



高职高专工作过程导向系列规划教材 · 商务英语类

# 商务英语听说 1

主编 / 肖文萍



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商务英语系列总主编：粟景壮  
商务英语听说系列总主编：肖文萍

# 商务英语听说 1

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## 内 容 简 介

《商务英语听说》是以商务公司的工作过程为导向。内容方面的整体设计思路是由一个大学毕业生步入商界前的准备工作开始到能够独立完成商业活动的整个过程为背景,全书共4册。从内容上分别为走向商务世界、体验商务精彩、步入商务实战和磨练商务精英。

本书适应高职英语教学的特点,以能力培养为宗旨,以分析学生听力困难为基础,以科学论证为手段。目的在于培养学生良好的听力习惯,锻炼正确的听力技巧,从而可以在一定的时间内取得较大的进步,达到快速提高听力理解能力的目的。本书根据对学听力困难的调查和分析,在练习形式的设计和安排上有重大突破。

本书内容实用,使用方便,适合普通高职外语类专业学生作为听力培训教材使用,也可供有意在商务环境下学习英语的相关人士自学使用。

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## 前言

以工作过程为导向的商务英语系列教材是为贯彻落实国家教育部《关于实施国家示范性高等职业院校建设计划，加快高等职业教育改革与发展的意见》（教高[2006]14号）和《关于全面提高高等职业教育教学质量的若干意见》（教高[2006]16号）文件精神，根据当前高等职业教育教学实际，结合当前社会经济发展趋势对商务英语人才培养提出的更高要求，在充分研究现有相关教材的基础上，打破传统的教材编写理念，以培养职业能力为核心，以工作实践为主线，以工作过程（项目）为导向，采用任务驱动模式进行编写，突出实用性和实践性，接近真实岗位和工作需要，实现理论与实践一体化。

《商务英语听说》系列教材（共4册）以工作过程导向的现代教学改革理念为编写理念。整套教材在内容方面的主线是以一个大学毕业生步入商界前的准备工作开始到能够独立完成商业活动的全过程为背景，整体设计思路为培养良好习惯、开发听力潜质、经历真实场景和历练商业精英。

在编写这套书的过程中我们精心编制工作过程，充分利用商务知识为载体，重视语言听力的训练技巧。试图使学生在接受语言训练的同时学到商务活动的相关知识和英语的表达方式，了解一般商务活动的工作场景。从而，掌握英语语言的运用能力和商务方面的综合能力。步入商界后可以很快适应工作环境，尽快进入社会角色。

《商务英语听说1~2》旨在利用教材这个载体把听力教学引导到新的发展阶段，即以能力培养为宗旨，以分析学生听力困难为基础，以科学训练为手段的教学模式。目的在于培养学生良好的听力习惯，锻炼正确的听力技巧，从而可以在一定的时间内取得较大的进步，达到快速提高听力理解能力的目的。《商务英语听说3~4》则是在通过职场上各种商务工作过程训练商务技能。

《商务英语听说1》具有以下特色：

1. 书中的主人公就是刚刚毕业的学生，第1册从找工作开始使学生感觉真实、和自身的现实生活贴近。
2. 以高职外语类学生可能从事的工作过程为导向，可以使学生感到内容实用，既可增加学习兴趣，又能使学生步入社会后尽快适应所学专业相关的各种工作。
3. 本书的突出特点是重视基本听力技巧的训练。在第1册和第2册的第五部分设置了听力技巧部分，通过技巧训练使学生建立良好的听力习惯，从而可以在同样的训练时间内更快的提高听力理解能力。
4. 在对学生听力困难的全面调查基础上，本书的练习设计有所突破。例如：在初级阶段不设计听写练习，因为学生在初级听力练习过程中，需要大量的认知资源去加工新的知识，因而用于记忆和书写的认知空间就相对减少，因此出现顾上听顾不上写的困难。然而，有了一定的能力之后，完成这一任务的困难程度就会相对减少。





5. 本书使用方便。教材编写的老师都是教授听力课程的一线教师，在编写本套教材时将以前使用过的教材的优点充分在本教材中得以体现，特别考虑到了授课老师在授课时的方便问题，特意将学生用书中的练习原样搬到了教师用书当中，使老师们不必在学生用书和教师用书之间转来转去。

《商务英语听说1》在内容上围绕一个行政助理在商务职场上的各项工作展开，具体编排如下：

Preparing for Your Job in Business—Time（商务准备——时间）；Preparing for Your Job in Business—Names（商务准备——名字）；Preparing for Your Job in Business—Money（商务准备——金钱）；Making an Appointment for an Interview（面试预约）；Interviews（面试）；Answering & Making Calls（接打电话）；Receiving a Visitor at Office（接待来访者）；Showing the Guest to the Downtown（市区指引）；Having a Dinner with the Guest（与客人共进晚餐）；Offering Gifts（送礼）；Seeing the Guests off at the Airport（机场送客）；Solving Computer Problems（解决电脑问题）；Talking about File Work（讨论文档）；At a Meeting（开会）；A Talk with the Boss（与老板谈话）；Test Yourself（小测验）。

商务英语听说系列教材（共4册）由肖文萍任总主编，负责前期的统筹和后期的统稿工作。

本书由肖文萍任主编，闫洁、任诤、周赣琛任副主编，徐希锦、耿凤鸾、朱黎明、马秋丽、沈静、徐瑞卿参加编写。

由于编者水平所限，书中如有不足之处敬请使用本书的师生与读者批评指正，以便修订时改进。如读者在使用本书的过程中有其他意见或建议，恳请向编者（bjzhangxf@126.com）踊跃提出宝贵意见。

编 者



## 使用说明

《商务英语听说》系列教材（共4册）是以工作过程为导向，以商务知识为背景的英语语言听力训练教材。它的特点是第1册和第2册偏重于语言听力的基本技能训练；第3册和第4册注重商务英语知识的扩展和工作的能力培养。因此，本套书的使用说明也对前两册和后两册有不同的阐述。

《商务英语听说1~2》的主要功能是用于听力训练，通过重复所听到的话题可以增加对这一话题的敏感度，加强输入；通过口语练习则可以使学生把在本课中所听到的语言点变为自己的听力词汇和知识，加强输出。

《商务英语听说1~2》第一部分为热身练习，通过听与本课内容关系紧密的关键词汇，把学生的思维引导到本课内容的学习领域；第二部分体现工作过程；第三部分是口语练习；第四部是拓展知识；第五部分是听力技巧。

前两册基于对学生学习困难的调查和分析，具有针对性地设立了听力技巧部分。作者在教学实践中就听力困难做了一些问卷调查。调查分析结果如下表所示：

| 调查人数 | 内容       | 比例   | 序号 | 问卷内容                     |
|------|----------|------|----|--------------------------|
| 96人  | 输入方式和习惯  | 100% | 1  | 以单词为单位进行输入               |
|      |          | 98%  | 2  | 遇到生词就会停下来                |
|      |          | 95%  | 3  | 听的时候会翻译中文                |
|      | 听力练习中的困难 | 67%  | 4  | 短的句子能听懂，长句子就感觉有点儿乱了      |
|      |          | 78%  | 5  | 简单句没问题，复合句分不清主句还是从句      |
|      |          | 96%  | 6  | 不知道如何在众多的信息中寻找有用信息并将其记住  |
|      |          | 98%  | 7  | 听短篇文章没问题，长篇、大段的就乱了，记不住   |
|      |          | 99%  | 8  | 一篇文章或一段对话中总有一个或几个地方听不太清楚 |

表1 听力课程学生听力习惯和困难总结分析表

从上述调查中可以明显看出学生在通常的听力训练中有以下几个方面的困难：

1. 有时候在听一句话时单词都能听懂，但是听不懂整句话的意思。
2. 简单的句子听着没问题，复合句分不清主句还是从句。
3. 一遇到生词就会停下来，从而影响后面内容的理解。
4. 一篇文章或一段对话中总有一处或几处听不清楚。
5. 不知道如何在众多的信息中寻找有用信息并将其记住。
6. 听短篇文章能听懂，但听长篇大段的文章就感觉有些乱，而且记不住。

通过对上述困难的分析我们发现，整句话理解困难是听力习惯造成的。我们探讨了一下应对方法：



### 第一、培养良好的解码习惯。

听力理解过程的基本原理是解码，解码就是运用已有的知识对刚刚输入的信息进行解码的过程。比方说：听到“apple”，即将其对应为中文的“苹果”。我们最初的解码习惯是以单词为单位，然后依靠词汇的堆积来理解句子和段落的意思。这种解码的方式叫做“自下而上”的解码方式。大多数学生会把精力集中到词意的理解上，用于整体思考的精力就受到限制，因此对句子和段落的理解就会受到影响，从而给听力理解造成困难。老师在训练学生听力的时候，要将听力训练由“自下而上”的听力习惯逐渐过渡到“自上而下”的听力习惯。“自上而下”的听力模式就是利用学生已经掌握的知识、对所听信息背景知识的了解、学生自己的生活经历以及所听信息的总的内容和中心思想来加工新的信息。

### 第二、建立意群的概念和听力习惯。

通过问卷调查发现，所有的学生没有意群听力的概念和意识；我们知道，要想听懂一句话的意思，就要在单词这个最小的有意义的单位之间建立联系。如果逐字逐字地听，那么建立联系时就需要相对较长的时间。例如，一句话由10个单词组成，就要在10个单词间建立联系，需要的时间就相对较长。反之，如果我们按意群来听，这个由10个单词组成的句子可能可以分成3个或4个意群，那么在3个或4个意群之间建立联系所需要的时间就相对较短。因此解决这一困难的最好办法应该是建立良好的意群听力习惯。

### 第三、注意句子结构，训练复合句的连词的听力方法。

听不懂复合句的原因则是由于分辨主句和从句之间某些重要的连接词往往被讲话者弱化。培养学生进行结构听力的习惯，强化对连接词的意识 and 感觉，对解决这一困难很有帮助。

### 第四、培养初期练习时正确对待生词的办法。

几乎所有的人遇到生词都会情不自禁地停下来，试图在记忆中寻找相关的知识对新的信息进行解码，从而丢掉了随后的信息。

### 第五、听细节时培训相应的语音等知识。

困难不只是语速问题，还有一些语音知识的问题，比如失去爆破、弱读和连读等。后两种困难主要是记忆问题。

### 第六、带着任务听有用信息。

### 第七、解决长篇听力记忆问题，可以运用大纲式听力练习的方法。

全书听力技巧安排的思路是在第一课介绍，在后面的章节逐步介绍一些常用的听力技巧。每个技巧都有针对性地用来帮助学生改掉一个不良的听力习惯，同时建立一个良好的听力习惯。

第1册和第2册在兼顾商务英语知识掌握和运用的同时，偏重于听力技巧的训练。每个练习任务中的导言对于要听几次未做任何规定，由教师根据学生的基础和学习能力而定。因而不会给学生造成心理负担，也给老师留有足够的自我掌控的空间。

本套书在基础听力训练阶段的观点是：老师在课堂上，要充分利用课本对学生进行听力习惯的引导和训练以及商务知识的介绍，具体的大量听力练习需要采取措施鼓励学生利用课余时间进行练习。





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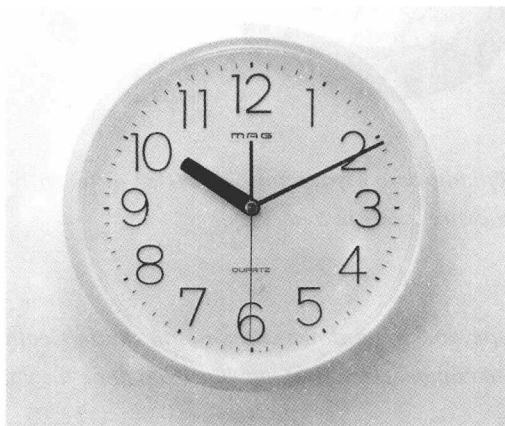
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# Unit 1

## Preparing for Your Job in Business—Time

### Aims

1. For listening skill: In this unit, you are expected to master the skill of decoding words and phrases from the processing way of “bottom-up” to “top-down” by listening to and writing down the numbers with 2 to 3 digits and time expressions.
2. For business English: By listening and speaking about the numbers and time expressions, you will get very familiar with simple numbers and time expressions.



### Situation

Sun Long has just graduated from college, and he plans to get a job in a foreign enterprise. He is now preparing himself for interviews and he thinks that the time expressions are very useful in the interviews and business work.

### Part I Warm-up

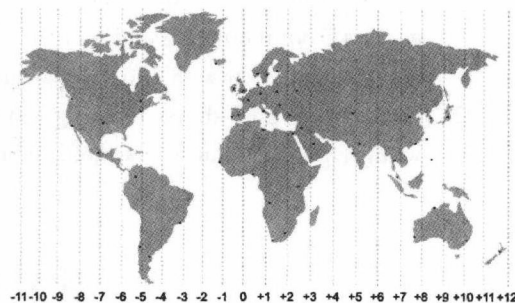
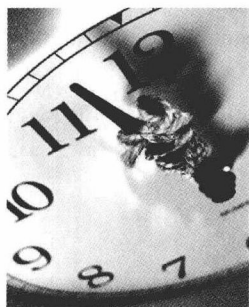
**Directions:** Getting familiar with numbers is very important before learning time expressions. Now, listen to the tape and write down the numbers in Arabic in the boxes. The first one has been done for you.

|    |  |  |  |  |  |  |  |  |  |
|----|--|--|--|--|--|--|--|--|--|
| 15 |  |  |  |  |  |  |  |  |  |
|----|--|--|--|--|--|--|--|--|--|



## Part II Conversations on Time Expressions

|         |             |     |        |              |    |
|---------|-------------|-----|--------|--------------|----|
| quarter | <i>n.</i>   | 一刻钟 | almost | <i>adv.</i>  | 几乎 |
| exactly | <i>adv.</i> | 确切地 | past   | <i>prep.</i> | 过  |



**Section 1** Sun Long is practicing time expressions. He tries to learn time expressions by heart and make out the time expressions in a passage.

**Directions:** Listen to the tape and write down the time on the left column. And then draw lines to match the Arabic numbers, the first one has been done for you.

- |                         |                                  |
|-------------------------|----------------------------------|
| 1. <u>seven o'clock</u> | a. 12:15                         |
| 2. _____                | b. 2:25                          |
| 3. _____                | c. 4:45                          |
| 4. _____                | d. 10:30                         |
| 5. _____                | e. 8:45                          |
| 6. _____                | f. 7:00                          |
| 7. _____                | g. 14:00 (2:00 in the afternoon) |
| 8. _____                | h. 11:30                         |

### Task 2

**Directions:** Mr. and Mrs. Green are going to visit their company in Tokyo. The following short passage is summarized from a telephone message of the secretary of Mr. Green. Listen to the tape and write down the time of their activities in the time-table.

| Activities                      | Date                 | Mr. Green  | Mrs. Green |
|---------------------------------|----------------------|------------|------------|
| Arrive at the office            | May, 1 <sup>st</sup> | 10:00 a.m. | 10:00 a.m. |
| Talk with the CEO               |                      |            |            |
| Meet the stuff during tea break |                      |            |            |
| Talk with personnel manager     |                      |            |            |
| Visit the financial department  |                      |            |            |
| See the Fuji state park         |                      |            |            |
| Go to see Fuji state park       |                      |            |            |
| Meet a few important customers  |                      |            |            |
| Go shopping                     |                      |            |            |
| Leave Tokyo for Hong Kong       |                      |            |            |

**Section 2** *Sun Long is practicing time expressions through conversations.*

**Directions:** *Listen to the tape and choose the correct answer to each question in your book.*

### Task 1

Question: What's the time by the woman's watch?

- ☐ A. 11:00      ☐ B. 11:30      ☐ C. 10:30

### Task 2

Question: When does the man have to set out every morning?

- ☐ A. 6:05      ☐ B. 6:15      ☐ C. 5:30

### Task 3

Question: When did the woman get to the cinema?

- ☐ A. 5:00      ☐ B. 4:30      ☐ C. 5:30

### Task 4

Question: When will the man arrive at the airport?

- ☐ A. 8:05      ☐ B. 9:15      ☐ C. 8:15

### Task 5

Question: When will the man see Mr. Parker tomorrow probably?

- ☐ A. 10:09      ☐ B. 8:15      ☐ C. 9:15

## Part III Oral Practice for Listening Purpose

**Directions:** Make dialogues with your partner on the following topics:

Topic 1: What's the time?

Topic 2: When did you get there?

Topic 3: Make an appointment

Topic 4: Talk about your time to get up, go to school in your daily life

Topic 5: Make an arrangement with your classmates to have lunch together

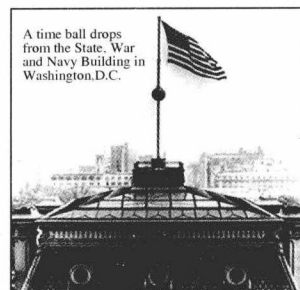
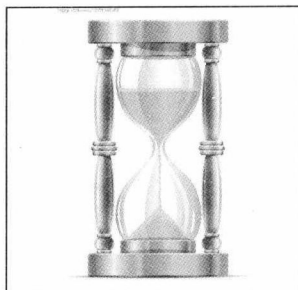
## Part IV More Listening Practice

### Word Bank

|           |             |      |          |             |         |
|-----------|-------------|------|----------|-------------|---------|
| Greenwich | <i>n.</i>   | 格林威治 | GMT      |             | 格林威治时间  |
| mean      | <i>adj.</i> | 平均的  | rotation | <i>n.</i>   | 旋转      |
| degrees   | <i>n.</i>   | 度数   | regular  | <i>adj.</i> | 规律的     |
| truly     | <i>adv.</i> | 真实的  | accurate | <i>adj.</i> | 准确的     |
| average   | <i>adj.</i> | 平均的  | sundial  | <i>n.</i>   | 日晷      |
| device    | <i>n.</i>   | 装备   | cast     | <i>v.</i>   | 投, 掷; 抛 |
| hourglass | <i>n.</i>   | 沙漏   | tube     | <i>n.</i>   | 试管, 水槽  |

### Task 1

**Directions:** Look at the interesting pictures related to time, listen to the tape and choose the correct words to fill in the blanks.



A. sundial

B. hourglass

C. time ball

1. Nowadays we can easily find out the time by looking at a \_\_\_\_\_ or clock.

☐ A. sundial

☐ B. watch

☐ C. time ball

2. A \_\_\_\_\_ is a device that measures time by the position of the Sun.

☐ A. sundial

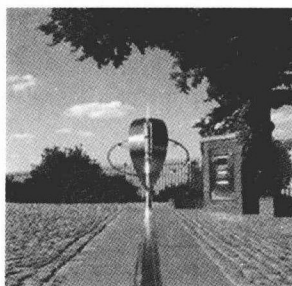
☐ B. hourglass

☐ C. time ball

3. An \_\_\_\_\_, also known as a sandglass, sand timer, sand clock or egg timer, is a device for the measurement of time.
- ☐A. sundial                      ☐B. hourglass                      ☐C. time ball
4. A \_\_\_\_\_ is a large painted wooden or metal ball that drops at a predetermined time, principally to enable sailors to check their time at sea.
- ☐A. sundial                      ☐B. hourglass                      ☐C. time ball

## Task 2

**Directions:** Look at the interesting pictures related to time. Listen to the tape and choose the correct answer to each question in your book.



*International Date Line at Greenwich in London*

- What does GMT stand for?  
☐A. Accurate clock                      ☐B. Day and night                      ☐C. Greenwich Mean Time
- What gives us day and night?  
☐A. Mean                      ☐B. The rotation of the Earth                      ☐C. Minute
- Which word is similar to the word "mean" in the passage?  
☐A. Average                      ☐B. Minute                      ☐C. Time
- What time, according to the passage, do we set our clocks to?  
☐A. Truly accurate clock                      ☐B. Something like clock                      ☐C. Greenwich Mean Time
- What time does US Space Shuttle use?  
☐A. Truly accurate clock                      ☐B. Something like clock                      ☐C. Greenwich Mean Time

## Part V Listening Skill — Decoding

While listening, we try to make sense of the stream of sound we all hear. We usually process the input based on our acquired knowledge, which is called "decode". Decoding what they hear is very important to beginners in practice listening comprehension of a foreign language. A useful metaphor often used to explain reading but equally applicable to listening is "bottom-up vs. top-down processing", proposed by Rumelhart and Ortony (1977) and expanded upon by Chaudron and Richards (1986), Richards (1990), and others. The distinction is based on the way learners attempt

to understand what they read or hear. With bottom-up processing, students start with the component parts: words, grammar, and the like. Top-down processing is the opposite. Learners start from their background knowledge, either content schema (general information based on previous learning and life experience) or textual schema (awareness of the kinds of information used in a given situation) (See Long, 1989).

Imagine a brick wall. If you are standing at bottom studying the wall brick by brick, you can easily see the details. However, it is difficult, to get an overall view of the wall. If, on the other hand, you're sitting on the top of the wall, you can easily see the landscape. However, because of distance, you will miss some details. Of course, the view is very different.

Many students, especially those with years of "school English" have learned methods that stress the "parts" of English: vocabulary and grammatical structures. It is not surprising, therefore, that these learners try to process English from the bottom up. The purpose of listening class, however, is to help the students get used to understanding English in the top down process, in other words, to focus on main ideas instead of words so as to speed up the process of listening comprehension.

Still waters run deep.

静水流深。



# Unit 2

## Preparing for Your Job in Business – Names

### Aims

1. For listening skill: In this unit, you are expected to master the skill of confirming person names and place names in listening through taking notes of the correct spelling.
2. For business English: By listening and speaking about the place names and person names, you will get familiar with the famous cities' names and identify foreigners' names.



### Situation

Sun Long is now preparing himself for interviews and he believes that getting familiar with the foreign names of people and places are very useful during an interview and in doing business.

### Part I Warm-up

**Directions:** Listen to the tape and tick the names you hear, and listen again to tick the names that have two syllables.

#### Exercise 1:

- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| 1. <input type="checkbox"/> A. Mia   | <input type="checkbox"/> B. Mila    |
| 2. <input type="checkbox"/> A. Erika | <input type="checkbox"/> B. Enrique |
| 3. <input type="checkbox"/> A. Sarah | <input type="checkbox"/> B. Sherry  |
| 4. <input type="checkbox"/> A. John  | <input type="checkbox"/> B. Joan    |
| 5. <input type="checkbox"/> A. Tina  | <input type="checkbox"/> B. Tia     |

#### Exercise 2:

- |                                 |                               |                                |                                  |                                |
|---------------------------------|-------------------------------|--------------------------------|----------------------------------|--------------------------------|
| <input type="checkbox"/> Mia    | <input type="checkbox"/> Mila | <input type="checkbox"/> Erika | <input type="checkbox"/> Enrique | <input type="checkbox"/> Sarah |
| <input type="checkbox"/> Sherry | <input type="checkbox"/> John | <input type="checkbox"/> Joan  | <input type="checkbox"/> Tina    | <input type="checkbox"/> Tia   |