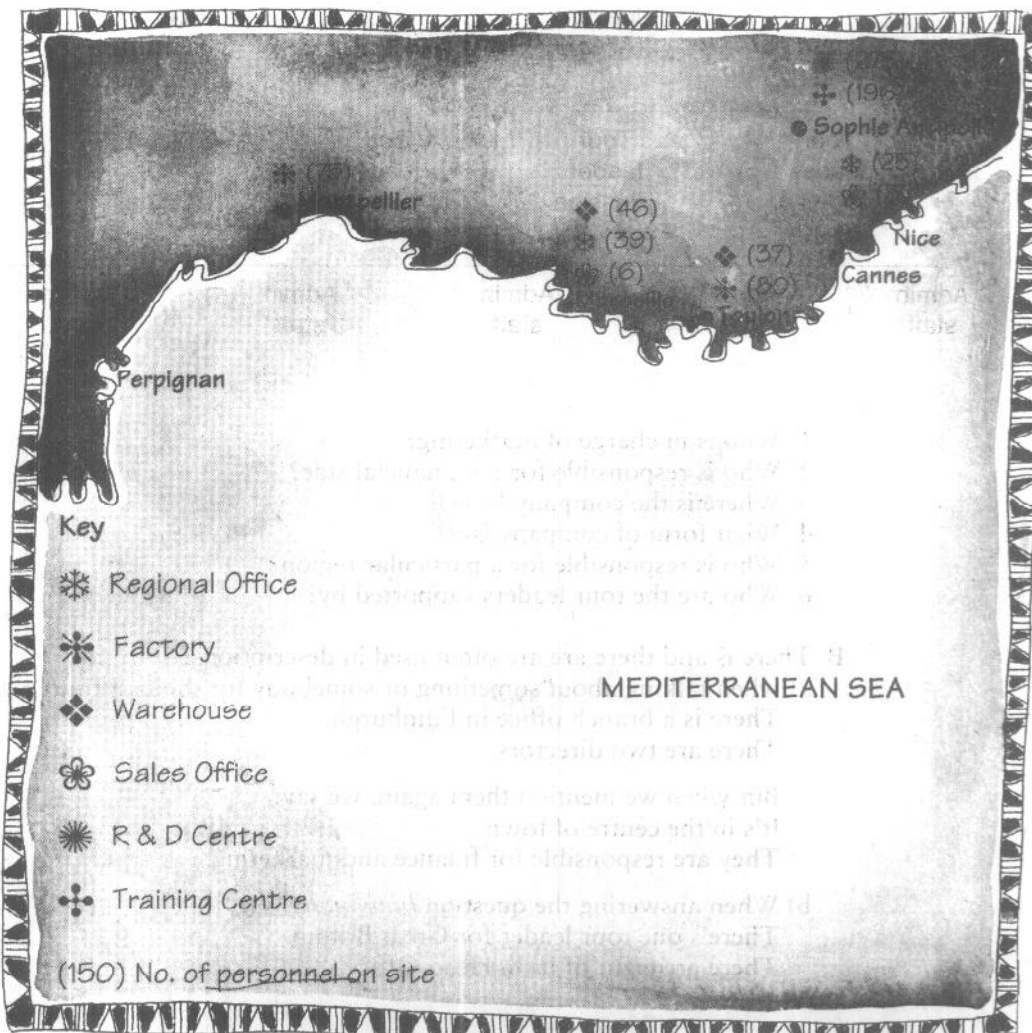
How many factories are there?

There are three. They are in Perpignan, Montpellier and Toulon.

How many employees are there in Marseille?

There are 52 altogether. 46 in the warehouse and 6 in the sales office.

Now continue.



You can check your questions and answers with the models on the cassette.

1.2.2 Signalling the structure of your presentation

Say what you are going to say.

Say it.

Say that you have said it.

A presentation will be much clearer to an audience if the structure is clearly signalled. Study the table below which gives examples of how you can structure your presentation.

Presentation Signals

Introduction

Topic	I'd like to talk to you about I'd like to say a few words about	our management training scheme.
Outline	I'll be dealing with I've divided my talk into	three areas.

Middle

Showing steps	First of all, Firstly, Then Next	let's look at in-service training. I'll go on to external training.
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Conclusion

Closing	Finally, To sum up,	we hope to provide even more specialist courses next year.
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Inviting questions

Are there any questions?

If there are any questions, I'll be happy to try to answer them.

Now prepare notes, and record an introduction and conclusion to one of the following topics:

- your company's holiday scheme
- flexitime
- a guide to your town or city

Listen to your recording, checking your *Presentation Signals* and your list of good presentation features.

1.3 Business focus – Company organisation

Study the following groups of words. All of the words in a group can be used to describe a particular aspect of company organisation. Add the words which appear in the box to one of the groups. Use a dictionary to check new words. The first answer has been done for you.

Location	head office main office headquarters	branch subsidiary.....
Company status	limited liability co-operative incorporated	
Company structure	it consists of it is broken down into	division
People	director vice president the board	owner employer
Job description	managerial executive supervisory	
Job function	is responsible for is run by works with is involved in assists is responsible to	

supervisor	is in charge of	the department
partnership	share with	the company
subsidiary	reports to	the parent company
headquarters	is made up of	the main office
section	is divided into	the different parts
public limited company	department	

1.4 Role play

Now prepare and give a short presentation about your company or a company that you know. Try to use some of the language you have practised and some of the vocabulary from *Business focus*. During the talk, the audience or a partner should refer to the 'features of a good presentation' list discussed in 1.1.1.

Unit 2

Greeting friends and strangers



2.1 Language in context

2.1.1 Meeting and greeting

- 1 What do friends say to each other when they meet?
- 2 What do people say when they are introduced?
- 3 Which three topics do you think are most likely to follow in a conversation between two people who have just been introduced?

health	work
weather	family
recent activities	where you are from

2.1.2

Listen to the conversation between Allan Swales, his friend Jane Hallam and Peter Nicholson, a friend of Jane's.

- 1 Have Peter and Allan met before?
- 2 How does Jane greet Allan?
- 3 Which of the following topics do they talk about: food, work, weather, money, recent activities, clothes, health?
- 4 How does Jane introduce Peter?
- 5 How does Allan greet Peter?

2.2 Social language

Now look at the different ways you can make conversation with friends and strangers.

People you know already

Greetings	Beginning	Replying
	How are you?	Fine, thanks. I'm very well.
Conversation starters	How are things?	Not too bad.
	How's it going?	Great.
	Lovely weather!	Yes, it is.
	How's work?	OK/Fine/ Not too bad.
Conversation closers	I haven't seen you for a while.	No, I've been busy/away.
	See you soon/ later.	Goodbye. Bye.
	I must be going.	See you soon.
	I'll be in touch.	Bye for now.

People you haven't met before

Introductions	Beginning	Replying
	May/Can I introduce myself/my colleague ...	Nice to meet you.
Greetings	How do you do?*	How do you do?
	Pleased to meet you.	Glad to meet you too.
Conversation starters	Have you been here long?	No, I've just arrived.
	Have you been here before?	No, this is my first visit.
	Lovely weather.	Yes, marvellous, isn't it?
Conversation closers	(I'm) glad/pleased to have met you.	(It's) nice to have met you too.
	It's been very interesting talking to you.	If you're ever in you must get in touch.

**How do you do?* is common in English and is usually combined with shaking hands, but only when you meet someone for the first time.

2.2.1

Complete the following dialogues.

A

Paul: Chris: you?

Chris: Fine thanks, Paul. you?

Paul:

Chris: I while.

Paul: No, busy, I'm afraid. In fact, I
..... going.

Chris: OK, I'll

Paul: Right.

B

Jill: Pat, introduce Graham,
Graham Murphy? Graham, Pat White,
she's an accountant with ICN.

Graham: ?

Pat:

Graham: in Montreal long?

Pat: No, I yesterday.

Graham: city, isn't it?

Pat: Yes,

Graham: Well, nice you.

Pat: Yes,



Now listen to the model dialogues on the cassette and practise them with a partner.

2.2.2



Listen to the instructions on the cassette and decide what you would say. Speak after the tone. Here is an example.

You meet someone for the first time. You have talked to him/her on the phone. *I'm pleased to meet you.*

2.3

Role play

Situation

You are at a conference reception. Some of the people there are your friends and some are strangers. You each have a business card to identify yourself. (See Resource Section on page 90.) Talk to as many people as possible in the next five minutes.

Make sure you cover the following points:

- 1 introduce yourself
- 2 greet the person
- 3 start a conversation
- 4 close the conversation
- 5 introduce the stranger to a colleague of yours if possible

Unit 3

Explaining ideas and visual information



3.1 Language in context


3.1.1 Defining quality

Quality is about achieving excellence in a product or service.

Quality is the ability of a service or product to satisfy a given need.

Which statement do you agree with most? Compare your opinions with those of other learners.

3.1.2

 Listen to this interview with Dr Clive Farmer of Rowburys, a leading manufacturer of chocolate and confectionery. He is talking about quality management. Which of the two statements about quality do you think he agrees with?

3.1.3

A Below are the four main areas of Dr Farmer's talk. Put them in the order in which he mentions them.

Area**Order**

Describing visual information

Defining the company's aims

Describing his job

Calculating quality costs

B How clearly does Dr Farmer explain the aims of his company in terms of quality? Listen to the **first part** of the interview again and complete his definition.

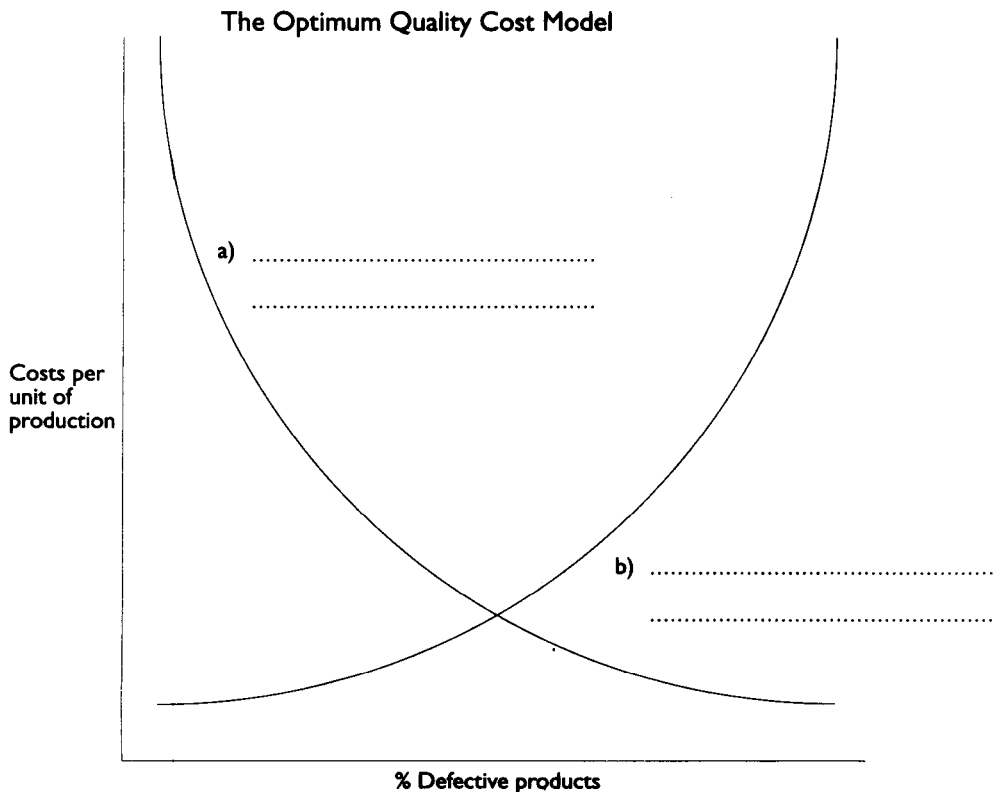
The aim is to get people to

.....

.....

in such a way as to make a profit.

C How clearly does Dr Farmer describe the visual information in the *Optimum Quality Cost Model*? Listen to the **second part** of the interview again and complete the graph.



3.2 Language use – Explaining concepts and ideas

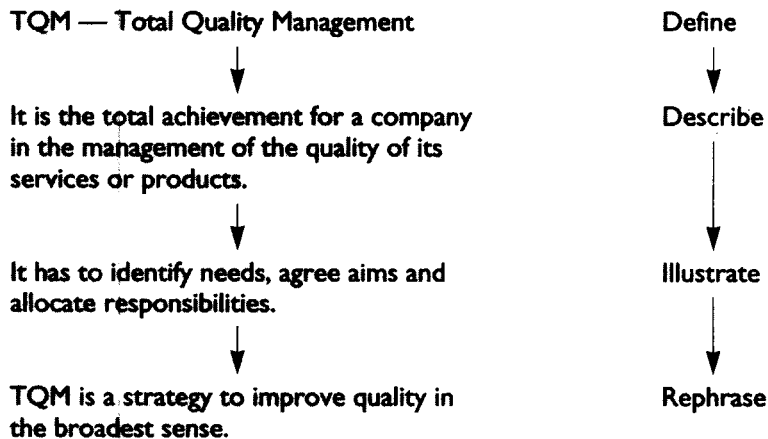
You do not need complex language to explain complex ideas but you do need clear, well-structured speech.

3.2.1 Total Quality Management

Read the paragraph explaining the concept of TQM.

TQM stands for Total Quality Management. This is a system which involves the whole company in the management of the quality of its services or products. For example, using the system to identify needs, agree aims and allocate responsibilities. So, TQM can be seen as a strategy to improve quality management in its broadest sense.

The explanation above can be divided into four main steps. Look at the step-by-step version in the flow chart.



Now read the paragraph below and in the same way break down the information into steps to make a flow chart.

Market research is the investigation of the needs and potential of a market. It involves several stages including the definition of objectives, the collection and analysis of results, and finally the interpretation and presentation of findings. For example, a company may use market research to decide on the likely demand for a product at a given price. To summarise, market research enables companies to make informed decisions about marketing strategy and its implementation.

3.2.2

Now take a concept or term related to your own work, or if you prefer, take the term *brainstorming* and explain it in the same step-by-step way – define, describe, illustrate, rephrase.

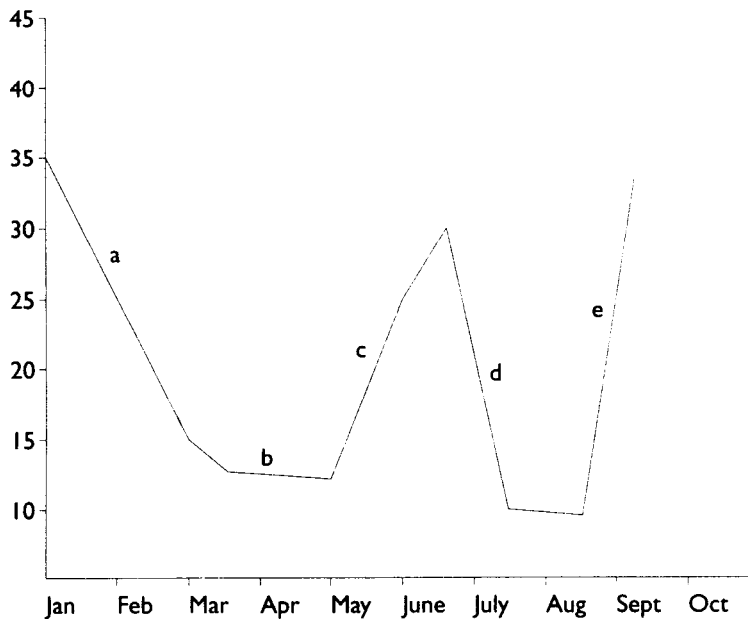
Record your own explanation then listen to your recording, checking that you included all the steps. Prepare notes and, if possible, give your explanation in class or to a partner.

Explaining visual information

Simple bold visuals can help explain concepts clearly. The graph below shows the variation in production costs during a ten-month period.

3.2.3

Look at the graph and match the phrases with the corresponding section.



a dramatic rise

a gradual fall

a levelling-off

a sudden increase

a moderate decrease

a steep drop

a sharp fall

a stable period