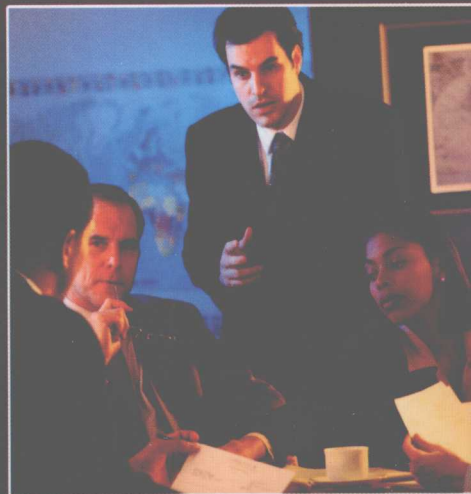
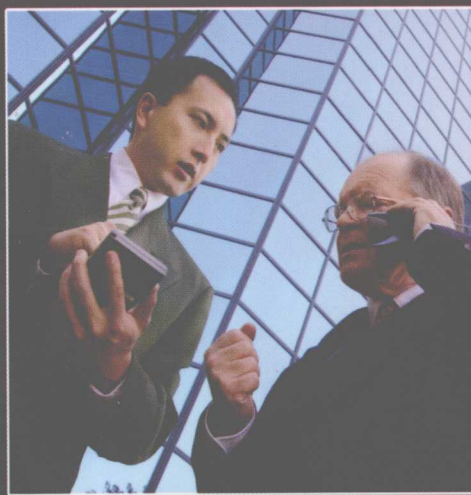


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职场英语选修教程系列

附光盘
Student Book
学生用书

English for Business

商务职场英语



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English for Business 商务职场英语

Josephine O'Brien

 上海外语教育出版社
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出版前言

教育部最新颁布的《大学英语课程教学要求》提出：“大学英语的教学目标是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。”大学生要在今后学习、工作和社会交往中能用英语有效地进行交际，除了掌握听、说、读、写等基本英语语言技能外，很有必要学习相关的专业英语知识。经过广泛的市场调研及分析，我社与圣智学习出版公司合作出版了这套“职场英语选修教程系列”(*Professional English*)，以满足大学生的实际需求。

与仅注重阅读和专业词汇的传统专业英语教材不同，该系列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。整个系列包括四种教程：《成功职场英语》(*English for Professional Success*)，《商务职场英语》(*English for Business*)，《人文职场英语》(*English for the Humanities*)和《理工职场英语》(*English for Science and Engineering*)。其中，《成功职场英语》包括申请工作、写简历、组织会议、演示等普通职场话题及申请国外硕士课程等继续深造方面的话题，适合各专业学生学习使用；其他各教程则以商务、人文、理工等专业的话题为主线进行编写，适合相关专业学生学习使用。

各教程均由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复习题、附加活动、阅读材料、写作材料和单元测试，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。

各教程均配有教师用书。

上海外语教育出版社

2009年3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.

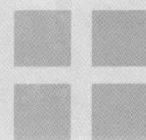
Other additional materials—additional activities, reading resources, writing resources, unit tests—are also provided at the end of the book.

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Unit 1



Making your way



Time to make a decision

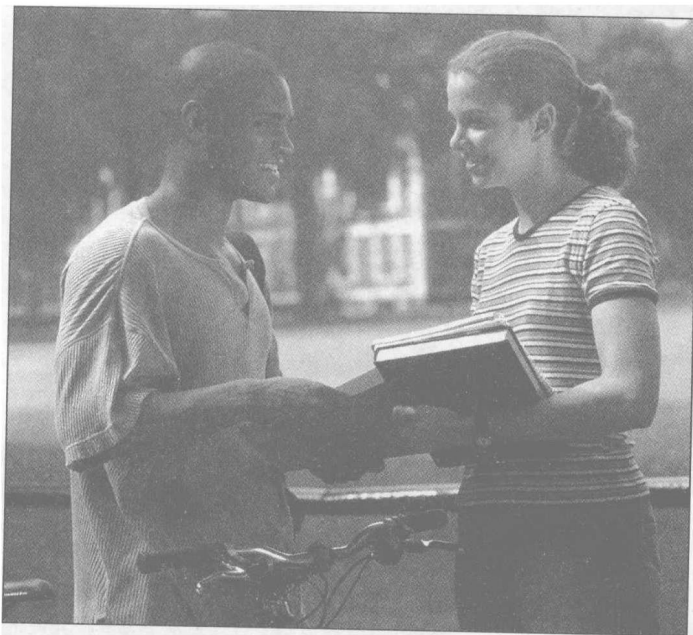
a Read the following suggestions for finding a job and, in pairs, discuss which ones you agree with and why.

- 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

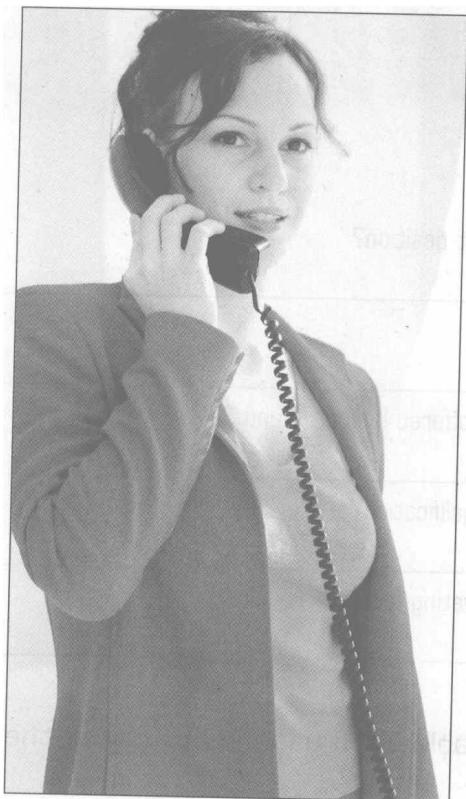
Following through

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>

CD
T-3

- 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

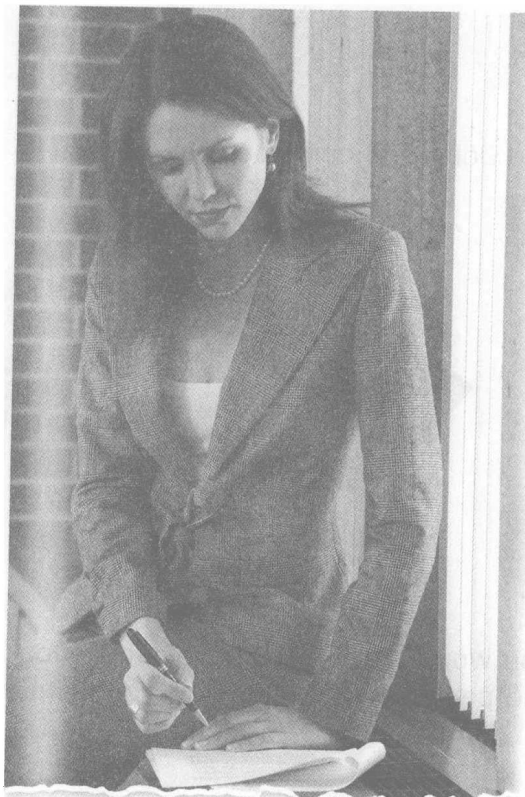
Lesson 3

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	

- 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.

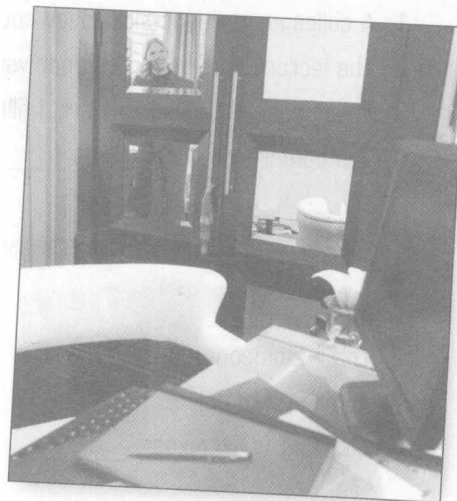


h Listen to Martha and John talking about their strengths and weaknesses. Complete the following table with the information you hear.

	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.



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 . . .

e Read this extract from an advertisement for a job at a large banking organization. Then read through the two resumes and decide which applicant is better suited to the job.

Responsibilities:

- ♦ Work as part of a team to take ownership of all HR functions within the bank including staff development, training, and all issues concerning staff welfare.
- ♦ Maintain all staff documents including contracts, leave, and sick benefits.
- ♦ Participate in internal and external recruitment procedures.

Applicant 1

Qualifications

1982–84 Community College
Diploma in Business
On-the-job short courses in various aspects of HR
and computer programs

Experience

1996–2006 Rights General Trading
Human Resources Manager

- Responsibility for all HR staff management
- Recruitment supervisor
- Adviser on all staff development issues

1984–96 RFC Food Co.
Human Resources Support Assistant

- Recruitment
- Employee contracts
- Organization of staff PD

Applicant 2

Qualifications

2003–05 University of Birmingham
M.A. in Human Resources Management
2000–03 University of Cincinnati
B.A. Business Administration – special focus on Finance

Experience

2005–2006 More Mortgages Co.
Assistant in HR Department (temporary)

- Preparing documents and maintaining files on all applicants
- Sending letters of invitation to interview to short-listed applicants

2003–2005 Library Support

- Afternoon duties at circulation desk
- Organizing books on shelves

f Listen to two people from the Human Resources Department discussing the two **applicants**. Check ✓ the positive points for each applicant.

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T-6

	<i>Applicant 1</i>	<i>Applicant 2</i>
<i>overall qualifications</i>		
<i>specific courses</i>		
<i>years of experience</i>		
<i>range of responsibilities</i>		
<i>experience related to finance</i>		
<i>flexibility</i>		
<i>team player</i>		

g Now, using the ideas and advice contained in this lesson, write your own resume.