



高等职业教育
商务英语类课程规划教材

CENTURY BUSINESS ENGLISH

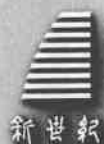
世纪商务英语

听说教程 II (教师用书)

新世纪高职教材编委会组编
总主编 姜莉梅 主编 金阳



大连理工大学出版社



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主 编 金 阳 副主编 金 辉 车丽娟

教材样本



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总序

《世纪商务英语》是新世纪高职教材编委会富有积极的进取精神的一次大胆尝试。

由大连理工大学出版社组织推动的新世纪高职教材编委会,是一个由全国100余所志同道合的优秀高职院校组成的高职教材建设者联盟。编委会走过的历程,见证了我们的与众不同:编委会是迄今为止第一个完全按照市场原则来长期进行高职教材建设运作的大型组织。从编委会诞生的第一天起,我们就选择了以高职教材的特色建设为己任。这不仅是由于我们拥有对高职教育未来发展的更为贴近实际的认知,也由于我们拥有一整套完全属于自己的切实可行的关于教材建设的创新理念、创新组织形式与创新运作方式,更由于我们一直以来对高职教材品牌、特色与创新的始终如一的执著追求和坚忍不拔的长期努力。

在编委会的所有经历中,关于教材建设理念的独到解释非常值得一提。这一理念可简述如下:所谓教材建设,就是建立在教学实践基础上的教材的不断深化、不断完善的过程。在编委会的整个教材建设过程中,这一理念不仅已成为我们的核心指导原则,而且它的深受高职教学单位欢迎的结果,也鼓舞了我们实现任何高职教材特色建设的勇气。

然而,高职英语教材特色建设的情形则有所不同。就其实用性而言,高职与非高职的英语教育并无本质区别,加之我国高职教育发展的历史尚短,高职英语优秀人才的累积也略显不足,因而,许多早期高职英语教材的编写,宁可倚重非高职院校的英语教师参与,有其积极意义。但是,按照我们教材建设的上述理念,如果不能以高职一线教师为主体来实施高职英语教材建设的具体运作,就根本无法实现完全适合高职教学需要的英语教材建设预期。

这的确是一个两难选择。事实上,编委会要建设自己品牌的高职英语教材的想法由来已久。但我们也深知完全依靠一直很少涉足英语教材建设的高职一线教师来完成这一重任的艰难程度。因此,我们并没有从一开始就贸然地启动这个项目,而是选择在较好地实现了足够数量的非英语类高职教材特色建设的经验累积,若干专业英语类相关教材建设的成功尝试,以及对公共英语相关项目的具有积极意义的探索和准备之后,才开始尝试涉足这个领域的。

尽管我们在推进高职英语教材建设的过程中遇到了诸多困难,但终能如愿以偿,在很大程度上也有赖于我们的一些具有重要指导意义的体悟。编委会有一句名言:我们相信用心与努力胜过相信经验与资历。编委会有一个信条:在目标一致基础上达成的共识优于任何情况下的一己之见。这些在非英语类高职教材建设中屡试不爽的成功做法,在高职英语教材建设的过程中也得到了同样的印证。

我们欣喜地看到：由于我们付出的辛勤努力，我们的关于教材建设的上述理念，也正在英语教材建设中显现其非凡魅力。在我们高职一线教师所立足的英语教学实践这个基础之上，由我们自己培育出来的一株幼苗正在茁壮成长。我们现在或许还不能做到足够完美，但是，我们始终坚信：我们会比任何人都更加清楚地知道自己需要什么，只要我们坚定不移地朝着既定目标不懈努力，就一定会越做越好。

我们已经跨越了起跑线。我们绝不会放松前进的脚步。我们正在推出的包括《综合教程》、《听说教程》、《口语教程》、《阅读教程》、《函电与单证》、《写作训练》、《翻译教程》及《语音教程》在内的高职商务英语系列教材——《世纪商务英语》必将伴随着赞誉的鼓励与批评的鞭策，日臻完善，走向成熟。

耕耘过后，我们期待着在一个有足够创新精神的编委会的土壤里成长出更多更优秀的高职商务英语教育人才，期待着收获一个更好更切合高职商务英语教学实际的教材品牌。

新世纪高职教材编委会

2004年6月

前言

《世纪商务英语——听说教程》(I~IV册)是新世纪高职教材编委会组编的商务英语类课程规划教材之一。

这是一套完全由高职英语教学一线教师编写的高职商务英语听说教材。旨在通过由浅入深、循序渐进的听说训练使学生能把所学的知识运用于日常交际活动和一般商务活动中。

本套教程根据商务英语教学的特点,将语言能力培养、文化背景知识和商务知识融于一体。选材时注意信息性、知识性、趣味性和实用性;编写时遵循听力技能与商务内容并重。

全套教材共分4册,第1、2册侧重语言基础训练;第3、4册侧重商务知识。每册有学生用书、教师用书以及相应的磁带。每册有16个单元,内含期中、期末两套测试题。每单元有四部分组成:第一部分为预备性练习(Warming Up),为听力微技能训练,旨在帮助学生掌握多种听力技能的同时,熟悉一些实用性的内容;第二部分为实用对话或短文(Active Listening),围绕单元主题把日常社交场景与实用商务场景结合起来;第三部分为口头交际能力训练(Oral Practice),围绕单元主题开展口语活动,从有控制的训练开始,过渡到半开放性的训练,最后达到自由交际的目的。练习形式有叙述、问答、对话、讨论、评述、演讲等;第四部分为轻松一刻(Listening for Pleasure),包括笑话、幽默、歌曲、电影录音片段等,旨在为学生创造轻松的听力氛围,提高学习的趣味性。

本套教材具有如下特点:

(1)实用:以具体的社交活动与商务场景为主线,突出语言交际功能,使学生既学到实用的语言技能,又掌握在商务环境中常用的句型和表达用语,达到学以致用的目的。

(2)系统:通过各项听力微技能和综合技能的训练,培养学生在听懂基本语言的基础上,逐步提高对语篇的理解能力,进而发展对所听内容的分析、推理和归纳能力。

(3)丰富:内容丰富,题材各异,主题贴近生活,视角触及面广。

(4)新颖:练习形式活泼多样、与众不同、图文并茂,互动性强。

(5)适用:每册教材的听说训练重点不同,但注意系统性和独立性的有机统一。本套教材可成套使用,亦可根据使用者的实际情况选择使用。本套教材既适合高职高专商务英语专业的学生,也适用于对商务活动感兴趣的人士。

本教材另一大特点是“重点生词预听”(New Words Pre-listening)。该练习融各种英语知识的学习和能力训练于一体,即把语音、语调、语感和单词的意义与拼写、句型等知识的学习和运用融于一体,训练学生耳听、眼看、手写同步进行的能力,使学到的单词在脑中“音形一体化”,这样只要听到一个词的发音,脑海中就会浮现出这个词的形象,反之,只要看到这个词的形象,耳边会响起这个词的声音,加

深对单词的记忆。

本教材是《世纪商务英语——听说教程》的第2册。建议每单元的教学课时为2课时,使用时,各校可根据具体情况灵活掌握。

本书16个单元分别围绕一个主题展开,单元主题有:校园生活、生活方式、交通、工作生涯、食品、媒体、购物、健康、文化、运动、假日、爱好、旅行、时尚、学习和自然环境等。第一部分 Warming Up 包括时间、数字(小数、分数、百分比等)、距离、长度、温度、价格、形状等的表达法;另外还有用于商务活动的缩略语、职位的认知等。第二部分 Active Listening 分为 Section A 和 Section B,主要是对话形式,配有判断正误、单项选择、图表、填空等多种练习。Section C 中的短文填空听写练习,目的是为了提高学生手耳并用的能力。第三部分 Oral Practice 主要围绕每个单元的主题设计,紧贴语篇内容,提供了学生就各话题进行口语训练时所需的常用表达法,鼓励学生运用相关的功能意念表达方式进行口语操练,在老师的指导下,培养学生的综合概括及表述能力。练习形式为双人对话,角色表演,小组讨论等。

《世纪商务英语——听说教程》(I~IV册)由上海商业职业技术学院姜荷梅副教授负责统筹,任总主编。

《世纪商务英语——听说教程II》由上海财经大学金阳任主编,上海海事学院金辉、东北财经大学车丽娟任副主编。参加编写的教师有上海财经大学张丽慧、杜惠筠、崔海玲,东北财经大学付丽。

本教程在编写过程中参考了大量的国内外有关资料,得到了许多学界前辈、同行及外籍教师的热心帮助和指导,尤其得到了新西兰籍专家 Rob Harry 先生、大连海事大学外语系李生禄教授的全程指导与参与,在此一并致谢。

由于我们对高职商务英语教材建设的尝试刚刚开始,需要有一个不断提高的过程,加之编写时间仓促以及编者水平有限,难免存在错误和不当之处,恳请各相关高职院校在使用本教材的过程中给予关注,并将改进意见及时反馈给我们,以便在下次修订时完善。

所有意见、建议请寄往:gzjy@dutp.cn 或 gzjckfb@163.com
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编者
2004年12月

Contents

Unit	Page	Topic
Unit 1	Page 1—Page 10	College Life
Unit 2	Page 11—Page 21	Life Style
Unit 3	Page 22—Page 31	Transportation
Unit 4	Page 32—Page 42	Career
Unit 5	Page 43—Page 52	Food
Unit 6	Page 53—Page 60	Media
Unit 7	Page 61—Page 72	Shopping
Unit 8	Page 73—Page 83	Health
Test 1	Page 84—Page 87	
Unit 9	Page 88—Page 97	Culture
Unit 10	Page 98—Page 108	Sports
Unit 11	Page 109—Page 121	Holidays
Unit 12	Page 122—Page 131	Hobbies
Unit 13	Page 132—Page 143	Traveling
Unit 14	Page 144—Page 153	Fashion
Unit 15	Page 154—Page 167	Learning
Unit 16	Page 168—Page 176	Environment
Test 2	Page 177—Page 181	

Unit 1

College Life

Part I



Warming Up

Time

Lead in: *There are at least four ways of referring to time. Take 11:43 p.m. as an example, we can call it seventeen to twelve in the evening in Britain, seventeen minutes till twelve in the evening in America, eleven forty-three in the evening on a 12-hour clock, and twenty-three forty-three on a 24-hour clock. The 24-hour clock time is not usually used in conversations, but is used in timetables and at some radio and TV stations. We use the abbreviation a.m. to refer to the morning, and p.m. the afternoon and the evening.*

Exercise 1

Directions: *Listen and write down the time the speaker says.*

Example: It's ten to ten. (9:50)

- | | |
|--|--|
| 1. It's five after four. <u>4:05</u> | 2. It's a quarter after three. <u>3:15</u> |
| 3. It's seven twenty. <u>7:20</u> | 4. It's half past nine. <u>9:30</u> |
| 5. It's fifteen to eight. <u>7:45</u> | 6. It's two to two. <u>1:58</u> |
| 7. It's thirteen thirty. <u>13:30</u> | 8. It's a quarter to eleven. <u>10:45</u> |
| 9. It's seventeen fifty. <u>17:50</u> | |
| 10. It's eight forty-five Greenwich Mean Time. <u>8:45 GMT</u> | |

Exercise 2

Directions: *Listen carefully and fill in the blanks with the missing words you hear on the tape.*

1. I left at 7:00 sharp.
2. I left promptly at 6:45.
3. Mary arrived after 12:00.
4. Jack arrived on time.

5. We begin our work at 8:30 a.m.
6. We work for 8 hours every weekday.
7. We work during the hours of 8:30 a.m. to 5:30 p.m.
8. The conference began at 2:00 p.m. and ended at 5:00 p.m.
9. We usually work from 8:00 to 17:00.
10. Joan arrived before 5:00.

Exercise 3

Directions: *Listen to the tape, and write down the departure time and the arrival time of each flight.*

From Shanghai to Chongqing there are 4 flights on Fridays. The first departs at eight fifty-five a.m. and arrives at ten fifty a.m. It is a non-stop flight. Then there is the eleven forty-five a.m., which travels via Zhangjiajie, and arrives in Chongqing at three fifty-five p.m. Next, there's the four thirty-five p.m., arriving at six forty-five p.m. and finally there's the eight thirty-five p.m. flight which gets into Chongqing at ten twenty-five p.m.

Flight	Departure time	Arrival time
1	(1)8:55 a.m.	(2)10:50 a.m.
2	(3)11:45 a.m.	(4)3:55 p.m.
3	(5)4:35 p.m.	(6)6:45 p.m.
4	(7)8:35 p.m.	(8)10:25 p.m.

Part II



Active Listening

New words pre-listening

Directions: *Listen to the following sentences and fill in the blanks with the words in the above table. (The table refers to the Student's Book.)*

1. I wanted to major in French, but I realized I might have a hard time finding a job using the language, so I changed my major to Computer Science.
2. Well, fortunately for me, I received a four-year academic scholarship that pays for all of my tuition and books.
3. Again, as you see on your course outline, grading is determined by your performance on a midterm and final test, periodic quizzes, uh, a research project, and classroom participation.
4. I started to boot up, and suddenly the screen went blank.

5. All my data's gone! I can't retrieve it!
6. It happened to me last year, and I solved the problem. So don't panic!
7. I'm in the middle of an assignment, and my computer's crashed!
8. I'm doing okay, but school has been really hectic these days, and I haven't had time to relax.
9. Books can be renewed up to two times.
10. Periodicals and reference books cannot be checked out.

Section A

Dialogue 1

School Report

Exercise 1

Directions: *Listen to the dialogue once and choose the best answer to each question you hear.*

Girl: Dad, can I go to a movie with Sharon?

Dad: Yeah, sure, but wait. Weren't you (1) supposed to get a report card sometime this past week?

Girl: Well, oh yeah. Can I call Sharon now?

Dad: Uh-hum. You didn't answer my question. Did you (2) receive it or not?

Girl: I love you, Dad! You're the best!

Dad: Don't try to (3) butter me up. I can guess that your answer means that you didn't do well in some of your classes.

Girl: Well, my English teacher is soooo boring, and he (4) blows up every time when someone talks.

Dad: (5) In other words, you're not doing so well?

Girl: Uh, a C ... minus.

Dad: Oh. Well, how are you doing in your Spanish class? You said you liked that one.

Girl: Well, I do, but I forgot to (6) turn in a couple of assignments, and I had problems on the last test. All those verbs tripped me up. I got them all (7) mixed up in my head!

Dad: Okay, and what about algebra?

Girl: Ah, I'm (8) an ace in that class. No sweat.

Dad: Oh!

Girl: Can I go now?

Dad: And how are you doing in history?

Girl: Oh, that's my favorite class. Mr. Jones is always passing out candy if you know the answers to his questions.

Dad: Great. Now, I have a bright daughter with tooth decay.

Girl: Ah, Dad. Can I go now?

Dad: You can go if you answer my history question. How old am I?

Girl: Uh, fifty-five?

Dad: Fifty-five! You just failed a math and history test at the same time!

Girl: Dad ...

Dad: Well, okay, but you need to come straight home from the movie, and you need to practice your clarinet.

Girl: Oh, I forgot about that grade.

Dad: What?

Girl: Gotta run, Dad.

1. Based on the girl's statements, how would you describe her English teacher?
A. Irritable. B. Fascinating. C. Considerate. D. Easy-going.
2. How does she feel about her Spanish class?
A. She finds that the exams are quite confusing.
B. She says that the assignments require too much time.
C. She feels the teacher doesn't spend enough time explaining verbs.
D. She expects the teacher won't examine the assignments.
3. How is she doing in her algebra class.
A. She is getting excellent grades.
B. She is doing average work.
C. She is failing the class.
D. She is dropping out of the class.
4. Why does the girl like her history class?
A. The teacher gives easy questions on tests.
B. The teacher rewards students who can handle his questions.
C. The teacher gives candy to all of the students.
D. The teacher encourages students even when they fail.
5. What does the girl have to do after she returns from the movie?
A. She has to finish her algebra homework.
B. She must read her history book.
C. She needs to practice her instrument.
D. She has to write a report.

Exercise 2

Directions: Listen to the first part of the dialogue again and fill in the missing words to complete the dialogue. (See the tapescript in Exercise 1.)

Dialogue 2

College Life

Exercise 1

Directions: *Listen to the dialogue once and choose the best answer to each question you hear.*

Maria: Oh, hi, Dave. Long time no see!

Dave: Hi, Maria. I was in the neighborhood, so I thought I'd drop by.

Maria: Come in. [Thanks.] Take a seat. Would you like anything to drink? I have Sprite and orange juice.

Dave: Sprite would be fine. Uh, so, how have you been?

Maria: Oh, not bad. And you?

Dave: Oh, I'm doing okay, but school has been really hectic these days, and I haven't had time to relax.

Maria: By the way, what's your major anyway?

Dave: Hotel Management.

Maria: Well, what do you want to do once you graduate?

Dave: Uh...I haven't decided for sure, but I think I'd like to work for a hotel or a travel agency in this area. How about you?

Maria: Well, when I first started college, I wanted to major in French, but I realized I might have a hard time finding a job using the language, so I changed my major to Computer Science. [Oh.] With the right skills, finding a job in the computer industry shouldn't be that difficult.

Dave: So, do you have a part-time job to support yourself through school?

Maria: Well, fortunately for me, I received a four-year academic scholarship [Wow] that pays for all of my tuition and books.

Dave: Wow. That's great.

Maria: Yeah. How about you? Are you working your way through school?

Dave: Yeah. I work three times a week at a restaurant near the campus.

Maria: Oh. What do you do there?

Dave: I'm a cook.

Maria: How do you like your job?

Dave: It's okay. The other workers are friendly, and the pay isn't bad.

1. What does the man want to do after he graduates?

- A. He wants to become a teacher.
- B. He hopes to go on to graduate school.
- C. He'd like to work at a hotel or a travel agency.
- D. He intends to work for a tourist agency.

2. What is the woman majoring in?
 - A. History.
 - B. French.
 - C. Computer Science.
 - D. Communication.
3. How does the woman pay for college?
 - A. She has a part-time job.
 - B. She received a scholarship.
 - C. Her parents are paying for it.
 - D. She has saved enough money.
4. Where does the man work part-time?
 - A. At a bakery.
 - B. In a library.
 - C. At a restaurant.
 - D. At a bank.
5. What thing did the man NOT say about his job?
 - A. His co-workers are friendly.
 - B. He works long hours.
 - C. The pay is okay.
 - D. The restaurant is near the campus.

Exercise 2

Directions: *Listen again and then complete the following statements with the information you've got from the tape.*

1. Oh, I'm doing okay, but school has been really hectic these days, and I haven't had time to relax.
2. Well, when I first started college, I wanted to major in French, but I realized I might have a hard time finding a job using the language, so I changed my major to Computer Science.
3. So, do you have a part-time job to support yourself through school?
4. Well, fortunately for me, I received a four-year academic scholarship that pays for all of my tuition and books.
5. Yeah. I work three times a week at a restaurant near the campus.

Section B

Passage

First Day of Class

Exercise 1

Directions: *Listen to the talk once and choose the best answer to each question you hear.*

Teacher: Okay, Okay, let's begin. Hello, everyone. My name's Karl Roberts, and I'll be your teacher for this class, Intercultural Communication 311.

Uh, to begin with, please take a look at the syllabus in front of you. As you all should know by now, this class meets on Tuesdays and Thursdays from 3:15 to 4:50. We will be meeting in this room for the first half of the course, but we will be using the research lab every other week on Thursday in Room 405 during the last two months of the class.

Uh, this is the text for the class, *Beyond Language*. Unfortunately, the books haven't come in yet, but I was told that you should be able to purchase them at the bookstore the day after tomorrow. Again, as you see on your course outline, grading is determined by your performance on a midterm and final test, periodic quizzes, uh, a research project, and classroom participation.

My office hours are from 1:00 to 2:00 on Wednesdays, and you can set up an appointment to meet with me at other time as well.

1. What is the name of the course?
A. Intercultural Commerce. B. Interaction in Communication.
C. Intercultural Communication. D. International Cooperation.
2. What time does the class meet?
A. 3:05 p.m. to 4:15 p.m. B. 3:15 p.m. to 4:50 p.m.
C. 3:50 p.m. to 4:50 p.m. D. 3:15 p.m. to 4:15 p.m.
3. On average, how often will the class meet in the research lab during the last part of the course?
A. Once a month. B. Twice a month.
C. Three times a month. D. Four times a month.
4. If today is Tuesday, when should the textbook be available in the bookstore?
A. Today after class. B. On Wednesday.
C. On Thursday. D. On Friday.
5. Which item is NOT mentioned as part of determining a student's final grade in the class?
A. Participation. B. Quizzes.
C. A research project. D. Attendance.

Exercise 2

Directions: Listen again and then complete the following short paragraph with the information you've got from the tape.

Uh, (1) to begin with, please take a look at (2) the syllabus in front of you. As you all should know by now, this class meets on Tuesdays and Thursdays (3) from 3:15 to 4:50. We will be meeting in this room (4) for the first half of the course, but we will be using (5) the research lab every other week on Thursday in (6) Room 405 during the last two months of the class.

Dialogue

My Computer's Down

Exercise 1

Directions: Listen to the dialogue once and choose the best answer to each question you hear.

(C—Chris, J—Jane.)

C: Hello, is that Jane?

J: Speaking!

C: Hi, Jane. This is Chris here. Listen. I'm in real trouble. I'm in the middle of an assignment, and my computer's crashed!

J: Oh, no! Bad luck!

C: Yeah. I can't believe it! What do you think I should do? I'm desperate!

J: I think I can help you. Chris, so calm down! It happened to me last year, and I solved the problem. So don't panic! What happened exactly?

C: I started to boot up, and suddenly the screen went blank. I couldn't do anything! All my data's gone! I can't retrieve it! I've lost it all!

J: Listen, that also happened to me, and I took it round to a small company I know and they fixed it in an hour! And they retrieved all my data, too.

C: Thank God! Can you give me the phone number?

J: Sure. They're very helpful. Speak to Kit, Kit Marlow. You can mention my name too! That might help. Do you have a pen handy? Call them on 0208 346 789. Oh, just one more thing. Before you do that, switch it off, and try again. You never know—it might correct itself!

C: Okay! I'll do that right now. And thanks a million!

J: My pleasure. Good luck!

1. Why did Chris call Jane?

- A. To ask her for a telephone number.
- B. To ask her about a computer problem.
- C. To ask her about the assignment she was doing.
- D. To inform her of a computer virus.

2. How did Chris feel about the situation?

- A. She was in a panic.
- B. She took it easy.
- C. She took it for granted.
- D. She felt relieved.

3. What did Jane do with the situation?

- A. She offered to repair it by herself.
- B. She gave Chris a telephone number so that she could have her computer fixed.
- C. She would redownload the data Jane had lost.
- D. She thought it was a new virus.

4. What's the telephone number Jane recommended?

