

- 教育部规划教材
- 中等职业学校财经类专业

商务英语 (上)

全国中等职业学校财经类专业教材编写组

韩洪文 主编

Business
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内 容 提 要

《商务英语》是编者在长期从事英语教学和涉外业务实践的基础上,总结语言教学的经验和教训,研究 21 世纪对高质量人才的需求,紧密联系市场经济发展的客观实践编写而成的专业用书。

本书内容包括上下两册,每册分为 25 单元。每单元分为四个部分:第一部分日常英语,第二部分商务交际英语,第三部分语法及练习,第四部分阅读训练。本书力图通过情景对话,结合运用综合教学法,将听、说、读、写融为一体,特别突出了听说能力的培养,对学生进行综合训练。本书注重实用,题材广泛,内容新颖,语言生动,图文并茂。

本书可作为职业高中、职业中专、普通中专商贸类专业的专业英语教材,也可作为在职人员的岗位培训教材和自学用书。

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前 言

《商务英语》是编者在长期从事英语教学和涉外业务实践的基础上，总结语言教学的经验和教训，研究 21 世纪对高质量人才的需求，紧密联系市场经济发展的客观实践编写而成的专业用书。通过学习使用本书，读者达到以下目标：1.掌握一定的英语基础知识和技能；2.训练日常和涉外会话的能力；3.具有阅读和翻译相关商务英语资料的能力；4.培养初步撰写商务写作等涉外业务应用文的能力。通过学习，毕业时词汇量可达到 3000。

本书是学生在完成基础英语学习之后，商贸类专业英语用书。按照内容和程度本书分上下两册，每册分二十五单元。每一单元分为四个部分，第一部分通过精选日常生活中最典型的场景帮助学生训练日常会话的能力；第二部分通过营造贴近实际的商务环境训练学生涉外交际的能力；第三部分通过复习巩固中学已经学过的语法，并在适当提高的前提下，为进一步学习打基础；第四部分从国内外有关读物中选取具有趣味性的片断供学生阅读，使学生扩大词汇量，巩固所学语法知识，丰富表达手段。

本书的编写坚持面向实际、面向改革、面向新世纪的指导思想，试图用一种生动活泼、图文并茂的形式，使读者从乏味的语言学习之中解脱出来而进行的一种全新的尝试。建议每单元用 8 课时讲授，上下两册学习用两年时间完成。本书配有录音带。

本书由首都经贸大学教师韩洪文提出整体设计并担任主编，首都经贸大学杨庆英副教授审阅了书中涉及相关专业的内容，参加本书编写的还有北京商贸外语学校教师杨歆颖、司徒欣，北京农业学校教师张凯。英籍专家 croxford will 审读了全书。

虽然编者力求达到所设定的目标，但由于编写时间紧迫，经验不足，水平有限，不足与疏漏之处在所难免，恳请读者批评指正。

编 者
1998 年 12 月

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Part A

Unit One Greeting Strangers

1. Listen to the dialogue first and repeat.

Oscar and Betty are waiting for their parents in the lobby of the hotel. They are talking with Li Yang.



Li Yang: How do you do? My name's Li Yang.

Oscar: How do you do? I'm Oscar. This is my sister Betty. Nice to meet you.

Li Yang: Nice to meet you, too. Where are you from?

Oscar: The United States. We are here on vacation. And you?

Li Yang: I'm from Hong Kong. I'm here on vacation, too.

Words to learn:

vacation /və'keɪʃən/ n. one of the periods of holiday when schools are closed 假期

the United States 美国

Hong Kong 香港

2. Listen to the dialogues twice and fill in the missing words.

Dialogue 1

Steve: _____. My name's Steve.

Sally: _____ Sally. _____.

Steve: Nice to meet you too. _____ are you in?

Sally: I'm in grade _____. _____?

Steve: _____.

Dialogue 2

Ted: Hi. _____ Ted. _____.

Betty: I'm Betty. _____.

Ted: I _____ apartment 201, _____ floor.

What about you?

Betty: _____, on the fourth floor.

3. Listen to the dialogues again and answer the following questions.

- 1) Which grade is Steve in?
- 2) Is Sally in grade four?
- 3) Do you think Ted has met Betty before?
- 4) Does Ted live in room 406?

4. Listen to the following sentences and choose the best response.

1)

- ☐ Hi.
- ☐ Nice to meet you, too.
- ☐ I'm fine.

Unit 1

2)

- ☐ Fine.
- ☐ I'm a worker.
- ☐ And you?

3)

- ☐ Four.
- ☐ Apartment 401.
- ☐ I study in this school.

4)

- ☐ How nice!
- ☐ That's interesting.
- ☐ I'm Li Yang.

5. Pair work.

Suppose you and your partner are meeting for the first time. Greet each other and introduce yourself to him/her.

Notes:

- 1) When you first meet someone, you may say:

Nice to meet you.

Glad to meet you.

Pleased to meet you.

How do you do?

Or

It's nice to meet you.

I'm glad to meet you.

I'm pleased to meet you.

Or

Hello.

Hi. (often to someone you are familiar with)

- 2) And you may introduce yourself in this way:

I'm Chen Dawei.

My name is Yang Jian. I'm from Beijing.

- 3) And you can ask:

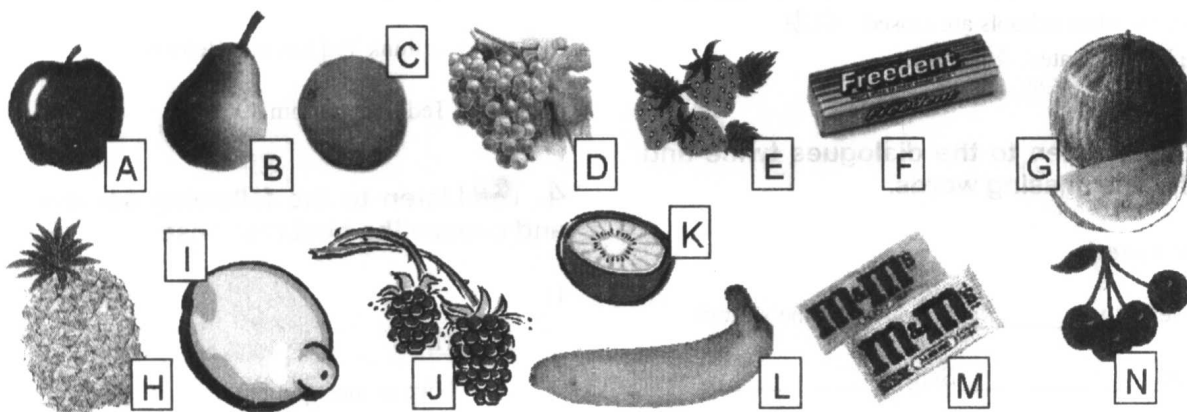
And you?

What about you?

How about you?

Part
B

At the Food Department



1. Listen to the following words and read them.

- | | |
|--|-------------------------------------|
| <input checked="" type="checkbox"/> orange | <input type="checkbox"/> apple |
| <input type="checkbox"/> pineapple | <input type="checkbox"/> chocolate |
| <input type="checkbox"/> lemon | <input type="checkbox"/> kiwi |
| <input type="checkbox"/> pear | <input type="checkbox"/> berry |
| <input type="checkbox"/> chewing gum | <input type="checkbox"/> banana |
| <input type="checkbox"/> cherry | <input type="checkbox"/> strawberry |
| <input type="checkbox"/> grape | <input type="checkbox"/> watermelon |

2. Now listen and tick off the correct words in Exercise 1. (✓)

3. Listen to the dialogue first and read it.

On the way to the hotel, Mrs. Smith wants to buy some fruits and candies for her children. Now she is at the fruit counter.

Shop Assistant: Good morning, madam. May I help you?
 Cynthia: I'd like some fruits.
 Shop Assistant: What kind of fruits would you like?
 Cynthia: I want to buy a kilogram of bananas.
 Shop Assistant: Is there anything else?
 Cynthia: Yes, I'd like to have two lemons.
 Shop Assistant: Here you are.
 Cynthia: Here's the money.

Then she goes to the candy counter.

Shop Assistant: Good morning. What can I do for you, madam?
 Cynthia: I'd like to buy a bar of Dove

chocolate for my daughter.

Shop Assistant: Ok, a bar of Dove chocolate. Anything else?

Cynthia: No, thanks.



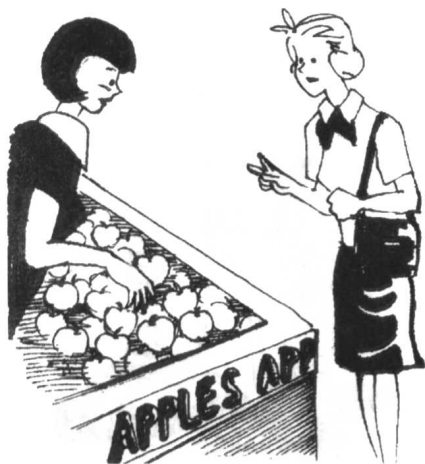
4. Match the pictures with the words in Exercise 1.

- | | |
|----------------|---------|
| A <u>apple</u> | B _____ |
| C _____ | D _____ |
| E _____ | F _____ |
| G _____ | H _____ |
| I _____ | J _____ |
| K _____ | L _____ |
| M _____ | N _____ |

5. Listen to the following sentences and repeat them.

Shop Assistant: Good morning, madam. Can I help you?
 Customer: I want to buy two apples.
 Shop Assistant: What can I do for you, sir?
 Customer: I would like to buy some oranges for my children.

Unit 1



6. Write questions for these answers. (Shop Assistant-S, Customer-C)

Example:

1) ☐ May

S: Good morning, madam. Can I help you?

C: I want to buy a watermelon.

2) ☐ What

S: Good afternoon. What can I do for you, sir?

C: I'd like to buy some pears for my daughter.

3) ☐ May

S: _____?

C: I want to buy some bananas.

4) ☐ What

S: _____?

C: I'd like to buy some fruits for my father.

Now answer the questions, using the pictures in the boxes.

Example:

5)

S: Good morning. May I be of any service to you, sir?



C: I want to buy a pineapple. (want)

6)

S: Good evening, madam. Can I help you?



C: I'd like to buy a bunch of grapes for my mother. (I'd like)

7)

S: Is there anything I can do for you, sir?

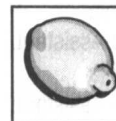


C: _____

(I'd like)

8)

S: What can I offer you, madam?



C: _____

(want)

7. Listen to the three dialogues and supply the missing words.

Dialogue 1

Shop Assistant: Good afternoon, what can I do for you?

Customer: Do you have _____ here?

Shop Assistant: Yes, _____.

Customer: I'd like to _____
_____.

Shop Assistant: Then, _____?

Customer: I think _____, thank you.

Dialogue 2

Shop Assistant: _____, sir?

Customer: Yes. Would you _____
_____?

Shop Assistant: Certainly. Here you are. Is there
_____?

Customer: No, thanks.

Dialogue 3

Shop Assistant: Good evening, madam. _____
_____?

Customer: I'd like to buy a kilogram of _____
_____.

Shop Assistant: Yes, _____?

Customer: Give me half kilogram of butter
toffees, please.

Shop Assistant: Here you are.

8. Now answer the following questions according to the dialogues.

1) What does the customer want to buy in Dialogue 1, 2 and 3 ?

2) How does the shop assistant greet the customer?

3) How does the shop assistant ask the customer if he/she wants to buy any other things? And how does the customer answer in the three dialogues?

9. Put the following sentences in the right order to make it a complete dialogue.

(Shop Assistant-S, Customer-C)

☐ C: I want to buy two lemons, please.

☐ C: Yes. Can you show me that watermelon,
please?

☐ S: Can I help you?

☐ C: Thank you.

Unit 1

☐ S: Two lemons. Anything else?

☐ S: Certainly. Here you are.

10. Write the numbers.

Example:

2 = two

3 = _____ 10 = _____

4 = _____ 8 = _____

7 = _____ 6 = _____

9 = _____ 5 = _____

11. Please answer the following questions.

1) If you are a shop assistant, how do you greet the customer?

Example:

May I help you?

2) If you are a customer, and you want to buy something, you can say:

3) When you ask a customer if he/she wants to buy any other things, you can say:

4) The customer's negative answer could be:

12. Pair work.

Student A: Suppose you are a customer, and your partner is a shop-assistant. Buy the fruits from your partner's shop. Use the pictures in Exercise 4 and the sentences in Exercise 5.

Student B: Suppose you are a shop-assistant, and your partner is a customer. Greet the customer by using the different sentences.

Words and Expressions.

Food/fu:d/ n.

食物

department/di'pɑ:t'mənt/ n.

部门

orange/'ɔ:rɪndʒ/ n.

柑橘, 桔子

pineapple/'pain 'æpl/ n.	菠萝	sir/sə:/ n.	先生, 阁下
lemon/'lemən/ n.	柠檬	kilogram/'kiləgræm/ n.	千克
pear/pɛə/ n.	梨	else/els/ adj.	别的, 其他的
chewing-gum/tʃu:ɪŋ gəm/ n.[U]	橡皮糖, 口香糖	money/'mʌni/ n.	金钱, 货币
grape/greɪp/ n.	葡萄	bar/bɑ:/ n.	条, 棒
apple/'æpl/ n.	苹果	service/'sɜ:vɪs/ n.	服务
chocolate/tʃəkəleɪt/ n.	巧克力	bunch/bʌntʃ/ n.	串, 束
kiwi/'ki:wi:/ n.	猕猴桃	offer/'ɒfə/ n.	提供, 出价, 奉献
strawberry/'strɔ:bəri/ n.	草莓	toffee/'tɒfi/ n.	太妃糖
banana/bə'nɑ:nə/ n.	香蕉	May I help you?	你想买什么?
watermelon/wɔ:tə.melən/ n.	西瓜	I want to...	我想要……
fruit/fru:t/ n.	水果, 果类	Here you are.	给你。
candy/'kændi/ n.	糖果	What can I do for you?	你想买什么?
counter/'kauntə/ n.	柜台	I would like = I'd like	
madam/'mædəm/ n.	女士, 夫人	for my children	为我的孩子



Grammar

The Nouns 1

名 词 的 种 类	普通名词 (表示某类人或事物的名称)	可数名词	个体名词 (表示单个的人或事物)	soldier, student, father, country
		可数名词	集合名词 (表示人或物的集合体)	class, family, party, crowd
		不可数名词	抽象名词 (表示抽象概念的词)	health, music, literature, spirit
			物质名词 (表示无法分为个体的物质)	wood, hair, chalk, sound, air
专有名词		表示具体的人	Bill Clinton	比尔·克林顿
		表示事物/事件	the May Fourth Movement	五四运动
		表示地点	Summer Palace	颐和园
		表示机构	the United Nations	联合国

Unit 1

续表

名 词 的 作 用	成分	例 句
	主语	The <i>news</i> is exciting. 这条新闻令人激动。
	表语	I am a <i>teacher of English</i> . 我是一位英语教师。
	宾语	He knows three <i>languages</i> . 他懂三种语言。
	定语	This is a <i>color</i> TV. 这是台彩电。
	同位语	She has great concern for her <i>students</i> . 她很关心学生。
	呼语	Take a seat, <i>Mr. Wang</i> . 王先生请坐。
	状语	The dinner lasted <i>an hour</i> . 晚餐持续了一个小时。
	复合宾语	We elected him our <i>monitor</i> . 我们选他当班长。

Practice your grammar

Write down the grammatical functions of the italicized(斜体的) nouns in the following sentences.

- The *air* in the big city is heavily polluted(污染).
- He brought great *glory* to his motherland because he had defeated several famous foreign players in the important game.
- A good teacher should be the *friend* of his / her students.
- The *stone* house was built many years ago.
- You *people* should never do that any more.
- He returned *home*, proud and joyful.
- Good bye, *Mr. Preston*.
- It is wonderful to see the scenery(风景) of a *snow* mountain, particularly in the summer.
- He did a good *job* and was praised by the teacher.
- Too much *chocolate* can damage (损害) your teeth.



Reading Passage

Heat

The sun is the Earth's main source of heat. Only a little of the sun's heat reaches the Earth. However, this is enough for life to exist on Earth. All living things need warmth in order to live. The

heat from the sun gives us this warmth.

Man gets warmth from the sun and the food he eats. Man also makes his own heat. When he is cold, he makes a fire to warm himself. He makes clothes to cover himself. He uses heat to cook his food and to light his house.

Man can make heat by burning wood, coal and gas. Wood, coal and gas are called fuels. Man burns fuels to keep himself warm. He also burns fuels in machines to make them work.

Words to learn:

source /sɔ:s / n.	源泉
warmth /wɔ:mθ/ n.	温暖
fuel /fjuəl/ n.	燃料
burn /bɜ:n/ v.	燃烧, 烧

Check your understanding

Write T if the sentence is true and F if it is false.

- () 1. The sun is not the Earth's main source of

heat.

- () 2. Only a little of the sun's heat reaches the

Earth.

- () 3. Man uses heat to cook his food and to light

his house.

- () 4. Wood, coal, water and gas are called fuels.

- () 5. Man burns fuels only to keep himself warm.