新世界
NEW WORLD

商务英语系列教材
商务英语综合教程子系列
BUSINESS ENGLISH

北京市高等教育精品教材立项项目

商务英语

教师用书 第四册（第二版）

Into Business with English
Teacher's Book Book 4（Second Edition）

总主编 王立非 陈俐丽
主　编 宋佳音

对外经济贸易大学出版社
University of International Business and Economics Press

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宋佳音 **主编**

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“新世界商务英语系列教材”是对外经济贸易大学出版社与对外经济贸易大学、东北财经大学、广东外语外贸大学、上海财经大学、上海对外贸易学院等院校联手推出的一套面向不同层次、涵盖不同模块的商务英语系列立体化教材。

本套教材面向三个层次：研究生、本科和高职高专。研究生层次的商务英语适用于全国各高等院校商务英语方向以及财经类专业的硕士研究生。整体思路贯彻《研究生英语教学大纲》和《考试大纲》，适应全国研究生英语教学发展的新要求。本套全国高等院校研究生商务英语系列教材由阅读教程、翻译教程、写作教程、听说教程以及配套多媒体课件组成。

本科层次的商务英语教材适用于全国各高等院校英语专业的商务英语方向和国际贸易、国际经济、国际工商管理等商科专业的学生。

高职高专层次的商务英语教材按照教学模式设置，包括语言技能教材和商务谈判、国际贸易实务、外贸英文制单、商务礼仪等商务知识核心教材。

针对本科层次商务英语教学模式和课程设置，商务英语方面的教材涵盖下述三大模块：语言技能、混合模块（语言技能+专业知识）、商务专业知识：

第一：语言技能

商务英语综合教程子系列（1–4 册）
高级商务英语听说
商务翻译（英译汉）
商务翻译（汉译英）
国际经贸文章选读
商务英语阅读
商务英语写作
实用经贸英语口语
商务英语口译
商务英语综合教程
英语商务信函写作

第二：语言技能+专业知识

人力资源管理专业英语
国际商法专业英语
国际贸易专业英语
金融专业英语
饭店管理专业英语
国际经济合作专业英语
工商管理专业英语
证券专业英语

银行专业英语　　海关专业英语
国际经济专业英语　　国际投资专业英语
国际营销专业英语　　旅游管理专业英语

第三：商务专业知识

跨文化商务交流（英文版）　　国际商务礼仪
商务广告（英文版）　　经济学导论（英文版）
进出口实务与操作（英文版）　　商务沟通（英文版）

上述的每套子系列教材都自成体系，合在一起又形成有机的整体。本套教材不是封闭的，而是随着教学模式、课程设置和课时的变化，不断推出新的教材。对外经济贸易大学出版社旨在广泛调动社会智力资源，与时俱进、推陈出新，整合出一套不断更新、日趋完整的商务英语系列教材，以实现我们为广大读者提供服务的口号："读经贸图书，做国际儒商"（Get v ersed in economic a nd c ommercial sub jects, a nd s ucceed in t he international business arena）。

编撰者们不仅具有丰富的语言教学经验，而且具备商务活动的实践经验，或者曾任驻外商务领事，或者获得工商管理、经济学等商科专业的硕士、博士学位。他们集教学经验和专业背景于一身，这是本套商务英语系列教材编撰质量的有力保证。

对外经济贸易大学出版社
2011 年 1 月

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前言

全球化时代，商务英语进入了全面发展时期。2007 年，教育部批准对外经济贸易大学首次设立商务英语本科专业。2008 年，全世界遭受了罕见的金融危机，这一切对商务英语的人才培养提出了前所未有的严峻挑战。《商务英语》在这样一个大背景下诞生了。本套教材融合了中西方对语言教学的不同理念与方法，将语言学习、语言使用、人文素养和商务知识有机融合，充分调动学生的积极性，在认知和交际过程中提高英语水平，培养跨文化沟通能力、学习技能和研究能力。第 1–2 册在商务环境下训练语言基本技能和交际功能，突出跨文化交际意识与技能培养；第 3–4 册按不同话题为主线，结合商务环境下的交际活动，深入讨论相关话题，提高学生的跨文化商务交际能力。

本教材编写采取听、说、读、写整合的思路，以听说导入，以阅读为核心，围绕阅读课文进行口头和写作训练；语言、商务与文化有机结合，知识与技能兼顾，人文素养与商务专业素质并重，重在培养跨文化商务交际能力。

本教材具有以下特点：

★ 系统训练商务交际听说技能。

★ 关注社会热点问题，启发思考，培养分析问题和解决问题的能力。

★ 将技能训练与商务情景结合，为掌握商务知识与业务技能打好基础。

本教材共 4 册，每册共 16 个单元，教师可以按照教学计划，每周完成一个单元，每单元包括 2 个课时，部分内容可删减或扩展。每单元分为 5 个部分：1）准备活动：引入话题、输入主要语言点等；2）听力训练：进入话题、输入语言点、训练听力技巧；3）阅读理解：学习阅读策略及训练阅读技能、输入语言点、知识点；4）口笔头练习：根据以上输入操练；5）补充练习活动：包括多种形式的扩展练习。也可根据学生的水平、课时量和教学重点灵活掌握和使用各阶段的任务。

本教材学生用书附有光盘，适用于对外经济贸易专业、商务英语专业、英语专业（商务方向）学生，也适用于财经类院校本科生、综合性大学经管类本科生等。

本书在设计上主要对 *Into Business with English* 一书进行了较大的修订和改编，保留了原书中合理的部分，大幅度地更新了框架和内容。本教材一定还存在不足之处，恳请广大读者提出宝贵意见，便于我们不断完善。

对外经济贸易大学英语学院教授
王立非
2009 年元月

序

中国的英语教学，历来十分重视教材，不少人把它比作一剧之本，教师与学生无不想得到一种好的、称心的教材。

在对外经济贸易大学即将庆祝四十周年校庆之际，新编的基础英语教材 *Into Business with English* 付梓了，使用自己编写的、结合对外经济贸易特点的、符合新的教学法原则的基础英语教材的愿望终于变成了现实。这是我国改革开放政策的产物，是团结协作长期努力的成果。

说它是改革开放政策的产物，是因为该教材是中英合作项目。在对外贸易经济合作部和国家教育委员会的支持下，于 1987 年被确定为两国文化教育合作项目之一。对外贸易经济合作部和英国驻华使馆文化处在人力物力上都作了投入，给予了很大的支持。

说它是团结协作的成果，是因为该项目在 1987 年由对外经济贸易大学发起，1990 年之后广州对外贸易学院、上海对外贸易学院和天津对外贸易学院也加入到教材的试用和修改之中，该教材是四所院校共同协作的产物。它不仅凝聚着参与教材编写和试用的众多教师的大量心血，四所院校的其他教师也对教材的编写方针和初稿提出了不少修改意见。

说它是长期努力的成果，是说该教材从开始设计、编写、试用、修改、到定稿经过了较长的时间，从 1987 年算起，至今已有 6 个年头。第一册已五易其稿。全套教材将于 1995 年出齐。

本教材力图较多地贯彻交际法的教学原则，同时也考虑到中国学生学英语的诸多特点。课文中的经贸线索只是为课本制造一个联系对外经贸的氛围，课本的核心还在于贯彻基础英语教学的具体要求。编者还将教材与国家教委批准的《高等学校英语专业基础阶段英语教学大纲》作了对照，以使教材能符合大纲所规定的要求。本教材注重跨文化交流的问题，注意在打好英语基本功的同时，对中外文化进行一些对比和介绍。

在试用期间，编者在教师和学生中做了大量的调查，并根据他们的反馈，对教材作了反复修改，把师生们认为最有用和最有意思的各种练习保留下来。因此，学生们都认为上新教材有意思、有收获；教师们也认为使用新教材能充分发挥自己的主观能动性。

从这几年的使用效果来看，本教材是令人满意的。例如，对外经济贸易大学使用该教材的两个系，在高等学校外语专业教学指导委员会所组织的全国性英语专业四级统测和对外贸易经济合作部组织的部属院校英语统测中，平均成绩均比其他系为优；天津对外贸易学院使用本教材的一年级学生的听说能力有了显著的提高。如果说，测试的结果包含有多种因素，不完全是教材的功劳，那么，它至少已经说明，使用该教材是完全可以达到国家教委批准的英语专业基础阶段教学大纲的各项要求的。

本教材共四册，适于高等学校对外贸易英语专业基础阶段教学之用，也适用于对外经贸的其它专业如国际贸易、国际金融、国际工商管理、国际经济合作、国际经济法等专业的基础英语教学，亦可作为其它院系的学生和在职人员学习英语的参考。

由于本教材采用了一些与传统不甚相同的教学路子，为便于教师备课，提高教材的使用效果，每册均配有教师用书，对课本中涉及的语言现象、文化背景和如何组织学生活动等，均作了详尽的说明。本教材配有录音带。编者还正在设计与新的教材和教法相适应的测试系统。

我们清楚地知道，对教材的看法是仁者见仁、智者见智的。一方面，在使用某一种教材时，要注意它的编写原则和教学指导思想，以充分发挥其长处。另一方面，我们并不主张把教材当成束缚教师与学生行为的紧身衣，教师和学生根据具体情况，可以灵活使用本教材，取长补短，以达到最好的教学效果。

在改革开放的形势下，与对外经济贸易相关的各种专业正如雨后春笋般在各校涌现。我们希望这套教材能给同行们一个参考，给同学们一种新的选择。我们愿通过这套教材，加强与各兄弟院校的联系、交流与合作，尤其是在基础英语教学的研讨方面。我们十分希望能得到各有关同行和同学们对教材的批评和建议。

愿我国的对外经济贸易事业欣欣向荣，愿我国为培养对外经济贸易人才服务的教育事业能兴旺发达，愿各有关院校能加强交流与合作，为探索适合我国情况的基础英语教学新路子而共同努力。

我相信，我们事业的前途是光明的。

副校长　黄震华教授
于对外经济贸易大学
1993 年 8 月

Introduction

Towards Communicating in English

The writers of this series feel that a different, more communicative approach is necessary if China is to make the most of its opportunities on the international scene. We think that students should be provided with more opportunities for real language use. So we have set out to write a series of books in which we put the emphasis on communication.

The books draw on recent developments in the fields of applied linguistics and language teaching. They present students with new ways of studying English; new ways of helping themselves to improve their English.

Up until now, throughout their school years, students have probably learnt English in a fairly traditional way. Until now they have been learning lots of information *about* English. But the purpose of this course is to help them learn how to *use* English. The book is designed to help students develop language *skills*. For example, when they read a passage they are not required simply to concentrate on the language points. Instead, they are encouraged to guess the meaning of new words, to read quickly, to look for details in the text, and to take notes efficiently.

The approach suggested in this book may be very different from the way in which students have studied before. Students are expected to take more of an active role in class than they may have done previously. For example, they are expected to work in pairs or groups. At first they may feel puzzled by this new way of doing things. But they should keep an open mind and try to understand *why* they are using this new approach. They may find it hard at first, but we believe that the initial struggle will be worth it in the end.

Teacher's Guides

Each of the Students' Books in this series is accompanied by a Teacher's Guide, to help

you use the materials effectively. The word "guide" has been used consciously because we do not wish to dictate to the teacher on matters of methodology. The steps suggested using the symbol-q-are one way in which you could proceed, based on our experiences of handling such material. However, they are not rules. You may adopt the techniques and methodologies with which you feel most comfortable and which you think will best achieve the objectives of the lesson.

Theoretical Background

Any language teaching course is based on certain ideas about the nature of language and language learning. In the past it was sometimes taken for granted that the teachers who used the textbook held the same point of view as the textbook writers. Indeed, in China, many teachers teach from the same books which they studied as students. The material and methodology are therefore familiar to them.

However, the Into Business with English series is new and the ideas and activities in it will be new to many of you. So we think it is necessary to explain the theory behind the books.

Over the past forty years, the study of linguistics has flourished and developed, leading to a parallel growth in the field language learning and teaching. Research in the field of psycholinguistics has given us a deeper understanding of what language is and how languages are learnt. Many different theories of language learning have been put forward and many different methods of teaching have been tested. Yet, still no one is completely sure how we learn a second language, or the best way to teach it.

You may be familiar with an approach called Communicative Language Teaching［CLT］which first became popular in the 1970s. This has had a strong influence on language teaching in many countries. However, more recently people have realized that perhaps an eclectic approach is more effective for language learning. This set of books contains certain communicative exercises and activities to develop learners' oral and listening skills. But more traditional types of exercise also appear in the books.

Communicative Competence

What dies it mean to speak a language? The answer in the past has tended to be: "to know the forms of the language, i.e. the grammar, the vocabulary and the phonology". These aspects constitute the linguistic system of the language. In the past people thought that if you know grammar, vocabulary and pronunciation you could speak a language. But now we realize that

being able to communicate in a language involves much more than this. For instance, in terms of grammar "Have you eaten?" is a well-formed question in English. But its function in English is quite different from that in Chinese, in which it is a greeting. Understanding the words and grammar of a sentence does not necessarily guarantee that we can understand its meaning.

Therefore, in addition to "linguistic competence" (i.e. formal knowledge of the language as a system), we must teach students "communicative competence". For instance, we must teach them how to begin and end conversations; what it is appropriate to talk about; when and to whom we should talk, and what kind of language to use when doing this. This series of coursebooks aims to develop communicative competence.

Communication in Language Teaching

The best way of learning a language is by practice: that is, by trying to communicate. Activities should have a communicative purpose. Consequently the books in this series contain roleplays, problem-solving activities, discussions and games. These activities involve three essential features of real communication: information gap, choice and feedback. An information gap activity is one in which information of some kind has to be exchanged. If we both know that what I am holding is a pen, then the question and answer, "What is this?" "It's a pen." is not communicative. Likewise, an exercise where students have no choice in the answer that they give does not involve real communication. For this reason, drills are not considered communicative. It is also important that there is some response, so that the speaker/writers can evaluate whether they have achieved their purpose. If I ask a question but get no response, I cannot assess whether my question has been understood or not.

Student-Centered Learning

The concept of "student-centered learning" has featured strongly in recent approaches to teaching. This means that the students themselves are at the center the activities. They have to participate actively. Throughout the lesson they are encouraged to take the initiative; to think and express themselves in English. They learn by doing. This approach gives the students the chance to practice new language points. It also allows them to consolidate what they have learnt in the past.

In "student centered learning" the roles of the teacher and learner are quite different from those in more traditional approaches. The students are encouraged to spend much more time

talking than the teacher does. After all, they are the ones who need the practice! It is also considered important for learners to take responsibility for their own learning. They should develop strategies for helping themselves to learn. Meanwhile, the role of the teacher is to guide the activities, so that the students get the maximum benefit from them. The teacher should also provide feedback on the students' performance. The teacher is not expected to be the fount of all knowledge, now merely the provider of the correct answer. In a genuinely communicative situation there may be more than one correct answer. In fact, various alternative answers may have to be discussed and evaluated.

Real Communication

Communication in real life is essentially meaningful: people communicate in order to tell each other something. Furthermore, it is unpredictable. If we were totally certain of how an interaction might develop there would be little point in participating in it. So, if we restrict our students to exercises which are remote from their interests—and which only have one correct answer—we are not helping them to develop real competence in using the language. This set of books aims to help students to cope in real language situations. The primary focus is on meaning rather than on form. The students are shown how they can understand a text without understanding every word. They are shown that it is possible to handle an interaction which achieves its goal even if they are not sure of being 100% correct in what they are saying.

You should not be too worried if your students appear to be developing fluency at the expense of accuracy. Through plenty of practice the students will develop the two aspects of language which are necessary for communicative competence: a) the knowledge of the language system and b) the ability to use it appropriately. Language learning is a process of development, with the learners' knowledge constantly being reassessed and refined.

Dealing with Errors

Training students to develop communicative competence means that we have to think again about our attitude towards error.

In the past teachers felt it was necessary to correct every error, because if they did not do so the students would develop bad habits. But in recent years this idea has been strongly contested. Extensive research has shown that errors are a necessary part of the leaning process. People learn by trial and error. It is quite natural for learners to formulate hypotheses and test them. When learners encounter a new word, function or structure they experiment with its use.