

# 牛津商务英语教程(中国版)

## ——成功交际

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with York Associates



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**成功交际**  
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## 内 容 提 要

随着我国对外开放力度的不断加大,英语学习的目的与使用范围已日趋多元化,对既熟悉国际商务又熟练掌握英语的高级复合型人才的需求也越来越大。正是基于这种广泛的社会需求,复旦大学出版社与牛津大学出版社合作,引进广受赞誉的牛津商务英语系列教程。全书分别为:《成功通话》、《成功交际》、《成功会谈》、《成功演讲》和《成功谈判》。

牛津大学出版社以出版高质量英语教材驰名,该套英语系列教材有着鲜明的风格与特点:一是实用性强,书中的每一选题都来自经济和商务活动,使读者通过学习对商务活动各个层面可全方位掌握;二是可操作性强。整套图书确立一个容易理解、进入的起点,通过VCD和录音带等模拟商务活动的真实场景,让读者得以进入商务实践,并在实践中获得技能的提升。

## 前 言

世界经济一体化步伐在加快,中国加入WTO进程已迈入实质性阶段,我国对外开放领域的深度和广度不断拓展,逼人的形势对商务英语人才的素质提出越来越高的要求。

对目前形势的分析和预测显示,未来的国际经济活动有以下特征:1)国际间多层面、多目标、多方式的交流空前活跃,不同经济、政治、文化背景的交往空前广泛,人们越来越清楚地认识到交流的目的不是征服,而是互惠;2)信息在国际经济活动中充当主角,语言作为信息交流的载体扮演着重要的角色,而英语作为世界各地的“通用语”,作用更是巨大;3)网络贸易方兴未艾,以英语为表现形式的资源占全部网络资源的绝大部分;4)电子商务成为国际商务的发展方向;5)技术创新成为国际经济活动的原动力;6)人力资源成为国际经济活动持续发展的内因。

这种国际经济活动的特征,对人才的规格提出以下要求:1)奠定在全面素质基础上的创新型的人才;2)能够实现跨文化交流的国际性的人才;3)熟练掌握信息技术的人才。概括地说,这些人才应该融会东西方文化,具备丰富的知识,掌握国际通用语言,具备创新的头脑。

商务英语教学与创新型人才培养之间存在着这样一种辩证关系,即:1)时代和社会对创新型人才的迫切需求,进而对商务英语教学改革也提出了越来越高的要求;2)商务英语教学改革制约着创新型人才培养的质量和水平。因此,商务英语教学与创新型人才培养是相互依存、相互促进的良性循环关系。

在教学活动中,教师、教学组织形式以及教材是基本要素。教材是教学的载体,是学生学习的主要材料,是他们获得知识的主要来源。一套好的教材也可以供社会上与本专业的其他学科领域的教师、学生和工作人员学习、参考,使相当多的人受益。它的传播不受时间、空间的限制,可以在很大的范围和相当长的时期内流传。改革是教学的主题,也是教材的主题,随着时代变化,教材也需要不断丰富和完善。

顺应这一趋势,牛津大学出版社组织商务英语教学专家与音像技术人员完美合作,精心编撰了这套 Oxford Business English Skills。

区别于以往教材,该套教材有以下特点:

1)实用性:该教材的每一选题和所有选题中的每一单元都紧扣经济与商务实践中的某一个方面,而教学安排也围绕学生在该领域的实践中将要面对并应该有所了解和掌握的问题;每一选题都依据这一方面实践的顺序展开;每一选题都在一个模拟的真实场景中展开全部内容;每一节都配有在实践中成功和失败的两方面的例子,便于学习者在明辨规则的基础上领会实战。

2)可操作性:首先,每一单元都有一个既关键又容易理解的切入点。其次,尊重客观规律,设定不同角度,使学生能积极主动地举一反三,在学习英语的同时,提高商务操作能力。第三,以VCD和录音带为纽带,使教学成为视、听、说、讨论、评价等多种形式有机结合的活动。

3)灵活性:表现为学习时间、学习内容、学习顺序以及学习方法都可灵活安排。

4)适用面的广泛性:这套教材适用于全日制英语、经济和商务专业以及全日制非英语、经济和商务专业的大学生、成人教育的提高班、职业培训班的学生,也适用于英语、经济、商务、涉外专业的中专学生。

5) 多功能: 以往的教材, 功能过于单一, 过于强调技术层面; 而该套教材则体现为全方位、多功能, 培养学生的综合素质, 重整体综合运用。

6) 以人为本: 过去的教材过多地体现为产品导向, 而该套教材尊重人的认知规律和需要, 强调人的业务、心理、文化在商务活动中的作用, 充分体现出人本主义的特征。

7) 内容的丰富性: 该套教材涉及商务领域的各个环节, 包罗语言、文化、经济、社会等各方面的知识。

8) 前瞻性: 不仅注意吸收过去商务英语教材的优点, 充分尊重历史和现状, 而且有独创性, 考虑长远, 高屋建瓴, 开拓未来。

9) 针对性: 中国版改编者均为有长期商务英语教学经验的教师, 针对中国学习者及商务活动的特点和需要, 补充了内容和语言方面的注释及练习。

综上所述, *Oxford Business English Skills* 不仅是当今商务英语教材中的精品, 也是商务英语教材出版事业的又一项丰硕成果。

改编者

## 关于《成功交际》

《成功交际》是牛津大学出版社为广大英语爱好者推出的又一力作，旨在提高学习者的英语语言能力和交际技巧。虽然人们交往不是为了某个特殊目的，但与人相识并建立成功的联系可使目标更容易实现。另外，交往的目的之一就是更好地了解对方所处的文化，只有在轻松愉快的环境中交谈，人们才能更有效地表达自己的思想和感情。《成功交际》正好满足了上述愿望，为学习者提供了一个学习英语、用英语交际的切实有效的途径。

《成功交际》由四部分组成：VCD，学生用书，录音带以及教师用书。

**VCD**是教程的核心，长约25分钟，涵盖了典型的社交场景：如初次见面、了解对方、外出吃饭、工作后闲酌、告别等，是学生用书中各项活动的中心所在。

**学生用书**分八个单元，和VCD中的内容相对应。每单元由交际技巧、语言知识、交际实践三部分组成。交际技巧部分由VCD演示主要交际技巧，学习者需对其反馈、评价和拓展。语言知识部分借助于录音带重点介绍和扩展学习者语言功能和模拟表演、为学习者提供了一个把交际技能和语言知识结合起来加以应用的机会。

**录音带**长约45分钟，精选了许多其他有关的社交场景，是学生用书中语言知识部分听力练习的基础。

**教师用书**旨在指导、帮助教师处理好教程的每个环节，为课堂教学和自学进一步使用本教程提出了建议。书后面还附有额外的可供复印的交际实践的材料。

每单元的交际技巧部分分三步进行：**pre-viewing** 帮助学生弄明白要看的VCD内容；**viewing** 先演示一个表现不好的对话，说明主人、客人容易出错的地方，然后演示一个交往成功的典型对话，通过对比，学习者可以掌握成功交往的主要技巧；**post-viewing** 则鼓励学生将该单元内容与本人经历相结合，练习掌握VCD中的交往技巧。第一次放映教师可把VCD声音调低，让学生重点观察人物的身体语言，然后再作语言分析。语言知识部分含以下四方面：**Listening practice** 重点训练学生的听力；**Language focus** 为学生提供了一个功能性的语言用法和词汇表，以便有助于他们的听力和口语；**Language exercises** 则注重强化练习**Language focus** 中的内容；**Cultural focus** 以短文或问题的形式强调了文化在社会交往中的重要作用，应引起学生的重视。最后的交际实践部分为学生提供了各种各样的角色扮演场景(两人或小组)，每项活动都有一个明确的目标，教师应向学生说明要求。如果有条件把这些活动录音或摄影下来，教师可对活动进行更全面、细致的评估。

本套教程学生用书后面备有VCD和录音带的文字材料以及练习答案,因此可用作课堂教材,也可用于自学。通过学习本套教程,相信学习者将有信心和能力应对绝大部分社交场合。

**改编者**

# Contents

**Introduction**  
page 2

**Who's who in *Effective Socializing***  
page 5

Unit		Communication skills	Language knowledge	Socializing practice
<b>1</b>	<b>First contact</b> page 6	welcoming a visitor	introductions opening small talk	first meetings
<b>2</b>	<b>Getting to know each other</b> page 12	effective question and answer techniques	asking and responding to questions	developing conversation
<b>3</b>	<b>More contacts</b> page 18	everyday meetings inclusive behaviour	greetings, requests, favours, small talk	everyday meetings
<b>4</b>	<b>Arrangements</b> page 24	understanding and responding to invitations	inviting, accepting, declining, offering, refusing	making arrangements
<b>5</b>	<b>Arriving for dinner</b> page 30	hosting: time, dress, gifts	thanking, offering and responding	welcoming and entertaining guests
<b>6</b>	<b>Dinner</b> page 36	complimenting inclusive behaviour	showing appreciation, offering opinions, comments	stimulating discussion
<b>7</b>	<b>After work</b> page 42	choosing and developing topics of conversation	structuring and developing conversation	conversation topics
<b>8</b>	<b>Farewells</b> page 48	wishing farewell	leaving, farewells, reinforcing contacts	saying goodbye

**Vocabulary & notes**  
page 53

**Listening tapescript**  
page 77

**Answer key**  
page 90

**VCD transcript**  
page 103

# Introduction

## Introduction to the course

Learners of Business English often feel their language and skills are most exposed in social situations. Whether they are hosts, guests or just colleagues meeting after work, they will be able to communicate more effectively if they feel at ease. They need to be able to relax when using English, and to acquire the necessary language and communication skills to express their thoughts and feelings appropriately.

*Effective Socializing* is a practical and accessible course specifically designed to equip learners with these essential skills. It is divided into eight units which deal progressively with key aspects of socializing from first introductions and conversation-building, through to developing contacts and farewells. The course aims to build competence in a variety of contexts, so that by the end of their period of study learners will have confidence in their ability to handle most social situations.

## Course components

The course consists of four components: a VCD, a Student's Book, an audio cassette and a Teacher's Book.

### The VCD

The VCD is the central component of the course. It contains approximately 25 minutes of sample social situations. Based around the story of two foreign visitors to Britain, it illustrates the key social situations they encounter: first contacts, getting to know each other, making arrangements, dining out, after work drinks and final farewells. The VCD acts as a focus for all the activities contained in the Student's Book.

### The Student's Book

The book consists of eight units which correspond to those in the VCD. Each unit is divided into three sections: *Communication skills*, *Language knowledge* and *Socializing practice*.

The *Communication skills* section identifies and practises key socializing skills which are illustrated on the VCD, and aims to involve the learner in a process of feedback, evaluation and development. The *Language knowledge* section, supported by the audio cassette, focuses on and expands the learner's knowledge in key functional and lexical areas. It also deals with the impact of culture on social interaction by looking at areas such as physical contact, ways of addressing people and time.

The *Socializing practice* section gives the learner the opportunity to put both communication skills and language knowledge into practice using a variety of role-plays and simulations.

### The Audio Cassette

This consists of extracts from additional social situations and forms the basis of listening activities in the *Language knowledge* section of the Student's Book.

### The Teacher's Book

This book provides an introduction to the course from the teacher's point of view. It is intended as a guide to help the teacher to handle the different components of the course most effectively. It offers suggestions for further exploitation in the classroom and self-study time, and contains extra, photocopiable materials for socializing practice.

## The approach

In each unit, *Effective Socializing* first illustrates a poor model of behaviour in a social setting in order to demonstrate what can go wrong (Version 1). Often the responsibility for things going badly is shared between both host and guest. The course then moves on to look at a good model in which the speakers communicate successfully (Version 2). The VCD is essential as the starting point for each unit.

The approach is designed to develop learners' abilities in two main areas:

### Communication skills

The course develops the key skills of communicating positively and appropriately in social situations. It seeks to build the learners' confidence in their ability to deal with these situations. Skills such as handling visitors, building relationships, developing conversations, and responding positively are demonstrated on the VCD. These are then analysed and practised with the support of the Student's Book.

### Language knowledge

Language areas such as introductions, offers, small talk and asking and responding to questions are presented and practised in the Student's Book. Additional exercises seek to develop the learners' vocabulary around a range of topics for social conversation. The audio cassette is used to further illustrate and practise these areas. At the end of this section there is a short text dealing with the impact of culture on social interaction: these texts are intended as a basis for discussion and the development of cultural awareness.

## Using the course

All parts of the course are designed to work either as classroom material or for self-study.

### In the classroom

Each unit takes the learner through the objectives in the areas of *Communication skills*, *Language knowledge* and *Socializing practice*. There is an introduction designed to make the learners reflect on their own experiences, and to anticipate the focus of the material which follows. Depending on the needs of the group or the amount of time available, the course can either be followed from start to finish, or learners can concentrate on selected units. The *Socializing practice* activities in the Student's Book provide relevant, context-based practice of the key aspects of the unit. These activities are designed for either pairs or small groups. Wherever possible, they should be recorded on audio cassette to enable both teacher and learners to analyse and correct the learner's performance when the tape is played back.

### Self-study

The VCD-based activities focusing on communication skills have been developed with the classroom in mind. However, most of the questions have answers in the Answer key, and individuals can use the VCD on a self-access basis. The *Language knowledge* section can certainly be usefully followed as self-study. The *Socializing practice* section necessarily involves pair or group work, although preparation for these activities could also be done during self-study time.

# Who's who in *Effective Socializing*

*Effective Socializing* illustrates a series of encounters between two foreign visitors and members of the Marketing Department of Tectron UK.

## The company

### **TECTRON UK**

Tectron UK is a British-owned engineering company which produces sophisticated computer applications for the manufacturing sector. Its headquarters are in Harlow, to the north east of London. It has subsidiaries in France, Spain and Ireland, and a large research and development centre in Copenhagen. It currently employs a total of 950 people worldwide, and there are plans to expand into Latin America and South East Asia in the near future.

## The guests



### **Maria de Miguel**

Maria is a management trainee from Tectron España. She has come to the UK on a six-month secondment to Tectron UK. She is attached to Peter's department and will be working quite closely with Paula.



### **Jens Foss**

Jens is an engineer from Tectron's Danish subsidiary in Copenhagen. He is visiting Tectron UK for a few days acting as a consultant. He is in his late thirties, and has two young children.

## The hosts



### **Peter O'Donnell**

Peter is the Marketing Manager of Tectron UK. He is aged about fifty-five, and is a little formal in his style of communication. He is married to Daphne. They have a son and a daughter, both in their twenties.



### **Paula Field**

Paula is a Marketing Assistant who reports to Peter O'Donnell. She is about thirty years old. She is usually quite informal and friendly, although she can sometimes come across as rather officious and abrupt.



### **Daphne O'Donnell**

Daphne is in her early fifties. She has her own career, but often has to help entertain her husband Peter's customers and colleagues.

# 1 First contact

## Objectives

**Communication skills** welcoming a visitor  
**Language knowledge** introductions, opening small talk  
**Socializing practice** first meetings

## Communication skills

### Pre-viewing

- 1 What do you do and say when you meet someone for the first time? How important are the first two or three minutes of these opening contacts?
- 2 Read the VCD Socializing Context.

### VCD Socializing Context

#### The people



**Peter O'Donnell**  
is the Marketing Manager of Tectron UK.



**Paula Field**  
is a Marketing Assistant. She reports to Peter.



**Maria de Miguel**  
is a management trainee from Tectron España. She has arrived for a six-month work placement with Tectron UK.

#### The situation

Peter and Paula are just finishing a morning meeting. Maria arrives at reception, and is directed to Peter's office.

### Viewing

- ▶ 3 Watch Version 1 with the sound down. What do you notice about the behaviour of the three characters? What sort of welcome does Maria get?
- ▶ 4 Watch Version 1 with the sound up. What does Maria expect to happen? How do you think Peter handles this first contact with Maria?
- ▶ 5 Watch Version 2 with the sound down. What differences are there in the behaviour of the three characters?

- 6 Now watch Version 2 with the sound up. List the things Peter does more effectively. How do you think Maria will feel after this first contact with Peter and Paula?

## Post-viewing

- 7 Listen to a number of people talking about first meetings in their country. Make notes under the headings below:

Extract	importance of socializing	physical contact	names	opening small talk
one	_____	_____	_____	_____
two	_____	_____	_____	_____
three	_____	_____	_____	_____
four	_____	_____	_____	_____

Discuss the above aspects of first meetings. Which countries do you think the people come from? How do people behave in this situation in your country?

## Language knowledge



PETER 'Hello, you must be Maria. I'm Peter O'Donnell. Welcome to Tectron UK.'

MARIA 'Thank you. It's good to be here.'

- 8 Listen to these extracts from first meetings. For each extract, decide whether it is formal or informal, and business or pleasure.

Extract	formal / informal	business / pleasure
one	_____	_____
two	_____	_____
three	_____	_____
four	_____	_____

---

## Language focus Welcoming visitors

### Welcoming

*Welcome to ...*

*It's a (great) pleasure to welcome you to ... (F)*

*On behalf of ... I'd like to welcome you to ... (F)*

### Introducing yourself

*My name's ... I'm ... (job / position)*

*Let me introduce myself. I'm ...*

*How do you do. My name's ... (F)*

*We haven't met. I'm ...*

### Introducing someone else

*I'd like to introduce you to ... (F)*

*I have you met ...?*

*..., this is ...*

### Responding to introductions

*How do you do. My name's ... (F)*

*Nice to meet you. Mine's ...*

### Offering

*Let me get you a coffee.*

*Would you like a coffee?*

*Let me take your coat.*

#### NOTE

The expressions marked (F) are used in more formal situations. When welcoming visitors, the level of formality will depend mostly on the culture of the country you live in, and also on the type of organization you work for. In the UK, it is becoming more usual to adopt a more informal style of communication.

---

## Small talk topics

### Travel

*How was your trip?*

*Did you have any trouble finding us?*

*It was fine / very smooth / easy.*

*It was a bit delayed. / The traffic was terrible. /*

*It was a bit rough.*

*I missed my connection. / The plane was late.*

*There were no problems.*

### Accommodation

*How's your hotel?*

*Is everything all right?*

*It's very comfortable / convenient / luxurious.*

*The service is excellent.*

*It's rather noisy / dirty.*

*The service is rather slow.*

*The rooms are a bit cramped.*

### Weather

*How do you find the weather here?*

*What was it like when you left?*

*It's lovely / sunny / warm.*

*It was dismal / cloudy / cold / damp / wet / stormy / windy.*

#### NOTE

We often modify our negative remarks by using words like *a little*, *a bit* or *rather*. When we insert these words, our remarks are softened. They become less direct and sound more natural.



- 2 Listen to these five introductions. How do you think they continued? Choose from the responses below.

- a Nice to meet you. I'm Sarah Sarandon, Vice-President, Marketing.
- b Thank you. It's a pleasure to be here.
- c Not really. I guess we've never met. My name's John Dunn.
- d How do you do. I'm Tania Philips.
- e No, I haven't. Why don't you introduce me?

- 3 Make appropriate introductions in the following situations.
- You are at a company party. You see the new head of marketing who you would like to meet. Introduce yourself.
  - You have just arrived at a restaurant. Your partner hasn't met your colleagues. Introduce them.
  - Welcome a new member of staff to your department and then introduce him / her to your colleagues.
  - At an informal lunch, introduce yourself to the daughter of a colleague.
  - Introduce yourself to the new head of your business unit.



- 4 Match the opening small talk questions about travel, accommodation and the weather (1–10) with the most appropriate response (a–j). Then listen to the correct combinations to confirm your answers.

- What was the weather like when you left?
  - How do you find the weather?
  - I suppose this weather must be a bit of a shock to you.
  - How was your trip?
  - Did you have any trouble finding us?
  - Did you get in on time?
  - How's the hotel?
  - Did you find somewhere to stay?
  - I have you got a room with a view?
  - How was the crossing?
- Just a little bit late.
  - Fine. Everything went smoothly, thank you.
  - Pretty cold. It was only four degrees when I left home.
  - Not yet. Could you recommend somewhere?
  - No problems at all. The map you sent me was excellent.
  - A bit rough but not too bad.
  - It is a bit. It was below zero back in the States.
  - Lovely. Sunny skies. Nice and warm.
  - Unfortunately not. All I can see is the factory opposite.
  - Very comfortable, thank you.

- 5 Modify the remarks below to make them softer or less direct.
- It's cold.
  - The room's filthy.
  - The view's awful.
  - The crossing was rough.
  - The traffic was slow.
  - The weather's disappointing.

## 6 Pair work – speeding up your responses

a

### Student A

Imagine you are being met at an airport by Student B. Respond appropriately to his / her questions and comments.

### Student B

Imagine you are meeting Student A off a plane (use his / her real name). Ask the following questions and make the following comments. Student A should respond appropriately.

- 1 Hello ... (his / her name). I'm ... (your name). Nice to meet you.
- 2 Let me take your case.
- 3 How was the trip?
- 4 Just a moment, I've got to pay for the parking.
- 5 So what do you think of our weather?
- 6 What was it like in your part of the world?
- 7 I thought we'd drive to your hotel first.
- 8 We've booked you into the Holiday Inn.
- 9 I expect you're tired after the journey.
- 10 I'll pick you up in a couple of hours and we'll go out to dinner.

b

### Student A

Imagine you have just met a new colleague, Student B. You have accompanied him / her to a party. He / She should respond appropriately to the following questions.

- 1 Would you like me to introduce you to some colleagues?
- 2 Have you met Anna Howard?
- 3 Let me introduce you to my old friend, Charles Digby. Charles, this is ...
- 4 How was the weather back home?
- 5 Where are you staying?
- 6 Have you got a reasonable room?
- 7 What about your trip?
- 8 Did you fly?
- 9 Oh look, there's Kerry Fisher. Would you like me to introduce you to her?
- 10 How long are you going to be here for?

### Student B

Imagine you are at a party. Student A is looking after you. Respond appropriately to his / her comments and questions.