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MARKET LEADER

Advanced Business English Teacher's Resource Book



体验[®]商务英语 教师用书 5

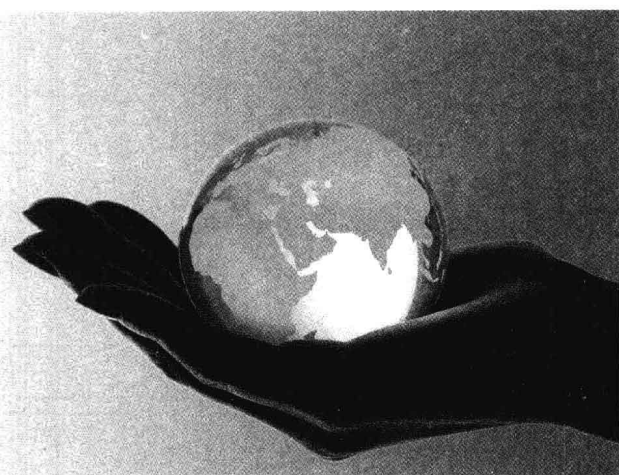
(第二版)

Iwonna Dubicka Margaret O'Keeffe

《体验商务英语》改编组

PEARSON

高等教育出版社
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第二版前言

《体验商务英语》(第一版)系列教材自2005年6月出版以来,以其鲜明的特色、真实生动的内容、较强的教学操作性,在国内高等院校商务英语教学实践中,得到了广泛认可,并入选普通高等教育“十一五”国家级规划教材。

2011年,中国加入世界贸易组织已十年。随着我国融入全球商务大环境的进程不断加快,对具备英语语言技能和商务专业知识的复合型人才的需求日益增长;而商务英语课程在各类院校开设的范围不断扩展,尤其是商务英语专业在各高校的正式设立,也促使商务英语教学与研究不断向专业化迈进。同时,网络技术、数字技术、多媒体技术等高新技术在教育领域的广泛应用,为商务英语教学资源的立体化建设带来了新的机遇。在这样的背景下,高等教育出版社于2011年组织专家力量,推出了《体验商务英语》系列教材的第二版。

《体验商务英语》系列教材(第二版)的改编情况如下:

教材体系更加完善

1. 综合教程由四册增至五册,即增编了高级教程,能够更加灵活地满足读者的多样化需求。
2. 《体验商务英语听说教程》(第二版)增加了视频资源及配套练习,并与原版教材的配套视频资源(Video Resource Book)整合,成为全新的《体验商务英语视听说教程》,增强了课堂教学的直观性与丰富性。

内容设置更加合理

1. 更新了大部分阅读、听力材料以及案例分析,做到与时俱进。
2. 改编组对第一、二册的语言点和语法知识作了部分增加和替换,使其更加适应我国学生的英语学习特点;在《同步练习》中增加了英汉、汉英互译练习,帮助学生巩固相关知识的理解及运用。

配备立体化教学资源

1. 综合教程(1—5)均配有多媒体学习光盘,包括MP3录音和自主学习软件(Self-Study CD-ROM)。自主学习软件以单元主题为主线,设置了大量练习,从语言运用、商务背景知识介绍及重点案例分析等方面强化课堂学习内容。视频模块(Videos)以情景剧模拟商务场景,为学生扩大知识面、增强交际能力提供支持。
2. 教师用书(1—5)均配有测试软件光盘(Test Master CD-ROM),提供了丰富的教学参考资源,包括各单元介绍、入门测验、进度测验、单元测验等,以及相关音频和视频材料,使用灵活方便。

本书作为第二版第五册为增编的高级教程,除了与前四册一样配有《教师用书》、《同步练习》和多媒体学习光盘及测试软件光盘外,本册教程进一步提高了商务英语专业知识与技能的难度,内容更广泛、更充实,训练形式以多种体验式任务和角色扮演为特点更加多样化。

《体验商务英语》(第一版)系列教材面世以来,高等教育出版社为配合教材的推广,以论坛、教学培训、科研立项等形式,开展了一系列活动,使体验式的商务英语教学的理念和模式深入人心。相信《体验商务英语》(第二版)系列教材将为我国的商务英语教学注入新的活力,为人才培养和社会发展做出进一步的贡献。

改编组

2011年12月

第一版前言

为了迎接入世挑战,满足高等院校和广大学习者提高商务英语技能的需求,高等教育出版社引进了培生教育出版集团出版的 *Market Leader* 和 *Powerhouse* 系列教材,将这两套教材改编为《体验商务英语》系列教材。该系列教材由《综合教程》、《同步练习》、《听说教程》、《教师用书》以及配套的录音带和录像资料组成。该系列教材为学习者提供了全新的学习方式,即在体验中学习商务英语,进而提高运用英语进行商务交际的能力。针对中国人学习商务英语的特点,改编组在原教材的基础上补充了有关商务知识的注释和有中英文注释的词汇表。

《体验商务英语》系列教材具有全球化视野和时代特色,其特点主要表现在以下几个方面:

将国际商务活动的真实内容引入课堂教学,体验真实的商务世界。在商务英语教学中,缺少真实的商务活动,商务活动与英语教学不能充分融合,这一直是困扰教师的难题。本系列教材为商务英语教学提供了大量真实、生动的素材,使学生在掌握语言技能的同时,了解现代国际商务的现状,以达到在体验商务中学习语言、提高商务交际能力的目的。这一特色反映在选材上是丰富多彩的国际商务内容,涉及现代市场经济条件下商务活动的各个方面和时代课题,如全球化、国际营销、技术创新、营销策略、企业文化、市场竞争、经营风险、危机管理、电子商务等等。

角色扮演和案例学习将体验式学习引向深入。本系列教材的突出特色是任务式、体验式的教学活动设计。《综合教程》和《听说教程》的每个单元都有角色扮演和案例学习等交际任务。每个交际任务都以真实的商务交际情景为参照,交际任务目标明确,鼓励学习者在完成交际任务的过程中复用所学语言知识,提高交际能力,将自己的经历和观点融入交际活动之中。

教学设计严谨,为体验式学习打好基础。《综合教程》的每个单元通过讨论与学习者相关的话题导入教学。然后是相关商务词汇、听力和阅读、语法和商务技能的学习。中间穿插形式多样的任务活动。最后,在充分学习、掌握相关内容和技能的基础上,进行案例学习和商务写作练习。《听说教程》的单元设计以语言和商务技能为主线,商务词汇、语法的学习与讨论相结合,听力和阅读部分配有角色扮演等交际活动,最后是案例分析或技能运用。整体编排层层递进,前面的学习为角色扮演、案例学习等实践型交际训练打下了基础。

教学资源丰富,为体验式教学提供有力支持。《综合教程》和《听说教程》主要供课堂教学使用。《综合教程》的大部分素材源自《金融时报》等著名财经报刊近年的文章,具有时效性,语言简练、鲜活。《听说教程》的素材比较多样,有当代电影中的对白节选和小说片断等。与《综合教程》配套的《同步练习》可供自主学习和测试使用,《教师用书》还提供了可复印的补充阅读、补充技能练习等课外学习资料,教师可选择使用。配套录音和录像资料(包括短片、著名企业家访谈等)提供了生动的视听素材,可作为课堂教学或补充学习使用。

从学习者的需求和兴趣出发编写,使体验式学习更方便。《综合教程》中的主题全部通过在师生中广泛调研精心挑选,反映了大部分学习者的需要和兴趣,可激发学生进一步学习、探索。词汇、语法的学习和语言技能训练与商务话题紧密结合,在规范语言的同时增添了针对性和趣味性。语法学习部分篇幅短小,内容精练,例句生动,书后还附有语法复习部分,使语法学习更加方便。此外,活泼的版式,具有启发性的图片,使商务英语的学习更加形象、直观。

《体验商务英语》系列教材的适用面广,既可以作为国际经贸、国际金融等涉外专业的商务英语教材,也可以作为英语专业商务英语教材,还可以作为大学英语选修课教材和行业培训教材。

Introduction

Market Leader Advanced is the latest addition to this five-level series. Like the other Course Books in the series, it reflects the fast-changing world of business with materials from authentic sources, such as the *Financial Times*. The Advanced Course Book contains 12 main units and four revision units and retains the dynamic and effective approach that has made this series so successful in Business English classes worldwide. The Course Book is accompanied by a Practice File, Test File and Teacher's Resource Book (with photocopiable activities and Text bank material).

1 Course aims

Market Leader is an extensive new Business English course designed to bring the real world of international business into the language-teaching classroom. It has been developed in association with the *Financial Times*, one of the world's leading sources of professional information, to ensure the maximum range and authenticity of business content.

The course is intended for use either by students preparing for a career in business or by those already working who want to improve their English communication skills. It is most suitable for use with students who are at an advanced language level.

Market Leader combines some of the most stimulating recent ideas from the world of business with a strongly task-based approach. Role-plays and case studies are regular features of each unit. Throughout the course, students are encouraged to use their own experience and opinions in order to maximise involvement and learning.

An essential requirement of Business English materials is that they cater for the wide range of needs which students have, including different areas of interest and specialisation, different skill needs and varying amounts of time available to study.

Market Leader offers teachers and course planners a unique range of flexible materials to help meet these needs. There are suggestions in this book on how to use the unit material extensively or intensively, and how the material in the Practice File integrates with the Course Book. There are optional extra components, including a Business Grammar, videos and a series of special subject books to develop vocabulary and reading skills. This book contains extensive photocopiable material in the Text bank and Resource bank.

2 The main course components

Course Book

This provides the main part of the teaching material, divided into 12 topic-based units. The topics have been chosen following research among teachers to establish which are the areas of widest possible interest to the majority of their students. The Course Book provides input in reading, speaking

and listening, with guidance for writing tasks, too. Every unit contains vocabulary development activities and a rapid review of essential grammar. There is a regular focus on key business functions, and each unit ends with a motivating case study to allow students to practise language they have worked on during the unit. For more details on the Course Book units, see *Overview of a Course Book unit* below.

There are also four revision units in the Course Book that revise and consolidate the work in the main units.

Practice File

This gives extra practice in the areas of vocabulary, grammar, business skills and pronunciation. There is a special focus on collocations, text grammar and developing fluency in spoken English. The Practice File includes an audio CD to enable students to work on their own as appropriate.

Audio materials

All the listening activities from the Course Book (interviews with business practitioners) and the Practice File (pronunciation exercises) are available on audio CDs.

Teacher's Resource Book

This book provides you with an overview of the whole course, together with detailed teaching notes, background briefings on business content, the Text bank (24 optional extra reading texts) and the Resource bank (photocopiable worksheets practising communication skills).

Test File

Five copiable tests are available to teachers and course planners to monitor students' progress through the course. There is an entry test plus three progress tests and an exit test which review the work done throughout the course.

3 Overview of a Course Book unit

A typical unit consists of the following sections.

Listening and discussion

Students have the opportunity to think about the unit topic and to exchange ideas and opinions with each other and with the teacher. There is a variety of stimulating activities, such as listening to short extracts, expressing personal preferences and answering questions. Throughout, students are encouraged to draw upon their life and business experience.

The authentic listening texts are based on interviews with business people and experts in their field. Students develop listening skills such as prediction, listening for specific information, ordering facts, note-taking and correcting summaries.

Essential vocabulary related to the listening topic is presented and practised in each of these sections, through a variety of creative and engaging exercises. Students learn new words, phrases and collocations, and are given tasks which help to activate the vocabulary they already know or have just learnt. There is further vocabulary practice in the Practice File.

There are a number of discussion activities throughout the book. Their purpose is to activate students' world knowledge, improve their fluency in English and provide them with opportunities to respond to the content of the recordings and texts.

Reading and language

Students read interesting and relevant authentic texts from the *Financial Times* and other business sources. They develop their reading skills through a variety of tasks, such as matching headings and text, ordering items, completing summaries and pairwork information exchange. They also practise useful business lexis from the texts.

The texts provide a context for the language work and discussion in this section. The language work develops students' awareness of common problem areas at advanced level. The focus is on accuracy and knowledge of key areas of grammar, text cohesion and idioms. In many units, more than one language area is presented, and there are extra practice exercises in the Grammar reference section at the end of the Course Book.

Business skills

This section helps students to develop their spoken and written communication skills in the key business areas, such as presentations, meetings, negotiations, telephoning, problem-solving, social English, business correspondence and report writing.

Each section contains a Useful language box, which provides students with the support and phrases they need to carry out the business tasks in the regular role play activities. The Writing file at the end of the Course Book also provides students with useful model texts and writing guidelines.

Case study

Each unit ends with a case study linked to the unit's business topic. The case studies are based on realistic business problems or situations and are designed to motivate and actively engage students. They use the language and communication skills which they have acquired while working through the unit. Typically, students will be involved in discussing business problems and recommending solutions through active group work.

All of the case studies have been developed and tested with students in class and are designed to be easy to present and use. No special knowledge or extra materials are required. For teaching tips on making the best use of the case studies, see *Case studies that work* below.

Each case study ends with a realistic writing task. These tasks reflect the real world of business correspondence and will also help those students preparing for Business English exams. Models of writing text types are given in the Writing file at the end of the Course Book.

4 Using the course

Accessibility for teachers

Less experienced teachers can sometimes find teaching Business English a daunting experience. They may be anxious about their lack of knowledge of the business world and of the topics covered in the course. *Market Leader* sets out to provide the maximum support for teachers. The Business brief section at the beginning of each unit in the Teacher's Resource Book gives an overview of the business topic, covering key terms (given in **bold**, and which can be checked in the *Longman Dictionary of Business English*) and suggesting a list of titles for further reading and information.

Authenticity of content

One of the principles of the course is that students should deal with as much authentic content as their language level allows. Authentic reading and listening texts are motivating for students and bring the real world of business into the classroom, increasing students' knowledge of business practice and concepts. Due to its international coverage, the *Financial Times* has been a rich source of text and business information for the course.

The case studies present realistic business situations and problems, and the communication activities based on them – group discussion, simulations and role-plays – serve to enhance the authenticity of the course.

Flexibility of use

Demands of Business English courses vary greatly, and the material accordingly needs to be flexible and adaptable. *Market Leader* has been designed to give teachers and course planners the maximum flexibility. The course can be used either extensively or intensively. At the beginning of each unit in the Teacher's Resource Book are suggestions for a fast route through the unit if time is short. This intensive route focuses mainly on speaking and listening skills. If you want to extend this concentration on particular skills, optional components are available in the course (see *Extending the course* below).

5 Case studies that work

The following teaching tips will help when using case studies.

- 1 Involve all students at every stage of the class. Encourage everyone to participate.
- 2 Draw on students' knowledge of business and the world.
- 3 Be very careful how you present the case study at the beginning. Make sure your instructions are clear and that the task is understood. (See individual units in the Teacher's Resource Book for detailed suggestions on introducing the case study.)
- 4 Ensure that all students have understood the case and the key vocabulary.
- 5 Encourage students to use the language and business skills they have acquired in the rest of the unit. A short review of the key language will help.

- 6 Focus on communication and fluency during the case study activities. Language errors can be dealt with at the end. Make a record of important errors and give students feedback at the end in a sympathetic and constructive way.
- 7 If the activity is developing slowly or you have a group of students who are a little reticent, you could intervene by asking questions or making helpful suggestions.
- 8 Allow students to reach their own conclusions. Many students expect there to be a correct answer. You can give your own opinion, but should stress that there usually is no single 'right' answer.
- 9 Encourage creative and imaginative solutions to the problems expressed.
- 10 Encourage students to use people-management skills, such as working in teams, leading teams, delegating and interacting effectively with each other.
- 11 Allocate sufficient time for the major tasks such as negotiating. At the same time, do not allow activities to drag on too long. You want students to have enough time to perform the task, and yet the lesson needs to have pace.
- 12 Students should identify the key issues of the case and discuss all the options before reaching a decision.
- 13 Encourage students to actively listen to each other. This is essential for both language practice and effective teamwork!

6 Extending the course

Some students' needs will require more input or practice in certain areas, either in terms of subject matter or skills, than is provided in the Course Book. In order to meet these needs, *Market Leader* provides a wide range of optional extra materials and components to choose from.

Teacher's Resource Book

The Text bank provides two extra reading texts per unit, together with comprehension and vocabulary exercises.

The Resource bank provides copiable worksheet-based communication activities, linked to the skills introduced in the Course Book units.

Business Grammar

For students needing more work on their grammar, this book provides reference and practice in all the most important areas of Business English usage. It is organised into structural and functional sections.

Special subject series

Many students will need to learn the language of more specialist areas of Business English. To provide them with authentic and engaging material *Market Leader* includes a range of special subject books which focus on reading skills and vocabulary development.

The series includes *Banking and finance*, *Business law* and *International management*. Each book includes two tests and a glossary of specialised language.

Longman Dictionary of Business English

This is the most up-to-date source of reference in Business English today. Compiled from a wide range of text sources, it allows students and teachers rapid access to clear, straightforward definitions of the latest international business terminology.

Market Leader website

<http://www.market-leader.net>

This website offers teachers a wide range of extra resources to support and extend their use of the *Market Leader* series. Extra texts of topical interest are added regularly, together with worksheets to exploit them. Links to other relevant websites are posted here, and the website provides a forum for teachers to feedback comments and suggestion on the course to the authors and publishers.

The Test Master CD-ROM

The Teacher's Resource Book includes a Test Master CD-ROM which provides an invaluable testing resource to accompany the course.

- The tests are based strictly on the content of the corresponding level of *Market Leader*, providing a fair measure of students' progress.
- Keys and audio scripts are provided to make marking the tests as straightforward as possible.
- Most tests come in A and B versions. This makes it easier for teachers to invigilate the test by making it harder for students to copy from each other.
- The audio files for the listening tests are conveniently located on the same CD.

Types of test

The Test Master CD contains five types of test:

- Placement Tests
- Entry Test
- Unit Tests
- Progress Tests
- Exit Test

Flexible

Teachers can print the tests out and use them as they are – or they can adapt them. Teachers can use Microsoft® Word to edit them as required to suit their teaching situation, their students or their syllabus.

Test Master CDs are available for *Market Leader* Advanced and all levels of *Market Leader* New Edition.

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Being international

At a glance

	Classwork – Course Book	Further work
Lesson 1: Listening and discussion (CB pages 6–7) <i>Each lesson is about 60–75 minutes. This time does not include administration and time spent going through homework in any lessons.</i>	Discussion: Public speaking Ss are encouraged to discuss public speaking, inspirational speakers, effective presentations and international audiences. Listening: Experiences of giving presentations Three business people talk about their experiences of giving presentations in intercultural settings and give tips for speaking to international audiences. Vocabulary: Tips for giving presentations Ss look at some tips for giving presentations to international audiences and use related vocabulary in context. Discussion: Types of presentation Ss talk about setting up rooms for different types of presentations, colour connotations, audience reactions and advice for giving presentations in their country.	Practice File Word power (pages 4–5)
Lesson 2: Reading and language (CB pages 8–9) <i>Each lesson is about 60–75 minutes.</i>	Vocabulary: Slang, buzzwords and jargon Ss look at examples of slang, jargon and buzzwords. Reading: How not to sound like a fool Ss read some advice on how to adapt your language and presentation style to ensure success when speaking to an international audience. Language review: Business idioms Ss look at some business idioms.	Text bank (TRB pages 156–159) Grammar reference and practice (CB page 118) Practice File Text and grammar (pages 6–7)
Lesson 3: Business skills (CB pages 10–11) <i>Each lesson is about 75–90 minutes.</i>	Networking Ss discuss tips for communicating with people they don't know or don't know very well; listen to some delegates meeting for the first time and networking at a conference; introduce themselves to another participant at an international conference. Writing: Replying to a formal invitation Ss look at a formal e-mail and write a reply, accepting the invitation.	Resource bank (TRB page 218) Writing file (CB page 134) Practice File Skills and pronunciation (pages 8–9)
Lesson 4: Case study (CB pages 12–13) <i>Each lesson is about 75–90 minutes.</i>	Working for Logistaid A non-governmental organisation in Amsterdam is training some logistics managers to be relocated to Indonesia. Ss look at the job advert, exchange some notes from the course on intercultural training and network during the break with other participants. Ss also write a reply to a formal invitation to a dinner held at the Regional Governor's residence in Jakarta.	Writing file (CB page 134)

For a fast route through the unit, focusing mainly on speaking skills, just use the underlined sections.

For one-to-one situations, most parts of the unit lend themselves, with minimal adaptation, to use with individual students. Where this is not the case, alternative procedures are given.

Business brief

Presentations

Many people have a **fear of public speaking**, but a certain amount of **adrenalin and nerves** can help make a presentation more successful. Plenty of preparation time, knowing your topic, **rehearsing** and adapting your talk and **presentation style** according to the audience are also essential. Apart from the actual content of a presentation, speakers should also consider the following: **room set-up, seating arrangements, pace of delivery and tone of voice, gestures and body language, signs of approval or disapproval**, which may all vary according to culture and audience type.

Visual aids make a presentation easier to follow, but speakers should acquaint themselves with technical equipment beforehand to avoid any unnecessary embarrassment should things go wrong. **PowerPoint** is a useful and commonly used program for presentations, although some speakers still prefer to use an **overhead projector** with **transparencies** or **slides** as well as **handouts**.

Presentations, it is often said, need a beginning, a middle and an end. The **use of humour** or **appropriate anecdotes** to open a presentation can help to **engage the audience** or **get them on your side**, although humour differs widely in each culture and should be used sensitively or not at all. Another way to start off a presentation is with some brief, interesting or **surprising facts and figures**. At the start of any presentation, speakers should also introduce themselves briefly, if they have not already been formally introduced by someone else, before giving an overview of the talk. Likewise, after presenting the company, product or research findings, etc., the speaker needs to **summarise** or **conclude the main points** of the presentation before **signalling the end** and **inviting any further questions** from the public.

The **question-and-answer session**, or **Q&A**, after a presentation is sometimes considered the most challenging part of speaking in public, as not all questions can be anticipated. The presenter, however, should be prepared to a certain extent, if only to be able to refer the **member of the audience** to another authority or suggest further e-mail correspondence to follow up a particular issue.

Networking

Some managers say an important part of getting work done is **building relationships** and having an **extensive network of contacts**.

Networks are largely built through work contacts, for example, in meetings and conferences and by **doing favours for others**. Managers can participate in **company retreats** and **training programmes**, as well as **getting to know people** socially during coffee breaks, business lunches or on the golf course! However, the extent to which employees socialise outside working hours varies tremendously according to personal preference, company and national culture.

Exchanging business cards, listening actively, making eye contact, asking suitable questions and **finding common ground** are all practical ways of networking, although certain practices or behaviours will vary from country to country.

Presentations, networking and your students

In-work students will be able to talk about company presentations they have given or those they have attended. They could also compare presenting styles from different international settings or different areas, such as technical presentations vs. commercial ones. Pre-work students may have experience of attending lectures or talks given at school and university. They can also talk about the **speakers/lecturers** they know that are good at presenting. It may also be appropriate for both types of students to express concerns about giving presentations and share tips for speaking in public.

With networking, in-work students will be able to discuss occasions when they may network or socialise in English and the potential difficulties of starting conversations at business lunches, coffee breaks, etc. Pre-work students may talk about the advantages of making contacts in business in general.

Read on

Dale Carnegie: *The quick and easy way to effective public speaking*, Pocket, reissue edition 1990

Gert Hofstede: *Cultures and organisations: software of the mind – intercultural co-operation and its importance for survival*, McGraw Hill, 1996

Tom Leech: *How to prepare, stage and deliver winning presentations*, 3rd Edition, AMACOM, 2004

Fons Trompenaars: *Managing people across cultures*, Capstone, 2004

Lesson notes

Warmer

- Write three or four of the following views on public speaking on the board or on a transparency. Ask Ss which ones they agree/disagree with most and what they mean.
- 1 *Only the prepared speaker deserves to be confident.*
(Dale Carnegie, American writer and lecturer, 1888–1955)
- 2 *Tell the audience what you're going to say, say it; then tell them what you've said.*
(Dale Carnegie, as above)
- 3 *All the great speakers were bad speakers at first.*
(Ralph Waldo Emerson, American essayist and poet, 1803–1882)
- 4 *Talk low, talk slow and don't say too much.*
(John Wayne, American actor and director, 1907–1979)
- 5 *It is delivery that makes the orator's success.*
(Johann Wolfgang von Goethe, German poet, 1749–1832)
- 6 *Most speakers speak ten minutes too long.*
(James Humes, American lawyer and presidential speech writer)
- 7 *There is nothing in the world like a persuasive speech to fuddle the mental apparatus.*
(Mark Twain, American humorist and writer, 1835–1910)
- Alternatively, ask Ss what they understand by the title of the unit, 'Being international'.

Overview

- Tell the Ss that they will be looking at 'being international' in the context of intercultural communication, namely giving presentations to international audiences and networking at conferences or meetings.
- Go through the overview panel at the beginning of the unit, pointing out the sections that Ss will be looking at.

Quotation

- Get Ss to look at the quotation and ask them what they think it means. (The idea is that understanding the power of language helps us not only to communicate but to understand each other more fully. Ss may also be invited to comment on the power and usefulness of understanding English and other languages and the importance of communication in the business world.)

Discussion: Public speaking

Ss are encouraged to discuss public speaking, inspirational speakers, effective presentations and international audiences.

A

- Discuss question 1 with the whole class. Get Ss to discuss the remaining questions in pairs or small groups and then go through the answers with the whole class.

Suggested answers

- 1 You can give your own examples of giving presentations or 'speaking in public' as a teacher or trainer. Encourage Ss to talk about their general fears or concerns of speaking in public, in their own language and/or in English.
- 2 Ss may suggest any of the following techniques used by effective speakers: good preparation and knowledge of the topic; an ability to explain complex things clearly; projection or good use of voice and style of delivery without reading slides, notes or handouts word for word; unusual or attention-grabbing opening to the presentation; ability to establish rapport and engage the audience with a warm personality or use of questions; use of humour; smart appearance; regular eye contact with the audience and absence of irritating gestures. Ss' discussion may highlight some cultural differences in perceptions of what makes an inspirational speaker.
- 3 Answers could include any of the following: an interesting topic; expert knowledge of the subject matter; an engaging speaker; good preparation and organisation with appropriate introduction, middle and conclusion; presentations that are succinct and to the point; use of visual aids; appropriate room set-up; a stimulating question-and-answer session at the end of the presentation; effective use of technical equipment and technology such as video, PowerPoint, figures and graphs and so on. Ss' discussion may highlight some cultural differences in perceptions of what makes a good presentation.
- 4 Ss may pre-empt some of the speakers from the listening and suggest any of the following: cultural sensitivity to local customs or traditions; careful use of language; avoiding idioms, slang and colloquialisms; adjusting pace and tone of delivery so that all the audience understands; (non-)use of suitable jokes or anecdotes; seating arrangements; different ways of showing approval or reacting to the speaker, e.g. clapping, nodding your head or knocking on the table and so on.

Listening: Experiences of giving presentations

Three business people talk about their experiences of giving presentations in intercultural settings and give tips for speaking to international audiences.

B 1.1

- Play the recording once and ask Ss to choose the best summaries individually. Replay a second time if necessary.
- As a follow-up, you could ask the Ss to guess the nationality of the different speakers (1 American, 2 Belgian/French, 3 British).

1 c 2 d 3 b

C 1.1

- Explain that the first speaker is called Michael, the second Arianne and the third Steve.
- Play the recording a second time, pausing if necessary to allow Ss to take notes. You could also pause after the answer to the first question to elicit the answer from the class as an example. Replay a third time, referring Ss to the audio script on page 255 if necessary.
- After listening, Ss compare notes in pairs and discuss the answers with the whole class. As with all cultural issues, discuss the differences in international audiences with sensitivity.

Suggested answers

- 1 He was using a lot of language (slang) that people didn't understand.
- 2 Casual, fun and personal. People might not find it funny because they don't understand him or his sense of humour.
- 3 Review it to remove/reduce the jargon and colloquial language and ask a colleague to check it for him.
- 4 She found out that VIP guests and people in senior posts sit in the front row of the audience.
- 5 She normally uses a semi-circular, theatre style.
- 6 She put some nicer chairs at the front for important members of the audience and arranged for them to be escorted to their seats.
- 7 By closing their eyes and nodding their heads up and down slightly.
- 8 By knocking on the table instead of applauding.

Vocabulary: Tips for giving presentations

Ss look at some tips for giving presentations to international audiences and use related vocabulary in context.

D

- Do the exercise as a quick-fire whole-class activity, then discuss the tips with the whole class.

1 visual aids 2 script 3 handout 4 pace 5 delivery
6 rephrase 7 gestures 8 greet
Row is not used.

Discussion: Types of presentation

Ss discuss the practical aspects of a presentation.

E

- Get Ss to discuss their answers in pairs or threes. Go round the room, helping where necessary with vocabulary.

- Bring the class together and encourage Ss particularly to talk about advice for giving a presentation in their country and how it might differ from other cultures.

Vocabulary: Slang, buzzwords and jargon

A

- Go through the three dictionary definitions as a whole class. You could explain that the terms *colloquialism*, *idiom* and *cliché* are also sometimes used to refer to slang or buzzwords. Drill pronunciation of these terms if necessary, highlighting word stress on the board. Elicit the first answer.
- Ask Ss to do the exercise individually, then compare their answers in pairs.
- Go through the answers with the whole class. Ask Ss to provide examples in English of jargon used in their particular school, university or business sector that other people would not understand. Ask them to give other examples of contemporary buzzwords currently used in their organisation, such as *cutting edge*, *synergy*, *blended learning*, etc. Ask Ss how they feel about using this kind of language.

1 a 2 b 3 b 4 a 5 b 6 b

Reading: How not to sound like a fool

Ss read some advice on how to adapt your language and presentation style to ensure success when speaking to an international audience.

B

- As a lead-in to the article on *How not to sound like a fool*, ask Ss whether they have ever been in a situation where they felt embarrassed about their English. If Ss are not very forthcoming, give an example of when you felt embarrassed about speaking in public in a foreign language. Explain that native speakers may also suffer from feeling embarrassed when speaking in their own language in public. Alternatively, ask Ss whether they think it's a good idea to use idiomatic or colloquial language when giving international presentations. Don't reject any ideas at this stage.
- Ask Ss to read the questions and explain that the idea is to scan the article quickly for this information. They should ignore any words or phrases they don't know at this stage and focus on the task. In order to make this a quicker reading exercise, set a time limit. As a guideline, read through the text quickly, do the task and time yourself. Then allow Ss about twice the time you needed to read and do the task – probably about four or five minutes.
- Before Ss read, ask them to predict the advice given in the article about using colloquial language, idioms, clichés, slang or buzzwords.
- Ask Ss for their reactions to the article before checking the answers. Did they predict correctly?
- Go through the answers with the whole class.