



实用英语听说教材系列

本书配磁带1盘

# 商务英语

Materials for developing listening  
and speaking skills for the  
students of business English



Nick Brieger  
Jeremy Comfort

著

刘平梅 译



清华大学出版社  
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### 内 容 提 要

本书侧重培养学生商务英语方面的听说能力(配磁带 1 盘),通过听力训练、语言重点分析、针对性练习等方式为学生提供相关商务背景下的实用性训练,书中还包括练习参考答案,生词表,听力文字材料及其参考译文。

本书适用于具有初级或初级以上英语水平,需要学习商务英语并提高在实际商务环境中英语运用能力的学习者。

#### **Early Business Contacts**

Nick Brieger & Jeremy Comfort

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## 前 言

Nick Brieger 是美国著名的语言教学专家,著作颇丰,涉及领域甚广。他与 Jeremy Comfort 合著的《Business Contacts》很受读者欢迎。

这次清华大学出版社与 Prentice Hall 国际出版公司合作,在中国出版 Nick Brieger 与 Jeremy Comfort 或与 Anthony Cornish 合著的英语系列教材共 4 本一套,包括:

社交英语  
商务英语  
办公室英语  
技术英语

这套书内容详实,切合实际,语言生动,情景逼真,主题多样,适应性广。作者将语言基础溶合到各种交际活动之中,使学生在 学习实用技能的同时,掌握必要的词汇、语法知识及常用的功能意念的表达方法。这对学生的语言运用能力,尤其是目前许多中国学生普遍感到困难的听、说、写能力的提高大有裨益。

4 本书的共同特点是侧重培养学生的听说能力。每册书都精心设计了:

- 听力短文或对话,作为语言输入的主要内容;
- 听力练习之后安排有语言重点的解释和针对性的练习;

• 在此基础上组织学生进行口语实践,参与结对活动和小组讨论,激励学生将各单元所输入的语言材料更自如地运用于各种语言环境之中,如参加晚会、出席会议、接受采访、发表意见、引导参观、电话交流、安排日程、介绍产品、描述过程、介绍公司组织和业务、填写表格、处理信件、摘录资料等等,使学生在完成书中指定的各项任务之时,学会运用目的语。

通过这套书的学习,学生可较为充分自如地与操英语者进行交流,较为准确有效地获取所需信息,减少口头表达思想的障碍,更加恰当得体地表达自己的看法,并可学习公文写作的基本技巧。

每册书都配有质量很好的音带,语言清晰,语调生动,语速适中,音带中兼有英国英语和美国英语两种口音。

需要特别说明的是,作为多年来在世界范围内长盛不衰的畅销书,本套教材的部分具体内容并不反映当前最新信息,但就语言教学而言,本套教材的语言材料和教学

方法并未过时,仍不失为一套经典的英语听说教材。

这套书的使用面很广。可作为大学、中学或研究生的听说教材或辅助教材,也可作为外资、合资企业中有关人员或出国人员的强化学习材料;既可用于课堂教学,也可作为自学提高之用。4本书可成套采用,也可有针对性地任选一两本加以学习。

刘平梅

1998年6月

# 使用说明

## 目的与对象

本教材适用于在未来职业中需使用商务英语的学生,以及从事或正接受培训以从事商业活动的人员。

本教材尤其适合于初级或初级以上英语水平,需要复习或进一步提高听说技能的学习者,目的是使他们通过学习,能够:

1. 获取有用信息;
2. 将信息进行归纳组织;
3. 从上下文中推断词义;
4. 熟悉不同语体和不同环境下的英语表达。

本教材还使学生通过参与:

1. 一系列解决问题的活动;
2. 扮演各种角色;
3. 结对或小组讨论,

以提高在实际商业环境中的口语表达能力。

## 教材结构

全书由 25 个单元组成(参见目录),每单元包括:

### 1. 听力训练

听录音并回答相关问题;

### 2. 语言重点

侧重解释听力材料中的语言重点;

### 3. 针对性练习

针对“语言重点”一节中列出的项目进行练习;

### 4. 口语实践

通过结对或小组活动鼓励学生更自如地运用所学语言;

### 5. 分课词表

包括各单元听力材料中出现的商务词汇。

各单元的参考答案编排在本书后半部分,其中包括:

听力训练(1)

听力训练的文字材料及答案；

**针对性练习(3)**

针对性练习的答案；

**口语实践(根据需要编排)(4)**

在口语实践活动中所需用到的信息；

**电传附录**提供电传中常用的缩略形式及其全称；

**参考译文**提供全部录音文字材料的参考译文；

**词汇索引**列于书后,收录有分课词表中的全部词汇,按字母顺序进行编排,并标有这些词汇的所在单元。

## 课堂中师生的角色

本书可使教师在课堂控制者与课堂督促者两种角色之间取得平衡;同时,本书也便于学生自学。

第1、2、3、5节(即听力训练、语言重点、针对性练习及分课词表部分)可供学生自学,或在教师指导下学习。第4节(即口语实践部分)可在没有教师的情况下由学生进行个人练习、结对活动或小组讨论,但最好教师能给予某种形式的指导。

# Teacher's Notes

## Uses of the material

1. As a complete course for students of Business English.
2. As supplementary material to a General English course for students with an interest in or a need for Business English.
3. As a self-study/homework component for a Business English course.
4. As follow-up material on completion of a Business English course.

## Selection of material

The units are not graded. Teachers may, therefore, select according to:

1. Topic (see Contents page)
2. Language area/skill (see Contents page).

## Using a unit

### 1. Listening

At the beginning of each unit there is a short introduction to the topic.  
The input text for each unit is a listening passage.

- i Prepare the students for the task. Make sure they are absolutely sure what they have to do.
- ii Play the tape right through, without stopping.
- iii For many students it will be necessary to give them an opportunity to listen to the tape again. Replay the tape, stopping at appropriate places.
- iv Let the students check their answers with the Key.
- v Play the tape again if there are major differences between the Key and the students' answers.
- vi Refer the students to the Word Check (Section 5) if there are vocabulary problems.

### 2. Presentation

- i Ask the students to read through the presentation and explanation of the language area.
- ii Get them to give you additional examples of the language presented.
- iii If necessary, look at the tapescript in the Key to identify exponents of the language.

### 3. Controlled practice

- i Ask the students to complete the exercises and then check their answers with the Key.
- ii Advise on alternative answers or give more practice where necessary.



#### **4. Transfer**

These activities involve speaking – mostly pair work.

- i Divide the class into pairs.
- ii Assign roles (Student A and Student B). Make sure they only look at their own role information (Student B's information is always in the Key section).
- iii Monitor the pairs while they carry out the speaking transfer, prompting the use of practised language if necessary.

#### **5. Word check**

The words are taken from the listening passages. The glossary only provides definitions. This section can be used before, during or after the listening activity.

*Note*

The following symbols have been used to indicate what is missing in the exercises:

— — — — — one or more words;

\_\_\_\_\_ only one word.

# Notes to the Student

## Who is it for?

This material is for students who have some previous knowledge of English and wish to apply it in a business context. It can be used by students working alone, as self-study or homework material during a business course, or as follow-up material after a business course.

## Selection of material

You can work through the material starting at Unit 1. Alternatively, you can choose units on the basis of the topic or the language area or skill covered (see Contents page).

## Using a unit

All of the units can be done without a teacher. All the sections in a unit can also be done without a teacher except for the Transfer activities (but see below).

### 1. Listening

This tells you something about the unit. All the listening activities have an exercise with them.

- i Read through the introduction to the Listening section. Make sure you understand what you have to do while you are listening.
- ii Play the tape right through without stopping.
- iii As you listen, try to do the exercise.
- iv If necessary listen to the tape again. Stop the tape and replay sections if you need to.
- v Check your answers with the Key at the back of the book.
- vi If your answers are wrong, listen again. You can check the tapescript in the Key. Use the Word Check if you cannot understand some of the words.

### 2. Presentation

- i Read carefully through the presentation and explanation of the language area.
- ii Try to remember how this language was used on the tape. If you wish, listen to the tape again.

### 3. Controlled practice

- i Complete the exercises.
- ii Check your answers with the Key.

- iii If your answers are wrong, look again at the Presentation, and try to see why you have made mistakes.

#### 4. Transfer

These activities involve speaking. You can do the pair work speaking activities without a teacher. However, these activities are best done with a teacher who can correct your spoken language.

If you do the pair work speaking activities with a colleague, follow this procedure:

- i Decide who is Student A and who is Student B.
- ii Student A should *only* look at the Student A copy.
- iii Student B should *only* look at the Student B copy in the Key section.
- iv Carry out the Transfer activity. Try to use the language you have learnt.

#### 5. Word check

The words are taken from the listening passages. Try to think how you could use these words yourself.

*Note*

We have used the following symbols. They show you what is missing in the exercises:

- — — — — one or more words;
- \_\_\_\_\_ only one word.

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致学生

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## UNIT 1 **First meetings 1**

(introductions and greetings)

### 1. **Listening**



First you are going to listen to a number of people introducing themselves. Some of the introductions involve just two people; some involve three. As you listen, match up the names. The first one has been done for you.

*1st person*

Günther Klein

Paul Matthews

Tom

Peter

Herr Tübingen

Jane

Tony

*2nd person*

Mr Roberts

John

Geoff Snowdon

Maxine

Francine

Akira Mishima

Susan

*3rd person*

Philip

Francis

Dr Mannheim

Roger

### 2. **Presentation**



Introductions often include these steps:

greeting

or

request for introduction

introduction

introduction

response to greeting

response to greeting

You heard two types of introduction:

introducing yourself

introducing someone else

#### 2.1 **Introducing yourself**

*Greeting*

Hello

*Introduction*

Let me introduce  
myself.

My name's \_\_\_\_\_

*Response*

Pleased to  
meet you.

I'm \_\_\_\_\_

Good morning/  
afternoon

My name's \_\_\_\_\_

Nice to meet  
you.

Mine's \_\_\_\_\_

How do you do? I'm \_\_\_\_\_

Nice to meet  
you.

I'm \_\_\_\_\_

## 2.2 Introducing someone else

### Request for introduction

\_\_\_\_\_, could you introduce me to \_\_\_\_\_?

\_\_\_\_\_, I haven't met \_\_\_\_\_

\_\_\_\_\_, I don't know anyone here. You'll have to introduce me.

### Introduction

Of course \_\_\_\_\_

Let me introduce you to \_\_\_\_\_

I'm sorry. \_\_\_\_\_, this is \_\_\_\_\_

Of course, I'll introduce you to \_\_\_\_\_

this is \_\_\_\_\_

Let me introduce you two. \_\_\_\_\_, this is \_\_\_\_\_

### Response

Nice to meet you.

Very nice to meet you.

Nice to meet you.

Nice to meet you.

### Notes

1. Some introductions are more formal than others. The use of first names indicates *informality*.

2. In English-speaking cultures, people usually *shake hands* on first meeting.

Now listen again and indicate whether the introduction is *formal* (F) or *informal* (I). The first one has been done for you.

Introduction 1 (F)

Introduction 2 ( )

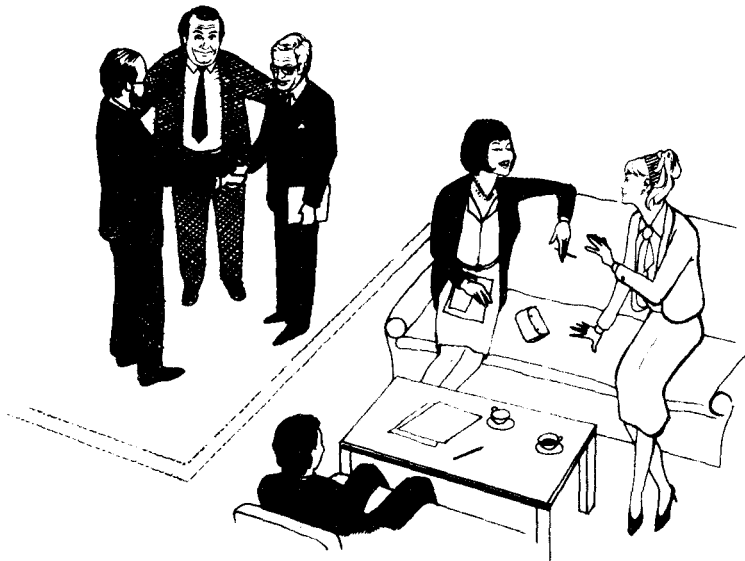
Introduction 3 ( )

Introduction 4 ( )

Introduction 5 ( )

Introduction 6 ( )

Introduction 7 ( )



### 3. Controlled practice

Complete the introductions:

1. Peter King introduces himself to Jack Simpson:  
PETER KING: Hello, \_\_\_\_\_. My name's Peter King.  
JACK SIMPSON: \_\_\_\_\_, I'm Jack Simpson.
2. Philip introduces Sarah to James:  
SARAH: Philip, I \_\_\_\_\_ here. You'll have to \_\_\_\_\_.  
PHILIP: Of \_\_\_\_\_, I'll \_\_\_\_\_ to James. He's an old friend of mine. James, \_\_\_\_\_ Sarah, she's just joined the company.  
JAMES: \_\_\_\_\_, Sarah. Where do you come from?
3. Rod Burton introduces Pete Taylor to an important customer:  
PETE: Rod, I \_\_\_\_\_ Mr Rogers, the Purchasing Manager from Kentons.  
ROD: I'm \_\_\_\_\_. Come and meet him. Mr Rogers, \_\_\_\_\_ Pete Taylor, our Export Sales Manager.  
MR ROGERS: \_\_\_\_\_. What countries do you cover?
4. Klaus Fischer introduces himself to an American visitor.  
KLAUS FISCHER: How \_\_\_\_\_? My \_\_\_\_\_.  
AMERICAN: \_\_\_\_\_ George Cole.

### 4. Transfer

GROUP WORK

Work in groups of three.

Introduce yourself to the others.

Introduce the other two to each other.

Ask to be introduced.

### 5. Word check

**Marketing Manager** – person in charge of the marketing department

**Computer Manager** – person in charge of the computer department

**yet** – up to now (in questions and negatives)

**to be over** – to be here on a visit from another country

**host** – person who invites or receives guests

**to move** – to go to live in a new house

**these parts** – this area



## UNIT 2 First meetings 2

(presenting yourself)

### 1. Listening



Manders PLC are having their annual party. Listen to the dialogues overheard at the party. Match up the people's names with their type of work. The first one has been done for you.

<i>Names</i>	<i>Type of work</i>
1. Peter	a. Production
2. John	b. Personal Assistant
3. Susan	c. software development
4. Mike	d. market research
5. Sarah	e. fashion design
6. Mr Fields	f. Personnel
7. Martin	g. Accounts
8. Jean	h. Sales
9. Jean's husband	i. Finance



### 2. Presentation

It is very common to present yourself in terms of your job. The job identifies the person. The dialogues that you heard follow a certain pattern:

<i>Question/Comment</i>	<i>Filler</i>	<i>Response</i>	<i>Comment/Question</i>
A: What do you do (for a living)?	B: Well	I'm in computers.	B: Not a bad job.
A: Do you work?	B:	Yes, I'm a fashion designer.	A: That's interesting.
A: What do you do (in the _____ Department)?	B: Oh	I'm on the market research side.	B: What about you? And you?
A: I haven't seen you around before.	B:	No, I've just started with Manders. I'm in the Sales Department.	A: What do you do there?