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English
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3

Student's Book 3

学生用书



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Bob Dignen Steve Flinders Simon Sweeney

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内 容 提 要

《新剑桥生活与商务英语 365》系列分 3 个级别，主要针对在职人员，是一套将工作和生活融为一体，时尚而系统的新锐商务英语教材。英文原版 2005 年获英国文化协会 ELT 图书创新奖。如果你在工作中要用英语进行交流，并常常需要商务外出或会见宾客，那么这套书正适用于你。它是一套在商务、生活与休闲中寻求平衡，在语法、词汇、发音、与专业沟通技巧之间寻求平衡，在听、说、读、写实践技能之间寻求平衡的书。书中的每一单元都会为你提供在生活与商务活动中最直接和最鲜活的英语知识。

学生用书共由 30 个小单元和 2 个复习单元组成。按照表达与练习语言技能与交际技巧的需要，将 30 个小单元划分为 3 种类型，每 3 个单元组成一个小循环：紫色单元主要包含听力、语法与发音；蓝色单元包含听力、工作中的词汇、交流技巧；绿色单元包含社交技巧、阅读、休闲生活中的词汇。每一单元都附有口语表达练习，每一单元后面还附有一张活页练习题。学生用书主要是用于课堂教学，与本书配套使用的还有用于课堂活动的听力磁带与 CD。

学生用书 3 的读者主要是学习过本套丛书 1、2 级别之后的读者，或者拥有中高级英语水平的读者。本书会全方位增进学习者理解、运用商务英语的信心和能力。无论是词汇还是语法、听力还是阅读在本书中都将更有深度和更具挑战性。此外本书还为读者介绍了许多沟通技巧，包括如何参与复杂的讨论等等。

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www.cambridge.org/elt/english365.

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To the student

Who is *English365* for?

Welcome to *English365* Book 3. You may already know *English365* from Books 1 and 2, but, if not, this short introduction presents some key features of the series. *English365* is for people who need English for their jobs and for their free time. If you use English at work and also when you travel and meet people, *English365* is for you. The book is for and about real working people and every unit gives you English which you can use straightaway at work or in your personal life.

What is *English365*?

There are two main parts to this course:

The **Student's Book**, which you are reading now. There are also two audio CDs or classroom cassettes for the listening exercises. These are for the work you do in class with your teacher.

The **Personal Study Book with Audio CD** is for the work you do on your own. It provides important support, consolidation and extra practice material to help you remember the English which you learn in the classroom. The more you work outside the classroom, the better your English will become.

- The Personal Study Book has important information about the language, and exercises for you to practise.
- The Audio CD gives you extra listening practice. You can also practise the pronunciation exercises from the Student's Book on your own.

What's in the Student's Book?

With the Student's Book, you can work on:

- the **grammar** you need to make English work for you
- the **vocabulary** you need for your job and for your free time
- the **phrases** you need for your work – for meetings, presentations, writing, etc.
- the **social skills** phrases you need for your work and for your personal life – to complain, to deal with a difficult person, to persuade someone to do something, etc.
- **pronunciation** rules to help you speak better and understand better.

There are 30 units in the book and two revision units on the website. There are three types of unit:

Type 1 units (Units 1, 4, 7, etc. – the **purple** units)

Type 2 units (Units 2, 5, 8, etc. – the **blue** units)

Type 3 units (Units 3, 6, 9, etc. – the **green** units)

In **type 1** units, you work mainly on:

- Listening
- Grammar
- Pronunciation.

In **type 2** units, you work mainly on:

- Listening
- Vocabulary for work
- Communication skills for work – for presenting, taking part in meetings, writing and negotiating.

In **type 3** units, you work mainly on:

- Social skills
- Reading
- Vocabulary for your free time.

And, just as in the other two books, you practise speaking in every unit.

At the back of the book, there are also:

- File cards for pairwork exercises (page 99)
- Grammar notes (page 107)
- The tapescripts for the audio CDs / classroom cassettes (page 117)
- Answers to all the exercises (page 134).

You will find a worksheet for every unit in the book, as well as the two revision units and ten Better learning activities, on the **website**.

English365 Book 3

English365 Book 3 is for learners who have already completed Books 1 and 2 or who are at a good intermediate level of English. Book 3 consolidates what you already know and takes you forward to upper-intermediate level.

The vocabulary and grammar, the listening and reading tasks are all more challenging in Book 3. They will help you to develop a better all-round level of confidence and competence in understanding English as well as, of course, in speaking the language. Book 3 also introduces you to a wider range of communication skills, including negotiating and taking part in more complex discussions; and to social skills which are useful for your working life as well as for your personal life.

We hope you enjoy learning with *English365* Book 3. Good luck with your English.

Bob Dignan Steve Flinders
Sue Sweeney

On the agenda

Speaking

Making a positive first impression

Grammar

Present simple and continuous; present perfect simple and continuous

Pronunciation

Minimal pairs



Marc Marie-Rose was born in the Caribbean but now lives and works in France.

1

Martinique meets Paris

Warm up

Have you ever visited the French Caribbean? Would you like to? What do you know about Caribbean culture? What do you think are the main differences between life in the Caribbean and in Europe?

Listen to this

Caribbean roots

1 Marc Marie-Rose is from Martinique but now works in Paris. Listen to Part 1 of the interview with Marc and complete his profile. ▶▶1.1

- | | |
|---|------------------------------|
| 1 Main customer | operator in France |
| 2 When he joined the company | |
| 3 Main reason for joining the company | Wanted to work in an |
| 4 Business travel | Travels every to |
| 5 Big difference between life in Paris and Martinique | General attitude to |
| 6 Musical interests | |

2 In the second part of the interview, Marc analyses the current social and economic situation in Martinique. Before you listen, look at the gaps below and try to predict what Marc will say.

Changing Martinique

- | | |
|----------------------|---|
| 1 Level of education | More and more young people are |
| 2 Employment | Half of young people |
| 3 Tourism | Tourism in Martinique has for three reasons:
a) people don't promote tourism because they are not
b) people lack
c) people don't see their islands |
| 4 The future | Martinique people are starting to and develop |

Now listen and check your answers by completing the summary of the changes he describes in your own words. ▶▶1.2

What do you think? When Marc talks about choosing a company, he says working 'in an international environment' is important for him. Is it the same for you? Why? Why not?

Martinique



Present simple and continuous; present perfect simple and continuous

1 Look at four sentences (1–4) from the interview with Marc. Match them with each of the descriptions (a–d).

- | | Tense |
|---|-------|
| 1 I work with an organisation that promotes Caribbean jazz. ■ | |
| 2 I have moved or changed a lot. ■ | |
| 3 Some things on Martinique are improving. ■ | |
| 4 We've been doing that for ten years. ■ | |
| a An activity which started in the past and which is still in progress in the present. | |
| b Actions and situations which are not temporary, e.g. general and personal facts | |
| c Temporary actions or situations happening now, e.g. current trends, short-term events in progress | |
| d A finished past activity which has a result in the present | |

Now write down the name of the tense for each sentence (1–4).

2 What is the difference between these pairs of sentences?

- 1 I drive to work. / I'm driving to work because the buses are on strike this week.
- 2 I've written the report. / I've been writing the report.
- 3 How long are you working here? / How long have you been working here?
- 4 I work at the London office for half a day every week. / I've been working at the London office for half a day every week.
- 5 Do you ever visit Martinique? / Have you ever visited Martinique?

3 Complete the sentences with *since* or *for*. Then answer the question.

- 1 I've lived here 15 years.
- 2 I've lived here 2001.

What is the rule for using *since* and *for* with the present perfect to express how long an action has lasted?

Grammar reference page 107 ➡

Do it yourself

1 Correct the mistakes in these sentences.

- 1 I'm usually travelling to work by tram.
- 2 Martinique has this problem for many years.
- 3 I have been lived here for five months.
- 4 How long do you have worked for the company?
- 5 How long have you been knowing each other?

2 Walkerswood Caribbean Foods is a highly successful Jamaican-based company. Complete the text with the correct form of the verb in brackets.

3 Read the conversation in Zara's Restaurant on the Caribbean island of Anguilla. Complete the questions with the correct form of the verb in brackets.

- 1 A: What you (do)?
B: I have my own company in Florida.
- 2 A: What the company (do)?
B: It's an import business specialised in exotic fruits.
- 3 A: it a good year so far (be)?
B: Yes, very good. I can afford a holiday on Anguilla again!
- 4 A: How long you (stay)?
B: We're here for two weeks.
- 5 A: you ever to Martinique (be)?
B: Never, only Anguilla. We have so many friends here.

Introducing Walkerswood Caribbean Foods

Walkerswood Caribbean Foods (1) (work) for many years to bring the taste of the Caribbean to the world with its innovative line of traditional cooking sauces, spices and canned vegetables. Registered in 1978, the company now (2) (have) a turnover of around J\$185 million and (3) (export) 84% of its production. Since starting, its product range (4) (grow) to over 20, with the popular sauce *Coconut Rundown* a more recent addition. The company (5) (use) only the freshest Jamaican ingredients from its own farm, Green Adventures, which it (6) (currently / expand) to meet demand. Other projects include a new factory which Walkerswood (7) (build) on the island at this very moment. Despite its commercial success, the company, which (8) (have) a staff of over 100 and is employee-owned, still strongly (9) (believe) in ethics and values such as local community democracy.

Woodrow Mitchell, the Managing Director, (10) (receive) many awards in recent years, including nomination for Ernst & Young's prestigious Caribbean Entrepreneur of the Year. Today he also (11) (see) his role very much as providing leadership and direction to young Jamaicans.

- 6 A: How long you to Anguilla (come)?
B: Since 1997, on and off.
- 7 A: And you always here at Zara's (eat)?
B: Yes, we do. Always! Shamash is the best chef on the island.
- 8 A: What you (order)?
B: We've gone for the lobster.



Sounds good

Minimal pairs

It is important for people learning English to know which sounds they find difficult to pronounce so they can practise and improve their pronunciation. Each nationality has different problems. This unit will help you identify and practise your problem sounds.

- 1 Listen to these word pairs. You will hear three words spoken for each example. Write down the order in which the words are spoken. For example, if you hear *seat – sit – seat*, write B–A–B. ►►1.3

A	B	Word order
1 sit /i:/	seat /i:z/
2 get /e/	gate /ei/
3 shop /f/	chop /tʃ/
4 job /dʒ/	yob /j/
5 worth /θ/	worse /s/
6 win /n/	wing /ŋ/

Test your partner by repeating the sequences for each word pair that you wrote down.

- 2 Listen to the minimal pairs and example sentences. As you listen, write whether you think they are easy (E) or difficult (D) for you to pronounce. ►►1.4

- 1 live /i/ leave /i:z/
I live in the city centre. / I leave the office every day at seven o'clock. ■
- 2 would /ʊ/ word /ɜ:z/
I would like to visit Martinique. / It's a difficult word to pronounce. ■

- 3 plane /ei/ plan /æ/
My plane is at seven. / My plan is to leave at seven. ■
- 4 sheet /ʃ/ cheat /tʃ/
I need a sheet of paper. / I never cheat when I play cards! ■
- 5 wet /w/ vet /v/
It's very wet today. / I need to take my cat to the vet. ■
- 6 thought /θ/ sort /s/
I thought the documents were interesting. / I sort my documents every weekend. ■
- 7 ban /b/ van /v/
I think a better solution is a ban. / I think a better solution is a van. ■
- 8 price /s/ prize /z/
The price was very good. / The prize was very good. ■
- 9 wall /ɔ:l/ war /ɔ:z/
The wall was difficult to build. / The war was difficult to stop. ■
- 10 length /ŋθ/ lens /nz/
We need to check the length. / We need to check the lens. ■

Work with a partner and compare your answers. Practise saying the minimal pairs in the example sentences.

Test your partner's pronunciation Look at the Pronunciation symbols on page 115. Ask your partner to pronounce a selection of words from the list. Continue until you find sounds which your partner has problems with. Then think of some more words which have each of these sounds and ask your partner to pronounce them correctly.

It's time to talk

A new customer (your partner) who is visiting your company arrives at your office with an appointment to see your colleague. Unfortunately, this colleague is in another meeting so you have to make polite small talk with the visitor (about whom you know nothing) for a few minutes until your colleague is free. Student A should look at the information on page 99, and Student B at page 102.

Remember

We can use different present tenses to talk about ourselves.

- General and personal facts: *I work for Walkerswood. I often go to jazz clubs.*
- Situations happening now: *We're working on a building project at the moment.*
- Action starting in the past and continuing to the present: *I've been working for Walkerswood since 2003.*
- Past actions with a present result: *We've just launched a new spicy sauce.*

On the agenda

Speaking

Management

Vocabulary

Managing organisations

Communicating

at work

Writing 1: Email, register and 'down-toning'



PY Gerbeau has worked at Disneyland Paris and now runs Xscape. We talked to him about the art of management.

2

The art of management

Warm up

Who's the best manager you have ever worked for?
What qualities made him/her a good manager?

Listen to this

Good management

- 1** Listen to Part 1 of the interview with PY Gerbeau. He mentions four priorities for good management. What are they? In what order (1-4) does he mention them? ►► **2.1**

having the right people	■	good leadership	■
planning and vision	■	knowledge management	■
brand management	■	building relationships	■
organisational skills	■	marketing ability	■

- 2** In the second part of the interview, PY talks about how to manage. Before you listen, try to predict what he says about the following.

- 1 making mistakes
- 2 employees and taking risks
- 3 building relationships
- 4 books and experience

Now listen and make notes about what PY says? ►► **2.2**

What do you think? What are the priorities for good management in your organisation? Do employees have the freedom to make their own decisions? PY says: 'I hate management gurus.' What do you feel about them?



Disneyland Paris



PY's current project, Xscape – a new concept in leisure

The words you need ... to talk about managing organisations

- 1 Choose words from the box to complete the text about management and managers' priorities.

Managers have to (1) respect. It is not enough just to have status and a good package, with a position, salary and a nice car. Good managers (2) responsibility and they have to be (3) , so if they make a mistake, it's their mistake.

It's critical also to (4) employees with opportunities to be autonomous, creative and imaginative. (5) your people to (6) Let them (7) new ideas. (8) everyone with respect. Managers have to concentrate on all the people (9) with the business, from suppliers to customers, and all the employees from the top level to the car park attendant.

The secret is to go back to basics: the real core is to (10) people and (11) relationships with everyone.

focus on provide try out
encourage involved earn
accountable treat
build take risks accept

- 2 Match each verb (1-9) with the correct ending (a-i).

- | | |
|------------------|---------------------------------|
| 1 experiment | a on customer needs |
| 2 adapt | b down on unnecessary costs |
| 3 concentrate | c by example |
| 4 cut | d out problems |
| 5 take advantage | e to changed circumstances |
| 6 lead | f of opportunities |
| 7 be accountable | g up good communication systems |
| 8 set | h for mistakes |
| 9 sort | i with new ideas |

- 3 Replace the underlined words in these sentences with verbs + prepositions from exercise 2. Do not change the meaning of the sentences.

- We should try out some alternatives.
- Our department has introduced a new computer system.
- People have to change how they work to meet changes in technology.
- We have to reduce waste.
- We have to resolve difficulties.
- Businesses should focus on what customers want.
- All businesses hope to profit from new markets.
- Good managers show the way ahead through example.
- Everyone should take responsibility for their actions.



The art of bad management

It's time to talk

Work in groups of three. You are managers of a medium-sized electronics company with 150 employees. You are part of a working party set up to address some of the very worrying problems identified recently.

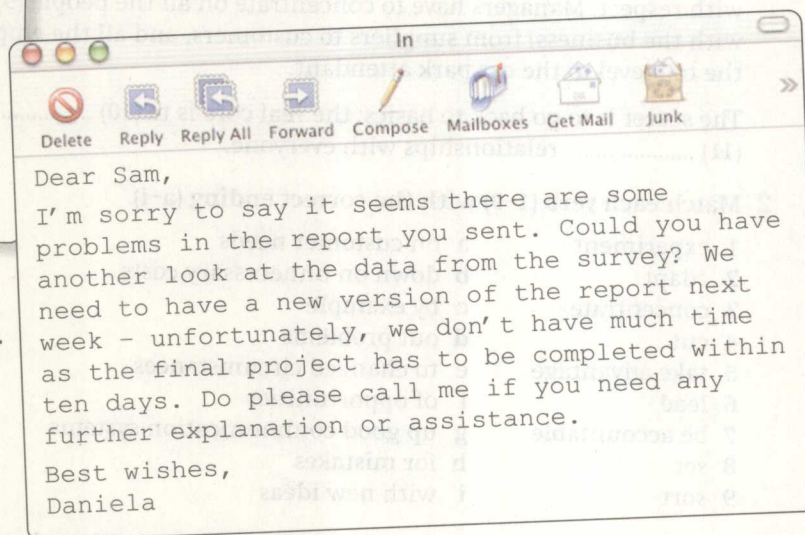
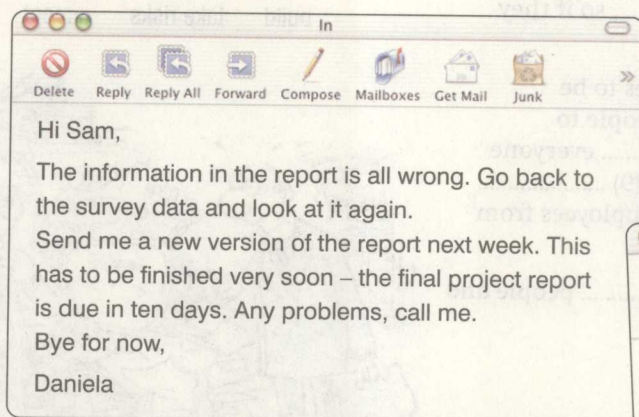
- Turnover is down by €2 million. The market is increasingly competitive and the company has not produced a truly innovative product in the last five years.
- There has been a 45% increase in the number of people leaving the company this year and there is a real problem recruiting top quality people to move the company forward.

Role-play a meeting of the working party and discuss how you can make the company more successful. Student A should look at page 99, Student B at page 103 and Student C at page 105.

Communicating at work

Writing 1: Email, register and 'down-toning'

1



'Down-toning' is saying something less directly and sometimes more formally in order not to appear rude.

Example:

This is a disaster!

Down-toning: Unfortunately, this is not good news.

2 Underline the down-toning phrases in the second email.

3 Choose the more indirect down-toning phrases from the alternatives in the following email.

I think we should / We must arrange a meeting soon. I suggest that we / We will meet this Thursday at 3 in my office. Is that convenient for you? / Right? If not, tell me / If not, could you suggest some other dates? You must send / It might be a good idea to send the agenda before we meet. It would also be useful to have / Please also send the financial data before the meeting. Unfortunately, Kim may have to / It's likely that Kim must leave early on Thursday.

4 Write an email containing down-toning language. Choose one of the options below.

- You have received a market research report that you commissioned several months ago. Unfortunately, you are not happy with the report for several reasons:

- it is approximately half the length you asked for; it is badly organised; the conclusions are unclear.

You know that the author of the report has been under a lot of pressure and working long hours recently. Write an email to the author explaining:

- why you are unhappy with the report; why it needs rewriting; when you would like to receive the revised report.
- Write a similar email that relates to your own work.

Remember

You can avoid a style which is too direct (and perhaps rude) by down-toning your language.

- Use indirect language: *Would it be possible ...? Could you ...? It seems that ... It may be that ...*
- Include moderating adverbs: *Unfortunately ... Maybe ... Perhaps ...*
- Use an indirect, less personal style, e.g. *We* instead of *I*, to mean the organisation or a group of people.

On the agenda

Speaking

Talking about the news

Social skills

Getting started

Vocabulary

Newspaper headlines

Warm up

What is small talk? What are typical subjects for small talk in your country? What do you think are good subjects? What are bad subjects? Do you find small talk with people you don't know difficult? If so, why?

3 Hitting the headlines

Getting started

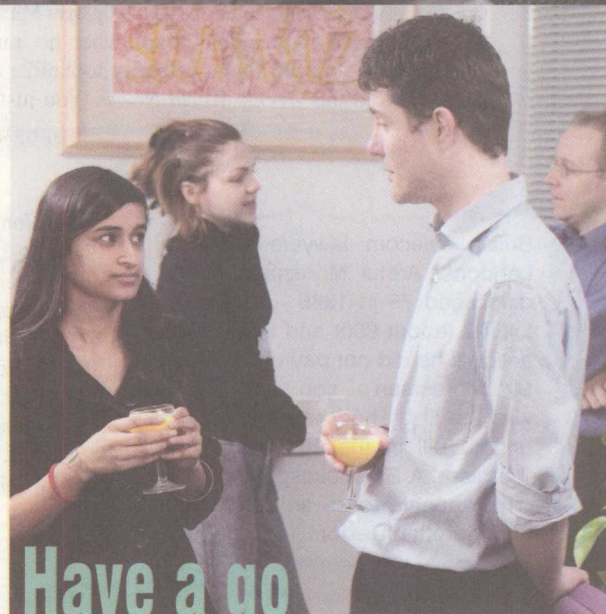
What's the point?

- 1 Marcus and Prisha are at a party where neither of them knows any of the other guests. Listen to them starting a conversation and answer these questions. ►►3.1
 - a What does Marcus do?
 - b Where does Prisha work?
 - c How good are they at getting started? What would you advise them to do differently?
- 2 Listen to a second conversation between the same two people. ►►3.2
 - a Where are Prisha's parents from originally?
 - b What does Prisha do?
 - c Do they do better this time? What do they do?
- 3 Can you complete the sentences below from the second conversation?
 - a Do you ?
 - b I'm Marcus Todd. I'm construction.
 - c And what at the hospital?
 - d It must people with different problems.

Now listen and check. ►►3.2

- 4 Work with a partner. Write down sentences you could use to start a conversation with someone who:
 - you meet on a plane or train
 - you meet on holiday
 - is visiting your workplace for the first time.

Now look at the advice and the phrases in the Remember box at the end of this unit. Do you agree with the advice? Which phrases would you be most likely to use?



Have a go

Procedure Work in groups of three. Take it in turns to play the two roles below and to observe. Spend three minutes on each conversation and two minutes on feedback from the observer.

Students A and B You are at a party. The only people you know are the hosts and they are not in the room. You see someone else (your partner) also looking a bit lost. How do you get started? Role-play the conversation with your partner.

Observer Look at the advice at the end of the unit and give feedback on how well they manage the situation.

Outcome What did you all learn? What will you do differently next time you are in a real situation like this?