

# 牛津商务 英语教程 (中国版)

Oxford Business English Skills (China Edition)

## 成功会谈

本册改编者：陈苏东 韩冰

EFFECTIVE  
MEETINGS

Jeremy Comfort 著

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● 牛津大学出版社

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## ——成功会谈

作者 Jeremy Comfort  
with York Associates



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## 内 容 提 要

随着我国对外开放力度的不断加大,英语学习早已从单纯的语言交流走向多元化,对既熟悉国际商务又熟练掌握英语的高级复合型人才的需求也越来越大。正是基于这种广泛的社会需求,复旦大学出版社与牛津大学出版社合作,引进广受赞誉的牛津商务英语系列教程。全书分别为:《成功通话》、《成功交际》、《成功会谈》、《成功演讲》和《成功谈判》。

牛津大学出版社以出版高质量英语教材驰名,该套英语系列教材有着鲜明的风格与特点:一是实用性强,书中的每一选题都来自经济和商务活动,使读者通过学习对商务活动各个层面可全方位掌握;二是可操作性,整套图书确立一个容易理解、进入的起点,通过VCD和录音带等模拟商务活动的真实场景,让读者得以进入商务实践,并在实践中获得技能的提升。

2008/01



## 前 言

世界经济一体化步伐在加快,中国加入WTO进程已迈入实质性阶段,我国对外开放领域的深度和广度不断拓展,逼人的形势对商务英语人才的素质提出越来越高的要求。

对目前形势的分析和预测显示,未来的国际经济活动有以下特征:1)国际间多层面、多目标、多方式的交流空前活跃。不同经济、政治、文化背景的交往空前广泛,人们越来越清楚地认识到交流的目的不是征服,而是互惠;2)信息在国际经济活动中充当主角,语言作为信息交流的载体扮演着重要的角色,而英语作为世界各地的“通用语”,作用更是巨大;3)网络贸易方兴未艾,以英语为表现形式的资源占全部网络资源的绝大部分;4)电子商务成为国际商务的发展方向;5)技术创新成为国际经济活动的原动力;6)人力资源成为国际经济活动持续发展的内因。

这种国际经济活动的特征,对人才的规格提出以下要求:1)奠定在全面素质基础上的创新型的人才;2)能够实现跨文化交流的国际性的人才;3)熟练掌握信息技术的人才。概括地说,这些人才应该融会东西方文化,具备丰富的知识,掌握国际通用语言,具备创新的头脑。

商务英语教学与创新型人才培养之间存在着这样一种辩证关系,即:1)时代和社会对创新型人才的迫切需求,进而对商务英语教学改革也提出了越来越高的要求;2)商务英语教学改革制约着创新型人才培养的质量和水平。因此,商务英语教学与创新型人才培养是相互依存、相互促进的良性循环关系。

在教学活动中,教师、教学组织形式以及教材是基本要素。教材是教学的载体,是学生学习的主要材料,是他们获得知识的主要来源。一套好的教材也可以供社会上与本专业有关的其他学科领域的教师、学生和工作人员学习、参考,使相当多的人受益。它的传播不受时间、空间的限制,可以在很大的范围和相当长的时期内流传。改革是教学的主题,也是教材的主题,随着时代变化,教材也需要不断丰富和完善。

顺应这一趋势,牛津大学出版社组织商务英语教学专家与音像技术人员完美合作,精心编撰了这套 Oxford Business English Skills。

区别于以往教材,该套教材有以下特点:

1) 实用性:该教材的每一选题和所有选题中的每一单元都紧扣经济与商务实践中的某一个方面,而教学安排也围绕学生在该领域的实践中将要面对并应该有所了解和掌握的问题;每一选题都依据这一方面实践的顺序展开;每一选题都在一个模拟的真实场景中展开全部内容;每一节都配有在实践中成功和失败的两方面的例子,便于学习者在明辨规则的基础上领会实战。

2) 可操作性:首先,每一单元都有一个既关键又容易理解的切入点。其次,尊重客观规律,设定不同角度,使学生能积极主动地举一反三,在学习英语的同时,提高商务操作能力。第三,以VCD和录音带为纽带,使教学成为视、听、说、讨论、评价等多种形式有机结合的活动。

3) 灵活性:表现为学习时间、学习内容、学习顺序以及学习方法都可灵活安排。

4) 适用面的广泛性:这套教材适用于全日制英语、经济和商务专业以及全日制非英语、经济和商务专业的大学生、成人教育的提高班、职业培训班的学生,也适用于英语、经济、

商务、涉外专业的中专学生。

5) 多功能: 以往的教材, 功能过于单一, 过于强调技术层面; 而该套教材则体现为全方位、多功能, 培养学生的综合素质, 重整体综合运用。

6) 以人为本: 过去的教材过多地体现为产品导向, 而该套教材尊重人的认知规律和需要, 强调人的业务、心理、文化在商务活动中的作用, 充分体现出人本主义的特征。

7) 内容的丰富性: 该套教材涉及商务领域的各个环节, 包罗语言、文化、经济、社会等各方面的知识。

8) 前瞻性: 不仅注意吸收过去商务英语教材的优点, 充分尊重历史和现状, 而且有独创性, 考虑长远, 高屋建瓴, 开拓未来。

9) 针对性: 中国版改编者均为有长期商务英语教学经验的教师, 针对中国学习者及商务活动的特点和需要, 补充了内容和语言方面的注释及练习。

综上所述, Oxford Business English Skills 不仅是当今商务英语教材中的精品, 也是商务英语教材出版事业的又一项丰硕成果。

**改编者**

## 关于《成功会谈》

本书以如何成功地召开会议为主题，将会议的全过程分成八个步骤，分别用八个单元来详细加以论述，涉及如何召集会议；如何开始会议(例如如何开场，如何阐述会议目的和程序等)；如何控制会议按照议程的要求进行；如何有效地打断对方的发言以及如何坚持讲完自己的观点；如何采取积极聆听技巧以及如何强调及重复重要的观点；如何征求各方的意见及如何保证与会者的发言机会；如何达成共识及做出决定以及如何总结与结束会议。虽然这八个步骤加起来构成了一个完整的会议过程，但是每个单元都可以作为一种交流技巧来单独学习。

每个单元由三部分：交流技巧、语言知识、会谈实践。交流技巧讲授主要是以VCD为基础。学生通过对VCD中展示的交流技巧进行总结、讨论和评价以达到识别及应用这些交流技巧的目的。语言知识的学习是通过掌握一些在会议交谈中所使用的相对固定和常用的短语及句子，从词汇和句子的层面上来熟悉会谈的常用语言。这些惯用句型适用于开始会议；连接句子；打断对方；提问；询问、澄清和评价对方的观点及阐明自己的观点；表示同意和反对；提出建议以及总结和结束会议等场合。语言知识这一部分包括录音磁带的听力练习以及其他笔头练习以进一步巩固上述语言点。会谈实践是通过一些讨论练习及模拟会谈来巩固在技巧及语言知识中学到的知识。

使用方法建议：

1. 由于每一单元都集中讲述一种技巧，在上课前可以首先明确本课的目标。然后按照交流技巧、语言知识、会谈实践这三部分的顺序来安排课堂活动。

2. 在交流技巧这一部分之前，通常有一些预习的问题。可以就这些问题让学生进行课前讨论，为看VCD做好准备。

3. 在看VCD之前，要让学生熟悉VCD背景资料中对人物和公司的介绍以及对这次具体会议的一些简要的提示。首先可以让学生完整地看一遍VCD以使对会议的内容及进度有一个大体的了解。在第一遍中可以把声音开得小一些，提醒学生注意身体语言的运用。在重放中，运用VCD机上的暂停键让学生先看一下不成功会议的VCD，总结失败的原因。然后再看成功会议的VCD，进行对比，得出结论。看完VCD后有一个与此相关的练习。

4. 在语言知识这一部分，先有一个听力练习。然后，在熟悉了本课会议技巧中常使用的短语及句子后做一些巩固练习。

5. 在组织会谈实践时，要明确该练习的主要目的，即要明确该练习是针对哪一技巧的应用。在会议结束后，要给出反馈意见。

6. 每一章后的补充练习可根据需要选用。

7. 四章之后的期中复习单元与八章之后的期末复习单元要求学生将已学单元中介绍的会议各个环节的交流技巧、语言知识、会谈实践综合运用，最终达到熟悉与掌握完整的会议过程及成功召集会议的目的。

改编者



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# Introduction

## Introduction to the course

Most learners of Business English need to participate in meetings of one type or another. They need to be equipped with a range of skills and language to help them anticipate and deal with many of the difficulties they will face.

*Effective Meetings* is a practical and accessible course specifically designed to develop these essential communication and language skills. It is divided into eight units which deal progressively with the key stages of meetings, from preparation through to decision-making and follow-up action. The course aims to develop both competence and confidence in a variety of situations, so that by the end of their period of study learners will have acquired the necessary skills to play an active role in most kinds of meetings.

## Course components

The course consists of four components: a VCD, this Student's Book, an audio cassette and a Teacher's Book.

### The VCD

The VCD is the central component of the course. It contains approximately thirty minutes of extracts from professional meetings, and acts as a focus for all the activities contained in the Student's Book.

### The Student's Book

The book consists of eight units which correspond to those in the VCD. Each unit is divided into three sections: Communication skills, Language knowledge and Meetings practice. These focus on the key meetings skills illustrated in the VCD and on useful language for performing these skills. The Meetings practice section allows learners to put both communication skills and language knowledge into practice in a variety of realistic tasks, using their own ideas and experience.

### The audio cassette

This consists of extracts from additional meetings, and forms the basis of listening activities in the Language knowledge section.

## **The Teacher's Book**

This book contains handling notes for the teacher, and includes extra photocopiable materials for meetings practice.

## **The approach**

*Effective Meetings* first illustrates a poor model of meetings practice in order to demonstrate what can go wrong, and why. It then moves on to look at a good model of an effective meeting. The VCD is essential as the starting point for each unit, and is designed to develop learners' abilities in two main areas.

### **Communication skills**

The VCD demonstrates skills such as opening a meeting, controlling the direction, getting your views across, active listening, dealing with dominant speakers, and making decisions. These are then analysed and practised with the support of the Student's Book.

### **Language knowledge**

Language areas such as linking, interrupting, asking questions, clarifying, asking for and giving opinions, agreeing, and recommending are presented and practised in the Student's Book. The audio cassette is used to further illustrate and practise these areas.

## **Using the course**

All parts of the course are designed to work either as classroom material or for self-study.

### **In the classroom**

Each unit takes the learner through the objectives of that unit in the three areas of communication skills, language knowledge and meetings practice. There is an introduction designed to make the learners reflect on their own experience, and to anticipate the focus of the material which follows. Depending on the needs of the group or the amount of time available, the course can either be followed from start to finish or concentrate on selected units. The Meetings practice activities in the Student's Book provide relevant, context-based practice of the content of each unit. These activities are for either pairs or small groups. Wherever possible they should be recorded on VCD or audio cassette to enable the teacher to illustrate his or her comments when providing feedback.

### **Self-study**

The VCD-based activities focusing on communication skills have been developed with the classroom in mind. However, most of the questions have answers in the Answer key, and individuals can use the VCD on a self-access basis. The Language knowledge section can certainly be usefully followed as self-study. The Meetings practice section always involves pair work or group work, although preparation for these activities could also be done for self-study.

# Who's who in *Effective Meetings*

*Effective Meetings* looks at a series of meetings involving two companies. One is an advertising agency called Lavell and Simons, and the other is a publishing company called International Magazines.

Some of the meetings are internal and take place within one or other of the companies; some of the meetings are external and take place between people from both companies. On these two pages, you will see the people who are involved in these meetings.

## Lavell and Simons

### The company



Lavell and Simons is a small independent advertising agency, based in Central London. It employs fourteen full-time staff, and specializes in clients in the media sector – TV, radio, and newspaper and magazine publishing. The agency was founded in 1985 by James Lavell and Leo Simons.



### The people



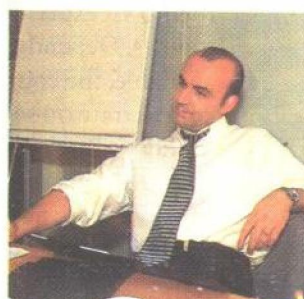
**Leo Simons**  
**Creative Director**

He is responsible for liaising with major clients, overseeing all the agency's advertising campaigns, and making policy decisions.



**Bella Daniels**  
**Account Director**

She is in overall charge of client liaison, and has special responsibility for developing new business. She reports directly to James Lavell.



**Steve Menton**  
**Art Director**

He is the senior designer. He is very experienced, and has worked closely with Leo on a number of award-winning campaigns.



**Zoe Rudkin**  
**Designer**

She has recently joined the agency, and is the most junior member of the team. She is still receiving training, and is responsible to Steve.



## International Magazines

### The company



International Magazines is a magazine publishing company, based in West London, with offices or distribution centres in most major European capitals. It employs 120 staff, about half of them in the UK. Among its recent titles are *Play Days*, *PC Weekly*, and the men's health magazine, *Vitalità*.



### The people



**Chris Dawkins**  
**Marketing Manager**

He is in charge of international sales and marketing for the whole company. Susan, Pete and Ann report directly to him.



**Susan King**  
**Sales Manager UK**

She has been responsible for sales for the last year, and is in charge of a small, but very dynamic and successful team.



**Pete Sutherland**  
**Market Research Manager**

He has spent a long time building up a successful research team, which operates throughout Europe.



**Ann Morgan**  
**Promotions Manager**

She is in charge of promoting all new titles published by the company, so her role in any new product launch is vital.



**Tina O'Connor**  
**Area Manager Ireland**

She is in charge of a team of six, based in Dublin. She reports to Susan.



**Franco Novelli**  
**Area Manager Italy**

He manages a team of eight, based in Milan. He reports to Susan.



# 1

## Why are we here?

### Objectives

#### Communication skills

To identify the features of a successful meeting

To identify the key communication skills for participating in a meeting and setting the agenda

#### Language knowledge

Discussing and evaluating meetings

#### Meetings practice

To practise calling a meeting

## Introduction







- 1 Which of the following types of meeting do you attend?  
Information-giving    Problem-solving    Others (please specify)  
Brainstorming    Decision-making
- 2 What makes a successful meeting? Make a list of key factors. Then compare your ideas with the checklist on page 6.

## Communication skills

### Pre-viewing

- 1 Read the VCD Meeting Context.

### VCD Meeting Context

<h4>The company</h4>  <p>International Magazines publishes a range of titles including the computer magazine, <i>PC Weekly</i>.</p>	<h4>The meeting</h4> <p>A meeting of senior Sales and Marketing personnel has suddenly been called. Internal meetings like this are usually chaired, but quite informally. Because this meeting has been called at short notice, nobody can be sure of the procedure it will follow.</p>				
<h4>The people</h4> <table><tr><td><p><b>Chris Dawkins</b> Marketing Manager</p></td><td><p><b>Pete Sutherland</b> Market Research Manager</p></td><td><p><b>Susan King</b> Sales Manager</p></td><td><p><b>Ann Morgan</b> Promotions Manager</p></td></tr></table>		 <p><b>Chris Dawkins</b> Marketing Manager</p>	 <p><b>Pete Sutherland</b> Market Research Manager</p>	 <p><b>Susan King</b> Sales Manager</p>	 <p><b>Ann Morgan</b> Promotions Manager</p>
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## Viewing

- ▶ 2 Watch Version 1 of the VCD from 00.00 to 02.11. Do the participants know what the meeting is about? What does each person think?
- 3 Look back at your list in question 2 of the Introduction. Does the way Chris handles this part of the meeting meet the criteria you identified?
- ▶ 4 Now watch Version 2 from 02.12 to 03.52. How does Chris approach the meeting this time?
- 5 How have the other participants prepared for the meeting?
- ▶ 6 Watch both versions of the VCD from 00.00 to 03.52 again. In each case, how do you think the meeting will proceed?

## Post-viewing

- 7 Look at the checklist below. Think of a recent meeting that you have attended, and evaluate it according to the criteria in the checklist. Be prepared to report back briefly to other members of the group.

### Checklist – what makes a good meeting?

#### Preparation

Have the participants been informed of: date, place, time, agenda, objectives, specific preparation, documentation, specific roles?

#### Purpose

Do the participants

- share the same expectations?
- have clear objectives?
- understand the scope/limits of the meeting?

#### Procedure

- Has the procedure (formal chairing, informal brainstorming, etc.) been agreed?
- Has the agenda been agreed and understood?
- Are the time limits clear (duration, finish time, date and time of next meeting)?

#### Roles

- Are the roles clearly understood?
- Chairperson – how much control is appropriate?
- Minute-taker – detailed minutes or just a summary?
- Participants – general and/or specific contributions?

#### Communication

- Do all the participants get a chance to contribute?
- Is there a clear direction to the meeting?
- Do the participants understand each other?
- Is there a positive atmosphere?
- Is there a clear outcome to the meeting?

# Language knowledge



CHRIS DAWKINS

'Good, so you'll have seen from my memo that there are two areas I'd like to look at here today. Firstly, the reasons for these very poor results, and secondly, what action we can take.'

- 1 Listen to some views on the value of meetings. For each extract, put a tick (✓) if the comment is positive, and a cross (×) if it's negative.

- |                                        |                                       |
|----------------------------------------|---------------------------------------|
| <input type="checkbox"/> Extract one   | <input type="checkbox"/> Extract four |
| <input type="checkbox"/> Extract two   | <input type="checkbox"/> Extract five |
| <input type="checkbox"/> Extract three | <input type="checkbox"/> Extract six  |

## Language focus Discussing and evaluating meetings

### What do we call it?

a meeting  
a conference  
a get-together  
a discussion  
a chat

### How do we organize it?

to call a meeting  
to set up a meeting

### Who participates?

chairperson (chairman/chairwoman)  
participant  
delegate  
colleague

### What's the atmosphere like?

positive	friendly
collaborative	participative
co-operative	
OR	
negative	unfriendly
hostile	competitive
uncooperative	

### What do we do?

discuss	brainstorm
negotiate	exchange ideas
propose	recommend
decide	postpone

### What do we talk about?

items	issues
points	matters
topics	subjects

### What's the output?

minutes  
reports  
action  
proceedings

### What did we think of it all?

fruitful	useful
productive	stimulating
helpful	interesting
positive	
OR	
pointless	fruitless
useless	unproductive
boring	a waste of time

- 2 Find an opposite for the following:

- a stimulating \_\_\_\_\_  
b bring forward \_\_\_\_\_  
c decisive \_\_\_\_\_  
d competitive \_\_\_\_\_  
e open-ended \_\_\_\_\_  
f pointless \_\_\_\_\_

- 3 Decide if the following expressions are formal (F) or informal (I). In which part of the meeting would you expect to hear them?
- a I would like to propose the motion. F
  - b You should receive the minutes within a few days. \_\_\_\_\_
  - c I think we all got something out of that. \_\_\_\_\_
  - d We've got a lot to deal with today. \_\_\_\_\_
  - e That was an extremely useful discussion. \_\_\_\_\_
  - f I suggest we get together for a chat. \_\_\_\_\_
  - g We will be circulating the conference proceedings in due course. \_\_\_\_\_
  - h There are three items on the agenda today. \_\_\_\_\_

## Meetings practice

- 1 Prepare for the following meetings. In each case, identify:
- a the purpose of the meeting
  - b the roles of the participants
  - c the best procedure to follow.

Write a memo to each of the participants inviting them to the meeting and indicating the subject and agenda.

### Meeting A

Although the overall performance of your company has been positive, one division has recently reported a marked drop in sales. This division used to be run successfully by Max Peters. Unfortunately he left to join another company. You promoted the Production Manager, Andrew Meyer, to take over the division. According to the Sales Manager, Alison Holden, Andrew is a good engineer but not suited to running a division. In addition, Max Peters seems to have taken one or two valued customers with him when he left the company. You plan to call a meeting with both Andrew and Alison.

### Meeting B

Your company has decided to move from its city-centre offices to a more remote, rural location. The company wants as little disruption as possible and is offering an attractive package including meeting relocation costs and the introduction of a staff bonus scheme. However, there will inevitably be some redundancies as not all staff will be able or willing to relocate. In preparation for this move, you decide to call a meeting with staff representatives. As Personnel Manager, you want to ensure that staff are properly informed of all the options.

## 2 Group work

Now choose one of the meeting situations, and role-play the meeting. Each member of the group should have a clear role.

Make sure the roles of chairperson and, if possible, observer are represented. The observer should not participate, but should use the checklist on page 7 to evaluate the meeting in terms of preparation, purpose, procedure, roles, and communication.