

A PRACTICAL COURSE IN BUSINESS ENGLISH

实用商务英语

◆ 马群 编著

PRESENTATION (商务陈述)

TELEPHONE (商务电话交流)

MEETING (商务会议)

NEGOTIATION (商务谈判)

SIMULATIONS (全真案例)

INTERVIEW (面试技巧)

BUSINESS ETIQUETTE (商务礼仪)



浙江大学出版社

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序

《实用商务英语》(*A Practical Course in Business English*)适用于 MBA、商务英语学生,以及有较好日常英语基础又想提高在现有工作或未来就业中所需的商务技巧和商务运作能力的学生和在岗商务人士,旨在帮助他们适应中国加入 WTO 以后各行各业频繁的国际交流及商务往来的需求。

商务英语书籍可谓层出不穷,但大多数均为基础的商务英语。本书包括精心挑选的经典案例和结合经验的商务实务技巧两项内容。其中经典案例精选国际知名学府的最新经典案例及自编实际运用案例,内容涉及商务实务运作的各个方面,而且充分考虑了课堂教学及自学的客观需求。

● 经典案例课程

包括 Business Roles(模拟商务实务角色扮演), Decision Making(商务决策)。

Business Roles 包括:课堂讨论、角色扮演全真案例模拟、结论陈述、教师点评和学生课后自我评估。此课程设计能够让学习者参与生动有趣的多种商务话题的讨论,提高未来工作所需要的处理问题及商务交流的熟练程度及具体技巧。全程角色模拟让学生参与一个会议,使用教师设定的商务角色,讨论一项重要的事例,最后尝试做出决定,并把谈判组的决定在课堂上进行陈述。此设计能使学生在讨论中获得的经验运用在真实的案例中,提高学生借鉴经验随时做出决策的能力,使其在有良好商务经验老师的点评中修正和提高自己的实际操作水平。学生课后的自我评估既可帮助学生形成良好的商务习惯,又可使教师及时帮助有不同问题的学生。

所有案例的选择把学习和实践融为一体,适用于任何行业,也适用于有工作经验的、正在工作的或是将要工作的学习者。

Decision Making 商务决策选用在真实的商务背景中涉及道德、社会及个人问题的案例,通过讨论及辩论,培养学生正确的商务活动态度及在错综复杂的关系中解决问题做出多赢决定的能力。

这些案例也为自学者带来了学习和自我完善的方便。



实用

商务英语

A Practical Course in Business English

● 商务实务技巧

包括: PRESENTATION(商务陈述), INTERVIEW(面试技巧), TELEPHONE(商务电话交流), MEETING ARRANGEMENT(商务会议安排), NEGOTIATION(商务谈判)等。

此章节的设置是为了提高学生及商务人士在商务运作过程中的应对技巧,开阔视野,并奠定在商务交流中必备的理论和实战知识及语言准备的基础。本书结合作者多年从事商务活动的经验,不仅为学生提供了职业化的商务理念,同时充分考虑到学生商务英语语言缺乏规范性,因此在谈论技巧的同时,又为学生全面归纳了商务英语实践所需的系统化、规范化的英语句型,为商务活动的准确性、规范化和职业化提供了完善的准备。

此教程不仅是一本实用商务英语教程,同时也是一本很好的商务生涯中必备的商务英语工具书。

由于时间、水平和无类似版本教材参照等的限制,本书尚有许多欠缺和不足,待再版时完善。

马 群

2004 年 8 月于浙江大学

Business English

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Introduction

A Practical Course in Business English is geared to students at an intermediate level and above, and based on business English communication and practical simulation cases. It is a short course for both MBA students and business English students.

Business English Communication is on two key objectives

- To develop the students' technique in five key areas of business communication: presentation, using the telephone, arranging meetings, negotiations and interviews.
- To develop the students' knowledge for the language used in these key areas.

This part is concerned with improving the students' understanding of business English skills as well as speaking ability in practical business world.

Business English Simulation Cases

Provides students with stimulating materials for discussion. The aim is to get students communicating in English and solving the problems together based on the former part of business communication skills. The selected cases explore many varied aspects of business in different countries.

This book will be of interest not only to students preparing for work or already working, in almost any field, but also to students of general English who can develop their fluency while participating in a discussion. It is flexible enough for any size of class or even self-learning.

Section One Business English Communication



Chapter 1 Presentation

Part I Planning and getting started

1 Presentation technique and preparation

The key to a successful oral presentation is to keep things simple. The three key points are as follows: give an overview of the points, present them to the audience and summarize them at the end.

The purpose or desired outcome, the type of audience, and the message dictate the formality of the presentation, the kind of visuals, the number of anecdotes, and the jokes or examples that are used. Most of the presentations are designed to sell, to explain, or to motivate. When we plan the presentation, we should think about the audience first. Are they professionals or nonprofessionals? Purchasers or sellers? Providers or users? Internal or external? The purpose and the audience mix determines the tone and focus of the presentation.

When we make a presentation, we can use the visuals as the outline. We will not use notes. Many presenters will select the kind of visual that not only best supports the message but also best fits the audience and the physical location. PowerPoint, slides, overhead transparencies, and flip charts are the four main kinds of visuals most people use.

PowerPoint and slide presentations work well when we are selling a product or an idea to large groups (15 people or more). In this format, we can use examples and graphs and tables to support the message in a general way.

In small presentations, including one-on-ones and presentations where the audience is part of the actual process, we can prepare transparencies or



flip charts. They allow us to be more formal.

People sometimes will get very nervous when they speak in the public. Many professional speakers handle their nervousness by just trying to look as if, instead of talking to so many people, they're walking in and talking to a single person. They don't like to speak behind lecturers. Instead, they like to get out and just be open and portray that openness: "I'm here to tell you a story."

We try very hard for people to enjoy our presentations by showing enthusiasm on the subject and by being sincere. We try not to use a hard sell—we just try to report or to explain — and we think that comes across. In addition, it helps that we are speaking about something that we very strongly believe in and something that we really enjoy doing.

● Special attention to the audience

Imagine you have to give a brief presentation, make brief notes on the following:

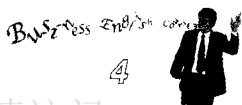
- a) Will your talk be formal or informal?
- b) What are the audience's expectations in terms of technical detail, expertise, etc.?
- c) What is the audience's probable level of specialist knowledge? Are they experts or non-experts?
- d) How long will your talk be: five minutes, twenty minutes, half a day, or longer?
- e) What is your policy on questions? Will the audience interrupt or will they ask questions afterwards? Will there be any discussion?
- f) How will you help the audience to remember what you tell them?

2 Presentation skills

(1) Structure of the introduction to the presentation

In any presentation the beginning is crucial. Certainly some things are essential in an introduction and others are useful. Here is the list of what could be included in an introduction.

- a) Greet your audience.
- b) Introduce yourself.





- c) Give the title of your talk.
 - d) Describe the structure of your talk.
 - e) Explain that the audience can interrupt if they want.
 - f) Say something about the length of your talk.
 - g) Say a colleague will be showing a video later. (When needed)
- (2) **Language checklist of the introduction to the presentation**

● **Greeting**

Good morning/afternoon, ladies and gentlemen.

(Ladies and) Gentlemen.

● **Subject**

I plan to say a few words about...

I'm going to talk about...

The subject of my talk is...

The theme of my presentation is...

I'd like to give you an overview of...

● **Structure**

I've divided my talk into (three) parts.

My talk will be in (three) parts.

I'm going to divide...

First...

Second...

Third...

In the first part...

Then in the second part...

Finally...

● **Length**

My talk will take about ten minutes.

The presentation will take about two hours.

But there'll be a twenty-minute break in the middle.

We'll stop for lunch at 12 o'clock.

● **Policy on questions/discussion**

Please interrupt if you have any questions.

After my talk there'll be time for a discussion and questions.



Part II The middle of the presentation

1 Holding the audience's attention

Clear objectives, clear plan, and clear signals: the secrets of presentation success. Any presentation requires a clear strategy or plan to help you reach your objectives. The aim is not to spend twenty minutes talking non-stop and showing a lot of nice pictures. It is to convey a message that is worth hearing to an audience who wants to hear it.

However, how many speakers really hold an audience's attention? What is the secret for those who do? First, find out about the audience and what they need to know. Plan what you're going to say and say it clearly and concisely.

A good speaker uses various signals to help hold the audience's attention and make the information clear. One type of signal is to introduce a list with a phrase like *"There are three things we have to consider."* The speaker then says what the three things are and talks about each one at the required level of detail. For example: *"There are three types of price that we have to think about: economic price, market price and psychological price. Let's look at each of these in more detail. First, economic price. This is based on production costs and the need to make a profit..."* and the speaker goes on to describe this type of price. After that, he goes on to talk about the market price and so on.

Another stimulating technique is to give a link between parts of the presentation. Say where one part of the talk ends and another starts. For example, a well-organized presentation usually contains different parts and progression from one part to the next must be clear, with phrases like *"That's all I want to say about the development of the product. Now let's turn to the actual marketing plan."* This technique is very helpful to the audience, including those who are mainly interested in part only.



Another type of signaling is sequencing of information. This usually follows a logical order, perhaps based on time. So a project may be described in terms of the background, the present situation and the future. Key words in sequencing information are *first, then, next, after that, later, at the end, finally, etc.*

Still another technique which helps to emphasize key points is careful repetition. Examples are "*As I've already said, there is no alternative but to increase production by 100 per cent or I'd like to emphasize the main benefit of the new design — it achieves twice as much power with half as much fuel.*"

A final point concerns timing and quantity of information. Psychologists have suggested that concentration is reduced after about twenty minutes without a break or a change in activity. Furthermore, audiences should not be overburdened with technical details or given too many facts to remember. It is claimed that to ask people to remember more than three things in a five-minute talk is too much. Some say that seven is the maximum number of any length of presentation. Any such calculations are probably not very reliable, but every speaker needs to think about exactly how much information of a particular type a specific audience is likely to absorb and to plan accordingly.

2 Presentation skills of the main body

(1) Structure of the main body

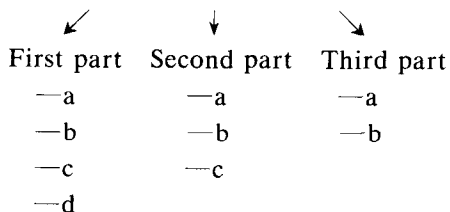
The main body of the presentation contains the details of the subject or themes described in the introduction. All the above techniques are especially useful in making the main body easily understood. They help the audience to follow the information and to remember it. They also help the speaker to keep to the planned structure and to know exactly what stage has been reached at all times during the presentation. Clear structure doesn't just help the audience! In many presentations the main body can be usually divided into different parts. The main parts, each with a main heading, are referred to in the introduction. Clearly there are many ways to divide





the main body of a presentation and often different parts will themselves be divided into smaller sections of information:

Introduction → Main body of information



(2) Language checklist of the main body of the presentation

Signaling different parts in a presentation

● **Ending the introduction**

So that concludes the introduction.

That's all for the introduction.

● **Beginning the main body**

Now let's move to the first part of my talk, which is about...

So, first...

To begin with...

● **Listing**

There are three things to consider. First... Second... Third...

There are two kinds of... The first is... The second is...

We can see four advantages and two disadvantages. First, advantages.

One is... Another is... A third advantage is... Finally...

On the other hand, the two disadvantages. First... Second...

● **Linking: Ending parts within the main body**

That completes / concludes...

That's all (I want to say for now) on...

● **Linking: Beginning a new part**

Let's move to (the next part which is)...

So now we come to...

Now I want to describe...

● **Sequencing**

There are (seven) different stages to the process.





First/then/next/after that/then (x)/after x there's y, last...

There are two steps involved. The first step is... The second step is...

There are (four) stages to the project.

At the beginning, later, then, finally...

I'll describe the development of the idea.

First the background, then the present situation, and then the prospects for the future.

Part III The end of the presentation

1 Structure of the ending of the presentation

The structure of the ending of the presentation includes a summary, a conclusion and inviting discussion and questions. In the summary part, we have to restate main points and what the audience must understand and remember, contain no new information and make it short. When we move to the conclusion, we must state the logical consequences of what has been said, contain recommendations and new, important information as well as form it short. Inviting questions implies that the audience is less expert than the speaker. Beware of the "nightmare scenario" — total silence! Have one or two prepared questions to ask the audience and keep control of the meeting. Besides, inviting discussion gives the impression that the audience has useful experience, so is often more diplomatic. But still, we have to keep control; limit long contributions and watch the time.

● How to avoid the silent disaster

A nightmare scenario is as follows: The speaker ends his talk with the words "Any questions?" This is met by total silence. Not a word. Then an embarrassed shuffling, a cough... How can this be avoided? A possible answer is that if the presentation has been good and the audience is clearly interested, someone will have something to say.

Another way to avoid the nightmare of the utter silence is to end with an instruction to the audience. This should ensure immediate audience



response. Giving an instruction is often useful in sales presentations and where the audience has special requirements. Here are two examples:

(1) A sales presentation

After talking about his or her products or services, the speaker wants the audience to explain their needs and says:

"Okay! I've told you about the ways Snappo can help companies like yours. Now for us to do that, we need to know more about the way you work. For example, tell me about your particular situation, tell me what in particular may interest you..."

This places a responsibility on the audience to respond — unless of course they have a completely negative view of both the presenter and the message! Assuming they are well disposed towards the potential supplier, it is probably in their interests to offer some information and begin discussion.

(2) A training manager

Speaking to an audience of department managers, vice-presidents, or potential trainees, the training manager has outlined recommendations and explained what is available. He/she can end with:

"Okay! I've told you what we can offer. Now, tell me, what are your impressions, what are your priorities and what else do you need to know now?"

Another option is for the speaker to have a question prepared. Ask something which you know the audience will have to answer. This often breaks the ice and starts discussion. It may be possible to single out an individual who is most likely to have a question to ask you or a comment to make, or it may be apparent from earlier contact perhaps during the reception or a coffee break, that a particular individual has something to say or to ask.

● Skills of handling questions

- a) Listen very carefully.
- b) Ask for repetition or clarification if necessary.
- c) Paraphrase the question to check if you understand it.
- d) Give yourself time to think — perhaps by paraphrasing the questions.

