



“十二五”职业教育国家规划教材
经全国职业教育教材审定委员会审定



Century Business English

世纪商务英语

总主编：刘杰英

听说教程

(第五版)

专业篇

(学生用书)

II

主 编 金 阳 刘建武 陈 威

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让理性认知的光芒普照大地

“所谓教材建设，就是建立在教学实践基础上的教材不断深化、不断完善的过程。”这是我们自投身高职教材建设时起，为了探索做好高职教材有效方法给出的定义。十几年来，它见证了我们作为高职教材建设推动主体的出版者团队的心路历程、成长历程。

早在世纪之初的2001年，我们就有幸比别人更早、更确切、更坚定不移地看到了高等教育变革的一线曙光，这就是高等职业教育变革将会而且注定会给整个高等教育变革带来重大影响。这一信念清晰地记录在了我们多数高职教材一直沿用至今的总序上：

“高等职业教育的崛起，既是高等教育体制变革的结果，也是高等教育体制变革的阶段性表征。它的进一步发展，必将极大地推进中国高等教育体制变革的进程。作为一种应用型人才培养的高等教育，它从专科层次起步，进而应用本科教育、应用硕士教育、应用博士教育……当应用型人才培养的渠道贯通之时，也许就是我们迎接中国高等教育体制变革的成功之日。”

这一信念同时也强烈地唤醒了我们沉寂已久的社会责任意识，并以极大的热忱义无反顾地投身于推动高职教育变革的历史进程：“以推动高职教育变革为己任，通过推动高职教材建设推动高职教育变革”成了我们此后始终不渝的追求。

正是由于这样的信念与追求，才使我们从零起步，逐步凝聚成万众一心、和谐向上、以推动高职教育变革为己任的优秀高职教材建设团队。

正是由于这样的信念与追求，才使我们宁可忍受长达六年之久无盈利回报，也要让更多的教材问世，创造了持续、稳定、快速增长的高职教材建设奇迹。

正是由于这样的信念与追求，才使我们顶住了逐利诱惑，让理性和智慧的光芒照耀我们一路前行，相继完成了能将每一种教材都做成经典范本的教材建设理念及基于一体化战略合作的市场运行模式等诸多创新。

我们欣喜地看到，我们当年对高职教育变革未来发展趋势的预见，正在变成现实；我们在通过推动高职教材建设推动高职教育变革的进程中所做出的贡献和取得的成就，已经有目共睹。

我们并未就此止步，因为我们深切地意识到，高职教育变革的目标远未达成，改革尚处于局部探索或个性化推进阶段，尤其是高职教育变革的路径还迟迟不能贯通。由信念与追求所积聚的忧患及能量，再一次指引我们冲破重重迷雾，探索出能够直达教改目标的有效路径，这就是构建以实践课程体系为基础的专业课程体系。

专业课程体系构建的基本原理就是，首先按照社会用人单位对专业人才初始专业实践能力需求，借助在院校教学范围内能够借助的有效的实践教学手段，构建出专业实践课程体系，而后以专业实践课程体系为依据，整合专业理论课程体系。

关于专业课程体系构建原理的科学性，我们在此不作赘述，有兴趣者可参见我们这些年来陆续整理的相关文件或资料。我们应该关注的是，它对外语类专业

也是普遍适用的吗?回答是肯定的,这一从非外语类专业得出并获得普遍认同的专业课程体系构建原理,也同样适用于外语类专业的情形。

就高职外语类专业而言,能够满足社会用人单位初始需求的专业能力由两部分构成:专业外语沟通能力和专业涉外业务能力。其中,专业外语沟通能力又分为听、说、读、写、译等专业外语实际应用能力以及对它的理解即理论认知能力;专业涉外业务能力也要分为专业涉外业务操作能力和专业涉外业务认知能力。我们不难证明,无论是专业外语沟通能力还是专业涉外业务能力,都可以分为“知其然”和“知其所以然”两个层面。前者为实际应用层面,后者为理论认知层面。

从满足社会用人单位对高职外语类专业人才能力需求的角度分析,实际应用层面的能力形成将耗去我们能够用于专业教学的绝大部分时间,而能够明确用于“知其所以然”的理论教学时间必然会相对有限,个别非专门阐述原理不能形成实际专业能力的课程则另当别论。因此,高职外语类专业构建专业课程体系理应以实践课程体系为主导;理论课程体系部分,或者更确切地说是必要的原理部分,则应有机地、恰到好处地融入实践课程体系中讲述,以有效促进实际应用能力的形成。在这种情形下,理论课程体系部分将退居从属地位,专业课程体系将会表现为前述基本形式的简化形式,即主要表现为实践课程体系。

与其他类别如文管类、工科类专业相比,外语类专业课程体系的构建,其主体部分也更像在这些专业情形下的实践课程体系。这是因为,这些专业在构建实践课程体系时,考虑到教学效果的最大化,也会直接或间接如通过一体化教学等将必要的原理或理论相应地融入实践教学过程。

因此,在无论是专业外语沟通能力还是专业涉外业务能力都主要以实际应用能力为主的高职外语类专业,同时探索出能够有效实现专业外语沟通能力的实践课程体系和专业涉外业务能力的实践课程体系构建的有效路径,就是至关重要的。

需要明确的是,科学的专业实践课程体系既不是一般意义上的专业教学软件或教学资源的大量堆积,也不是个性化专业实践教学成果的简单集成,而是借助现有的实践教学条件,按照明确的实践教学培养目标,通过科学论证、设计、开发、测试等程序完成的专业实践教学整体解决方案,是专业实践教学科学、合理、有效的体系构建。外语类专业实践课程体系建成后,再根据需求和可能有机地融入原理或理论部分相关内容,外语类专业课程体系的科学构建就初步完成。

按照这一路径整合构建的外语类专业课程体系,通过教学过程的有效组织和一体化实施,既能最大限度地提升外语类专业人才培养效果,又能有效避免专业教学安排的主观随意性,同时也有助于体系构建的改进完善,再经过与社会实践过程的验证程序对接,就能逐步使专业教改目标趋于极致,直至最终完成。

专业课程体系不是一个新概念,但如此构建完成的专业课程体系,却已经赋予了其全新的、明确的、科学的含义。

这是理性认知的结晶,也是信念与追求的结晶。

我们坚信不疑:理性认知的光芒终将普照大地!

大连理工大学出版社

2014年2月

前言

《世纪商务英语听说教程》(第五版)是“十二五”职业教育国家规划教材,也是新世纪高职高专商务英语专业系列规划教材之一。自2004年出版以来,因其编写风格独到、实用性强,受到了广大高职高专院校商务英语专业使用该教材师生的一致好评。

本着不断完善、精益求精的教材建设理念,在广泛搜集、充分吸收前四版教材使用意见,征求行业专家意见的基础上编者对教材作了较为全面且具创新意义的修订与完善。这次修订基于以下原则:基本保持原教材风格和体例、贴近高职高专教学发展新需要、结合企业对毕业生实际需求、更新过时语料、创新操练形式、调整陈旧主题,更加凸显教材语言材料的真实性、新颖性、信息性、时代性、趣味性、实用性,以及操练形式的多样性。

教材构成

《世纪商务英语听说教程》(第五版)共四册,分基础篇(I、II)和专业篇(I、II)。基础篇(I、II)侧重语言基础知识的讲解与听说技能的训练,每册由十四个单元和两套测试题组成;专业篇(I、II)侧重商务知识的传授,每册由十二个单元和两套测试题组成。

专业篇I、专业篇II由五大模块组成:

Part I Warming Up: 热身。这一部分让学生做一些诸如图片讨论题、头脑风暴、小组讨论等小练习,主要目的是通过新颖、有趣的活动,积极地调动学生大脑信息库,从而激发学生主动开口说英语的能动性。

Part II Active Listening: 积极聆听。语料与主题一致,通过判断正误、图表填空、简答题等多种练习让学生主动积极地去捕捉细节信息,提高学生理解相关话题语料的能力。

Part III Fun Break: 轻松一刻。以歌曲、笑话、故事、绕口令等多种形式作为课堂小憩,在轻松愉快的氛围中学唱、学说、学做,提高英语听说能力。

Part IV Listening and Speaking: 听说结合。将语言输入与输出相结合,学生在听完单元相关话题的商务语料后,通过编对话、小组讨论等形式进行类似商务场景的语言输出操练。

Part V Situation Performance: 情景演练。包括常用句学习、观看视频完成练习、根据要求完成情景表演等多种练习形式,以操练学生视听及口语表达能力。

教材特色

1. 突出主题教学,语料紧密贴近主题,更适用、更实用。

基于调研企业对高职高专商务英语专业人才培养标准,针对其对商务专业人才需求尤其是对听说能力的需求,更新了不贴近主题及过时的语料,代之以多样性、

真实性、实用性、可操作性、趣味性更强且紧密结合主题的语料。通过以主题为中心的教学任务组织针对性学习与听说能力的操练,实现对学生听说技能的重构与提高。

2. 体例安排更科学更系统,能力培养目标更明确。

听力微技能的操练,由易到难,由浅入深,帮助学生克服听力障碍,掌握听力技巧,提高听力理解能力。泛听与精听中语料的选编、练习的设计、知识技能的传授力求更好体现“从简到繁,由易到难,循序渐进”的原则。情景演练以输入输出理论为指导,以教会学会为宗旨,通过提供一组围绕单元主题的常用短语、一段视频、一个情景提示等可直接模仿与创造性利用的语言材料,以学习样本—课堂操练—仿说—个性化表达,让学生看得懂,听得懂,说得出,有效激发学生语言输出意识,培养语言输出能力,实现听说能力同步提高,注重听说能力的平衡发展,满足企业对高职高专英语专业学生语言能力的需求。

3. 难易程度更适合高职学生。

根据高职高专教育“能力为主、够用为度”的要求,此次修订调整了部分文章的难度,使其在难度与深度上更加适合高职高专院校商务英语专业学生的英语基础及培养目标。

4. 练习设计形式更灵活多样,融入语言等级考试及职业考试题型。

丰富多样的练习形式有助于激发学生的听说积极性,学用结合,实现学生听说能力的平衡发展。同时,PETS、大学英语四六级考试、全国商务英语认证考试、BEC、托业考试等英语水平考试和职业资格认证考试题型的融入,有助于学生英语交际能力与职业能力的培养与提高。

我们希望此次修订能够打造一套内容体系相对完整、科学、实用的商务英语教材,能够在培养学生商务英语学习兴趣的同时,提高学生的听说能力,引领学生走入职场,成为企业需要的、合格的商务英语人才。

为方便教师更好地开展立体化教学,本教材另配有教师用书、电子课件、教学大纲等,请登录教材服务网站下载。

教材中难免存在纰漏之处,敬请教材使用院校和读者在本教材的使用过程中给予关注,并将改进意见和建议及时反馈给我们,以便下次修订时完善。

编者

2014年2月

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Unit 1

What is the Training Like?

Learning Objectives

1. To get to know the purposes of personnel training
2. To know general features of personnel training
3. To get to know how to dress professionally
4. To be able to talk about personnel training

Part I Warming Up



Work in groups and discuss the following questions.

1. Do you think all companies ought to provide training opportunities for staff? Why or why not?
2. What kind of training would you prefer to get from a company you are going to work for?

Words and phrases you may use:

knowledge	skill	training program	seminar
session	lecturer	in-house training	off-site training
valuable	productive	motivated	cohesive

Part II Active Listening



Section A

The Eight Golden Rules for Businessmen

Words and Expressions

consultant [kən'sʌltənt] <i>n.</i>	顾问, 咨询者
etiquette ['etɪket] <i>n.</i>	礼仪, 礼节
marital ['mæɪrɪl] <i>adj.</i>	婚姻的, 夫妻间的
religious [rɪ'lɪdʒəs] <i>adj.</i>	宗教的
stickpin ['stɪkpɪn] <i>n.</i>	(领带的) 装饰别针

escalator ['eskəleɪtə(r)] *n.*

自动扶梯, 自动电梯

golden rule

黄金法则, 重要原则

radio hostess

电台女主持

Task One

Listen to the recording and decide whether the statements are true (T) or false (F). Correct the statement if it is false.

- () 1. The two speakers are colleagues.
- () 2. “Lady first” is the “first custom” in the international society.
- () 3. The “Three A” principles in social communications are “Accept, Appreciate and Acquire”.
- () 4. You need to make a phone call first before visiting a foreign friend.
- () 5. If the suit is buttoned, the stickpin should be between the second button and the third button of the shirt.

Task Two

Listen to the recording again and fill in the blanks.

- 1. Age, (1)_____, salary, experience, address, personal life, (2)_____, politics and opinions about other people should be (3)_____.
- 2. Generally speaking, (4)_____say hello first to ladies, young men say hello first to (5)_____and the employees say hello to the (6)_____.
- 3. If the suit is (7)_____, the stickpin should be between the third button and the fourth button of the (8)_____.
- 4. When taking the (9)_____, you should stand on the (10)_____side. Leave the left side for someone in a rush.

Section B

Staff Motivation and Training

Words and Expressions

significant [sɪɡ'nɪfɪkənt] *adj.*

重要的, 有意义的, 有重大意义的

motivate ['məʊtɪveɪt] *vt.*

使有动机, 促动, 激发, 诱导

criticize ['krɪtɪsaɪz] *vt.*

分析, 评估, 批评

Task One

Listen to the recording and fill in the table.

What Do We Do in Staff Motivation and Training?	
staff motivation	be very (1)_____ in motivating his staff members
staff training	1. (2)_____ examinations of our staff who attend the programs and (3)_____ the results to see if the (4)_____ of our training programs have been (5)_____.
	2. hand out (6)_____ to find out how our (7)_____ liked their training programs.
	3. (8)_____ everyone attending the programs to give us his (9)_____, which we can use to improve the (10)_____ of our future programs.

Task Two

Listen to the recording again and answer the following questions.

1. What's the requirement for a personnel management manager?
_____.
2. What's the most important and easiest strategy about staff motivation in someone's eyes?
_____.
3. What will happen if we always criticize our staff for the small errors?
_____.
4. What will make staff uncomfortable?
_____.
5. What will happen if we always praise our staff?
_____.

Section C

Dress Guide for Newcomers

Words and Expressions

conservative [kən'sɜ:vətɪv] <i>adj.</i>	保守的, 守旧的
wardrobe ['wɔ:drəʊb] <i>n.</i>	衣柜, 衣橱
pinstriped ['pɪnstreɪpt] <i>adj.</i>	细直条纹的
navy ['neɪvi] <i>n.</i>	藏青色, 深蓝色
charcoal ['tʃɑ:kəʊl] <i>n.</i>	炭灰色

calf [kɑ:f] <i>n.</i>	小腿
lace up oxfords	系带牛皮鞋
loafer ['ləʊfə] <i>n.</i>	休闲鞋
dignified ['dɪɡnɪfaɪd] <i>adj.</i>	庄严的, 庄重的
slacks [slæks] <i>n.</i>	便裤; 宽松的长裤
pumps [pʌmps] <i>n.</i>	女式浅口鞋
slingbacks ['slɪŋbæks] <i>n.</i>	(鞋后帮呈带状的) 露跟女鞋
unpolished ['ʌn'pɒlɪʃt] <i>adj.</i>	粗鲁的
dressy ['dresi] <i>adj.</i>	衣着考究的
blazer ['bleɪzə(r)] <i>n.</i>	运动夹克
cardigan ['kɑ:dɪɡən] <i>n.</i>	开襟羊毛衫
khaki slacks	卡其布裤子
plain color	纯色

Task One

Listen to the recording and fill in the table.

Dress Guide for Newcomers	
Being a professional means	(1)_____.
Men's Clothes	The suit must be worn with a dress shirt that can be a (2)_____ or (3)_____. Shirt colors must be conservative, such as (4)_____.
Women's Clothes	Skirts and (5)_____ are both acceptable. (6)_____ are the choice for the office in either (7)_____ or (8)_____. Soft, smooth (9)_____ are great at the beach _____ but (10)_____ at the office.

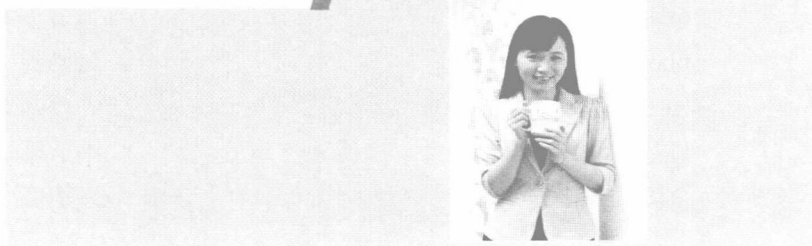
Task Two

Listen to the recording again and decide whether the statements are true (T) or false (F). Correct the statement if it is false.



- () 1. Casual clothes convey an image that you're not taking the job seriously.
- () 2. For men's clothes, shirt colors must be navy, black, gray or charcoal.
- () 3. Women's professional clothes are different from men's.
- () 4. Women are supposed to have soft and smooth exposed legs at the office.
- () 5. On casual day, you can wear jeans, shorts and T-shirts.

Part III Fun Break



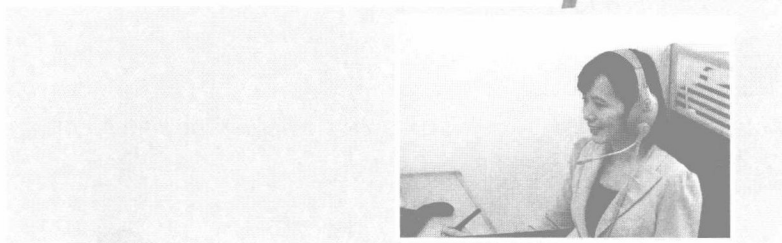
Are They Subject Taboos or Not?

Friendships with your co-workers are inevitable — and a great way to connect to your workplace — but it's important to set a few conversation boundaries. You should avoid some topics to maintain a sense of professionalism and keep your office relationships work-appropriate.

Discuss the following four topics and tell whether they are subject taboos or not.

- A. dollars and cents B. office rumors C. job status D. intimate issues

Part IV Listening and Speaking



Training Programs

Words and Expressions

initiate [ɪˈniʃieɪt] vt.

开始, 发起

ensure [ɪn'ʃʊə(r)] <i>vt.</i>	确保
attribute [ə'trɪbjʊ:t] <i>vt.</i>	认为……是，把……归于
impressive [ɪm'presɪv] <i>adj.</i>	给人深刻印象的
calculate ['kælkjuleɪt] <i>vt.</i>	计算，估计
rehire ['ri:'haɪə] <i>vt.</i>	重新雇用，二次雇用
incompetence [ɪn'kɒmpɪtəns] <i>n.</i>	不胜任，无资格
in-house [ɪn'haʊs] <i>adj.</i>	机构内部的，在机构内部进行的
training program	培训计划
put the finishing touches on	完成

Task One

Listen to the recording and answer the following questions.

1. What training programs did the woman initiate this year?
_____.
2. What are the results of this year's training programs?
_____.
3. What training programs are available to everyone next year?
_____.
4. Can you really calculate the value of these training programs?
_____.
5. What training programs are available to IT Department, Accounting Department and Sales Department respectively next year?
_____.

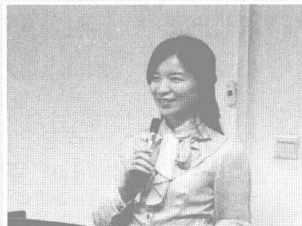
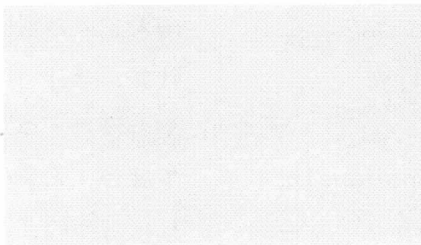
Task Two

Make a dialogue according to the situation and role-play it with your partner.

Situation:

Suppose you are the public relations manager in ABC Company and your partner is a manager of another department. You are supposed to talk about the training program for next year.

Part V Situation Performance



Useful Expressions

- Can you tell me something about ... training?
- Do companies offer training opportunities to their management employees?
- How long does the training last?
- What is the training like?
- What kind of training courses have you taken?
- Have you ever taken a training course?
- What do you think is most important when you choose a training course?
- What do you usually expect from a training course?
- Training is valuable for your staff.
- Increased knowledge and skill make the employees more productive in their workplace and thus more valuable.
- Training helps keep your staff motivated and breaks up their normal routine.
- My job is to arrange a training course for your company.
- Our purpose is to give a brief introduction of the office software.
- We put a huge emphasis on computer operation.
- I'm responsible for training the new staff.
- We'll present the skills in computer operation.

Words and Expressions

preliminary [prɪ'lɪmɪnəri] *adj.*

初步的, 初级的, 预备的

intermediate [ɪntə'mi:diət] *adj.*

中间的, 中级的