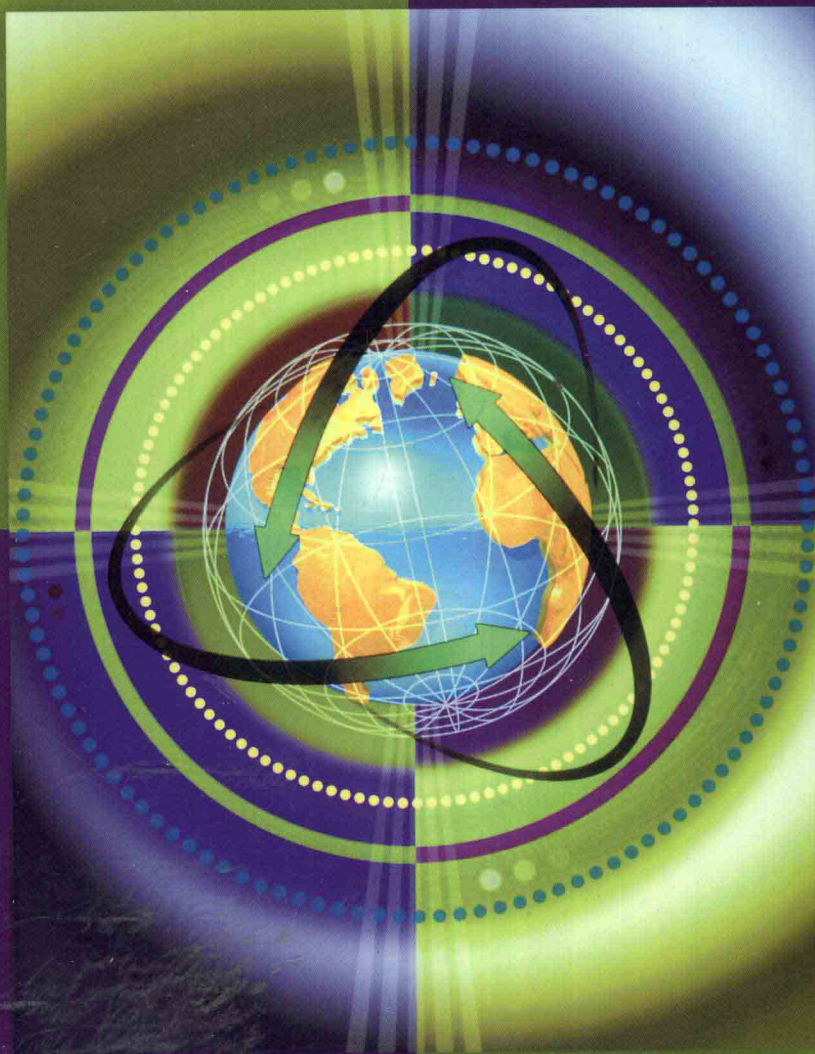


环球商务英语教程1

GLOBAL LINKS 1



Keith Adams Rafael Dovale



华东师范大学出版社




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GLOBAL LINKS 1

English for International Business

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环球商务英语教程 1

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出版说明

为了满足高等院校和广大学习者提高商务英语技能的需要,我们引进了培生教育出版集团(Pearson Education)出版的《环球商务英语教程》(Global Links)系列教材,供高等学校本、专科学生,商务英语培训学校、外企、跨国公司及其涉外工作的学习者使用。

本教材具有全球化视野和时代特色,其特点:一是专门为非英语国家学习者掌握商务英语表达而编写,语言难度适宜,信息量大;二是选材如听力材料、阅读文章、案例和图表,均源于跨国公司的真实材料;三是提供跨文化语境,注重让学习者了解不同国家的文化。

本教材有《环球商务英语教程1》和《环球商务英语教程2》两册。每册有十四个单元,每个单元由商务会话、商务技能和环球沟通三个模块组成。具体如下:

模块一:商务会话

启动部分(Getting Started)介绍了该单元的主要社交表达、词汇和语法要点。学生通过看或听商务场合的真实材料,开启运用语言之旅。

会话部分(Conversation)引导学生使用商务交际中的常用表达和重要句型,以及根据场合和聆听对方说话来灵活选用恰当的表达。语音训练,如节奏、语调和重音放在其后。

模块二:商务技能

听力部分(Listening)通过丰富多样的真实材料和活动来提高学生的能力。

口语部分(Speaking)则通过信息沟、同伴对练、角色扮演和小组活动来帮助学生开口说话。口语练习还注意强化句子结构和词汇的操练,注重信息的传递,以适应工作场合的商务表达需要。

模块三:环球沟通

阅读部分(Reading)的选材源自商业出版物、杂志、报纸与商务相关的活动。每个阅读段落后面都有一个与运用相关的任务。阅读的内容还可以作为课堂讨论(Talk About It)的素材来源。

写作部分(Writing)重点培养商务电子邮件的写作基础技能,以及商务往来中常用的信件、传真、报告等。

鉴于商务领域数字无处不在,如公司报表、财务数据、股市行情、外汇牌价、汇率走势等,本教材每单元均设有数字练习,帮助学生从容应对数字听与说的难题,并跨越数字恐慌。

本教材还为口语活动的同伴对练编有活动材料(Activity File)。教材最后的语言点小结、课文译文和商务英语实用表达可供学习者参考使用。

本教材可满足小班化教学的需要,每单元约3课时,共42—45课时。教师可以根据教学需要灵活处理,如缩短为2课时或延长至4课时。本教材随书配有MP3光盘,还配有教师手册和测试用书,以及辅导网站(www.longman.com/globalinks)。这可以极大地方便学习者学习使用。

无论你是商务英语、国际经贸、国际金融等涉外专业的商务英语学习者,还是英语专业、大学英语选修课的商务英语学习者,培训学校的学生或是外企职员,都可以通过本教材的学习,一步步地走向成功。

2007年12月

Scope and Sequence

Topic	Social/Functional Language	Grammar	Culture Report	Writing	Numbers
1 Introductions in the Business World	Introducing yourself: name, company, position. <i>It's nice to meet you. My name's Linda Dumas. What's his last name? Where is he from?</i> Conversation Strategies: <i>Can you spell that? What's the number again?</i>	Simple present of <i>be</i> <i>Wh</i> -questions	Titles and Names	Memo about a business visit	Addresses, telephone numbers
2 Describing Your Company	Talking about company location, products and global business <i>It's a Mexican company. They make cell phones. How many employees does it have? What do you do?</i> Conversation Strategies: <i>Can you repeat that? How do you spell it?</i>	Simple Present: regular verbs	Greetings Around the World	Letters of introduction	Hundreds and thousands
3 Office Routines	Talking about business routines and frequency <i>We always have meetings on Thursdays. I sometimes go on trips. Do you often work late? How often do you write business letters? I usually do. I hardly ever do.</i>	Frequency adverbs Short answers Questions with <i>How often?</i>	Business Hours	E-mail replies	Clock times
4 Business in Progress	Talking about current actions and activities in the workplace <i>What is she doing? What are they doing? I'm writing the memo now. She's coordinating the project. We're building new plants. They're talking to a client.</i>	Present continuous for current action	Business and Our Environment	Memo about a current project	Hundreds, thousands, and millions
5 Describing Company History	Talking about recent business and company history <i>We opened a new office last year. They sold 200 buses. What did Magna do in 1989? What happened from 1996 to 1999?</i> Conversation strategies: <i>Can you repeat that? Did you say 813 or 830?</i>	Simple Past: Regular and irregular verbs	Company Mergers	A business results report	Dates (day, month, year)
6 Making Telephone Arrangements	Making appointments Leaving and taking messages <i>Can we meet on Tuesday? Could I speak to Mr. Marshall? May I have your name, please? Can you hold, please?</i>	Modals for requests (fixed forms)	Cell Phones	Follow-up letters	Time zones
7 Describing Locations	Asking for, describing and confirming location of places and things <i>Where's the coffee shop? It's on the first floor. Where's the wastebasket? It's next to the desk. Conversation strategies—repeating: It's on the third floor. The third floor?</i>	Prepositions of Location	Personal Comfort Zones	New office design fax	Ordinal numbers: <i>first, second, third, fourth ...</i>

Topic	Social/Functional Language	Grammar	Culture Report	Writing	Numbers
8 Getting to a Meeting	Asking for and giving directions <i>How do I get to there?</i> <i>Which way is it?</i> <i>Turn left.</i> <i>Go straight for two blocks.</i>	Imperatives	Being "on time"	E-mail directions to your company	24-hour and 12-hour clock
9 Overseas Business Travel	Dealing with airport procedures and hotel check-in <i>I'd like a single room.</i> <i>I'd prefer nonsmoking.</i> <i>How will you be paying?</i> <i>How long will you be staying?</i>	Preferences: <i>I'd like ... I'd prefer ...</i> Questions: <i>How long ...?</i>	Tipping	Airport arrival forms	Prices in dollars and cents
10 Socializing	Having social conversations with business guests <i>Would you like some tea?</i> <i>Would you like me to make the reservations?</i> <i>Can I get you something to drink?</i> <i>Cream or sugar?</i>	Offers (fixed forms)	Giving Gifts	Thank you letter	Decimals: currency exchange rates
11 Explaining Your Culture	Asking and explaining about national culture and business customs <i>You should try it.</i> <i>You shouldn't wear casual clothes.</i> <i>Don't miss the Grand Palace.</i> <i>You should visit the city of Kyoto.</i>	Modals (Advice)	Business Cultures	E-mail advice about business customs	Measurements: area and length
12 Comparing Workplaces and Products	Comparing companies, jobs, and products <i>AOL has fewer applicants than Dell.</i> <i>I get a higher salary than I did before.</i> <i>Cedro is more expensive than Alto.</i> <i>Our printer is faster than Alto.</i>	Comparative forms	Job Satisfaction	Bar graph comparisons	Measurements: volume, weight, and liquids
13 Executive Advice	Giving advice about office projects and workplace needs <i>You need to tell everyone about it.</i> <i>You have to set deadlines.</i> <i>Why don't you ask for some part-time help?</i> Conversation strategies—keeping a conversation going: <i>I agree ...</i> <i>That's right ...</i> <i>Yes, and ...</i>	Modals of necessity and obligation	Teams: Key Questions to Ask	Advice for good management	Fractions
14 Business Plans and Predictions	Talking about a future business trip Making predictions <i>I'm going to go there next month.</i> <i>I'm speaking at the sales conference next week.</i> <i>How many sales reps are you going to need?</i> Conversation Strategies—making time to think: <i>Well, I'm not sure, but ...</i>	Future forms: <i>be going to</i> Present Continuous for future	The Technology Revolution	Business predictions report	Millions, billions, and trillions

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K.A.
R.D.

Preface



Global Links: English for International Business is a three-level course that teaches the basic language and grammar structures needed to communicate in business. It is designed for adult students on the false beginner, low-intermediate, and intermediate levels who are employed as executives or are studying to enter the business world in that capacity. **Global Links** covers all four language skills, with special emphasis on the speaking and listening skills that managers need in international business.

FOCUS AND APPROACH

The goal of **Global Links** is to teach students the English they will need to communicate effectively in a professional environment. Students learn key vocabulary, social language, and structures through a progression of models and practice activities. Key language is recycled from module to module and unit to unit. Realistic tasks provide opportunities for students to produce the language they will need in common business situations.

Global Links is designed to meet the specialized needs of businesspeople and the instructors who teach them. Its modular design can flexibly accommodate students who are executives or managers and whose busy schedules may cause them to attend class irregularly. Although units are sequenced and reinforce previous learning, each can stand on its own. Within each unit, content is organized into self-contained two-page modules so that each lesson can be completed in a single class.

Global Links is written with small classes in mind. All speaking activities in **Global Links** center on pair work or tasks for small groups. The *Teacher's Manual* provides suggestions and alternative activities for teachers in one-to-one teaching situations and for teachers with larger classes who want to expand activities.

Features

- **Low-level language for high-level business people.** The clear, controlled pedagogical design of **Global Links** meets the language needs of lower-level students. At the same time, its sophisticated business content acknowledges the high level of real-world knowledge and experience that businesspeople bring to their study of English.
- **International focus.** **Global Links** exposes students to English as an international means of communication.
- **Authentic material about real companies.** **Global Links** offers authentic texts, documents, graphs, and charts with information about real companies and activities that have practical, real-world application.
- **Cultural information for doing business worldwide.** **Global Links** provides interesting, relevant information about doing business internationally and interacting with businesspeople from around the world.
- **Practice with numbers.** Many business situations involve numbers, which businesspeople need to set dates for meetings, discuss prices, and understand sales results. **Global Links** makes sure that businesspeople are comfortable using numbers in English by providing systematic practice with numbers as used in business contexts.

Course Length

Each level provides 40 to 45 hours of instruction, but the material may also be adapted to classes as short as 20 to 25 hours or as long as 50 to 60 hours of instruction. The course duration is flexible and is determined by the learning pace of the students, the attention and time given to writing in class, and the teacher's use of other materials.



ORGANIZATION OF STUDENT BOOKS 1 AND 2

The Student Book consists of fourteen units. Each has three, two-page modules: **Business Talk**, **Business Connections**, and **Global Communication**. Objectives for each module appear on the page to focus students' attention on their language learning target.

Module 1: Business Talk

Getting Started introduces the main social language, vocabulary, and grammatical focus of the unit. Students see or hear a language model, often in the context of authentic material, and then engage in a variety of controlled practice activities to "get started" using the language communicatively.

The *Conversation* presents the key social language and structures in a guided format. Substitution slots in the conversation add flexibility and ensure that students listen to their partner.

Each conversation is followed by *Pronunciation Focus*. This section uses sentences drawn or adapted from the *Conversation* to highlight different features of spoken English and emphasize the development of better rhythm, intonation, and stress.

Module 2: Business Connections

The *Listening* page builds students' aural comprehension abilities through a variety of listening texts and activities that train the students in two important listening skills: listening for general meaning and context and listening for specific information. The recordings are spoken at natural speed and include a variety of native and nonnative English speakers' accents, exposing students to the different kinds of spoken English they will encounter in business situations.

An information gap, pair work, role-play, or

small group activity on the *Speaking* page moves students along from controlled practice to using the language they have learned in the unit more freely. The speaking activities reinforce the structures and vocabulary presented in earlier parts of the unit. Additionally, these activities develop students' ability to exchange information and ideas in ways that are meaningful to their work environment and personal career.

Module 3: Global Communication

The *Reading* section features informative excerpts from business publications, magazines, and newspapers about business practices and customs in different cultures. Each passage is followed by a task that focuses on a skill that all businesspeople need: reading for specific information.

The reading passage and task serve as a springboard for *Talk About It*. The questions in this activity prompt simple classroom discussion on the theme and issues of the reading.

The *Writing* section provides information about the form and content of basic business writing with particular emphasis on e-mail correspondence. First students see models of various types of business writing. They then follow directions to compose their own e-mail, fax, letter, report, or other business writing.

Each unit of Book 1 concludes with two *number* exercises. Most students are familiar with the basic numbers in English, but they may have difficulty using them with ease in business situations. The listening and speaking exercises in this section improve students' ability to use numbers in a business context. In Book 2, the *numbers* activities are contextualized and may appear with a reading or in another module.

The book concludes with the *Activity File* for pair work, the *Language Summary*, which presents key vocabulary, expressions, and grammar for each unit, and a *Glossary* of important business terms contained in the text.



COMPONENTS OF THE COURSE

Complete Audio Program

The Complete Audio Program CDs and Cassettes provide recordings for the *Getting Started*, *Conversation*, *Pronunciation Focus*, *Listening*, and *Numbers* sections of the Student Book.

Student CD

The Student CD, which is included in the Student Book, provides recordings of the *Conversation* sections (with the exception of the alternate phrases), the *Pronunciation Focus* sections, and one of the exercises in the *Numbers* section.

Phrase Book

The Phrase Book, which is also included in the Student Book, provides a portable, easy-to-use reference guide to the key language and structures needed in most business situations and a glossary of business terms.

Teacher's Manual

The *Teacher's Manual* supports teachers by giving both general and page-by-page teaching suggestions, including a teacher's script of short, easy-to-understand instructions that may be used in class; a tapescript of all recordings on the Audio CD; answer keys to the activities in the Student Book; and expansion activities and photocopyables for each unit.

Tests

Each level of *Global Links* includes a Test Package that provides unit-by-unit assessment quizzes and two longer exams, one designed to assess students at mid-course, the other at the end of the course. All tests include TOEIC-type questions, which familiarize students with the format of this widely used test in the business world.

A set of Placement Tests will assist in placing students at the most appropriate level of the *Global Links* program.

Companion Website

The Global Links companion website (<http://www.longman.com/globallinks>) provides numerous resources for teachers and students, including vocabulary exercises; TOEIC-type audio tests; pair practice for building conversation skills; and TOEIC-type reading comprehension exercises. Most exercises are self-grading.

There are also community features, links to other sites for business reading practice, and links to sample TOEIC tests. The site is periodically updated and expanded with new resources.

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致谢

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GLOBAL LINKS

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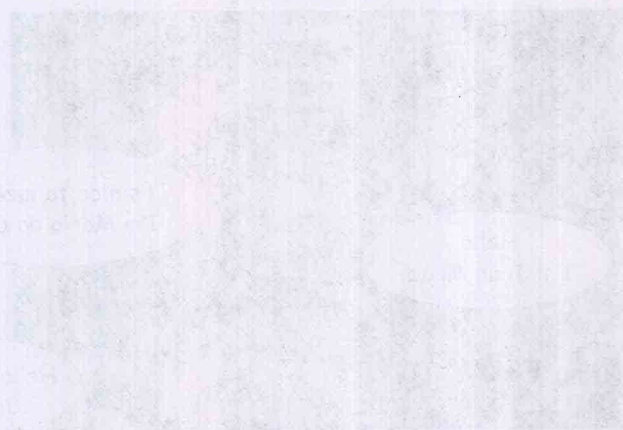


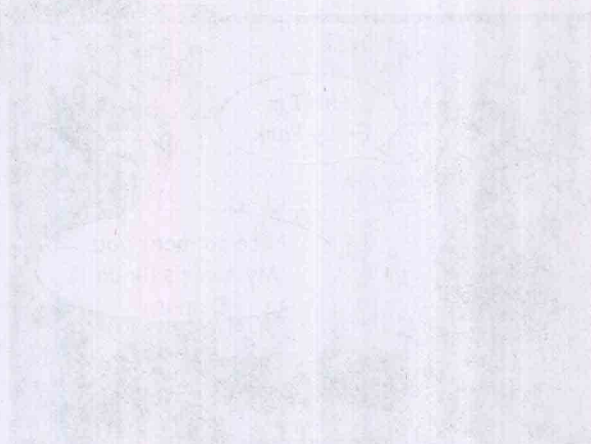
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Introductions in the Business World

BUSINESS TALK

GETTING STARTED



1. These businesspeople are meeting for the first time. Read and listen to the conversations.



OTHER GREETINGS

Good morning.
Good afternoon.
Glad to meet you.
Pleased to meet you.



Listen again and repeat.

2. Practice introducing yourself to a partner. Use the words from the conversations above and the words in the box.

CONVERSATION

It's nice to meet you.

3. Read and listen to the conversation.



• Good afternoon

• Good afternoon.



• Pleased

• I'm glad



• Follow me

• All right.



• Good

• Fine, thank you.

Listen again and repeat.

4. Practice the conversation with a partner.

Pronunciation Focus: Statements with *be*

5. Listen and repeat.

- It's nice to meet you.
- It's good to see you again.
- I'm glad to meet you.

BUSINESS CONNECTIONS

LISTENING

What's your address?

1. Listen. Check (✓) the names, addresses, and phone numbers you hear.

- a. _____ John Wolfe
_____ John Woolf
- b. _____ Jessica Stewart
_____ Jessica Stuart
- c. _____ 416 Harlem Ave.
_____ 460 Harlem Ave.
- d. _____ (312) 555-0782
_____ (320) 555-7082
- e. _____ 1340 Belle Street Suite 15
_____ 1314 Belle Street Suite 50

2. Listen. Fill in the forms.

a. **The Clarion Hotel**

Reservation Card

Guest Name Last Emerson First _____
Address _____ Street _____
San Francisco, CA 94123
Phone (____) _____ - _____

b. **Phoenix Travel**

Passenger Reservation Card

Name _____ Jordan
last First
Address _____ Street _____
Seattle, Washington
Phone _____

c. **Department of Immigration**

ARRIVAL CARD

Name _____
Last First Middle Initial
Nationality _____
Passport number _____
Signature _____

SPEAKING

Where is she from?

3. Speaker A use this page. Speaker B, see the Activity File on page 86.

Speaker A, ask Speaker B for the information you need and fill in business cards a and b. Then answer Speaker B's questions.

Example**Question**

What's Kenji's last name?
What does he do?
Where is he from?
What's his telephone number?
What's his e-mail address?

Answer

It's Takeda.
He's a technical director.
He's from Japan.
It's (03)5995 3801.
It's takeda@nakajima.co.jp

NAKAJIMA Industries

Kenji Takeda
Technical Director

3-5-7 Kanamecho
Toshima-ku
Tokyo 171, Japan
Tel: (03)5995 3801
e-mail: takeda@nakajima.co.jp

a.

Alfa Micro, S.A.

Helena _____
edifício Bolívar
Rua Santa Clara, 23
Rio de Janeiro, _____
Tel: _____
e-mail: _____@_____



b.

New Century, Limited

_____ Gilbey
234 Pitt St.
Sydney, NSW, 2145 _____
Tel: _____
e-mail: _____@_____



c.

Info Tech

Tae Woo Choi
Engineer
54-1 Chongno-2Ga
Chongno-gu
Seoul 119-133 Korea
Tel: (2) 555-0935
e-mail: Tae@intec.co.kr



d.

Inland Instruments

Sara Harmsen
Director
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Chicago, IL, 60605 USA
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4. Speaker A, ask Speaker B questions and fill in the card.

What's your name?
What do you do?
What's your telephone number/e-mail address?

Conversation Strategies

- Can you spell that?
- What's the number again?

Name: _____
Position/Job: _____
Tel: _____
e-mail: _____