

Jeremy Comfort 著

总改编者

陈苏东

# 牛津商务英语 英语教程 (中国版)

Oxford Business English Skills (China Edition)

# 成功通话

本册改编者: 李平 张燕

# EFFECTIVE TELEPHONING



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● 牛津大学出版社

# 牛津商务英语教程(中国版)

## ——成功通话

作者 Jeremy Comfort  
with York Associates



总 改 编 者 陈 苏 东

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张 燕

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作 者 Jeremy Comfort  
总 编 者 陈苏东  
本册改编者 李 平 张 燕  
责 任 编 辑 倪琴芬 林 森

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## 内 容 提 要

随着我国对外开放力度的不断加大，英语学习的目的与使用范围已日趋多元化，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；二是可操作性强，整套图书确立一个容易理解和进入的起点，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。



## 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,以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、职业培训班的学生等,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《成功通话》

不少中国人在与英美人士打交道时感到颇为头疼的事情之一是打电话，即英语听力和口语水平非常好的人也不能例外。这是因为用英语打电话（特别是在商界）与用中文打电话有诸多不同之处，再加上没有了身体语言和面部表情，打电话就成了一件棘手的事。

《成功通话》是一套实用性极强的教材。它的宗旨就是帮助学生逐步掌握和运用用英语打电话所必备的交流技巧和语言技能。全书分为十个单元，从如何作打电话前的准备开始到如何结束，循序渐进地训练学生一步步树立起自信，最终能够自如地处理各种类型的电话。

每个单元由三部分组成：交流技巧、语言知识、通话实践。交流技巧的讲授主要是以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打电话时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打电话所需的常用语言。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的练习以进一步巩固上述语言点。通话实践是通过一些讨论练习及摹拟通话来巩固在交流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、通话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，一定要让学生熟悉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以便对通话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通话的VCD，总结失败的原因。然后再看成功通话的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。然后在熟悉了本课通话交流技巧中常使用的短语及句子后做一些巩固练习。

5. 在组织通话实践时，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。在通话练习结束后，要给出反馈意见。

改编者



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# Introduction

## Introduction to the course

*Effective Telephoning* is a practical and accessible course specifically designed to develop the essential communication and language skills needed to make and receive telephone calls in English. It is divided into ten units which deal progressively with key aspects of telephoning, from preparation through to making arrangements and closing calls. The course aims to develop both competence and confidence in a variety of situations, so that by the end of the period of study learners will have acquired the necessary skills to handle almost any kind of call.

## Course components

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

### The VCD

The VCD is the central component of the course, and acts as a focus for all the activities contained in the Student's Book. Based around the story of a British company organizing a trip to America, it illustrates a range of telephone calls: handling messages, making arrangements, dealing with complaints and solving problems.

### The Student's Book

The Student's Book consists of ten units which correspond to those in the VCD. Each unit is divided into three sections: *Communication skills*, *Language knowledge* and *Telephoning practice*.

The *Communication skills* section identifies and practises key telephoning skills which are illustrated in the VCD, and aims to involve the learner in a process of feedback, evaluation and development. The *Language knowledge* section, supported by the audio cassette, expands the learner's knowledge in key functional and lexical areas, as well as focusing on aspects of intonation. The *Telephoning practice* section gives the learner the opportunity to put both communication skills and language knowledge into practice using a variety of role-plays and simulations.

### The Audio Cassette

This consists of approximately 45 minutes of extracts from additional telephone calls and forms the basis of the listening activities in the *Language knowledge* section of the Student's Book.

## The Teacher's Book

This book provides an introduction to the course from the teacher's point of view. It offers suggestions for further exploitation in the classroom and self-study time, and contains extra, photocopiable materials for telephoning practice.

## The approach

In each unit, *Effective Telephoning* first illustrates a poor model of telephoning practice in order to demonstrate what can go wrong. It then moves on to look at a good model in which the speakers maximize the effectiveness of their call. This approach is designed to develop learners' abilities in two main areas.

## Communication skills

The course develops the skills of both initiating and receiving calls. It seeks to build the learners' confidence in their ability to handle both the expected and unexpected. Skills such as giving feedback, reaching agreement and active listening are demonstrated on the VCD. These are then analysed and practised with the support of the Student's Book.

## Language knowledge

Language areas such as opening and closing a call, leaving and taking messages, handling numbers and spelling names are presented and practised in the Student's Book. Additional exercises help to develop the learners' appreciation of the importance of intonation on the telephone. 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 in the areas of *Communication skills*, *Language knowledge* and *Telephoning 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 *Telephoning practice* activities in the Student's Book provide relevant, context-based practice of the key aspects of the unit. These activities are designed for either pairs or small groups. Wherever possible, they should be recorded on audio cassette for analysis and 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 *Telephoning practice* section always involves pair or group work, although preparation for these activities could also be done for self-study.

# Who's who in *Effective Telephoning*

*Effective Telephoning* illustrates a series of telephone calls between two companies. One is a British computer firm called Communicon International. The other is a PR and events company called Odyssey Promotions, based in New York.

## Communicon International

### The company



Communicon International is a medium-sized computer firm based outside London. It employs nearly 500 staff involved in the production, sales and distribution of computer communications hardware and software. It has a strong position in the European market but is looking to break into the US market.



### The people



**Nick Delwin**  
**Sales Director**

He is responsible for developing the company's sales. To gain a foothold in America, he wants Communicon to be present at the Electronica Trade Fair, due to be held in New York later this year.



**Diane Davis**  
**Sales Assistant**

She is assistant to Nick Delwin and responsible for a number of special projects. She has been put in charge of organizing Communicon's trip to New York.



**Francesca Mattioli**  
**Sales Trainee**

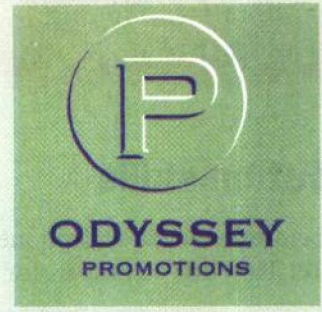
Francesca is Italian and has recently joined the Sales Department as a management trainee. She supports Nick and Diane in some aspects of their work.



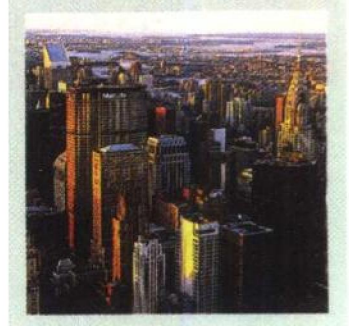
# Odyssey Promotions

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## The company



Odyssey Promotions specializes in organizing PR and sales events. The company arranges sales conferences, exhibitions and representation at Trade Fairs. It is based in New York but has an international clientele.

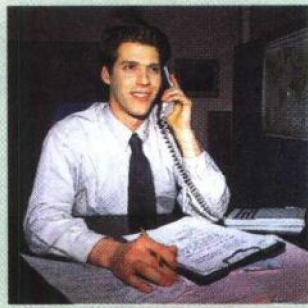


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## The people



**Helen Turner**  
**Senior Partner**  
Helen founded Odyssey Promotions eight years ago. Her work nowadays mainly involves client relations and prospecting for new business.



**Gregg Anderson**  
**Promotions Assistant**  
Gregg is a recent graduate of an American university. This is his first job. His role as Helen Turner's assistant involves making all the arrangements for the clients' sales events.

# 1 First contacts

## Objectives

Communication skills  
Language knowledge  
Telephoning practice

preparing for a telephone call  
key vocabulary about telephoning  
preparing and making calls

## Communication skills

### Pre-viewing

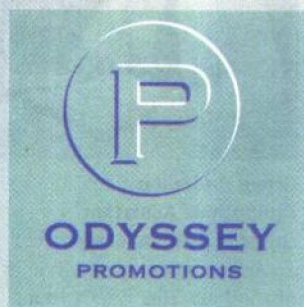
- 1 What do you do before you make a telephone call to someone you have never called before? How do you prepare for it?
- 2 Read the VCD Telephoning Context.

## VCD Telephoning Context

### The companies

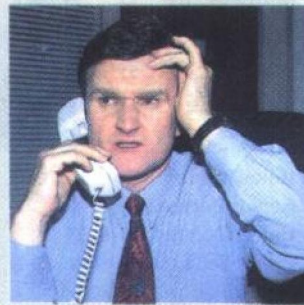


**Communicon International** is based in the south of England, and manufactures and sells computer communications hardware.



**Odyssey Promotions** is based in New York, and organizes sales and PR events.

### The people



**Nick Delwin** is the Sales Director for Communicon International.



**Helen Turner** is the senior partner in Odyssey Promotions.

### The call

Nick wants Communicon to exhibit at an international trade fair in New York. He has been given Helen Turner's number as someone who may be able to help with organizing this.

### Viewing

- 3 Watch Version 1 from 00.01 to 02.09. As you watch, note down what Nick does badly. Use the checklist to help you. Compare your notes with the Answer key on page 99.

## Checklist – preparing for a telephone call

**Preparation** Does he prepare for the call?

**Purpose** Is the purpose of the call clear?

**People** Are the introductions adequate?

**Information** Is the information clearly communicated?

**Tone** Is the atmosphere positive?

- 4 Watch Version 1 again. Identify these moments:
- Nick shows that he hasn't familiarized himself with the name of the person he's calling
  - Nick shows that he hasn't noted the dates of the exhibition
  - Nick shows that he hasn't really thought about what he wants Helen to do.
- 5 Watch Version 2 from 02.10 to 03.58. Use the checklist above to comment on the second version. Compare your comments with the Answer key on page 99.
- 6 Watch Version 2 again. Identify the moments when:
- Nick explains how he got Helen's number
  - Nick explains the purpose of the call
  - Nick gives clear information about dates.

## Post-viewing

### 7 Pair work

Choose one of the calls below. Draw up a call preparation sheet. Include all the items you need to think about before making a call. Compare your checklist with your partner's, and with the one in the Answer key on page 100

- You are looking for a job. A friend has recommended someone who might be able to help you. Your objective is to call this person and try to arrange a meeting.
- You want some information about a competitor's prices. A colleague has recommended that you phone a consultant who may have this information. Your objective is to call this person to get the information.



---

## Language knowledge



NICK DELWIN

'Your name was given to me by Pat Johnson from our Australian office.'



- 1 Listen to the opinions of eight telephone users. As you listen, put a tick (✓) if their opinion is positive, a cross (×) if it is negative, and a (?) if it is both.

*Extract*

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

- 2 What positive or negative experiences have you had using the phone?
- 

### Language focus Telephone terms

#### People

caller / called party  
switchboard (operator)  
telephonist  
operator  
subscriber

#### Types of phone

fixed  
desk / desktop phone  
mobile  
hands-free (in a car)  
push-button

#### Parts of phone

handset  
dial  
keypad  
earpiece  
mouthpiece

#### Numbers

subscriber number  
local / national / international code  
ex-directory  
freephone (0800)  
office / work number  
extension  
direct line  
home number

#### Services

Operator  
Directory Enquiries  
Call diversion  
Call waiting  
Call hunting

#### Calls

long distance  
international  
local  
collect (US) / reverse charge (UK)

#### Problems

bad line  
engaged (busy)  
cut off  
cross-talk (interference,  
somebody on the line)  
off the hook  
number unobtainable

#### Actions

pick up  
put down  
hold on  
hang up  
dial / redial

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- 3 Complete the following operator messages with an appropriate word or expression from the *Language focus*.
- This number has been changed. Please replace the \_\_\_\_\_ and \_\_\_\_\_ the following number.
  - The telephone is permanently \_\_\_\_\_. It must have been left \_\_\_\_\_.
  - I'm sorry, I can't give you that number. It's \_\_\_\_\_.
  - The \_\_\_\_\_ for Leeds has been changed. Please \_\_\_\_\_, inserting 05 before the subscriber number.
  - All the lines to Paris are \_\_\_\_\_. Please try later.
- 4 What would you say to the operator in these situations?
- You have no change or phone card and you must phone home urgently.
  - You have tried a number several times and you always get a 'number unobtainable' tone.
  - You have got through to the wrong number. You need to find the right number.
  - Your line suffers frequently from interference from other calls.
  - You would like to know what you dial to reach a subscriber in China.
- 5** Match the extracts to the situations below:
- an engaged line
  - the line suddenly cut off
  - a bad line
  - hanging up too quickly
  - a wrong number.

## Telephoning practice

### Pair work

#### Student A

Prepare and make the following calls.

- You are a purchaser. You need to buy some computer hardware. You have heard that a new distributor called Compusave are offering some very good trade discounts. Call them and try to speak to their Sales Manager.
- You are staying in the UK. You would like to book some theatre tickets for a show called 'Shanghai Express'. Decide the night, number of tickets and price range.