

高级实用英语系列教材

# 高级实用商务英语

(引进版)

Joni Vetrano  
[美] Elizabeth Whalley 编著  
Laurie Blass

檀文茹 审校



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# 前言

随着全球经济一体化进程的不断发展,中国和世界的距离越来越近,商务活动更加频繁,我国的商务和贸易领域面临着越来越多的机遇和挑战。在日常商务活动和经济合作的过程中,商务英语与商务沟通的重要性日益明显。

为人处事离不开沟通,经商创业更离不开沟通。与人交往是一切社会活动和商务活动的基础。现代商务活动的复杂多变,使得相互沟通、分享信息成为现代商人能否成功的关键因素。而且,高质量的沟通还能解决或避免文化差异造成的问题和误解,实现不同组织之间的合作。《高级实用商务英语》(引进版)主要介绍现代社会商务活动中沟通的各种形式、国际商务沟通的技巧以及国际商务发展的潮流,力图使学生建立商务沟通意识,掌握基本的个人沟通技巧,了解和掌握商务工作者应当具备的国际商务沟通知识和能力;使学生逐渐养成在任何沟通场合下都能够有意识地运用沟通的理论和技巧进行有效沟通的习惯;培养学生或商务人士对各种关键商务技能及其概念的理解、在实际工作环境中对技能的应用以及独立思考和工作的能力。教材的内容突出实用性,可操作性强。

## 本书的适用范围

- 将来希望从事商务工作的在校学生,包括硕士研究生、博士研究生和本科高年级学生
- 涉外相关行业从业人员
- 身处国际性商业环境中的中层管理者
- 公司中需要具备一定的商务知识的市场营销人员
- 希望提高沟通能力和掌握规范的商务写作技巧的人士
- 对于非商务人士,读过此书也会受益匪浅。因此,本书的读者对象是任何有志于从事商务学习的人士,包括商务沟通以及相关领域的人士

## 本书与同类教材的区别

同类书不是只讲沟通或者企业文化的理论知识,就是只讲英语,而这本书把两者有效地结合起来,使学习者在学习英语的过程中掌握商务沟通技能,特别是通过大量的听说活动和练习,通过在商务和商务沟通领域的阅读、图表和广告介绍相关的知识,培养学生的综合技能,包括参加研究项目、发表演讲、开发市场战略以及设计广告的能力。本书也是培养学生听、说、读、写综合能力的商务沟通和商务英语相结合的好教材。

## 本书的主要特点

- 模拟实际商务场景的实用商务技能和活动
- 使学生实践和评价实际生活中的沟通活动,例如非语言行为、各种语气和各种语言风格
- 课堂内外实际的、互动的、合作的活动,如组织和管理小组的任务和活动,信函和便函的撰写,面谈以及信息的收集
- 著名商务出版物中权威的阅读材料,例如《福布斯》、《商业周刊》、《华尔街杂志》以及《经

济学家》等

- 阅读前后的练习和听力练习，有效地帮助学生理解和掌握这些材料中地道的概念和语言
- 词汇练习——帮助学生提高习语和关键商务表达方式的主动应用
- 学习策略——帮助学生加强自身的个人学习过程

## 本书的主要内容

口头和书面沟通、企业文化、管理、营销、经济学、计算机知识以及“绿色”商务。本书另外配有听力材料的光盘。

本书每章的具体内容包括三个部分：

### 第一部分：准备

这一部分通过阅读短文和练习介绍概念和语言，使学生对每一章的商业概念和相关语言有一广泛了解。通过建立目标使学生紧张起来并设立这一章的个人学习目标。这样，学生就可以参与到学习过程中，并知道如何控制自己的学习。

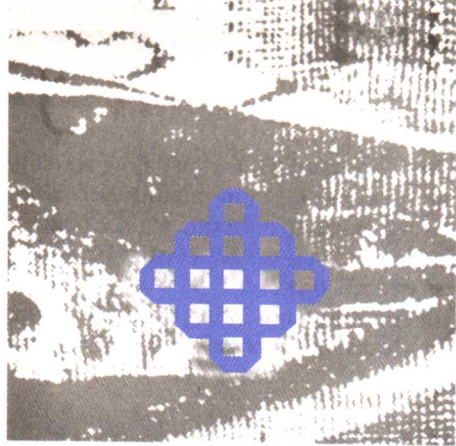
### 第二部分：参与

这一部分深入地涵盖了每章的两到三个方面，通过阅读或听与实际生活相关的实例以及介绍商务概念的短文了解每一章。这些短文通过各种练习活动：

- 帮助学生掌握开发阅读理解和听力技能并提高创造性思维能力
- 帮助学生使概念人性化
- 强调相关的实用商务术语，包括流行术语和行话
- 使学生能够综合分析整篇内容并把它们应用到新的实际生活场景中

### 第三部分：评估

评估部分帮助学生复习，并提供扩展每章内容和个人目标的方法，使学生有机会展示他们如何达到自己的目标并进一步研究本章涉及的内容。



## PREFACE

### **What Is *Let's Talk Business*?**

*Let's Talk Business* is a dynamic business English as a Second Language text that combines basic through advanced business concepts with general and business-oriented communication skills. It can be used by students preparing to major in business, those in a business program, as well as those already in the workplace who want to improve their communication skills. *Let's Talk Business* is targeted for advanced ESL students in intensive and nonintensive programs.

*Let's Talk Business* fills the gap in materials available to students whose main interest is to be successful in the international business world by combining traditional business content—such as economics, marketing, management, and written and oral communication—with nontraditional content—etiquette, corporate culture, and environmental concerns. *Let's Talk Business* empowers students with the communication tools they need to succeed professionally and socially in the global marketplace.

### **Special Features**

*Let's Talk Business* has these unique features:

- Hands-on business tasks and activities that simulate the real world
- Activities that allow students to practice and evaluate the subtleties of real-life communication, such as nonverbal behavior, tone, and level of formality
- Activities—both in and out of class—that are realistic, interactive, and cooperative, such as organizing and managing group events and tasks, letter and memo writing, interviews, and information gathering
- Authentic, high-interest readings from prominent business publications, such as *Forbes*, *Business Week*, *The Wall Street Journal*, and *The Economist*

- Prereading, postreading, and listening activities specifically designed to help students understand and manipulate the sophisticated concepts and complex language of authentic source materials
- Vocabulary building exercises that promote active use of idioms and key business expressions
- Learning strategies appearing throughout that help students focus on their individual learning processes and facilitate independent learning

## **How *Let's Talk Business* Is Organized**

A typical *Let's Talk Business* chapter has the following sequence:

### **PART I: PREPARATION**

This section introduces ideas and language through reading passages and activities that give students a broad view of the chapter's basic business concepts and related language. It winds up by establishing goals, and allowing students to express their personal goals for the chapter. In this way students become invested in the learning process and in the topic and discover how to take control of their own learning.

### **PART II: INTEGRATION**

Part II includes in-depth coverage of two or three aspects of the chapter topic through reading or listening passages with real-life examples that illustrate business concepts. These passages are supported by follow-up activities that

- develop reading and listening comprehension and promote critical thinking skills.
- help students personalize concepts.
- highlight relevant, practical business terminology, including buzzwords and jargon.
- allow students to integrate and synthesize material from the entire chapter and put it to use in new, real-life situations.

### **PART III: EVALUATION**

The Evaluation section helps students review and suggests ways to expand chapter and personal goals. It gives them the opportunity to demonstrate how well they've met their objectives and to consider further investigation of the chapter topic.

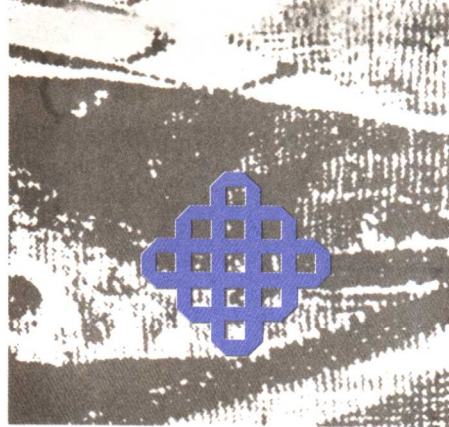


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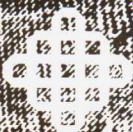
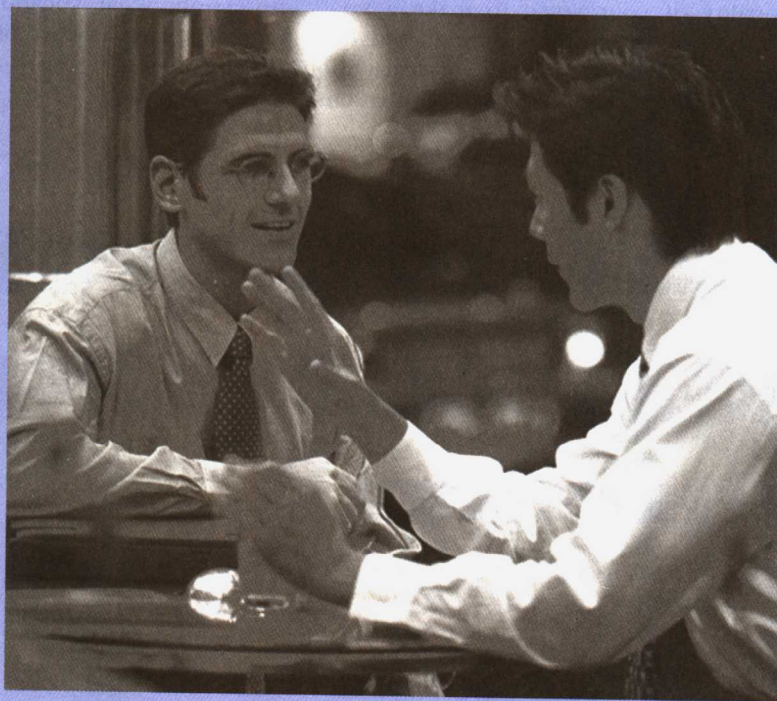
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# *Business Etiquette*

# 1

## CHAPTER







## CHAPTER PREVIEW

In this chapter, you'll

- practice appropriate behavior when meeting someone for the first time in a business setting.
- understand and practice using tone in order to be polite.
- understand and practice formality levels in English.
- understand and practice nonverbal communication.

### Threads

**Manners: 50% common sense, 50% thinking about someone else.**

*People are more at ease with machines than each other.*

—Letitia Baldrige

In North America, as in all countries, business situations have unspoken “rules” of behavior. In this chapter, you will learn some of these rules: how to use the quality of your voice to make a good impression, what vocabulary is appropriate in a business setting, and how body language is part of good conversation. In addition, you will learn about U.S. business protocol—that is, fixed rules of behavior for particular situations.



## PART I

### Preparation

#### LEARNING STRATEGY

**Forming Concepts: Predicting what you will hear makes a listening passage easier to understand.**

#### A. BRAINSTORMING

Answer the following questions on your own. Then discuss your answers with a business team.

1. How do you define “manners”?
2. What is your opinion of American manners?

## B. WORKING WITH CONCEPTS: THE STATE OF AMERICAN MANNERS

Listen to a talk Letitia Baldrige gave to a group of business people on "Manners in the 1990s." Ms. Baldrige is an expert on manners, and in the 1960s was chief of staff to Jacqueline Kennedy in the White House.

[Now, listen to the speaker.]

## C. JARGON, BUZZWORDS, AND SLANG: BUSINESS ETIQUETTE

Match the expressions from Baldrige's talk on the left with their definitions on the right.

### Expressions

not so hot  
self-assuredness  
being "cool"

common sense

mercenary  
being a klutz

### Definitions

being clumsy  
doing something only for the money  
good judgment that does not depend  
on book learning  
behaving in an acceptable way within a  
social group  
not so good  
self confidence

## LEARNING STRATEGY

**Remembering New Material: Associating new words with words you already know helps you remember vocabulary.**

Now write your own definitions for these terms:

1. not so hot
2. self-assuredness
3. being "cool"
4. common sense
5. mercenary
6. being a klutz



One study showed that 19 percent of Americans surveyed feared death, while 41 percent feared having to speak in public.

Communispond, Inc.

## D. PUTTING IT ALL TOGETHER

- Following are some situations that call for proper etiquette—common sense or consideration of others. On a sheet of paper, write what *you* would do in these situations. Then ask a native English speaker what he or she recommends and write that answer below yours.
  - You are talking to people in a group. Someone you know comes up to the group. What should you do?
  - You are about to introduce your manager, and you forget his or her name. What should you do?
  - You arrive late for a meeting that you don't consider very important. What should you do?
  - You arrive late for a meeting that is very important. What should you do?
  - You are working hard on a project for your boss, and a senior executive walks into your office. What should you do?
- Choose one of the preceding situations and role-play it with your business team. Perform the role-play for another business team at a company meeting.

## E. DEBRIEFING MEETING

Discuss your results for Exercise D at a company meeting. Consider the following questions:

- To what extent did your answers differ from a native English speaker's?
- Which answer surprised you the most? Why?
- Which answer surprised you the least? Why?

Also, discuss how associates from different countries handled each situation.

## F. SETTING OBJECTIVES

Following are the goals for this chapter. Read them, and consider your personal goals. At the end of this chapter, on page 14, you'll list your results.

### OBJECTIVES

#### Business

- To distinguish social from business settings
- To practice the appropriate behavior on meeting someone for the first time

#### Language

- To understand and practice using a good voice and a cultivated vocabulary
- To understand and practice formality levels of language
- To understand and practice tone
- To understand and practice nonverbal communication
- To practice giving advice using *should*, *ought to*, and *had better*

#### Personal

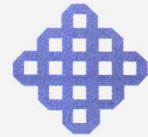
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## Integration

### A. THE ART OF SUCCESSFUL COMMUNICATION

How you talk and what you say are a big part of good manners. In Letitia Baldridge's *Complete Guide to Executive Manners*, she discusses the importance of how you sound to the outside world. Before you read an excerpt from Baldridge, answer the following questions:

#### LEARNING STRATEGY

**Remembering New Material:** Figuring out what you already know about a topic before you read about it saves you time.

1. What kind of voice makes a person sound secure?
2. What kind of voice lends authority to what a person is saying?
3. What is the problem with speaking too quickly?
4. What is the problem with speaking too slowly?
5. Should you use common slang in a business setting? Why or why not?
6. How close should you stand to someone when you meet them?
7. How can you communicate that you are listening to a speaker when you are sitting down?

Now read the following passage:

#### COMPLETE GUIDE TO EXECUTIVE MANNERS

by Letitia Baldridge

A pleasant-sounding voice is a great asset in business and social life: People want to listen to what you have to say.

##### YOUR VOICE IS GOOD IF:

It is clear and your diction is clear.

You have a low, comfortable pitch—that of a secure person.

You have a clear tone, which lends authority to what you are saying.

You sound well-paced, not too fast nor too slow. (Voice monotony should be avoided at all costs.)

You have a warm, intimate, vital quality

It expresses emotion—such as sympathy and enthusiasm.

##### YOUR VOICE NEEDS IMPROVING IF:

It is difficult to understand and your words are not properly enunciated.

Your pitch is too high, making you sound immature or nervous.

Your tone is harsh and sounds strident and unreasonable.

You displease the listener, either because you go too fast to be understood, or too slow to be interesting.

You sound cold and uncaring.

Your tone is flat and seemingly unmoved by anything.

### Threads

Letitia Baldridge recommends that you learn these phrases for any country you are planning to visit:  
**Hello. Good-bye. Please. Delighted to meet you. I'm sorry. I'm having a great time. I hope you are well. Please come and visit us. Thank you so much. No, thank you. My company makes (or does) such-and-such. We are a big (or small) company. That is very impressive.**

*A Cultivated Voice Implies a Cultivated Vocabulary*

In reality a cultivated voice is:

- Noted for the absence of foul language
- One that does not tediously feature repetitious phrases (for example: "Know what I mean?" "Isn't that so?" or just "You know?")
- One in which common slang is absent. For example, starting every sentence with "Like" is totally ungrammatical. So is "I'm into aerobics" or "I'm into cooking." Things should be called by their proper names. Liquor is liquor, not "booze." Money is money, not "bucks" or "moola."

*Good Body Language Is Part of Good Conversation*

Body language is a personal thing. It tells a lot about a person's character, such as whether he shows respect for others to whom he is talking, and whether he pays proper attention to someone's else's ideas.

Think about your own body language. Be conscious of it. For example: When you meet someone, don't stand too close. (Remember the angry expression, "Stay out of my face!") An uncomfortable closeness is very annoying to the other person, so keep your physical distance, or he'll have to keep backing off from you. A minimum of two feet will do it.

Some of the ways in which your body will tell the other person you are listening intently are these:

You sit attentively in your chair. If you slump down on your backbone, your legs straight out in front of you, your body is saying, "I don't care what you're saying, and frankly, you bore me."

You watch the face of the person speaking and do not let your eyes roam randomly around the room. It's polite to give the person speaking your full attention in a "do unto others as you would have others do unto you" kind of philosophy.

You keep your legs still, not continuously shifting your position or crossing and uncrossing your knees. The latter body language signifies either aching joints or the fact that you can hardly wait to get away. Letting your knee bounce up and down continuously also denotes boredom with the present company, which is the way you may feel, but you should certainly disguise that fact.



Source: Adapted from *Letitia Baldridge's New Complete Guide to Executive Manners*. Rawson Associates, New York. 1993. Pp. 114-116; 121-122.

**B. ANALYZING WHAT YOU'VE READ**

With your business team, answer the following questions about the passage you just read.