

企业管理

英语口语课本

MANAGEMENT

ENGLISH

COURSE BOOK

(参考译文)

上海外语教育出版社

企业管理英语
口语课本
(英汉对照)

Management English
Course Book

孔祥善 杨思钦译
顾绍喜审校

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译者的话

近年来，随着开放政策的实施，我国对外经济技术的交流和合作日益频繁。为经济管理人员举办的外语培训班或进修班，大专院校开设的管理专业方面的外语课程相继出现。但外语教材却不能满足需要，口语教材尤其缺乏。为此，译者特将英国罗伦茨所著口语课本《企业管理英语》(MANAGEMENT ENGLISH)一书以英汉对照形式全文译出。

《企业管理英语》是一套口语教程，主要为非英语国家的企业管理人员学习专业英语而编写，配有录音磁带，语言是规范的英国口语。适合于初具英语基础的读者。

本书内容涉及企业管理中必须应付的场合和解决的问题。书中以虚构的一家英国开发工程有限公司为背景，通过两名见习管理人员在若干部门的经历，系统全面地介绍了公司的决策、组织机构以及各种业务活动。全书共有40个情景，分成40课。每课从介绍情景开始，接着有对话、课文注释、口头练习和课文理解题等。书末附有语法纲要，以便参考。

本书不仅适合企业管理和经济管理人员学习英语之用，而且可作为大专院校管理系的口语教材以及经济系和外贸系的口语补充教材。

本书承蒙上海外国语学院顾绍熹教授审校，在翻译过程中得到上海师范大学外语系领导和有关同志们的支持，在此，表示衷心感谢。

在我们合译的分担上，书中第 21—30 课以及第 38 课是由杨思钦同志译出，其余悉由孔祥善同志承译。由于我们的水平和业余时间有限，译文中难免有疏漏和差错之处，希望读者批评指正。

译者

1986 年 1 月于上海师大

Foreword

In writing Management English I have tried to satisfy four main criteria: first, that it should be adult in concept; second, linguistically balanced to bridge the gap between lower and higher intermediate; third, relevant in content to the needs of the target group, and fourth, that it should help the transition from controlled to free use of the language. As a teacher of languages to business people I am privileged to meet some exceptionally intelligent and able men and women. In one respect only can I safely assume that my knowledge is superior to theirs. In a number of others they are at least my equal; many are my superior. I have always found that even the least linguistically gifted respond well to material suited to their general intellectual level, and perform far better when the topic is relevant, authentic and stimulating than when it is banal and artificially presented. I believe there is no excuse for putting into a student's mouth utterances for which there is little practical use, merely to exercise a grammatical structure. Far better is it, having taught the basic structures—and Management English requires a good foundation in the essential grammar — to demonstrate through

natural use of the language how those structures are manipulated
in order to communicate.

K. E. R. October 1977.

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Introduction

1 Target Group

The course is intended to meet the needs of people at all levels of management who find it necessary or desirable to improve their English for business. It covers a wide selection of the situations and problems with which management has to deal, and the material is designed to give students extensive practice in the use of English for the functions of management. The emphasis is on oral communication and aural comprehension, but written exercises and practice in reading comprehension are also included.

2 Course Level

Of the three generally accepted levels of language learning (elementary, intermediate and advanced), intermediate covers the broadest spread of ability. Many students whose aural comprehension and oral performance are low as the result of lack of exposure to the spoken language have nevertheless a high level of reading comprehension. To overcome this problem, the material for active exploitation begins simply and becomes increasingly more difficult, while a selection of more advanced material is simultaneously available from the outset. The course can thus proceed at varying levels within the intermediate range, depending on the needs and abilities of the students.

3 Course Material

The course comprises a Course Book, an Activities Book and cassettes/tapes.

a) *Course Book*

This contains 40 episodes in the life of Discovery Engineering Ltd, a fictitious company located in Birmingham.

Linguistically, the material falls roughly into three parts:

Episodes 1—10 A revision section in which the most important grammatical structures and simple everyday functions are introduced and exercised by means of simple dialogues and activities.

Episodes 11—20 Work on the first section is consolidated with the introduction of additional structures and more advanced functions.

Episodes 21—40 The most advanced part of the course, when students are exposed to idiomatic English at normal speed (including some regional accents) and are required to carry out activities calling for a range of functions. (*Note:* Since students with limited time to spare for full-time study [see note 4—Presentation] may elect to begin the course at this point, Episodes 21 and 22 are comparatively easy.)

Each Episode opens with an introduction followed by a dialogue, lesson notes and comprehension questions. Episodes 1—20 also include drills for use in class or laboratory and there are further drills with Episodes 25, 30 and 35. A set of grammatical notes, keyed to the Episodes, is given at the end of the book for reference.

b) *Activities Book*

This contains 36 Units, of which Units 1—35 are linked to Episodes 1—35 of the Course Book. They are organized on a functional basis; each unit opens with a description of one or more functions, gives examples and suggests techniques for exploiting them. The students are then presented with various suggestions for activities in which the functional techniques can be practised and extended. Unit 36 is a 'project' in which the students consider alternative solutions to the problems of an expanding company which is outgrowing its existing premises. Additional material for reading comprehension, group discussion and written exercises is also included; this consists of specially written articles, extracts from previous publications, advertisements and publicity material, and a

selection of plans, organigrams, diagrams, etc., of which a few are fictitious but all are authentic and many are actual.

4 Presentation

a) *General*

Although the course is designed to fit into an intensive, four-week programme of two lessons a day, five days a week, it is accepted that by no means all students using it will follow such a programme. Although all the Episodes are linked by characters and events, the course is sufficiently flexible to allow some of them to be omitted without loss of continuity, and in practice — because of divergent interests — the value of individual episodes will vary from one group to another. The same is true of the material in the Activities Book.

b) *Presenting the Episodes*

This is, of course, a matter for the individual teacher to decide, but it is suggested that each episode be introduced in the classroom, firstly by asking the students to listen to it without the text and then allowing them to read it aloud. The relevant grammar and vocabulary can be studied as necessary and pronunciation errors identified and dealt with. The drills are then considered, and it is important that the students fully understand the purpose of each drill before going into the language laboratory. The principal aim of the drills is to improve fluency, accent, rhythm and intonation; most of them are short and simple to grasp, and none of them requires the student to repeat unnatural phrases merely to exercise points of grammar. The repetition drills (Drill A in each set) are particularly valuable in developing a sense of the rhythm of the language and in improving fluency; beginning with the end of the utterance, the student gradually works backwards, adding a few words at a time until he is speaking the complete phrase or sentence while maintaining the basic rhythm throughout.

Students who have never used a language laboratory before do not always appreciate its possibilities and may tend to work

through the exercises once, listen to their recordings and then sit back under the impression that they have done all that is required of them. They must, in their own interests, be made aware of the opportunity the laboratory provides for self-correction. Many of the most persistent pronunciation errors are due, not to a lack of interest or effort on the student's part, but rather to a lack of perception of the true sound he is trying to reproduce. To become aware of the actual 'target sound' by developing the listening faculty is an essential step in rectifying the error.

c) *The Comprehension Questions*

It is envisaged that these will form the final part of the lesson; they are intended to provide feedback for the teacher and to consolidate the factual and linguistic content of the Episode before moving on to the more interpretive and creative work in the Activities Book. They should, of course, be answered without reference to the text.

d) *Using the Activities Book*

There is no special teacher's edition of the book; the text in the numbered paragraphs which give instructions for exploiting the material is addressed principally to the students, with occasional comments for the teacher's benefit. The students are thus directly involved at every stage. Many of the phrases and sentences given as examples for functional use provide a suitable medium for chorus work. Obviously, only a selection of examples is given and even these will prove too many for some students; it should be emphasized at the outset that they are not expected at this stage to retain everything for active use but rather to select those examples which they find easiest to handle.

Some Units include brain-storming sessions: students race a time limit to put forward ideas on a topic. The results can then be used for further role-plays, structure practice and vocabulary development.

In the early Units, the activities concentrate on exercising one function at a time, but as the course proceeds and the activities

become more complex a number of functions may overlap. As functions first encountered at an earlier stage recur in later Units, students are reminded of these and encouraged to revise the techniques practised earlier. Teachers should take every opportunity of pointing out as they arise, situations where particular 'functional techniques' are appropriate.

One of the most difficult problems in compiling the Activities Book has been to decide what to leave out. So many possibilities exist for role-playing, communication and comprehension exercises that it would be quite impossible to include or even envisage them all. Individual teachers and groups will, using their combined knowledge and experience, continually discover fresh possibilities for themselves.

Some of the texts and examples in the Activities Book contain language structures which have not yet appeared in the corresponding episodes. To limit the material in this way would have been totally impracticable and self-defeating since — as pointed out in paragraph 2: 'Course Level' — many students will approach the course with quite an advanced passive knowledge. Activities which the teacher judges too difficult in their actual position in the course may be tackled later; articles which can be only superficially understood at a first reading may be studied again in more depth as the students' mastery of the language increases.

A number of the suggestions lend themselves naturally to written work; others, such as the more complex role-playing exercises, will require advance preparation to give the students time to research the background to the project in question. The teacher's help will naturally be needed extensively at first but the ultimate aim should be for the teacher to retreat into the background while the activity is in progress, giving help and guidance when necessary but as far as possible reserving comments and criticism until the end. The articles for reading comprehension may be prepared by the students in advance or dealt with as a group exercise.

At all times the students should be encouraged to extend their knowledge by active effort and involvement in the course, rather than by passive acceptance of the teacher's contribution.