

大学专门用途英语系列教材

# English for Specific Academic Purposes

# ESAP

## 商学英语教程

English for  
Business Studies  
Course Book

Carolyn Walker with Paul Harey 原著  
《大学专门用途英语》改编组 改编

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Specific Academic  
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SHANGXUE



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# 总 序

自本世纪初以来,我国大学英语教学改革在课程教学目标的修订、师资队伍的建设、教学方法和手段的完善以及教学评测等方面均取得了突出的成绩。对于许多高等院校来说,如何更好地适应社会经济发展对人才培养的需求,培养高端应用型和国际化的专业人才,是进一步深化大学英语教学改革的一项重要而紧迫的任务。这其中也涉及建设和完善现有的大学英语课程体系,为完成基础阶段英语学习后的大学生开设专门用途英语课程和双语课程。为适应深化大学英语教学改革的需要,高等教育出版社引进Garnet教育出版公司所出版的“ESAP (English for Specific Academic Purposes) 系列教材”,组织我国高等院校教师进行改编并出版了本套“大学专门用途英语系列教材”。

本系列教材旨在满足大学生进一步学习其专业学科英语的需要,教材编写的思路是:

1. 介绍相关专业基本概念、基本知识和研究现状;
2. 有效呈现相关专业所涉及的专业术语和学术英语词汇;
3. 有机融合语言学习和专业知识、技能的学习和培养;
4. 兼顾英语语言输入与产出,培养学生的综合语言技能。

本系列教材首批推出12册,涵盖语言学、商学、管理学、环境科学、心理学、信息技术、机械工程、银行、法律、医药、公共关系、旅游管理等学科。每册由教程和教师用书组成,内容涉及一个专业方向。每册由12个单元组成,奇数单元突出听说和口译技能训练,偶数单元则强调读写和笔译技能训练。各单元专业知识内容衔接性高,技能训练交互性强,强调英语听、说、读、写、译基本技能在专业和学术背景下的协调应用和全面发展。

每单元的内容基本上可以分为四个部分,第一部分主要介绍和集中训练相关词汇,致力于扫除专业和学术词汇障碍;第二部分集中训练专业知识背景下的听力或阅读技能,强调专业和语言学习过程中基本信息输入的质和量这两个要素;第三部分是上一环节的延续和发展,重点训练专业和语言学习过程中信息加工和产出所需要的基本技能;第四部分为口语或写作练习,强化产出技能训练。每单元末尾还附有重点词汇和技能回顾,帮助学生进一步梳理所学内容。

本系列教材既可作为各学科专业英语的入门教材,也可作为以英语学习为主的专门用途英语教材。教师可以根据学生的专业需求和英语语言水平的实际情况来确定教学目标和教学重点,灵活安排课程和教学活动。

《大学专门用途英语》改编组

2011年12月

# Introduction

*English for Business Studies* is designed for students who plan to take a business or management studies course entirely or partly in English. The principal aim of *English for Business Studies* is to teach students to cope with input texts, i.e., listening and reading, in the discipline. However, students will be expected to produce output texts in speech and writing throughout the course.

The syllabus focuses on key vocabulary for the discipline and on words and phrases commonly used in academic and technical English. It covers key facts and concepts from the discipline, thereby giving students a flying start for when they meet the same points again in their faculty work. It also focuses on the skills that will enable students to get the most out of lectures and written texts. Finally, it presents the skills required to take part in seminars and tutorials and to produce essay assignments.

*English for Business Studies* comprises:

- the student Course Book including audio transcripts and wordlist
- the Teacher's Book, which provides detailed guidance on each lesson, full answer keys, audio transcripts and extra photocopiable resources
- the MP3 with lecture and seminar excerpts

*English for Business Studies* has 12 units, each of which is based on a different aspect of business studies. Odd-numbered units are based on listening (lecture/seminar extracts). Even-numbered units are based on reading.

Each unit is divided into four lessons:

**Lesson 1:** vocabulary for the discipline; vocabulary skills such as word-building, use of affixes, use of synonyms for paraphrasing

**Lesson 2:** reading or listening text and skills development

**Lesson 3:** reading or listening skills extension. In addition, in later reading units, students are introduced to a writing assignment which is further developed in Lesson 4; in later listening units, students are introduced to a spoken language point (e.g., making an oral presentation at a seminar) which is further developed in Lesson 4

**Lesson 4:** a parallel listening or reading text to that presented in Lesson 2 which students have to use their new skills (Lesson 3) to decode; in addition, written or spoken work is further practised

The last two pages of each unit, *Vocabulary bank* and *Skills bank*, are a useful summary of the unit content.

Each unit provides between 4 and 6 hours of classroom activity with the possibility of a further 2-4 hours on the suggested extra activities. The course will be suitable, therefore, as the core component of a faculty-specific pre-sessional or foundation course of between 50 and 80 hours.

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# Book map

Unit	Topics
<b>1 The business of business</b> Listening · Speaking	<ul style="list-style-type: none"> <li>types of business</li> <li>the history of business</li> </ul>
<b>2 The organization of work</b>	<ul style="list-style-type: none"> <li>how organizations are structured (hierarchies, teams, etc.)</li> <li>leadership and teams</li> </ul>
<b>3 Getting the work done</b> Listening · Speaking	<ul style="list-style-type: none"> <li>productivity</li> <li>theories of motivation</li> <li>Management by Objectives</li> </ul>
<b>4 The world of technology</b>	<ul style="list-style-type: none"> <li>computers for research</li> <li>technological change</li> </ul>
<b>5 People and markets</b> Listening · Speaking	<ul style="list-style-type: none"> <li>definition of marketing</li> <li>importance of marketing</li> <li>types of market</li> <li>market research</li> </ul>
<b>6 Products and strategies</b>	<ul style="list-style-type: none"> <li>the role of the product</li> <li>product life cycles</li> <li>product portfolios</li> </ul>
<b>7 Operations: producing the goods</b> Listening · Speaking	<ul style="list-style-type: none"> <li>the production process: input/transformation/output</li> <li>value added</li> <li>types of production: job/batch/flow</li> <li>scheduling</li> </ul>
<b>8 Operations: efficiency, costs and quality</b>	<ul style="list-style-type: none"> <li>efficiency in operations management</li> <li>Japanese management practices: 'lean' production techniques, TQM</li> </ul>
<b>9 Managing financial accounts</b> Listening · Speaking	<ul style="list-style-type: none"> <li>accounting: management accounting · financial accounting</li> <li>documentation: balance sheet · profit and loss account</li> <li>cash flow statement</li> </ul>
<b>10 Funding company activities</b>	<ul style="list-style-type: none"> <li>sources of business finance</li> <li>short- and long-term finance</li> <li>start-up and expansion finance</li> </ul>
<b>11 External influences</b> Listening · Speaking	<ul style="list-style-type: none"> <li>external influences on businesses: national · international · political · economic</li> <li>environmental issues</li> </ul>
<b>12 Strategy and change</b> Reading · Writing	<ul style="list-style-type: none"> <li>company performance: SWOT analysis</li> <li>management of change</li> <li>case study: responding to external factors</li> </ul>

Vocabulary focus	Skills focus	Unit
<ul style="list-style-type: none"> <li>words from general English with a special meaning in business</li> <li>prefixes and suffixes</li> </ul>	<b>Listening</b> <ul style="list-style-type: none"> <li>preparing for a lecture</li> <li>predicting lecture content from the introduction</li> <li>understanding lecture organization</li> <li>choosing an appropriate form of notes</li> <li>making lecture notes</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>speaking from notes</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>English–English dictionaries: headwords · definitions · parts of speech · phonemes · stress markers · countable/uncountable · transitive/intransitive</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>using research questions to focus on relevant information in a text</li> <li>using topic sentences to get an overview of the text</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>writing topic sentences</li> <li>summarizing a text</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>stress patterns in multi-syllable words</li> <li>prefixes</li> </ul>	<b>Listening</b> <ul style="list-style-type: none"> <li>preparing for a lecture</li> <li>predicting lecture content</li> <li>making lecture notes</li> <li>using different information sources</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>reporting research findings</li> <li>formulating questions</li> </ul>	<b>3</b>
<ul style="list-style-type: none"> <li>computer jargon</li> <li>abbreviations and acronyms</li> <li>discourse and stance markers</li> <li>verb and noun suffixes</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>identifying topic development within a paragraph</li> <li>using the Internet effectively</li> <li>evaluating Internet search results</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>reporting research findings</li> </ul>	<b>4</b>
<ul style="list-style-type: none"> <li>word sets: synonyms, antonyms, etc.</li> <li>the language of trends</li> <li>common lecture language</li> </ul>	<b>Listening</b> <ul style="list-style-type: none"> <li>understanding 'signpost language' in lectures</li> <li>using symbols and abbreviations in note-taking</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>making effective contributions to a seminar</li> </ul>	<b>5</b>
<ul style="list-style-type: none"> <li>synonyms, replacement subjects, etc. for sentence-level paraphrasing</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>locating key information in complex sentences</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>reporting findings from other sources: paraphrasing</li> <li>writing complex sentences</li> </ul>	<b>6</b>
<ul style="list-style-type: none"> <li>compound nouns</li> <li>fixed phrases from business studies</li> <li>fixed phrases from academic English</li> <li>common lecture language</li> </ul>	<b>Listening</b> <ul style="list-style-type: none"> <li>understanding speaker emphasis</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>asking for clarification</li> <li>responding to queries and requests for clarification</li> </ul>	<b>7</b>
<ul style="list-style-type: none"> <li>synonyms</li> <li>nouns from verbs</li> <li>definitions</li> <li>common 'direction' verbs in essay titles (<i>discuss, analyse, evaluate</i>, etc.)</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>understanding dependent clauses with passives</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>paraphrasing</li> <li>expanding notes into complex sentences</li> <li>recognizing different essay types/structures: descriptive · analytical · comparison/evaluation · argument</li> <li>writing essay plans</li> <li>writing essays</li> </ul>	<b>8</b>
<ul style="list-style-type: none"> <li>fixed phrases from finance</li> <li>fixed phrases from academic English</li> </ul>	<b>Listening</b> <ul style="list-style-type: none"> <li>using the Cornell note-taking system</li> <li>recognizing digressions in lectures</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>making effective contributions to a seminar</li> <li>referring to other people's ideas in a seminar</li> </ul>	<b>9</b>
<ul style="list-style-type: none"> <li>'neutral' and 'marked' words</li> <li>fixed phrases from finance</li> <li>fixed phrases from academic English</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>recognizing the writer's stance and level of confidence or tentativeness</li> <li>inferring implicit ideas</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>writing situation–problem–solution–evaluation essays</li> <li>using direct quotations</li> <li>compiling a bibliography/reference list</li> </ul>	<b>10</b>
<ul style="list-style-type: none"> <li>words/phrases used to link ideas (<i>moreover, as a result</i>, etc.)</li> <li>stress patterns in noun phrases and compounds</li> <li>fixed phrases from academic English</li> <li>words/phrases related to environmental issues</li> </ul>	<b>Listening</b> <ul style="list-style-type: none"> <li>recognizing the speaker's stance</li> <li>writing up notes in full</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>building an argument in a seminar</li> <li>agreeing/disagreeing</li> </ul>	<b>11</b>
<ul style="list-style-type: none"> <li>verbs used to introduce ideas from other sources (<i>X contends/suggests/asserts that ...</i>)</li> <li>linking words/phrases conveying contrast (<i>whereas</i>), result (<i>consequently</i>), reasons (<i>due to</i>), etc.</li> <li>words for quantities (<i>a significant minority</i>)</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>understanding how ideas in a text are linked</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>deciding whether to use direct quotation or paraphrase</li> <li>incorporating quotations</li> <li>writing research reports</li> <li>writing effective introductions/conclusions</li> </ul>	<b>12</b>

# 1 THE BUSINESS OF BUSINESS

## 1.1 Vocabulary

guessing words in context • prefixes and suffixes

**A** Read the sentences. The **bold** words are probably familiar to you in general English. But can you think of a different meaning for each word in business English? Change the form if necessary.

- 1 Canberra is the **capital** of Australia.
- 2 People who **consume** too much food become overweight.
- 3 After my **return** from holiday, I felt much better.
- 4 The gun was **fired** three times.
- 5 It will do you **good** to take some exercise.
- 6 You can buy fresh meat in the **market** on Thursdays.
- 7 We went to see an excellent **production** of Hamlet at the theatre last night.
- 8 I am hoping to get **promotion** in my job next year.
- 9 I'm afraid I don't like **raw** fish.
- 10 Is there a bus **service** on Sundays?

**B** Read this part of a magazine interview with Max Jackson, the owner of VJ Sports. Complete each sentence with one of the **bold** words from Exercise A. Change the form if necessary.



I'm the director of VJ Sports, a company which sells sports \_\_\_\_\_. I believe that businesses must understand the needs of \_\_\_\_\_. I also believe that workers who are lazy should be \_\_\_\_\_. Sports and leisure are rapidly growing \_\_\_\_\_ industries. As a result, the \_\_\_\_\_ for sports equipment is growing. A lot of sports shops are doing a special \_\_\_\_\_ of our running shoes this week. In order to make more sports shoes, my factory needs more \_\_\_\_\_ materials. Also, the \_\_\_\_\_ department needs to increase the number of shoes which are made. I need someone to invest some more \_\_\_\_\_ in my company. They will be sure to get a good \_\_\_\_\_ on their investment.

**C** Study the words in box a.

- 1 What is the connection between all the words?
- 2 What is the base word in each case?
- 3 What do we call the extra letters?
- 4 What is the meaning of each prefix?
- 5 Can you think of another word with each prefix?

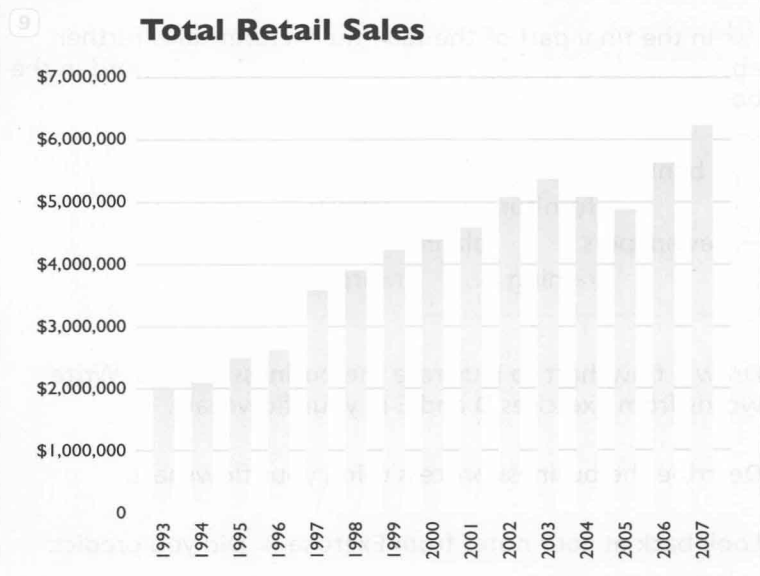
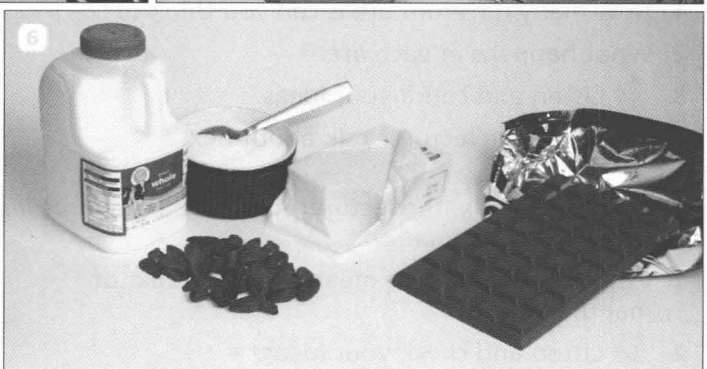
a cooperate income intangible  
international miscalculate  
non-durable outcome  
overestimate rearrange  
subcontractor supermarket  
transport underperform unlimited

**D** Study the words in box b.

- 1 What is the connection between all the words?
- 2 What is the base word in each case?
- 3 What do we call the extra letters?
- 4 What effect do the extra letters have on the base word?
- 5 Can you think of another word with each suffix?

b activity classify competitive  
director durable endless  
industrial investment machinery  
ownership packaged performance  
tangible transformation

**E** Use words from this page to discuss the pictures on the opposite page.






## 1.2 Listening

preparing for a lecture • predicting lecture context • making notes

**A** You are a student in the Business Studies Faculty of Hadford University. The title of your first lecture is *What is business?*


- 1 Write a definition of business.
- 2 What other ideas will be in this lecture? Make some notes.

See *Skills bank*


**B**  Listen to Part 1 of the talk. What does the lecturer say about business? Tick the best choice.


- a The lecturer is talking about business in a general sense. \_\_\_\_\_
- b Business is mainly about buying things. \_\_\_\_\_
- c Business is mainly about selling things. \_\_\_\_\_
- d Business is about more than buying and selling things. \_\_\_\_\_

**C** In Part 2 of the talk, the lecturer describes different areas of business management.

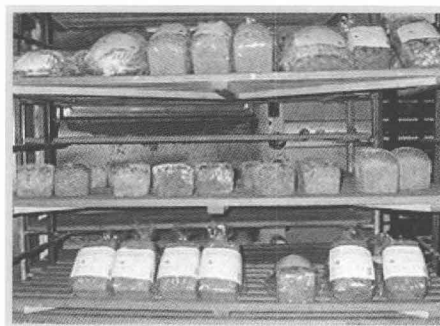
- 1 How many different areas can you think of?
- 2 What happens in each area?
- 3  Listen and check your ideas.
- 4 What will the lecturer talk about next?

**D** In Part 3 of the talk, the lecturer mentions the words *input*, *output* and *transformation*.

- 1 What do these words mean in the context of manufacturing?
- 2  Listen and check your ideas.

**E**  In the final part of the talk, the lecturer talks further about inputs and outputs. Listen and mark each word in the box I for input or O for output.

banking \_\_\_\_ capital \_\_\_\_ computers \_\_\_\_  
 furniture \_\_\_\_ labour \_\_\_\_  
 newspapers \_\_\_\_ planning \_\_\_\_ premises \_\_\_\_  
 training \_\_\_\_ transport \_\_\_\_



**F** Draw a flowchart to illustrate the business process. Write words from Exercises D and E in your flowchart.

**G** Describe the business process using your flowchart.

**H** Look back at your notes from Exercise A. Did you predict:

- the main ideas?
- most of the special vocabulary?

## 1.3 Extending skills

lecture organization • choosing the best form of notes

## A What can a business ...

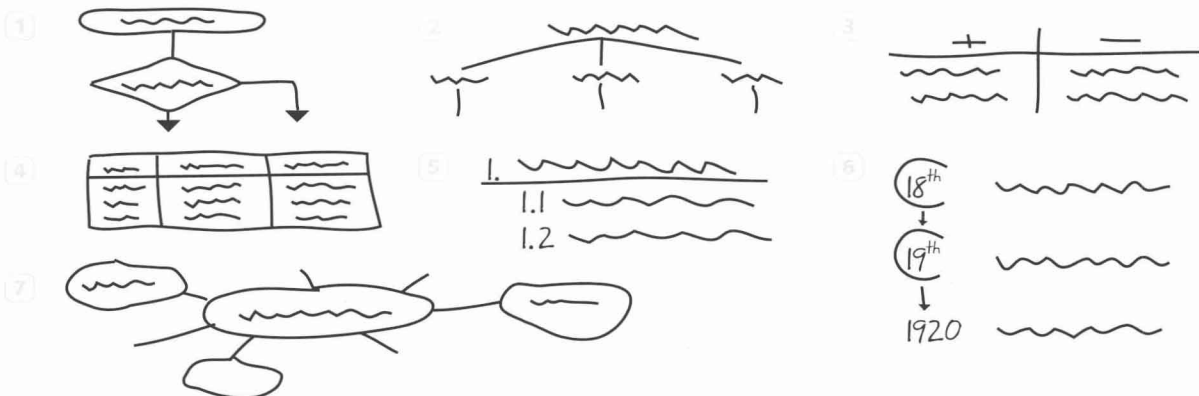
- |               |              |            |
|---------------|--------------|------------|
| 1 exploit?    | 4 construct? | 7 publish? |
| 2 employ?     | 5 set up?    | 8 expand?  |
| 3 strengthen? | 6 hire?      | 9 invest?  |

## B How can you organize information in a lecture? Match the beginnings and endings.

- |                             |                        |
|-----------------------------|------------------------|
| 1 question and              | contrast               |
| 2 problem and               | definition             |
| 3 classification and        | disadvantages          |
| 4 advantages and            | effect                 |
| 5 comparison and            | events                 |
| 6 cause and                 | supporting information |
| 7 sequence of               | process                |
| 8 stages of a               | solution               |
| 9 theories or opinions then | answer                 |

## C How can you record information during a lecture? Match the illustrations to the words and phrases in the box.

tree diagram   flowchart   headings and notes   spidergram   table   timeline   two columns



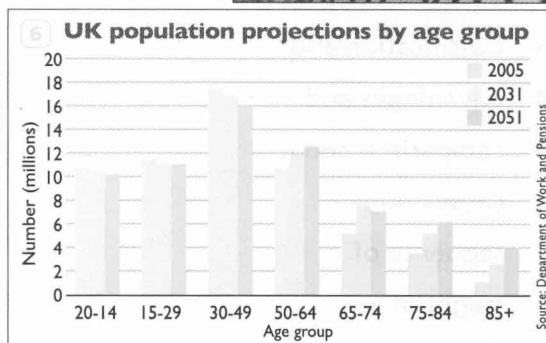
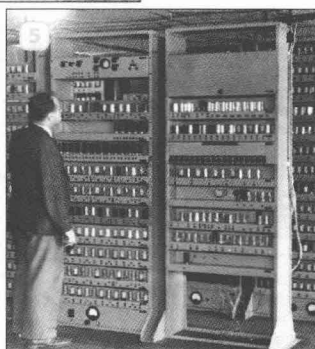
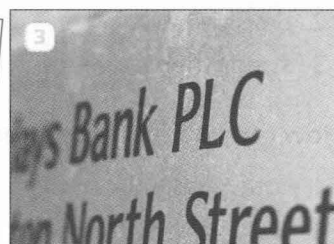
## D Match each organization of information in Exercise B with a method of note-taking from Exercise C. You can use one method for different types of organization.

## E Listen to six lecture introductions. Choose a possible way to take notes from Exercise C in each case.

## Example:

You hear: *Today I'd like to talk about some ways in which we can describe businesses. There are two important ways to classify businesses.*

You choose: *tree diagram*



### A Study the pictures.

1 What do pictures 1–6 show? Use words from the box.

technology partnership rise limited resources teams

2 What is the connection between all the things in picture 7?

**B** Cover the opposite page. Listen to the lecture introductions from Lesson 3 again. Make an outline on a separate sheet of paper for each introduction.

**C** Look at your outline for each lecture. What do you expect the lecturer to talk about in the lecture? In what order?

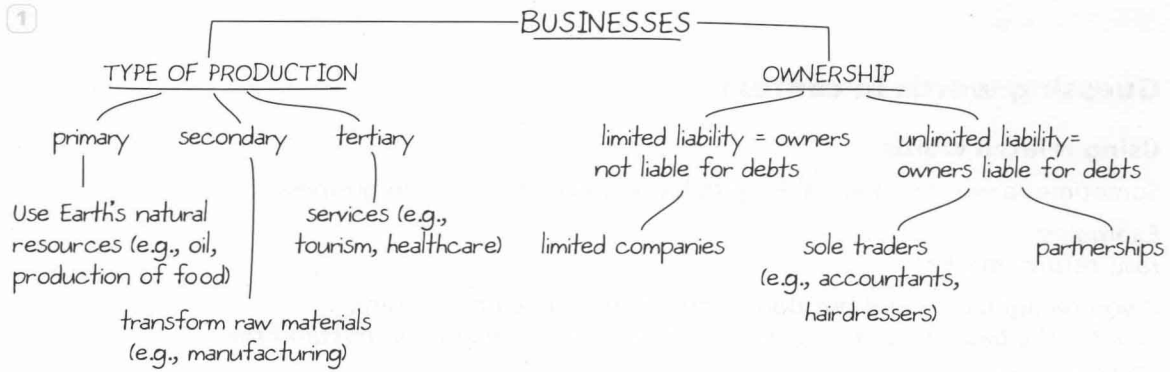
**D** Listen to the next part of each lecture. Complete your notes.

**E** Uncover the opposite page. Check your notes with the model notes. Are yours the same or different?

**F** Work in pairs.

1 Use the notes on the opposite page. Reconstruct one lecture.

2 Give the lecture to another pair.



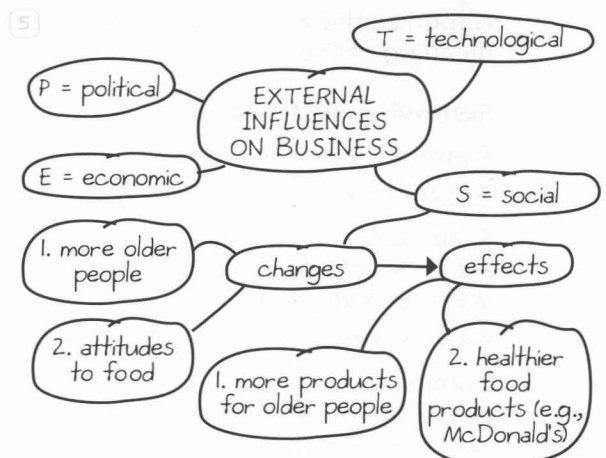
2

SOLE TRADER	PARTNERSHIP
makes all decisions	business can expand
knows customer & markets well	extra skills
+	
can adapt easily to changes in market	more money to invest in business
gets all profits	more people to do work
must work long hours	more people to agree on decisions
-	
has no one to discuss problems with	more people to share profits with
has limited finance	



4 History of Management

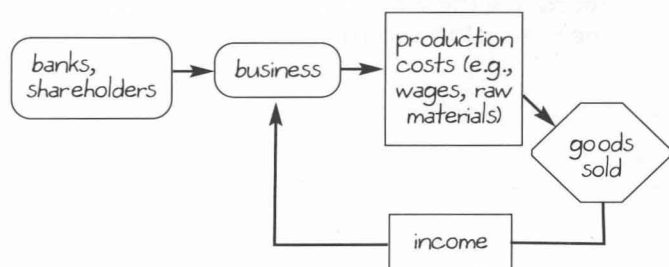
3000 BCE	Sumerians - record-keeping
2000 BCE	Egyptians - teams, participatory management
4 <sup>th</sup> C BCE	Greeks - job rotation, working to music, division of labour, worker participation
1400 CE	Venetians - assembly lines, wine breaks
1494 CE	Italy - book on double-entry bookkeeping



6 1.

9000 BCE	cattle
1200 BCE	shells (China)
630 BCE	coins (Asia Minor)
270 BCE	coins in use in Roman empire
	value of coins fixed
806 CE	first paper notes (China)
1660 CE	paper notes in England
20 <sup>th</sup> C	bank notes linked to gold standard
1931	Britain left gold standard
1971	USA left gold standard
nowadays	'fiat' money

2.





## Guessing words in context

### Using related words

Sometimes a word in general English has a special meaning in business.

#### Examples:

*raw, return, market*

If you recognize a word but don't understand it in context, think:

*What is the basic meaning of the word? Does that help me understand the special meaning?*

#### Example:

**Raw** food is not cooked food. In other words, the cooking process has not changed the food.

**Raw** materials have not yet been changed into something else by the production process.

### Removing prefixes

A **prefix** = letters at the **start** of a word.

A prefix changes the meaning of a word.

#### Examples:

*rearrange* – arrange again

*miscalculate* – calculate wrongly

If you don't recognize a word, think: *Is there a prefix?* Remove it. Do you recognize the word now? What does that prefix mean? Add it to the meaning of the word.

### Removing suffixes

A **suffix** = letters at the **end** of a word.

A suffix sometimes changes the part of speech of the word.

#### Examples:

*active* → *activity* = adjective → noun

*invest* → *investment* = verb → noun

A suffix sometimes changes the meaning **in a predictable way**.

#### Examples:

*class* + *ify* – make into

*end* + *less* – without (end)

*replace* + *able* – able to (be replaced)

If you don't recognize a word, think: *Is there a suffix?* Remove it. Do you recognize the word now? What does that suffix mean? Add it to the meaning of the word.