

● 大学英语拓展课程系列

拓展课程



English for Business
Student Book

成功商务职场英语

学生用书

Josephine O'Brien

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电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

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出版说明

教育部最新颁布的《大学英语课程教学要求》将大学英语的教学目标确定为“培养学生的英语综合应用能力，特别是听说能力，使他们在今后学习、工作和社会交往中能用英语有效地进行交际，同时增强其自主学习能力，提高综合文化素养，以适应我国社会发展和国际交流的需要”，并提出：“将综合英语类、语言技能类、语言应用类、语言文化类和专业英语类等必修课程和选修课程有机结合，确保不同层次的学生在英语应用能力方面得到充分的训练和提高。”《大学英语课程教学要求》明确要求大学英语教学中开设选修课，以满足大学生的实际需求。

依据《大学英语课程教学要求》，上海外语教育出版社邀请国内外英语教学专家开发编写了选修教材，通过教材的出版引领、促进了大学英语选修课程设置的发展，丰富了我国大学英语教学。这些教材品种丰富，涵盖面广，包括以下多个系列：大学英语应用提高阶段专业英语系列教材、大学英语综合应用能力选修课系列教材、职场英语选修教程系列、大学目标英语、牛津专业英语基础丛书等。这些年来，全国数百所高校使用了这些教材，部分老师对教材的内容和编写形式提出了宝贵的建议，为我们进一步完善教材提供了实践依据。

虽然很多高校多年来一直尝试开设选修课，专家学者也进行了理论研究，但目前此类课程在大学英语教学中所占比重并不大，仍处于探索阶段。多数教学专家对大学英语选修课程的具体教学目标和教学内容范围未形成统一认识，教育主管部门亦未出台具体的选修课教学要求。为了进一步推动大学英语选修课教学的发展，外教社在多年选修课教材使用情况调研的基础上，结合专家学者的最新研究成果和建议，充分考虑我国目前的大学英语教学现状、师资条件、实际需求等因素，重新策划编写了“大学英语拓展课程系列”，该系列教材包括EAP、ESP和EOP三个子系列。

- ESP (English for Specific Purposes)

专业英语类，侧重提升专业英语能力，在培养学生听、说、读、写、译等基本语言技能的基础上，教授与该专业相关的英语词汇和表达，并尽可能传授专业知识，以使大学生轻松通过英语媒介获取本专业知识和信息。此类课程适合相关专业学生学习，针对性强。

- EAP (English for Academic Purposes)

学术英语类，侧重高级水平英语听、说、读、写、译等技能的培养，为大学生出国留学、攻读研究生、进行科研等学术活动打下更扎实的英语基础。此类课程包括：演讲听说、跨文化交际、文学赏析、学术英语写作等。适合需要继续在学术上深造的大学生使用。

- EOP (English for Occupational Purposes)

职场英语类，侧重提升职场英语能力，为大学生将来在英语环境中工作打下扎实的职场交际基本功。此类课程多数适合所有大学生使用，有部分教程与专业结合，适合相应专业学生使用。

除了重新修订已出版的教材外，我们还通过邀请更多海内外英语教学专家参与编写、和国外出版社合作出版等方式，扩大本系列教材的选题规模，以满足各专业大学生的学习需求。本系列教材具有时代感强、实用性强、课堂可操作性强等特点，相信会给我国大学英语教学带来新风向。

上海外语教育出版社

2013年2月

前 言

《成功商务职场英语》（*English for Business*）由上海外语教育出版社与圣智学习出版公司合作出版。

与仅注重阅读和专业词汇的传统专业英语教材不同，本教程将专业知识融入真实的职场情景中，旨在培养职场英语交际能力，使大学生在未来的英语职场中能脱颖而出。本教程以商务专业的话题为主线进行编写，适合商务专业学生或职场人士学习使用。

本教程由5个单元组成，每单元6课，各单元围绕一个主题展开，每个单元后有一个Team Project。所选内容为真实职场环境中的交际话题，可以激发学生的学习兴趣，提高学习积极性。训练形式多样化，旨在培养听、说、读、写技能，促使学生掌握职场环境中的种种英语交际能力。书后为每个单元配备了附加活动、阅读材料、写作材料、复习题和单元测试，丰富了学习内容。此外，还提供了语法要点、专业词汇表，方便学生查阅。

本教程配有教师用书。

上海外语教育出版社

2013年2月

To the Student

English for Business is especially designed for university students at the intermediate level who want to use their English for international communication in professional contexts.

Objective

The purpose of this book is to empower students with the language and life skills they need to carry out their career goals. To this end it provides ample opportunities for students to build awareness and practice the language in real-life scenarios. Its integrated skills approach develops the student's self-confidence to survive and succeed in professional and social encounters within an English-speaking global community.

Content

The book has been designed with a core of 30 lessons plus additional resource sections to provide teachers and course designers with the necessary flexibility for planning a wide variety of courses.

The four skills of listening, speaking, writing and reading are developed throughout each unit within professional contexts. Emphasis is on developing the life skills students need to deal with situations that they will encounter in the job market.

University students, regardless of their major, will immediately be motivated by the opportunity to prepare for the job market as they practice their English language skills in the following scenarios.

Preparing for the Job Market

reading and discussing job advertisements, looking at the functions of the HR department, form filling and resume preparation, e-mailing and interview procedures

Sales Issues

describing the characteristics of a good salesperson, analyzing different sales situations, customer relations and dealing with customer complaints, preparing sales presentations, analyzing Internet sales

Marketing Products and Plans

describing products and brands and analyzing appeal to customers, creating marketing plans, conducting meetings, presenting copyright issues

Finance and Economics

discussing financial issues, managing personal expenses, opening a bank account, managing business expenses, describing economic issues that affect business, describing investment options including online finance

Global Concerns in Business

analyzing cultural differences in business deals, describing a variety of corporate cultures, analyzing the changing face of the workplace, discussing global issues that affect the business world

Using the Book

Each content-based unit is divided into six two-page lessons. Each lesson is designed to present, develop and practice job-related skills. (See **Contents**.)

Vocabulary

A section with additional content vocabulary for Business is included for reference. Teachers may choose to focus on this vocabulary through direct presentation, or may encourage the students to use this section for self-study.

Grammar

There is no direct grammar instruction in the core lessons. However, a complete grammar resource has been provided at the end of the book. The grammar resource can serve as a reinforcement of the student's grammar skills. It can be used for self-study or independent practice or the teacher may choose to use material in class to present and practice language skills required by the productive exercises in the different lessons.

The language elements are ordered as they appear in the units. But they may be referred to in any order. Each grammar presentation provides a grammar box or paradigm followed by contextual examples and a practice exercise.

Listening

Many of the workplace scenarios are presented and/or established through the listening contexts. An audio CD has been provided for the student to allow for independent listening practice. Student access to audio CDs also provides multi-level instruction opportunities in the classroom.

Ongoing Assessment

The five team projects found at the end of every unit, as well as the one-page unit reviews at the end of the book provide ample opportunity for ongoing assessment.

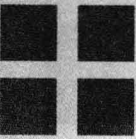
Other additional materials—additional activities, reading resources, writing resources, unit tests—are also provided at the end of the book.

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Unit 1



Making your way



Time to make a decision

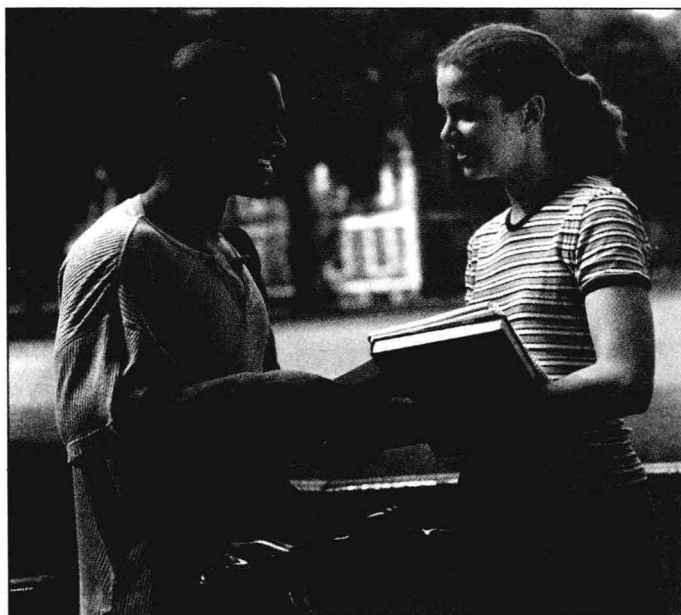
a Read the following suggestions for finding a job and, in pairs, discuss which ones you agree with and why.

- Contact your friends and see how they can help.
- Visit an employment agency and ask about available jobs.
- Look for the job that gives the best salary.
- Read the advertisements in the Business Section of your local newspaper and try to find a job that matches your skills, qualifications, and interests.
- Ask your parents or their colleagues to get you a job in the companies where they work.
- Discuss your goals and interests with your friends and make a plan for how to proceed.
- Talk to a counselor at the place where you are studying and ask for some advice.

CD
T-1

b Listen to two friends talking about job hunting. Check ✓ the points that are mentioned in their conversation.

- _____ *consult with different businesses and find out what is required in each department*
- _____ *go to an employment agency*
- _____ *look at some ads and see what is available*
- _____ *think about your specific interest in business*
- _____ *get in touch with any business contacts your family might have*
- _____ *identify strengths and weaknesses for specific areas of business*
- _____ *visit college counselor and discuss*



c In pairs, practice making suggestions about how to start job hunting. Use the phrases in the box to help you.

I think it's time to start . . .
 Maybe we should begin by . . .
 Let's go see . . .
 Why don't we read . . .

We need to think about where . . .
 I suppose we should think about . . .
 We could find out about available jobs . . .
 I suggest we start by . . .

- d** Look at the following ads and underline the skills and qualifications needed for each job.

1
Secretary/Receptionist

required for Accountant firm in city center. Proficiency in MS Office, good interpersonal skills, and good telephone manners essential. Candidate should hold a diploma from a recognized business school. Experience an advantage though not a necessity. Apply with resume, copy of diploma and three references to . . .

2
Accounts Manager

Prestigious language school requires an Internal Accounts Manager to take responsibility for a number of key existing accounts together with the development of new business. Candidates, preferably graduates, with proven ability will report to the Director. Remuneration negotiable and based on qualifications and experience.

3
Sales Representative (rep) required for a small but dynamic automobile company. The selected candidate must enjoy all aspects of sales and be willing to research the latest car models. Ability to work in a team and a strong interest in the client are essential. No experience necessary as on-the-job training is provided. Basic salary and commission on car sales. Apply to . . .

- e** Read the ads again and answer the questions.

1. What qualifications are essential for the Secretary/Receptionist position?

2. What responsibilities are listed for the Accounts Manager?

3. From the new graduate's point of view, what advantages are offered by jobs 1 and 3?

4. Is it essential that the Accounts Manager have a university qualification?

5. What feature of the sales representative job might be a motivating factor?

- f** Complete the following sentences with a suitable word used in any one of the three ads above.

1. Though we have stated what we are willing to pay a suitable candidate, the salary is in fact _____.
2. Experience and qualifications are _____ for this job and the candidate should have worked for at least three years with a reputable company.
3. One great _____ to this job is that there is an opportunity for on-the-job training.
4. No previous experience is _____ for the job of secretary as training is provided.

- g** In pairs, or small groups, discuss the relative merits of each of the three jobs.

Lesson 2

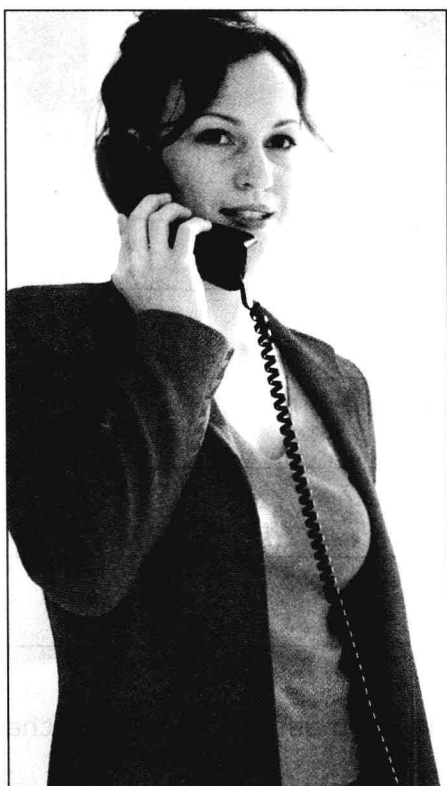
Following through

a In pairs, discuss these questions.

1. How many times have you had a telephone conversation in English?
2. What were the circumstances of the last English telephone conversation that you had?
3. What do you find especially difficult or easy about talking by telephone in English?

b Read and complete each space in the telephone conversation with the letter of the correct phrase from the box. The first one has been done for you.

- a.** Is three o'clock okay for you? **b.** Can I ask why you are calling? **c.** See you on Thursday.
d. May I ask who is calling, please? **e.** When would you like to come in?



Martha: Good morning. Can I speak to Mrs. Mills, please?

Personal Assistant: (1) d

Martha: My name is Martha Willis. I'm a student at the university.

PA: I'm afraid Mrs. Mills is in a meeting right now.
(2) _____

Martha: I need some advice on finding a job. Can I make an appointment to see her?

PA: Yes. (3) _____

Martha: On Thursday afternoon if she is free.

PA: Let me check. Yes, that should be alright. (4) _____

Martha: Yes, it is.

PA: Fine. So, that's three o'clock on Thursday the 15th.

Martha: Yes. Thank you. Oh, and can you also include my friend John Jones?

PA: Yes, that's no problem. (5) _____

Martha: Thank you. Goodbye.

PA: Goodbye.



c Listen to check your answers.

d Practice the complete conversation in pairs.

- e** The following words or phrases are commonly found on resumes. Categorize them in the chart below. Then add two more items in each section.

high school diploma	theater and film
efficient	fluent in French
familiar with Microsoft Office	hard-working
swimming	B.A.
competent in conversational Spanish	independent
diploma in computer science	knowledge of the Internet

Personality	<i>precise, energetic</i>
Skills	<i>knows how to prepare business proposals</i>
Qualifications	<i>diploma in marketing</i>
Hobbies / Interests	<i>mountain biking, piano</i>



- f** Listen to Mrs. Mills' advice to Martha and John and complete the notes.



Looking for a job - various steps
match interests with skills, abilities,
personality.
Business - a very wide area, need
to think about
Human Resources, duties -
Sales and Marketing - different
kind of challenge
focus -
Finance be involved in

- g** Select a job in business that you think you would enjoy and, in your notebook, make a list of the qualifications, skills, and personality traits that you think are important for that job.

- h** In pairs, share and compare your opinions and give your reasons. Use the language in the chart to help you.

*In my opinion, a person who works in finance
must be precise because making mistakes
could cost a company a lot of money.*

giving an opinion	I think, in my view, in my opinion, I believe
giving a reason	because, as, consequently, therefore, as a result

Lesson 3

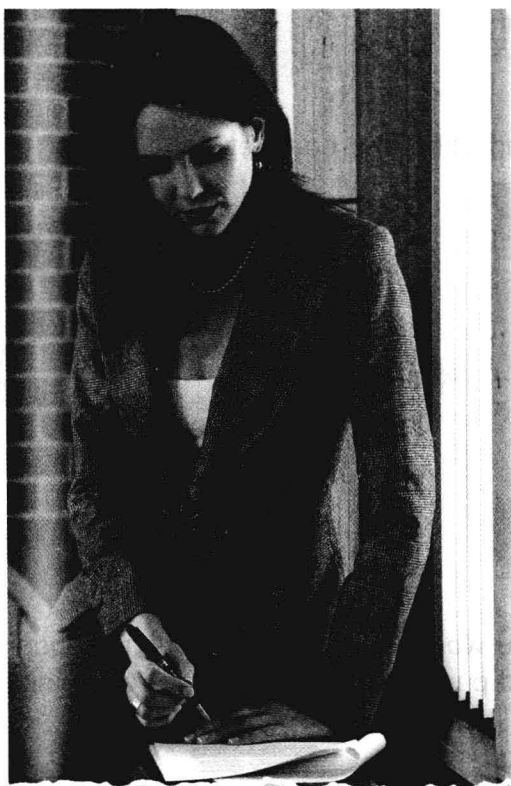
Filling out forms

- a** In pairs, combine verbs from box **A** with phrases from box **B** to form appropriate collocations. Some verbs and phrases may be used more than once.

A	make	proofread	short-list	submit	apply for
	fill out	follow	leave	list	
B	a section blank	the same steps	your abilities and skills		
	candidates	a job	the application form	your application	
	decisions	instructions	your most recent jobs		

*submit your application,
follow instructions*

- b** Read and complete the text with the correct words.



When you (1) apply for a job, you are usually asked to (2) fill out an application form as well as your resume and a cover letter. Companies like to have standardized forms containing information about candidates. This makes comparison simpler and also makes it easier for a company to (3) short-list candidates for interview. It is very important that you (4) list all your abilities and skills in the spaces provided.

Remember, this is an employer's first impression of you so it is very important that you (5) submit the form accurately. Read the form very carefully and answer each question honestly and accurately. Show employers that you are able to (6) follow instructions. Answer all questions as precisely and concisely as you can. Do not (7) leave any sections blank. If a question does not (8) apply to you, simply write "not applicable." Proofread your application before you turn it in.

- c** Complete the notes with key information from the text.

why employers prefer to see job application forms:

how to fill out the form:

d Read and complete the sentences with *up* or *in*.

1. A colleague called in sick today and so the manager asked me to fill _____ for him.
2. The lecture was boring and not very useful so he filled _____ the time sending text messages.
3. When Jane returned to work, I filled her _____ on what had happened while she had been away.
4. The conference room filled _____ very quickly, and at exactly ten o'clock, the CEO walked in.

e Now match the phrasal verbs from Exercise **d** with the correct meanings.

- | | |
|-----------------------------------|---|
| 1. to fill in _____ | a. to spend or use up (especially) surplus time |
| 2. to fill (someone) in _____ | b. to take someone's place temporarily |
| 3. to fill up (no object) _____ | c. to make or become completely full |
| 4. to fill up (with object) _____ | d. to supply someone with recent information |

f Complete the sentences with the correct form of a phrasal verb with *fill*.

1. When my boss returns, I will have to _____ (him) on what happened while he was away.
2. John really wastes a lot of time. He _____ his day with useless online searches.
3. When you _____ an application form, don't leave any sections blank.
4. The restaurant was empty when we arrived, but it soon _____.
5. Rosa was going to take the day off, but she has to _____ for a sick co-worker.

g Look for more examples of phrasal verbs that have more than one meaning and make notes in your notebook.



h Listen to Martha and John talking about their strengths and weaknesses. Complete the following table with the information you hear.

	Strengths	Weaknesses
John		
Martha		



i In pairs, discuss what you see as your strengths and weaknesses and talk about how you could present any weaknesses in a more positive light.

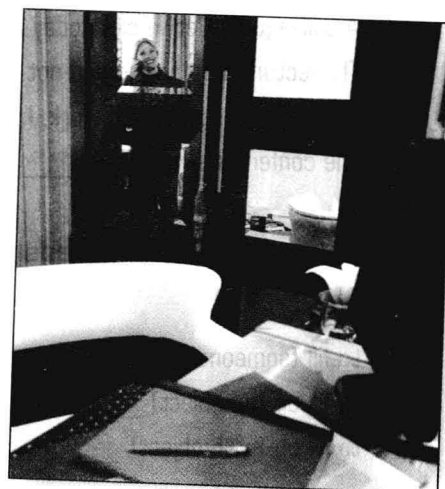
Lesson 4

Preparing your resume

- a** Read the following statements about preparing a resume and write whether you agree or disagree with each one. Then discuss your opinions in pairs.

When preparing a resume, you should . . .

- (a) always give your age and marital status. _____
- (b) provide a current address and phone number. _____
- (c) always use your friends as references. _____
- (d) list all your employment experience. _____
- (e) always include copies of personal references. _____
- (f) use a reliable, non-gimmicky e-mail address. _____



- b** Read the steps for preparing a resume and number them in the best order. The first one has been done for you. Then check your answers in pairs.

- _____ Include a brief outline of your hobbies and interests.
- _____ Provide the names of three references who can be contacted by a prospective employer.
- 1 _____ Include your name, and current address, e-mail address, and telephone number(s).
- _____ Outline your educational history starting with your most recent studies.
- _____ Include other training and courses that you have taken.
- _____ List your work experience starting with your most recent employment.

- c** Listen to a Human Resources manager talking about what to include in a resume. Check ✓ the items that should be included and mark with an ✗ those that should not.

- | | |
|--|---|
| <input type="checkbox"/> address | <input type="checkbox"/> experience |
| <input type="checkbox"/> age | <input type="checkbox"/> interests |
| <input type="checkbox"/> all your education | <input type="checkbox"/> marital status |
| <input type="checkbox"/> consenting references | <input type="checkbox"/> religion |
| <input type="checkbox"/> e-mail | <input type="checkbox"/> volunteer work |

- d** In pairs, take turns summarizing the advice offered in the previous exercise. Use expressions from the box or similar expressions to express obligation, recommendation, etc.

You have to . . .	It is advisable to . . .	You shouldn't . . .	We advise you to . . .
Your resume should be . . .	Make sure you . . .	You should . . .	You do not have to . . .