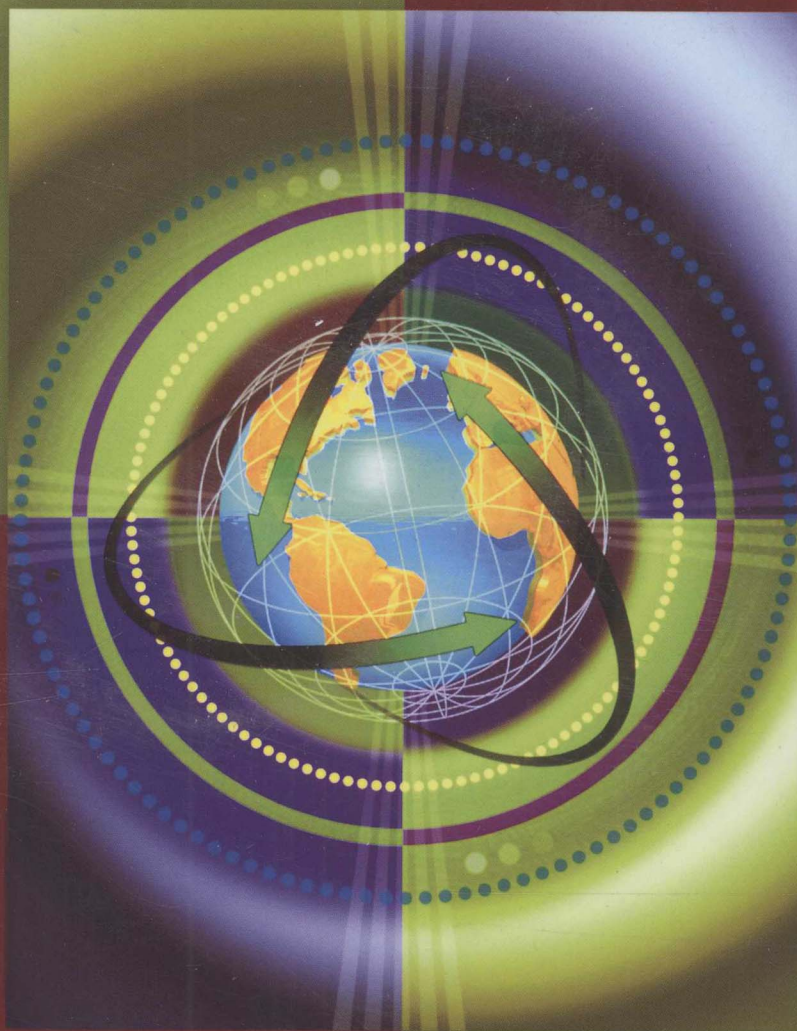


环球商务英语教程2

GLOBAL LINKS 2



Angela Blackwell



华东师范大学出版社

环球商务英语教程 2

GLOBAL LINKS 2

English for International Business

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环球商务英语教程 2

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出版说明

为了满足高等院校和广大学习者提高商务英语技能的需要,我们引进了培生教育出版集团(Pearson Education)出版的《环球商务英语教程》(Global Links)系列教材,供高等学校本、专科学生,商务英语培训学校、外企、跨国公司涉外工作的学习者使用。

本教材具有全球化视野和时代特色,其特点:一是专门为非英语国家学习者掌握商务英语表达而编写,语言难度适宜,信息量大;二是选材如听力材料、阅读文章、案例和图表,均源于跨国公司的真实材料;三是提供跨文化语境,注重让学习者了解不同国家的文化。

本教材有《环球商务英语教程1》和《环球商务英语教程2》两册。每册有十四个单元,每个单元由商务会话、商务技能和环球沟通三个模块组成。具体如下:

模块一:商务会话

启动部分(Getting Started)介绍了该单元的主要社交表达、词汇和语法要点。学生通过看或听商务场合的真实材料,开启运用语言之旅。

会话部分(Conversation)引导学生使用商务交际中的常用表达和重要句型,以及根据场合和聆听对方说话来灵活选用恰当的表达。语音训练,如节奏、语调和重音放在其后。

模块二:商务技能

听力部分(Listening)通过丰富多样的真实材料和活动来提高学生的能力。

口语部分(Speaking)则通过信息沟、同伴对练、角色扮演和小组活动来帮助学生开口说话。口语练习还注意强化句子结构和词汇的操练,注重信息的传递,以适应工作场合的商务表达需要。

模块三:环球沟通

阅读部分(Reading)的选材源自商业出版物、杂志、报纸与商务相关的活动。每个阅读段落后面都有一个与运用相关的任务。阅读的内容还可以作为课堂讨论(Talk About It)的素材来源。

写作部分(Writing)重点培养商务电子邮件的写作基础技能,以及商务往来中常用的信件、传真、报告等。

鉴于商务领域数字无处不在,如公司报表、财务数据、股市行情、外汇牌价、汇率走势等,本教材每单元均设有数字练习,帮助学生从容应对数字听与说的难题,并跨越数字恐慌。

本教材还为口语活动的同伴对练编有活动材料(Activity File)。教材最后的语言点小结、课文译文和商务英语实用表达可供学习者参考使用。

本教材可满足小班化教学的需要,每单元约3课时,共42—45课时。教师可以根据教学需要灵活处理,如缩短为2课时或延长至4课时。本教材随书配有MP3光盘,还配有教师手册和测试用书,以及辅导网站(www.longman.com/globallinks)。这可以极大地方便学习者学习使用。

无论你是商务英语、国际经贸、国际金融等涉外专业的商务英语学习者,还是英语专业、大学英语选修课的商务英语学习者,培训学校的学生或是外企职员,都可以通过本教材的学习,一步步地走向成功。

2007年12月

Scope and Sequence

Unit	Social/Functional Language	Grammar	Business Culture	Writing	Numbers
1 Talking About Your Company	Asking and answering questions about companies <i>Plantronics designs and manufactures headsets.</i> <i>The company is marketing its products for home use.</i> <i>What does your company do?</i> <i>What is the company doing now?</i>	Simple present and present continuous (contrasted)	Business Dress Codes	A letter providing information about your company	Company performance (hundreds, thousands, and millions)
2 Making Conversation	Making small talk <i>You're in the computer industry, aren't you?</i> <i>That was an excellent meal, wasn't it?</i> <i>What part of Canada are you from?</i>	Tag questions	The Art of the Business Lunch	E-mail to a new client	Telephone numbers
3 Arranging Meetings and Schedules	Scheduling meetings and visits <i>I'm arriving on the 25th and leaving on the 27th.</i> <i>I'm out of the office on Monday.</i> <i>I've got meetings all day.</i> <i>Are you available the next day?</i>	Present tenses for the future Prepositions of time	Video-conferencing	Fax arranging a meeting	Airport Announcements; gate numbers
4 Getting Ahead	Describing work; discussing job qualifications <i>She's been CEO since July 1999.</i> <i>I'm with Marden Pharmaceuticals.</i> <i>What area are you in?</i> <i>How long have you been in this position?</i>	Present perfect with <i>for, since</i>	"Fast tracking" employees	Recommendation for a colleague	Survey results (percentages)
5 Turning a Company Around	Describing how a problem was solved; describing past performance <i>They introduced the Swatch brand in the early 1980's.</i> <i>It didn't sell very well, and we couldn't understand it.</i> <i>We had to lower the price.</i> <i>Sales went up immediately.</i>	Simple past <i>Could, had to</i>	Turnarounds	A business report	Sales figures (thousands)
6 Describing Processes	Describing a sequence of events; comparing processes <i>When the fruit is received at our plant, it is washed and sorted.</i> <i>How does your training system work?</i> <i>First, each employee is evaluated.</i> <i>Then, employees are ranked according to performance.</i>	Passive voice: simple present and past tenses	E-commerce	E-mail replies to customers	Business statistics (hundreds and millions)
7 Teamwork	Making requests, offers, and suggestions; negotiating and delegating tasks <i>Would you mind putting that in writing?</i> <i>Should I schedule a meeting?</i> <i>Let's get some lunch.</i> <i>Could you call Alan?</i>	Modals for requests, offers, and suggestions	Information Overload	A memo to managers	Survey results (single to three digit numbers)

Unit	Social/Functional Language	Grammar	Business Culture	Writing	Numbers
8 Managing Change	Describing changes at a company; past and present performance <i>We've restructured the company into three divisions.</i> <i>The company has appointed a new CEO.</i> <i>Sales have fallen this year.</i>	Present perfect (unspecified past)	Strategic Outsourcing	An annual report	Company performance (millions, percentages)
9 Clients and Customers	Responding to a complaint from a customer; negotiating a solution to a service problem <i>We have too many items in stock.</i> <i>We need more technical support.</i> <i>We don't have enough inventory.</i> <i>It's taking too long.</i>	Quantity Expressions: <i>too much, too many, not enough</i>	Total Quality Management	An apology to a customer	Invoice figures (dollar amounts)
10 Corporate Goals	Discussing business plans and expectations; preparing a business plan <i>We aim to develop cutting-edge technologies.</i> <i>We should maintain our strong financial position.</i> <i>We might consider joint ventures.</i> <i>We plan to introduce new services.</i>	Future forms: <i>plan to, aim to, expect to</i> <i>Might and should for future</i>	Preparing for Group Presentations	Department Goals: Report	Sales forecasts (hundred thousands)
11 Describing and Comparing products	Asking and answering questions about product features; comparing products <i>It's one of the fastest on the market.</i> <i>It's a better product.</i> <i>How does the Telec compare to the Portacall 100?</i> <i>Is it competitively priced?</i>	Comparative and superlative forms	Honesty in Selling	Memo to sales staff	Product specifications (measurements)
12 Challenges to Management	Describing project and staffing difficulties; discussing and comparing employee benefits <i>David has to have your sales figures by the end of the day.</i> <i>Can't you hire some more people?</i> <i>We won't be able to meet the deadline otherwise.</i>	Modals of obligation and possibility: <i>have to, need to, can, be able to</i> <i>Otherwise</i>	Leadership in the Twenty-first Century	Summary of a meeting	International survey results (thousands)
13 Motivation and Productivity	Giving an opinion about a course of action; discussing issues of motivation and productivity <i>If employees get performance bonuses, they'll be more productive.</i> <i>If we cut the budget, we won't be able to provide training.</i> <i>We'll be in real trouble if we don't do something.</i>	Real conditions with <i>if...will</i>	Making Meetings More Productive	An agenda for a meeting	Sales figures (dollars and yen)
14 Advertising Strategies	Discussing advertising strategies; proposing a website design <i>If we bought TV airtime, we'd be well over budget.</i> <i>What if we advertised on billboards?</i> <i>I don't think highway signs would be appropriate.</i> <i>It would be nice if we could do something dramatic.</i>	Unreal conditions with <i>if...could, would</i> Questions with <i>What if</i>	Marketing Across Cultures	Responding to a marketing survey	Internet users: predictions (millions and percentages)

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A.B.

Preface



Global Links: English for International Business is a three-level course that teaches the basic language and grammar structures needed to communicate in business. It is designed for adult students on the false beginner, low-intermediate, and intermediate levels who are employed as executives or are studying to enter the business world in that capacity. ***Global Links*** covers all four language skills, with special emphasis on the speaking and listening skills that managers need in international business.

FOCUS AND APPROACH

The goal of ***Global Links*** is to teach students the English they will need to communicate effectively in a professional environment. Students learn key vocabulary, social language, and structures through a progression of models and practice activities. Key language is recycled from module to module and unit to unit. Realistic tasks provide opportunities for students to produce the language they will need in common business situations.

Global Links is designed to meet the specialized needs of businesspeople and the instructors who teach them. Its modular design can flexibly accommodate students who are executives or managers and whose busy schedules may cause them to attend class irregularly. Although units are sequenced and reinforce previous learning, each can stand on its own. Within each unit, content is organized into self-contained two-page modules so that each lesson can be completed in a single class.

Global Links is written with small classes in mind. All speaking activities in ***Global Links*** center on pair work or tasks for small groups. The *Teacher's Manual* provides suggestions and alternative activities for teachers in one-to-one teaching situations and for teachers with larger classes who want to expand activities.

Features

- **Low-level language for high-level business people.** The clear, controlled pedagogical design of ***Global Links*** meets the language needs of lower-level students. At the same time, its sophisticated business content acknowledges the high level of real-world knowledge and experience that businesspeople bring to their study of English.
- **International focus.** ***Global Links*** exposes students to English as an international means of communication.
- **Authentic material about real companies.** ***Global Links*** offers authentic texts, documents, graphs, and charts with information about real companies and activities that have practical, real-world application.
- **Cultural information for doing business worldwide.** ***Global Links*** provides interesting, relevant information about doing business internationally and interacting with businesspeople from around the world.
- **Practice with numbers.** Many business situations involve numbers, which businesspeople need to set dates for meetings, discuss prices, and understand sales results. ***Global Links*** makes sure that businesspeople are comfortable using numbers in English by providing systematic practice with numbers as used in business contexts.

Course Length

Each level provides 40 to 45 hours of instruction, but the material may also be adapted to classes as short as 20 to 25 hours or as long as 50 to 60 hours of instruction. The course duration is flexible and is determined by the learning pace of the students, the attention and time given to writing in class, and the teacher's use of other materials.



ORGANIZATION OF STUDENT BOOKS 1 AND 2

The Student Book consists of fourteen units. Each has three, two-page modules: **Business Talk**, **Business Connections**, and **Global Communication**. Objectives for each module appear on the page to focus students' attention on their language learning target.

Module 1: Business Talk

Getting Started introduces the main social language, vocabulary, and grammatical focus of the unit. Students see or hear a language model, often in the context of authentic material, and then engage in a variety of controlled practice activities to “get started” using the language communicatively.

The *Conversation* presents the key social language and structures in a guided format. Substitution slots in the conversation add flexibility and ensure that students listen to their partner.

Each conversation is followed by *Pronunciation Focus*. This section uses sentences drawn or adapted from the *Conversation* to highlight different features of spoken English and emphasize the development of better rhythm, intonation, and stress.

Module 2: Business Connections

The *Listening* page builds students' aural comprehension abilities through a variety of listening texts and activities that train the students in two important listening skills: listening for general meaning and context and listening for specific information. The recordings are spoken at natural speed and include a variety of native and nonnative English speakers' accents, exposing students to the different kinds of spoken English they will encounter in business situations.

An information gap, pair work, role-play, or small group activity on the *Speaking* page moves students along from controlled practice

to using the language they have learned in the unit more freely. The speaking activities reinforce the structures and vocabulary presented in earlier parts of the unit. Additionally, these activities develop students' ability to exchange information and ideas in ways that are meaningful to their work environment and personal career.

Module 3: Global Communication

The *Reading* section features informative excerpts from business publications, magazines, and newspapers about business practices and customs in different cultures. Each passage is followed by a task that focuses on a skill that all businesspeople need: reading for specific information.

The reading passage and task serve as a springboard for *Talk About It*. The questions prompt simple classroom discussion on the theme and issues of the reading. In Book 2, cross-cultural questions are marked with the symbol of a globe.

The *Writing* section provides information about the form and content of basic business writing with particular emphasis on e-mail correspondence. First students see models of various types of business writing. They then follow directions to compose their own e-mail, fax, letter, report, etc.

Each unit of Book 1 concludes with two *number* exercises. Most students are familiar with the basic numbers in English, but they may have difficulty using them with ease in business situations. The listening and speaking exercises in this section improve students' ability to use numbers in a business context. In Book 2, the *numbers* activities are contextualized and may appear with a listening or in another module.

The book concludes with the *Activity File* for pair work, the *Summary Language*, which presents key vocabulary, expressions, and grammar for each unit, and a *Glossary* of important business terms contained in the text. Book 2 also includes *Extra Speaking Activities* which provide more open-ended communication practice.



COMPONENTS OF THE COURSE

Complete Audio Program

The Complete Audio Program CDs and Cassettes provide recordings for the *Getting Started*, *Conversation*, *Pronunciation Focus*, *Listening*, and *Numbers* sections of the Student Book.

Student CD

The Student CD, which is included in the Student Book, provides recordings of the *Conversation* sections (with the exception of the alternate phrases), the *Pronunciation Focus* sections, and in Book 2, the *Numbers* section. In Book 1, one of the exercises in the *Numbers* section is provided.

Phrase Book

The Phrase Book, which is also included in the Student Book, provides a portable, easy-to-use reference guide to the key language and structures needed in most business situations and a glossary of business terms.

Teacher's Manual

The *Teacher's Manual* supports teachers by giving both general and page-by-page teaching suggestions, including a teacher's script of short, easy-to-understand instructions that may be used in class; a tapescript of all recordings on the Audio CD; answer keys to the activities in the Student Book; and expansion activities and photocopyables for each unit.

Tests

Each level of *Global Links* includes a Test Package that provides unit-by-unit assessment quizzes and two longer exams, one designed to assess students at mid-course, the other at the end of the course. All tests include TOEIC-type questions, which familiarize students with the format of this widely used test in the business world.

A set of Placement Tests will assist in placing students at the most appropriate level of the *Global Links* program.

Companion Website

The Global Links companion website (<http://www.longman.com/globallinks>) provides numerous resources for teachers and students, including vocabulary exercises; TOEIC-type audio tests; pair practice for building conversation skills; and TOEIC-type reading comprehension exercises. Most exercises are self-grading.

There are also community features, links to other sites for business reading practice, and links to sample TOEIC tests. The site is periodically updated and expanded with new resources.

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GLOBAL LINKS

2.



Talking About Your Company

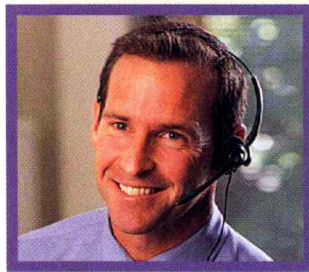
BUSINESS TALK

GETTING STARTED



1. Read and listen to the article about Plantronics.

Plantronics, Inc., designs and manufactures lightweight headsets for telephones, mobile phones, and personal computers. The company sells its products worldwide and has offices in 19 countries. The head office is in Santa Cruz, California. Plantronics employs more than 2,000 people.



Plantronics is currently marketing its products for home use. More and more people now are using headsets to listen to music or play video games on their computers. As a result, Plantronics is developing a new generation of headsets for the personal computer and mobile telephone.

Source: Plantronics

OBJECTIVES

- To answer questions about your company
- To exchange information about a company
- To respond to a business inquiry



2. Listen. Circle the correct choice.

- a. Plantronics designs/is designing lightweight headsets.
- b. The company *has*/is having offices in 19 countries.
- c. Plantronics *employs*/is employing more than 2,000 people.
- d. The market for headsets *grows*/is growing fast.
- e. Currently, Plantronics *develops*/is developing headsets for personal use.

3. Work with a partner. Talk about your company. Use the words in the box.

We manufacture . . .

We supply . . .

We provide services for . . .

We sell . . .

We design . . .

At the moment, . . .

Right now, . . .

Currently, . . .

we're hiring . . .

we're developing . . .

we're opening . . .

we're expanding . . .



Go to page 98 for Summary Language



To answer questions about your company

CONVERSATION

What does your company do?



4. Read and listen to the conversation.



• We provide financial services.



• Where's your head office?

• worldwide



• in Brazil

• opening an office



• Really?



Listen again and repeat.

5. Practice the conversation with a partner.

Pronunciation Focus: Wh- questions



6. Listen and repeat.

- What does your company do?
- So, what are you doing here?
- Where's your head office?

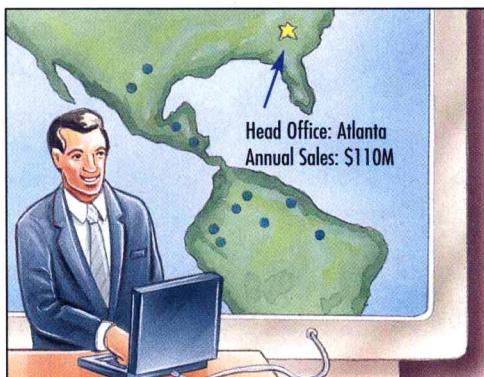
BUSINESS CONNECTIONS

LISTENING

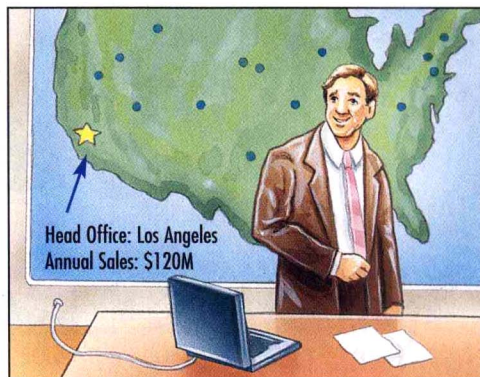
We're growing pretty fast right now.

1. Listen to this presentation at a job fair in Mexico City. Look at the pictures. Which presentation did you hear? Check (✓) a or b.

a.



b.



2. Listen again and complete the notes about the presentation.

Business Solutions

(a) Business software and consulting services. Head office in
 (b) _____; offices all over the world.
 (c) _____ employees (most in US & Europe)
 2,500 Clients (large corporations; small and medium-sized businesses)
 Annual income: (d) \$_____ million
 In Mexico since (e) _____; number of accounts (f) _____
 Also in Brazil, Venezuela, and (g) _____

NUMBERS

3. Listen to the information about the company's clients and net income. Complete the chart.

Year	Number of Clients	Net Income
1996	500	\$ _____ million
1998	_____	_____
2000	_____	_____
This year	_____	_____

- Listen again and check your answers.