

剑桥商务英语听力教程

Telephoning in English

(第二版)

[英] B. Jean Naterop 著
Rod Revell

Cambridge English Series
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路昕娟 杨增成 译注

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Self-study guide

For learners using the course without a teacher

Aims of the course

The main aim of *Telephoning in English* is to give you practice in understanding and making phone calls in English. The course is for people who are working, or will be working, in business and commerce and whose mother tongue is not English. Most of the material gives practice in listening and speaking, but there are also writing exercises, generally in the form of note-taking or message-taking, and a reading text in each unit.

What will I learn?

You will learn to *understand* British and American people and people from other parts of the world when they are speaking about normal business matters.

You will learn to *speak* in a way that will help you when you need to make and answer telephone calls.

You will also *read* about new developments in the world of telecommunications and about how to get the most out of your telephone.

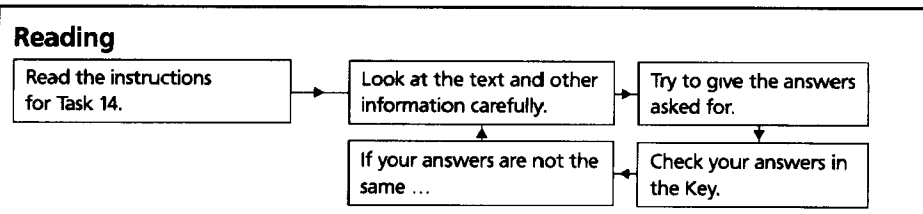
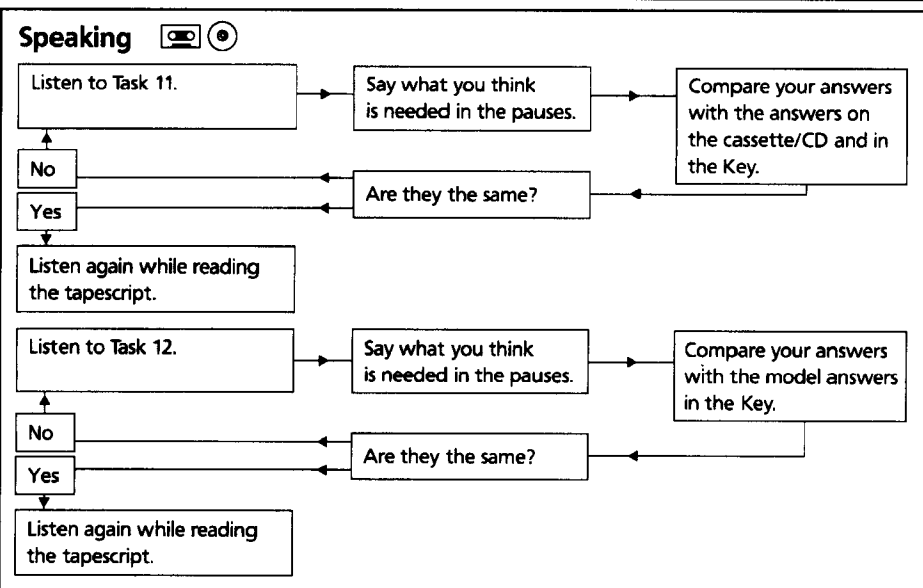
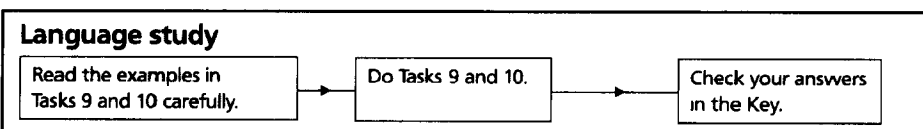
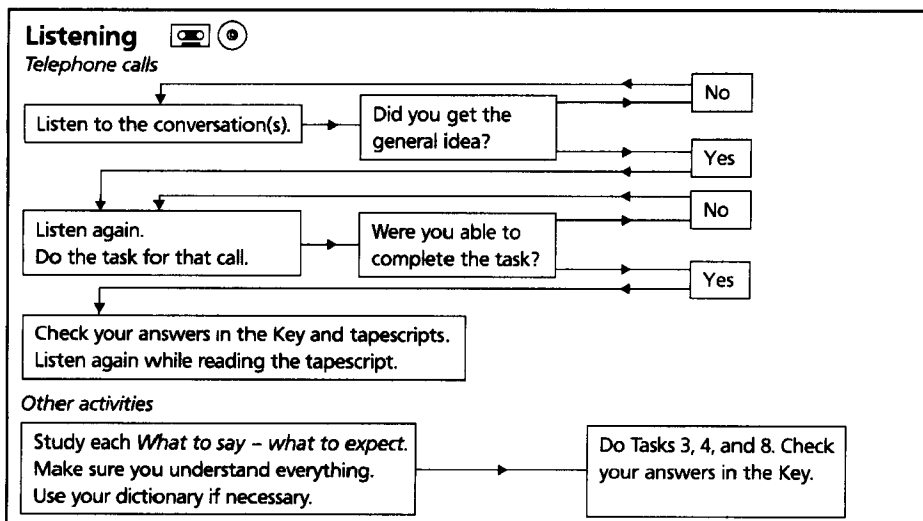
How do I use *Telephoning in English*?

There is a book, divided into eight units, and a set of two audio cassettes or CDs (Compact Discs).

Each unit consists of four sections: Listening, Language Study, Speaking and Reading.

The Overview gives a breakdown of the contents of each unit.

The following flow chart shows the stages it is necessary to take through each unit.



自学指导

致使用本教材的自学者

教材目的

《剑桥商务英语听力教程》的主要目的是培训读者理解英语电话用语和用英语打电话的能力,本教材的读者对象为母语为非英语的从事或即将从事商贸工作人士。绝大多数材料可给予读者听说训练,本书也提供记笔记和记录信息等形式的写作练习。每个单元还有一篇阅读文章。

我能学到什么?

你将能听懂英美人士及世界各地人士用英语进行的关于正常商贸事件的谈论。

你将学会有助于用英语打电话或接电话的说话方式。

你也将用英语读到有关电信世界的新发展,以及如何从电话中获取最多信息的文章。

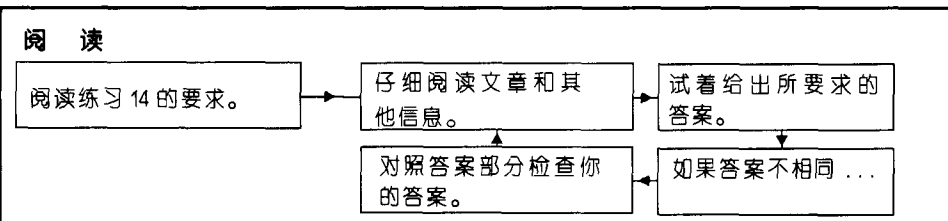
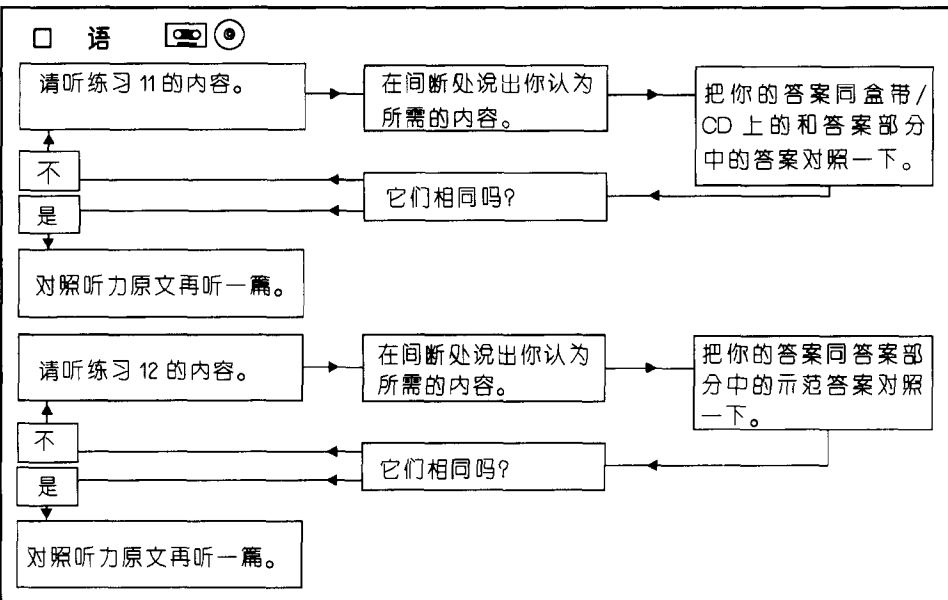
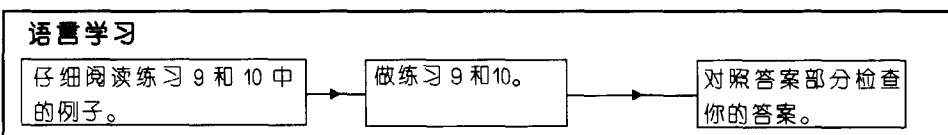
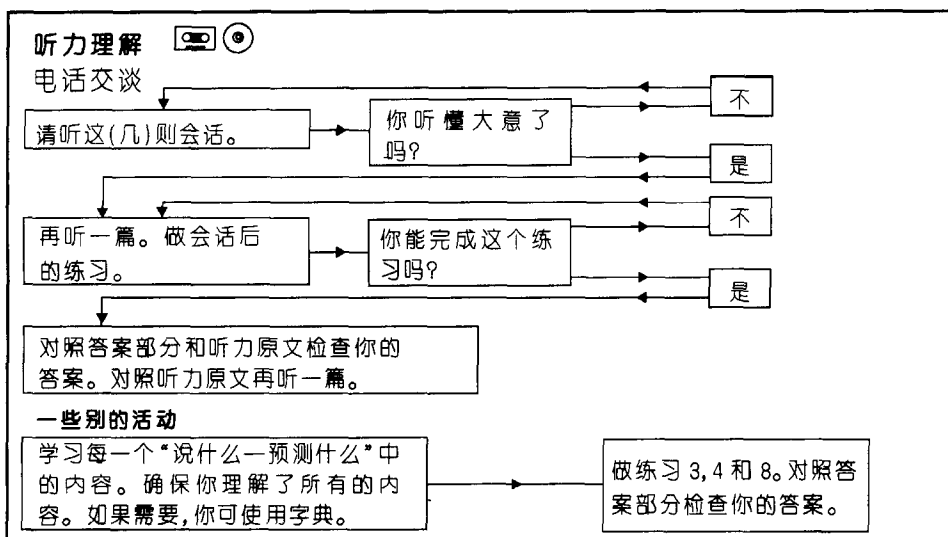
如何使用《剑桥商务英语听力教程》?

本教材分为八个单元,还附有两盘盒式录音带或者激光唱片。

每个单元包括四个部分:听力、语言学习、会话和阅读。

概览给出了每个单元内容的分类。

下面的流程图显示了每个单元需要学习的阶段。



Teacher's notes

Structure and use of the material

Listening

This is the longest section in each of the eight units. It provides the main thematic and linguistic input for the unit. Each section contains telephone conversations and/or recorded messages, using a variety of British, American and non-native voices. The comprehension activities in this section are designed to encourage the extraction of general and detailed information, and to give practice in information recording techniques appropriate to telephone usage. These activities include filling in tables, taking notes, and completing messages, faxes and e-mails.

What to do

Introduce the conversations briefly. Play them through once without stopping so that the learners can do the comprehension tasks while they listen. If there are two comprehension tasks, play the conversations once more. Discuss the learners' answers with them. At this stage, you may like to play the conversations again and allow the learners to read at the same time in order to confirm their understanding. They should, in any case, not have looked at the text of the conversations before this stage. All the tapescripts, together with the answers, are printed at the back of the book (pages 81-120). Between work on the conversations, you should make sure that the learners have studied and know all the 'What to say—what to expect' items. Doing **Tasks 3, 4** and **8** will also confirm that they can apply what they have learnt.

Language study

A pair of language items that are felt to be appropriate to the type of call being studied and to the learners' level of ability in English are taken out of the listenings for detailed study and exercise. The approach to these items and the way they are exercised are varied.

Introduce each of the language points covered by the exercises in this section. Discuss any difficulties and provide further examples if necessary. Ask the learners to do the exercises. Provide assistance if necessary. Check the answers orally.

Speaking

There are three activities in this section. The first two (**Tasks 11** and **12**) are recorded. **Task 11** is designed to give the learner practice in one of a number of key spoken activities used in business telephone calls. **Task 12** provides situations on tape where the student is required to make appropriate responses in the pauses. **Task 13** (role play) enables pairs of

learners to simulate real calls and apply the language they have learnt in the course of the unit.

In the first Speaking exercise (**Task 11**), introduce the language point that is exercised. Give further examples if necessary and then allow students to listen to the cassette first to help them if necessary. Ask the class to listen to the prompts on the recording and produce appropriate responses before they hear the model responses. This work can be done by the whole class, groups, pairs or individuals. **Task 12** is best done individually. Help to set the scene and allow students to listen to the cassette first if necessary. Ask students to repeat the exercise for further practice. If you have access to a language laboratory, it could be of use when doing these exercises.

The role plays (**Task 13**) can be done by learners in pairs. In each of the role plays notes are provided for the caller (A) and the person who answers (B). The A notes are at the back of the book (pages 78 to 80) while the B notes are included in the units. Each pair of learners can do any or all of the role plays in order. They may also reverse roles after the first completion of the role play. The role plays should not be attempted until you are reasonably confident that your learners have mastered the relevant language since this activity is an opportunity for free application and expression and is not easily monitored.

Reading

The final page of each unit contains a reading passage or activity that suggests ways in which the learners can get the most out of their telephones, and presents services and facilities that are currently available in the field of telecommunications. The techniques most frequently used in this section are information transfer, problem solving and topic-based reading.

Ask the students to read the text and study any accompanying material so as to get the general meaning. They should then repeat this in order to gain a more detailed understanding. Ask them to do the activity associated with each task and then check the answer with the class as a whole.

致教师

材料的结构及使用

听力理解

这是每个单元中最长的部分。每个单元主要的话题和语言形式就在该部分。每一单元都包含着操着英音、美音和非本族口音的电话会话以及(或者)录音信息。这一部分是用来鼓励学习者获取总体和详细的信息的,它们也能使读者练习用于电话的信息记录技巧。这些活动包括填表、做记录以及把留言、传真和 e-mail 补充完整等。

该做什么

简短地介绍会话内容。不间断地放一遍磁带,这样学习者可以边听边做理解练习。如果有两个理解练习,那就再放一遍。同学习者们一起讨论答案。在这个时候你可以再放一遍磁带并让学习者们同时跟读,以此来确定他们是否真正理解了。但在这之前,他们绝不应该看原文。所有的听力材料的原文以及答案在本书的后面(81~120 页)。在做练习的间隙,你应检查学习者们是否已学习过并学会“该说什么——预料到什么”一项中所有内容。做练习 3、4 和练习 8,也能检验他们是否能运用已学到的知识。

语言学习

人们认为,一些语言项目对所学习的电话会话类型来说是恰当的,并适合学习者的英语水平,这些语言项目是从听力内容中提取出来,供学生进行详细练习和学习之用。学习和练习这些语言项目的方法是多种多样的。

在这一部分要导入练习中包括的语言点、讨论难点,如果需要,再提供一些例子。要求学习者做练习。如果需要,给他们提供些帮助,口头检查答案。

口语活动

这一部分包括三项活动。前两项(练习 11 和 12)借助于录音材料。本书设计了一些可用于商务电话交谈的主要活动。练习 11 使学习者在一项这样的活动中练习口语,练习 12 通过磁带提供了一些场景,并要求学习者在录音暂停时做出恰当的反应。第三项练习 13(角色扮演)要求学习者们两人一组,模仿真正的电话交谈,并运用他们在该单元中学到的语言。

在第一个口语练习(练习 11)中,导入要练习的语言点。如果需要,再给出一些例子,然后让学习者们先听一下盒带以获得帮助。要求全班收听录音中的提示并在听到示范回答之前做出回应。这项工作可以由全班一起来做,也可以由小组或个人来做。练习 12 最好是由个人单独做。如果需要,帮助学习者设置场景并允许学习者先听一下磁带。要求学生们重复做练习题以得到进一步的练习。如果你有条件使用语言实验室,那就一定好好利用。在做这些练习时,语言实验室是很有帮助的。角色扮演(练习 13)是由学习者成对地做。每一个角色扮演活动都为打电话者(A)和回电话者(B)提供了说明。有关 A

的说明在书的后面,而有关 B 的说明就在单元之内。每一对学习 者都可以按次序进行一个或全部的角色扮演。他们也可以在完成第一次角色扮演后,反过来扮演对方的角色。由于这个活动是一次自由运用语言和表达机会的且不容易被监控的,所以你应该在比较确信你的学习者已经掌握了相关的语言时,让他们来做这项活动。

阅读

每一单元的最后一页,都有一篇阅读文章或一项阅读活动,它们为学习者们提供最大程度地利用电话的方法,并介绍当前电讯领域可得到的服务及设备。这一部分最常用的技能包括传递信息、解决问题和基于某一主题的阅读,要求学生们阅读文章及所有的附随的材料以获取大意。他们应该按顺序重复这个过程以获取更详细的内容。要求他们做与每一个练习相关的活动,然后同全班一起检查答案。

Overview

概 览

	Listening	Language study	Speaking	Reading
Unit 1	Identifying people	Requesting information Countries and nationalities	Spelling Role plays	Making a call
Unit 2	Connecting people Wrong numbers	Asking questions Note-taking	Giving dates Role plays	Phone services
Unit 3	Inquiries for prices and discounts	Passing on messages Note-taking	Abbreviations/spelling Role plays	CD-ROM directory
Unit 4	Ordering	Talking about the future Nouns and verbs	Giving references and numbers Role plays	Answer machines
Unit 5	Hotel and travel arrangements	Probability and possibility Reporting questions	Question tags Role plays	Cellular service
Unit 6	Changing appointments Conferences	Future possibilities Group nouns	Giving information /spelling Role plays	Payphones
Unit 7	Making and receiving complaints	Apologising Getting things done	Figures and calculations Role plays	The Internet
Unit 8	Improving the company image	Fault diagnosis Nouns and verbs	Giving information Role plays	Chargecards

	听力	语言学习	会话	阅读
第一单元	识别人物	索要信息 国家和国籍	拼写 角色表演	打电话
第二单元	接通过话人 错误号码	提问 做笔记	给出日期 角色表演	电话服务
第三单元	查询价格和折扣	转达信息 做笔记	角色表演	光盘驱动器 姓名地址录
第四单元	预定	谈论将来 名词和动词	提供咨询和号码 角色表演	自动接话录话机
第五单元	旅馆和旅行安排	可能性 汇报问题	附加问句 角色表演	移动电话服务
第六单元	改变约定会议	将来的可能性 名词词组	提供信息/拼写 角色表演	投币公用电话
第七单元	抱怨和听取意见	道歉 完成某事	数字和计算 角色表演	互连网
第八单元	改善公司形象	错误诊断 名词和动词	提供信息 角色表演	记账卡

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1 Who's calling, please?

Listening

Task 1

-   Listen to two telephone conversations and fill in the table.



Call	Number called	Where is called person?	Country of meeting
1			Singapore
2	515 5624		

Task 2

-   Listen to the calls in Task 1 again. Write a message for each of the absent people.

1

Telephone message

Call from:

Message:

2



----- called

----- Mary

You will find the tapescript on page 81.

What to say – what to expect

You have heard, and will hear again, phrases like these. Read them and make sure you understand them. Use a dictionary to help you if necessary.

Announcing identity

Person calling

Hello, this is Sue, Sue James.

Simpson here.

My name is Jack Simpson.

I'm Jack Simpson. Good morning.

Person called

Hello, 7214 44 22.

Simpson here.

Asking if someone is in

Person calling

Can I speak to Mr Bild, please?

Hello, is Margaret there by any chance?

Could you put me through to Mrs Dylan,
please?

I'd like to speak to your husband if I may.

Person wanted is not there

Person called

I'm afraid she isn't in at the moment.

Sorry, she's just gone out. Would you like
to ring back later?

He's away for a few days. Can I give him a
message?

He's out of town this week, I'm afraid.

When will the person wanted be in?

Person calling

What time could I reach her?

Will he be at home this evening?

Can I contact him on Saturday?

Right, I'll phone again next week.

Ringling off

Person calling

Thanks a lot. Goodbye.

I'll get back to you soon

OK. Bye.

Person called

Thanks a lot. Goodbye.

Thanks for calling.

Bye bye.

Task 3

Complete the sentences with words or phrases from the box. Use each word or phrase only once.

- 1 Hello, who's that _____ ?
- 2 Just a _____, please.
- 3 I'll _____ if she's here.
- 4 I'll get the information you want; _____, please.
- 5 You asked me to _____ when I was in town again.
- 6 Sorry, he's not _____ at the moment.
- 7 You can _____ him any evening
six o'clock.
- 8 Well, I can ring _____ later if it's convenient.

after
moment

back
reach

calling
ring up

hold the line
see

in

Task 4

Choose the best responses.

- 1 I'd like to speak to Mr Kahn, please.
 - a Yes.
 - b I'm afraid he's not here at the moment.
 - c Well, you can't.
- 2 Can I speak to Mr Kahn, please?
 - a Hold on, please.
 - b Don't go away.
 - c All right.
- 3 Who's speaking?
 - a I am Fred Bentley.
 - b This is Fred Bentley here.
 - c Fred Bentley is speaking.
- 4 Could I speak to Mr Kahn, please?
 - a Who's calling?
 - b Who are you?
 - c What's your name?
- 5 Can I ring you back later?
 - a Yes, ring me.
 - b Yes, please do.
 - c Of course ring, yes.
- 6 When can I reach you?
 - a One hour.
 - b When you want.
 - c I'll be in all evening.

Task 5



Listen to the telephone conversation once and decide which message pad has the correct information.

1

2

3

Tom Parker called
Wants Manila's
address
in till 5.30 -
call back

Tom Parker called
Wants Maria
Edwardes' address
Back in an hour

Tom Parker called
Wants Maria
Edwardes' address
in till 5.30 -
call back

Listen again and fill in the table. Then answer the questions.

Person called	Caller	Request	Who will make the next call?

- 1 What sort of work does Maria Edwardes do?
- 2 How is Ron Benson going to find out Maria Edwardes' address?

You will find the tapescript on page 82.

Task 6



Listen to the telephone conversation and fill in the table. Then listen again and answer the questions.

Person called	Caller	Request	Who will make the next call?

- 1 What have IBD Tokyo ordered from Garston Motors?
- 2 What's the order number?
- 3 When would IBD Tokyo like delivery of their order?

You will find the tapescript on page 83.