



十三五“应用型本科”商务英语系列规划教材

实用商务英语听说

(第一册)

LISTENING AND SPEAKING OF BUSINESS ENGLISH

主编 ■ 窦琳 江怡平



东南大学出版社
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主 编 窦 琳 江怡平

副主编 李艳冰 杨 峥

贵州师范学院内部使用

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内容提要

本教材主要介绍各类商务环境下的听说,包括求职面试、工作和职业、商务报告、品牌、广告、市场、促销、商务礼仪、商务会议和商品交易会。本教材虽以商务情景和流程为背景,但内容和语言的难易程度适合商贸和商务英语专业学生学习,难度适中、内容丰富、涵盖面广、场景全面、循序渐进,还突破了传统的听说课程模式,考虑到商务英语交际的特点,力求在英语背景下,把商贸知识和听说技能有效地结合起来,旨在培养学生在各种商务环境下熟练运用英语知识和技巧,进行商务英语听说交际的能力。

本教材注重时效性、趣味性和知识性,尽量做到选材新颖、内容全面、语言地道、练习灵活、听说结合,是适用于高等学校经济贸易和商务英语专业学生或具有相应英语水平的商务工作者及英语爱好者编写的商务英语课程基础课类教材。

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主 编	窦琳 江怡平	责任编辑	刘 坚
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总 序

21 世纪以来,我国的高等教育发展迅速,涌现出了一大批办学历史悠久、办学水平高、毕业生质量好、深受社会用人单位欢迎的应用型本科院校。这些院校之所以被称为应用型本科院校,是由于其办学思路、办学目标和办学模式与一般本科院校有着本质的区别:其宗旨是培养出一大批能够直接服务区域经济发展、能够立即实现“学以致用”、具有一定的理论基础、动手实践能力较强的高级技能型、复合型人才。

作为专门用途英语(English for Specific Purpose)“家族”中的一员,商务英语(Business English)——它也是应用型本科院校的主干专业之一——属于英语语言文学下列的一个专门学科,涉及英语语言文学、国际贸易、进出口业务、市场行情、国际金融等知识领域,其宗旨与任务是培养能从事外经、外贸和外事等活动的专门性英语人才。自 20 世纪 80 年代我国一些高等院校设立商务英语专业始,截至目前,全国有百余所高校开设了这一专门用途英语专业,为社会培养和输送了成千上万名合格的专门人才,为我国的对外开放事业做出了很大的贡献。

经过多年的建设与发展,商务英语专业在课程设置和培养模式诸方面也彰显出了自己的特色,概括地讲就是:第一,重应用而淡化理论,重点培养学生的语言应用能力,尤其是商务环境下的语言应用能力;第二,够用为度,在知识的学习与掌握上,把握好“通”与“专”、“点”与“面”的有效结合;第三,重实践教学,旨在锻炼与培养学生实际操作与应用的能力;第四,教学手段多元,充分利用现代新媒体技术,以切实增强教学的效果。这种教学理念和培养模式下培养出来的商务英语专业毕业生一般都以“基础实、专业通、技能多、素质好、适应快”见长。

培养模式在专业建设中非常重要,这是不言而喻的。但另一个问题,即教材建设也非常关键,绝不能等闲视之,正所谓“巧妇难为无米之炊”。“米”与“炊”的关系在这里就是“教材”与“专业”的关系。教材建设是提升专业建设质量和教师素养、检验教学成效的重要手段。因此,编写一套符合应用型本科院校“商务英语”专业建设与发展目标的教材,显得愈发的重要、必要和迫切。我们认为以应用型为导向的商务英语教材必须能使达到岗位所需的英语语言能力、商务知识结构和商务操作技能的目标。综观目前市场上已有的教材,尽管种类繁多,但是真正能做到这一点的可以说是“凤毛麟角”;相反,很多教材要么内容陈旧、编排不合理,要么起点较高,成了研究型本科院校“商务英语”教材的压缩版,不利于教学的组织和学习的开展。鉴于此,我们以江苏省内几所多年开设“商务英语”专业院校的一线教师为力量,在充分吸收多种教材优点的基础上,开发了这套“十三五‘应用型本科’商务英语系列规划教材”。

本套教材重点围绕应用型本科院校的培养目标和学生的特点,摒弃了传统教材中的不足,根据语言课程、理论课程和实践课程在不同教学阶段所占的比例,整合和优化商务英语课程,使学生的商务专业知识学习和英语语言技能训练有机地融合在一起,突出课程的实用性和针对性,强化学生的实践技能。简言之,本套教材具有以下特点:根据社会对学生能力的要求和学生应具备的知识结构,设计全套教材的框架结构;创制仿真的商务环境,强化商务知识结构和商务操作技能的训练;构建以语言训练和专业实践操作为主要教学内容的体系结构。我们希望,通过本套教材的学习,学生能够真正成为以“基础实、专业通、技能多、素质好、适应快”见长的应用型、复合型商务英语专业毕业生。

本套教材不仅适用于应用型本科院校商务英语、外经贸等专业的学生使用,还可供非外语、非外经贸专业的学生作为拓展类课程教材,以开阔视野,拓展知识面,提升素养和竞争力。

“十三五‘应用型本科’商务英语系列规划教材”是一个开放的系统,我们不仅欢迎广大教师和学生对本套教材提出建议,更欢迎广大学界同仁参与进来,共同开发这套教材,使其能更好地满足教与学的需求,以利于我国的商务英语专业的建设与发展,乃至英语教育的可持续发展。

编者
2019年5月

前 言

随着经济全球化进程的加快和国际市场化的加深,国际贸易往来日益密切。一个跨国公司,除了提高自身经济管理和技术水平之外,交际者在商务交际和商务谈判中的听说和言语交际能力也起到了至关重要的作用。因此,要提高交际者的商务英语水平并促成国际贸易往来,除了具备一定的商务英语基础知识之外,商务英语听说也成为维持国际商务交际不可或缺的因素。

本教材是一套实用性强并极具时代特色的商务英语听说教材,是针对高等学校经济贸易和商务英语专业学生或具有相应英语水平的商务工作者及英语爱好者编写的商务英语课程基础课类教材。本教材虽以商务情景和流程为背景,但内容和语言的难易程度适合商贸和商务英语专业学生学习,难度适中、内容丰富、涵盖面广、场景全面、循序渐进,还突破了传统的听说课程模式,考虑到商务英语交际的特点,力求在英语背景下,把商贸知识和听说技能有效地结合起来,旨在培养学生在各种商务环境下熟练运用英语知识和技巧,进行商务英语听说交际的能力。

本教材注重时效性、趣味性和知识性,尽量做到选材新颖、内容全面、语言地道、练习灵活、听说结合。本教材共有两册,每册十个单元。在内容编排上,本书的听力取材以商务材料为主,第一册主要进行各类商务英语环境下的听说训练,第二册在了解商务环境的基础上,按照国际贸易进出口流程将贸易往来的主要环节和内容逐一呈现,并以此为主题进行听说训练。每个单元均设计了 introduction, lead-in tasks, listening tasks, speaking tasks 和 additional tasks 五大教学模块,系统性、逻辑性和可操作性强。

本书为第一册:主要介绍各类商务环境下的听说,包括求职面试、工作和职业、商务报告、品牌、广告、市场、促销、商务礼仪、商务会议和商品交易会。每单元由以下五部分组成,每部分环环相扣、目标明确。

1. Introduction。由学习目标、商务环境引入和重点语汇组成,旨在引导学生确立学习方向、熟悉该单元讲述的商务环境并提前学习重点语汇。

2. Part I : Lead-in Tasks。由一篇听力和一组话题讨论组成。听力练习与单元主题相关,并能将主题体现在对话中,帮助学生熟悉该商务环境下的常用短语;该练习以单词填空为主要测试形式,在增强学生自信心的同时,激发其进一步听说的兴趣和积极性。话题讨论部分通过对给定话题的分析和讨论,将学生引入主题,熟悉单元内容的同时,提高其商务交际和言语组织能力。

3. Part II : Listening Tasks。由短对话、长对话、短篇章和长篇章四项任务组成。每项任

务前可配新单词库,每项任务后均配备两组不同形式的练习题,该部分题量饱满。每个任务都涵盖了单元主题内不同的商务情景和模式,并能将常用语汇巧妙地设计到听力材料中,以便学生在该商务英语环境下,边听边学习。每项任务由易入难、步步深入,整体安排较为合理,取材新颖、实用。

4. Part III: Speaking Tasks。围绕单元主题内容而设计的综合性口语活动,由卡片情景对话、角色扮演和集体讨论三项任务构成。卡片情景对话由两人完成,分别持有问题卡和答案卡,双方对话完成后可交换卡片并转换角色;该任务将该单元重点词语、短语和句子以中文关键词的形式呈现,要求学生以对话形式完成,能考查学生对单元内容及相关语汇的掌握程度,同时提高其翻译和商务交际的能力。角色扮演由双方根据设定的商务情境模拟对话。集体讨论部分通常具备概括总结的特点,能将商务文化背景知识综合运用于口语练习中。

5. Part IV: Additional Tasks。仍围绕单元主题内容设计,旨在考查学生对相关用语的掌握和对该商务情境的熟悉程度。共由两段短对话、五个段落标题配对,及一篇长对话组成,以卡片填空、段落标题配对和选择题为题目形式。该任务中,客观题和主观题相辅相成,题型新颖多样,基本能够检测学生对该商务英语情境的掌握程度。

通过系统地学习两本教材并完成书内涵盖的商务英语听说训练,及掌握先修课程、并修课程和后续课程的商贸知识和语言技能,学生应能够灵活运用所掌握的商务英语知识和贸易术语进行国际贸易往来。

本套教材得到了许多同事和朋友的大力帮助,在编写过程中也参考多种同类教材,在此对各位前辈和同行们的付出及对商务英语专业的建设表示感谢。本套教程的编写人员有窦琳、江怡平、李艳冰、杨峥等。编辑和出版得到了江苏理工学院外国语学院领导和东南大学出版社刘坚博士后的大力支持,在此一并表示感谢。

全书经刘坚博士后审稿。

由于编著者水平有限,书中不妥之处在所难免,敬请广大专家和读者批评指正。

编者
2019年5月

目 录

CONTENTS

Unit 1	Interview	1
Part I	Lead-in Tasks	2
Part II	Listening Tasks	3
Part III	Speaking Tasks	7
Part IV	Additional Tasks	9
Unit 2	Job and Career	12
Part I	Lead-in Tasks	13
Part II	Listening Tasks	14
Part III	Speaking Tasks	18
Part IV	Additional Tasks	19
Unit 3	Business Presentation	22
Part I	Lead-in Tasks	23
Part II	Listening Tasks	24
Part III	Speaking Tasks	28
Part IV	Additional Tasks	29
Unit 4	Branding	32
Part I	Lead-in Tasks	33
Part II	Listening Tasks	34
Part III	Speaking Tasks	38
Part IV	Additional Tasks	40
Unit 5	Advertising	43
Part I	Lead-in Tasks	44
Part II	Listening Tasks	45
Part III	Speaking Tasks	49
Part IV	Additional Tasks	51

Unit 6	Marketing	54
Part I	Lead-in Tasks	55
Part II	Listening Tasks	56
Part III	Speaking Tasks	60
Part IV	Additional Tasks	61
Unit 7	Sales	65
Part I	Lead-in Tasks	66
Part II	Listening Tasks	67
Part III	Speaking Tasks	71
Part IV	Additional Tasks	73
Unit 8	Business Etiquette	76
Part I	Lead-in Tasks	77
Part II	Listening Tasks	78
Part III	Speaking Tasks	83
Part IV	Additional Tasks	85
Unit 9	Business Meetings	88
Part I	Lead-in Tasks	89
Part II	Listening Tasks	90
Part III	Speaking Tasks	94
Part IV	Additional Tasks	96
Unit 10	Trade Fair	99
Part I	Lead-in Tasks	100
Part II	Listening Tasks	101
Part III	Speaking Tasks	105
Part IV	Additional Tasks	106
听力原文		109
Key to Exercises		171

Unit 1

Interview

Unit Objectives

- To acquire the basic knowledge of interview.
- To learn how to prepare for an important job interview.
- To gain some insight into the new trend of interview.
- To obtain some practical skills used in the interview.

Brief Introduction

An **interview** is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewee. It can also be a formal meeting at which someone is asked questions in order to find out if they are suitable for a job or a course of study. Interviews are a standard part of journalism and media reporting, but are also employed in many other situations, including qualitative research.

Key Terms in the Unit

Job Interview

A job interview is a type of employment test that involves a conversation between a job applicant and representative(s) of the employing organization.

CV

CV is the shortened form of “curriculum vitae”, which means a summary of academic and professional history and achievements, and work history.

Resume

Resume is a document used by persons to present their backgrounds and skills, mostly used in American English. It can be used for a variety of reasons, but most often they are used to secure new employment. A typical resume contains a summary of relevant job experience and education.

Application Letter

An application letter is also known as a cover letter, or a letter of motivation, which is a letter of introduction attached to, or accompanying another document such as a resume or curriculum vitae.

Part I Lead-in Tasks

Task One Spot Dictation

Here is a conversation which contains useful expressions related to an interview about goals. Listen to the dialogue twice and fill in the blanks with the missing words.

Long-term Goals

I = Interviewer(*female*) A = Applicant(*male*)

I: Are you a (1) _____ person?

A: Yes, I am. I always make a plan before I do anything.

I: What do you want to be in (2) _____?

A: Actually, I don't want to have a (3) _____. I just want to enjoy what I'm doing.

I: That sounds very reasonable.

A: It's the most important thing to me.

I: If you are hired, how long do you plan to (4) _____?

A: That obviously depends on how things go—whether I'm (5) _____ and the company to me.

I: Tell me something about your (6) _____.

A: I want to apply my (7) _____ to practical use in a (8) _____.

I: What is your long-term objective then?

A: Sorry, I haven't thought it over yet.

I: What do you think is (9) _____ when looking for a job?

A: I think the most important thing is the (10) _____.

Task Two Warm-up Discussion

According to the conversation above, discuss the following questions.

1. If you are an interviewer, what do you think is the most important quality of the interviewee?
2. If you are going to take an interview, what will you prepare before you attend it?

Part II Listening Tasks

Task One Short Conversation

An Interview about Paul's Success



Word Bank

- **poverty** [ˈpɒvəti] *n.*
the state of being extremely poor
- **donate** *vt. / vi.*
to give money or goods to help a person or organization

1. Listen to the conversation once only and decide whether the statements are true (T) or false (F).

- _____ (1) Paul's career is a combination of success and failure.
- _____ (2) Academic education for business laid the foundation for Paul's success.
- _____ (3) Paul was frustrated when he was poor, but then he cheered up again by a sentence: "God helps those who help themselves."
- _____ (4) Paul went back to the university to study with the purpose of getting a master's degree.
- _____ (5) Paul would like to provide opportunities for advancement for his employees.

2. Listen to the conversation again and complete the following passage.

Mr. Smith is quite successful in the field now, but he met (1) _____ before. He came across his (2) _____ about fifteen years ago. Because of poverty, he (3) _____ and had to do several jobs to support himself.

But he never felt (4) _____. Even though he was very poor, he took every job seriously because there was a sentence in his mind which encouraged him all the time—"God helps (5) _____."

When he established his company, he found that (6) _____ really needed some skills. And then he came back to university to (7) _____, and he got MBA. He thinks that study experience is very helpful to him for his career. He even (8) _____ and provides many (9) _____ for his employees.

The three factors contributing to his success are being optimistic, studying all the time and (10) _____.

Task Two Long Conversation

●●●●● An Interview about a Woman's Job ●●●●●

1. Listen to the following interview about a woman's job and then answer the following questions.

(1) What is the woman's previous working experience?

(2) What did the woman do when a customer complained that his cup was dirty?

(3) What kind of service did the woman provide to the customers?

(4) How did the woman's colleagues describe her?

2. Listen to the dialogue again and fill in the blanks in the chart.

Relevant Information about the Woman's Job

※ Why does the woman want to work at this shop?

First, the shop (1) _____, and the (2) _____ is good.
Second, she sometimes comes here (3) _____, and she can always receive
(4) _____.

※ What sort of work was she doing at the former coffee shop?

Her main job was to (5) _____, but she also helped (6) _____,
and (7) _____.

※ What does "(8) _____" mean?

The problem means that a customer is very unhappy because something is wrong.

※ Is she good at working as a member of a team?

Yes. She likes to (9) _____. When she was at that coffee shop, she and her
colleagues always helped each other, and (10) _____ on how to provide good
service.

Task Three Short Passage

Job Application and Interviews

1. Listen to the passage once only and decide whether the statements are true(T) or false(F).

- _____ (1) A letter of application will include all the unchanging information about the applicant.
- _____ (2) Rules applied to the process of job application and interviews vary from country to country.
- _____ (3) In all countries, a neatly typed CV and application letter will give the interviewer a better impression of the candidate.
- _____ (4) The traditional one-to-one interview is considered to be a bit out of fashion these days.
- _____ (5) The salary of the job may not be the only consideration while considering a job offer.

2. Listen to the passage again and complete the outline.

Job Application and Interviews

I. Introduction of CV

- A. CV contains all the (1) _____ about the applicant; (2) _____, qualifications and (3) _____.
- B. There is usually (4) _____ attached to the CV or resume.

II. Forms of Interviews

- A. One-to-one interviews
- B. (5) _____, where (6) _____ are interviewed by (7) _____.

III. Atmosphere of Interviews

Varies from the informal to the formal.

IV. Rules to be Aware of

- A. (8) _____.
- B. Be yourself.

V. Factors Contributing to Job Attractiveness

- A. cheap housing loans
- B. bonus paid in (9) _____
- C. company pension schemes
- D. (10) _____
- E. flexible working hours

Task Four Long Passage

Job Interview



Word Bank

➤ **tricky** *adj.*

difficult to do or deal with

➤ **adaptability** [*əˌdæptəˈbɪləti*] *n.*

an ability or willingness to change in order to suit different conditions

1. Listen to the passage once only and choose the best answer.

- (1) How many tricky questions have been listed in the passage? ()
 A. 3. B. 4. C. 5. D. 6.
- (2) Which one is mentioned in the first recommended answer as an example of one's shining point? ()
 A. Being self-oriented. B. Mentioning specific accomplishments.
 C. Dealing with tricky problems. D. Sharing your experience.
- (3) How long would it take an employee to know the company? ()
 A. Very soon. B. 6 months.
 C. 1 year. D. 6 months to 1 year.
- (4) The third question is asked from the perspective of whom? ()
 A. The employer. B. The interviewee.
 C. The applicant. D. The employee.
- (5) According to the whole passage, an applicant should answer questions in a _____ way. ()
 A. modest and realistic B. confident and realistic
 C. mighty and realistic D. modest and unrealistic

2. Listen to the passage again and answer the following questions.

- (1) After mentioning your shining points, what else had an applicant better do?

- (2) Apart from being initiative, what quality is also favored in a job interview?

- (3) What is the recommended answer to the last question?

Part III Speaking Tasks

Task One Cue Card

One student acts as an interviewer of a company and asks the questions according to the information given in Chart 1. And the other student acts as an applicant who has worked in the ABC company for two years and is now applying for the position of Administrative Secretary in a company in Shanghai. He or she answers the interviewer's questions according to the information given in Chart 2. Both of the students could put some linking and transitional words to make the conversation go smoothly.



Chart 1

1. 教育背景?
2. 工作经历?
3. 优点?
4. 其他特殊技能?
5. 你对加班的看法?

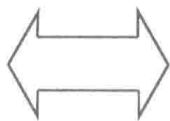


Chart 2

1. 复旦大学;英语专业;擅长对外秘书;主修计算机和公共关系课程
2. 专业秘书两年;英语文案工作;撰写商务英语信函
3. 耐心、认真、社交能力强
4. 速记能力强,可达到每分钟 120 个词;打字:每分钟 55 个词
5. 如果工作需要,我会义不容辞加班;但同时,我会提高工作效率,减少不必要的加班