

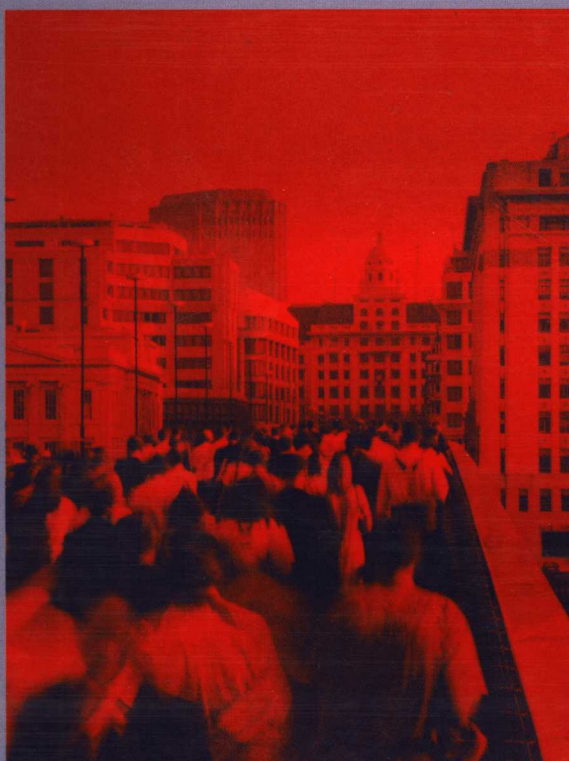
Second
Edition

剑桥大学考试委员会推荐BEC高级考试用书

新剑桥商务英语（高级）

English for Business Studies

A course for Business Studies and Economics students



教师用书

第二版

Teacher's Book

Ian MacKenzie

Cambridge
Professional
English

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SECOND EDITION

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新剑桥商务英语 (高级) 教师用书

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Contents

Thanks and acknowledgements	vi
Summary of unit contents	vii
Introduction	ix
Introduction to the Second Edition	xi
1 The three sectors of the economy	13
2 Management	16
3 Company structure	21
4 Work and motivation	25
5 Management and cultural diversity	30
6 Recruitment	33
7 Labour relations	37
Test 1: Management	40
8 Production	42
9 Products	49
10 Marketing	53
11 Advertising	56
12 Promotional tools	60
Test 2: Production and marketing	65
13 Accounting and financial statements	68
14 Banking	72
15 Stocks and shares	76
16 Bonds	81
17 Futures and derivatives	86
18 Market structure and competition	91
19 Takeovers, mergers and buyouts	94
Test 3: Finance	99
20 Efficiency and employment	103
21 Business ethics	108
22 The role of government	112
23 Central banking, money and taxation	117
24 Exchange rates	122
25 The business cycle	126
26 Keynesianism and monetarism	129
27 International trade	133
28 Economics and ecology	137
29 Information technology and electronic commerce	141
30 Entrepreneurs and venture capital	145
Test 4: Economics	150
Language reference – Answers	153

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I have to thank my students in Lausanne in the late 1980s, from whom I learnt quite a lot about business, and their successors in the 1990s, on whom I tried out and refined a lot of this material.

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For the Second Edition, my thanks go to Professor Jared Diamond of UCLA, Chris Peters of the Cambridge Arts Picture House, and Ed Coombes of Cambridge Capital Partners. The new recordings were expertly made and edited by Pete Kyle, and the cassettes and CDs were again edited by Tony Garside and Tim Douglass.

Marc Keiser, Gabriel Mangano and Pablo Ibarrola are responsible for much of the Glossary.

Jayshree Ramsurun expertly handled all the permissions and found all the photographs for the First Edition, while Callie Kendall did the same for the Second Edition. Ruth Carim did the proof-reading.

I must also thank the designers and production staff, and everybody else involved: producing a language course is truly a collaborative exercise.

The author and publishers would like to thank the following for permission to reproduce the commercials in Unit 11 on the recording: HDM Linx/Continental for the commercial for Continental Airlines; What Hi-Fi?/Complete Marketing Communications for the commercial for *What Hi-Fi?*; Mamma Amalfi/Pelican Group for the commercial for Mamma Amalfi.

I would like to dedicate this book to Alex, Charlotte and Elliot, any of whom might yet end up as a business student, probably speaking several more languages than I can manage.

Summary of unit contents

Unit 1, **The three sectors of the economy**, contains an extract from David Lodge's novel *Nice Work* about the complexity of the economic infrastructure, and an extract from a magazine interview with the economist J. K. Galbraith and a recorded interview with the British Member of Parliament Denis MacShane, both about the future of manufacturing industry in the 'advanced' countries.

Unit 2, **Management**, contains a text defining management, an extract from Robert Cringely's book *Accidental Empires* about IBM's system of management, and an interview with Steve Moody, the manager of a Marks & Spencer's store.

Unit 3, **Company structure**, includes a text about different organization structures, an extract from a talk by Jared Diamond about the best way to organize companies, and speaking and writing exercises about the advantages and disadvantages of working for large and small companies.

Unit 4, **Work and motivation**, has a text which summarizes various theories of motivation, and another extract from the interview with Steve Moody, in which he explains how he motivates his staff, and a case study about motivation.

Unit 5, **Management and cultural diversity**, contains a text about cultural differences in different parts of the world, and a number of discussion exercises enabling learners to consider their own cultural beliefs.

Unit 6, **Recruitment**, considers how companies recruit staff, and how business students should go about finding their first job. It also includes advice about writing CVs, and an interview with Gill Lewis, formerly director of human resources at Nestlé, who talks about women in management.

Unit 7, **Labour relations**, has another interview with Denis MacShane, about the role of trade unions, an extract from Bill Bryson's book *Notes From a Small Island* about a trade union, and a text about labour relations in different countries.

Unit 8, **Production**, has exercises about capacity and inventory decisions in production management, a text about the just-in-time production system, an interview with Alan Severn, the quality manager at Arcam Ltd, a producer of hi-fi equipment, and a role play about a product recall.

Unit 9, **Products**, contains a text about product and branding policy, and an interview with Jogishwar Singh of Tégé, a company launching a new fast-food product, and writing and speaking exercises about vending machines and m-commerce, the use of mobile phones to operate vending machines.

Unit 10, **Marketing**, includes a text defining marketing, and a further extract from the interview with Steve Moody of Marks & Spencer, about a hypothetical marketing failure and the possible remedies, and a case study about market research.

Unit 11, **Advertising**, has a text about how companies advertise, a questionnaire concerning whether companies *should* advertise, examples of radio commercials, and an exercise requiring the learners to make their own radio commercial.

Unit 12, **Promotional tools**, includes a second extract from the interview with Jogishwar Singh, in which he discusses the promotional strategy used in the launch of Fresh Fries, and a text and case study about promotional tools.

Unit 13, **Accounting and financial statements**, contains a text defining different types of accounting, an interview with Sarah Brandston, an American tax accountant, who talks about her job, and an exercise based on authentic financial statements from Nokia, the mobile phone manufacturer.

Unit 14, **Banking**, comprises a text defining different types of banks, and a role play in which the learners have to convince a bank to lend them money to develop a business.

Unit 15, **Stocks and shares**, incorporates a text about how companies issue stocks and shares and why people buy them, an extract from a television financial news report, and exercises on the vocabulary of financial markets.

Unit 16, **Bonds**, contains a text and an interview with Richard Mahoney of J. P. Morgan bank, both explaining the use of bonds. There is also a short extract from Tom Wolfe's novel, *The Bonfire of the Vanities*.

Unit 17, **Futures and derivatives**, includes a text about financial derivatives, an extract from a talk by Lillian Chew, a financial writer and journalist, about their dangers, and an extract from Michael Lewis's book *Liar's Poker*, about selling options and futures.

Unit 18, **Market structure and competition**, has a text about market leaders, challengers and followers, and exercises about monopolies, oligopolies, cartels, and so on.

Unit 19, **Takeovers, mergers and buyouts**, consists of discussion exercises about takeovers, an interview with Max Pocock of Leica, in which he explains why the company was formed by a merger, a text about leveraged buyouts, and a writing exercise practising connectors, based on the Vodafone/Mannesmann takeover.

Unit 20, **Efficiency and employment**, consists of an interview with Kate Barker, a member of the Bank of England's Monetary Policy Committee, about labour market flexibility, and an article from the *Financial Times* about employment patterns.

Unit 21, **Business ethics**, includes a text about the social responsibility of business, and a discussion exercise requiring the students to give their opinions on various ethical issues related to business.

Unit 22, **The role of government**, contains a discussion about the responsibilities of government, and two texts giving the opposing views of two well-known economists, J. K. Galbraith and Milton Friedman. There is also an interview with Julian Amey of the British Department of Trade & Industry, about the ways in which governments can help companies to export.

Unit 23, **Central banking, money and taxation**, has an interview with an economist, Gabriel Mangano, about the functions of central banks, and whether they should be independent from government, and a text and discussion and writing exercises about taxation.

Unit 24, **Exchange rates**, contains both a text and an interview with Jean-Christian Lambelet, an economist, about the advantages and disadvantages of fixed and floating exchange rates.

Unit 25, **The business cycle**, incorporates both a text and an interview with Kate Barker about the causes of the business cycle.

Unit 26, **Keynesianism and monetarism**, includes a text and an extract from the interview with Kate Barker about whether the government can or should intervene in the business cycle.

Unit 27, **International trade**, consists of a text about the growth of international trade and the decline of protectionism, an interview with Ajit Singh of Cambridge University about the advantages and disadvantages of free trade, and the related issue of unemployment in industrialized countries, and a case study about banana exports.

Unit 28, **Economics and ecology**, contains a discussion exercise involving the learners' views regarding ecology, an interview with Marc Keiser, an ecologist, about a system for measuring the environmental impact of manufacturing processes and consumer goods, and an article from the *Financial Times* about a futures market for sulphur dioxide and carbon dioxide emissions.

Unit 29, **Information technology and electronic commerce**, contains an article from *New Scientist* by Ian Angell, the Head of the Department of Information Systems at the London School of Economics, about the dangers of IT, an interview with Chris Peters, a cinema manager, about marketing via the internet and e-mail, and a role play about traditional retailing and e-commerce.

Unit 30, **Entrepreneurs and venture capital**, contains an interview with Ed Coombes, who raises capital for new companies, and a text about entrepreneurs.

Introduction

English for Business Studies is an upper-intermediate to advanced level reading, speaking, listening and writing course for learners who need to be able to express the key concepts of business and economics in English.

The **aims** of *English for Business Studies* are:

- to present learners with the language and concepts found in newspaper and magazine articles on business and economics, and in company documents;
- to develop reading skills and give practice in the comprehension of business and economic texts;
- to provide listening practice in the fields of business and economics;
- to provide learners with opportunities to express business concepts themselves, by reformulating them in their own words while synthesizing, summarizing, analysing, criticizing and discussing ideas.

Unit structure

Most of the units contain three components:

- 1 An informative main reading text on an important issue, generally preceded by preparatory discussion questions and sometimes a vocabulary exercise, and followed by comprehension and vocabulary exercises and discussion activities.
- 2 *Either* listening exercises on an authentic interview with a business person or economist, *or* a shorter authentic reading passage, accompanied by exercises.
- 3 An additional case study, role play, discussion activity or writing exercise.

This structure, however, is not followed slavishly, the aim being to strike a balance between regularity and variety.

Rationale

The **main reading passage** in most units is a synthetic text designed to give an overview of a particular topic. As well as introducing crucial business and economic concepts, these texts have a high density of relevant technical vocabulary. They are designed to spare teachers (and learners) the task of finding for themselves the wide range of newspaper or magazine articles, or texts from other sources, that would be necessary to cover all the requisite ground.

But learners also need exposure to the authentic language of company documents, books, and newspaper articles, designed for particular groups of native speakers, with all their puzzling idiomatic variety and topical references. Thus there are also short extracts from **authentic sources** such as newspapers, books about business and economics, fiction, and so on.

There are **authentic interviews** with a company director, a quality manager, a human resources manager, a store manager, an accountant, a bond dealer, an ecologist, several economists, a financial journalist, a British Member of Parliament, and others. The interviewees include British and American native speakers, and non-native speakers from Germany, Italy, Switzerland, India and Malaysia. Very little of the English that international business people hear in their professional lives is spoken by native speakers, so it is important that learners get used to hearing non-native speakers of English, as well as a variety of native speaker accents.

Approach to the units

The main reading passages are generally preceded by discussion questions. With a teacher and learners familiar with the topic – business school students or practising business professionals – such a preliminary discussion activity can easily be extended to last for much of a lesson, with the teacher eliciting information from the learners, and guiding the

discussion according to the content of the text, thereby preparing for and greatly simplifying the subsequent reading task. (Depending on time constraints, the reading passages could also be assigned as homework.)

Nearly all the discussion activities are designed to be done by pairs or small groups of learners, according to the teacher's preferences. Although it is not printed on every page, the instruction '**Discuss in pairs or small groups**' is implicit.

Together, the texts, interviews and vocabulary exercises build up to a fairly thorough collection of business and economic terms, the most important of which are collected in a glossary at the back of the book, with translations into French, German, Italian and Spanish.

The main reading passages are followed by comprehension exercises and vocabulary work (again, for pair or group discussion) on the information and ideas presented in the text. Exercise types include open-ended questions, true/false statements, multiple-choice, matching, sentence completion, and summarizing.

The comprehension and vocabulary exercises are followed by oral activities, including role plays and activities which give the learners the opportunity to discuss the ideas in the text and to defend and develop their own points of view.

The listening sections also include comprehension, vocabulary and discussion activities.

There is additional language practice material (on numbers, word stress, word groups, describing graphs, and so on) at the back of the book.

The units are grouped according to subject matter: an introductory unit, followed by units on management, production, marketing, finance, and economics. The different groups of units are not graded in terms of difficulty, and so need not necessarily be followed in the printed order, but vocabulary items and concepts included in earlier units are not glossed when recycled in later ones. This Teacher's Book contains four **assessment tests**, which can be done after the units on management, marketing, finance, and economics.

Each unit is designed to provide two or three hours' work. The book almost certainly offers more than enough material for a two-hours-a-week course lasting a single academic year.

This Teacher's Book contains guidance on using the material, answers to the exercises, and tapescripts of the listening material. You have permission to photocopy pages which have the following wording:
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Introduction to the Second Edition

The most obvious difference between this new edition of *English for Business Studies* and the original is the addition of two new units. Information technology has spread to such an extent since the book was first written that it needs to be treated in more detail, hence Unit 29. There is also a new unit on entrepreneurs and venture capital. There is an additional authentic text in Unit 7, and more recent authentic texts in Units 20 and 28, both found by searching the Global Archive in the *Financial Times*' website (www.ft.com). Although coursebooks such as this are designed to save teachers the trouble of finding newspaper articles about business subjects, the arrival of internet newspaper archives makes searching much easier. Articles complementing any unit of this book are now easy to find and download.

The world of business and economics does not stand still, and various developments since the mid-1990s made it necessary to update certain units. This applied particularly to the material on banking, central banking and exchange rates. There are also new financial statements in the unit on accounting.

There are new discussion activities in Units 3, 5 and 12, role plays in Units 8 and 29, and a new case study in Unit 27. This Teacher's Book also points to pertinent role plays and discussions in *Business Roles*, *Business Roles 2*, and *Decisionmaker*, photocopiable resource books published by Cambridge University Press. There are additional writing exercises in Units 3, 9 and 23. There is now a sample curriculum vitae or resume in the Student's Book, in Unit 6. The glossary in the Student's Book has been updated to include the new material. The Teacher's Book now has lists of new vocabulary for each unit.

The CDs and cassettes now include a listening exercise for Unit 3, and for the new units. The listening text in Unit 12 remains unchanged, although the exercise in the Student's Book is different. The listening text in Unit 23 has been slightly shortened, and minor changes have been made to Unit 15 and to Exercise 3 in the Language reference section.

I would like to thank all the users of the First Edition who took the time to comment on it, and welcome any comments on this edition, by post to me, c/o ELT at the CUP address in Cambridge, given on the imprints page, or via www.cambridge.org/elt.

Unit 1

The three sectors of the economy

As mentioned in the Introduction, the units in the Student's Book are grouped according to subject matter: management, production, marketing, finance, and economics. This first introductory unit is more general. It covers a lot of basic vocabulary concerning developed economies, much of it in an extract from a well-known British novel. It also discusses the evolution of the economy of most of the older industrialized countries, with the decline of manufacturing industry and its replacement by services. There is an extract from a magazine interview with an economist and an interview with a British Member of Parliament on this issue. Task 1a, based on the photograph, provides a good warm-up activity.

An important point: **virtually all the activities in this and the succeeding units can be done in pairs, and then checked with the whole class.** Here this applies to describing the photo in 1a, classifying the activities in 1c, answering the questions in 2a and 2b, writing the summary in 2c, and so on.

1 The economic infrastructure

1a Vocabulary

The photo clearly shows a large factory (the Unilever factory in Warrington, England) in the centre, with more factories, industrial units, or warehouses in the top right-hand corner. The large factory seems to include some office buildings. Also visible are agricultural land (in the background; the land in the foreground doesn't appear to be cultivated), a river, a railway and several roads, and housing, perhaps with a school in the centre of the housing estate top left.

1b Reading

ANSWER

The text suggests that most people take for granted the amazing complexity of the economic infrastructure.

Vocabulary notes You probably have to be British to understand 'pebble-dashed semis'. A *semi-* is a semi-detached house, almost a symbol of suburban middle-class life. *Pebble-dashed* means that the bricks are covered with lots of small stones stuck in a thin layer of cement.

It should be pointed out to German speakers that a *warehouse* in English is not the same as a *Warenhaus* (department store) in German; and to French speakers that *inhabit* is the English equivalent of *habiter*, and not the negative *inhabité*.

A possible additional exercise related to this text would be to describe other processes, along the lines of Lodge's description of all the activities that precede boiling water in a kettle. For example, what has been done that enables you to pick up and use a pencil, or brush your teeth, or look in a mirror, and so on.

1c Comprehension

SUGGESTED ANSWERS

- 1 Tiny fields (the primary sector), factories (the secondary sector), and railways, motorways, shops, offices, and schools (the tertiary sector).
- 2 Primary sector
digging iron ore
mining coal
Secondary sector
assembling

building
cutting metal
laying cables
milling metal
pressing metal
smelting iron
welding metal

Tertiary sector

advertising products
calculating prices
distributing added value
maintenance*
marketing products
packaging products*
pumping oil*
transportation

- * Some of these answers are open to discussion. For example, if maintenance involves cleaning office floors, this is a tertiary service, but if it involves replacing broken windows or overhauling machines, this is closer to building or construction, and should consequently be considered a secondary sector activity. Similarly, *designing* product packaging is a tertiary sector service, but the physical activity of packaging products can be considered part of the production process, which is of course part of the secondary sector. If pumping oil is understood as extracting oil by pumping water into bore holes, this is a primary sector activity, but if it is understood as pumping oil to or from a refinery, it is a tertiary sector transport activity.
- 3 Other primary sector activities include farming (agriculture), fishing and forestry. Other secondary sector activities include manufacturing, transforming and processing. Other tertiary sector activities include financing, designing and retailing.

1d Discussion

This activity is designed to get learners thinking about the issue of the future of manufacturing in industrialized countries, and the growth of the service sector, for the next part of this unit.

2 Manufacturing and services

2a Reading

ANSWERS

- 1 Because they think it will lead to unemployment.
- 2 Designing goods, persuading people to buy them; arts and entertainment.
- 3 No, because it is a natural, progressive and inevitable development.

2b Listening

ANSWER

Denis MacShane quite clearly disagrees with Galbraith.

TAPESCRIPT

Interviewer Denis MacShane, do you agree with the people who say that manufacturing industry will inevitably decline in what we call the industrialized countries?

Denis MacShane I think manufacturing will change, convert itself. There are many new products that have to be invented to serve new needs, and they *can* be made in the advanced countries because in fact the technology of production means you need very little labour input. I'm holding in my hand a simple pen that British Airways gives away to its passengers. It is made in Switzerland, a pen, a low-tech product, made in Switzerland, with the highest labour costs in the entire world, and British Airways, a British company, having to pay in low value pounds, is buying from Switzerland a manufactured product. Now what's going on here? It seems to me that the Swiss – and they also manage to do it with their watches, the famous Swatch – have stumbled on a new secret, which is how to make low-tech

products, sell them profitably, but actually make them in a country where in theory there should be no more manufacturing, and if you look at any of the successful economies of the 1990s, they all have a strong manufacturing component.

Interviewer Which countries are you thinking of?

Denis MacShane I'm thinking of the dynamic Asian economies, all based on manufacturing, I'm thinking indeed of the United States which now has created for example a new computer, high-tech computer industry, its car industry is coming right back in America. America is a giant manufacturing economy, which is why it is still the richest nation in the world, so I am extremely dubious of the theorists who say that manufacturing has no future in the advanced industrialized countries.

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ANSWERS

- 1 Because there are many new products that have to be invented to serve new needs.
- 2 Because these countries have production technology that requires very little labour input.
- 3 Precisely because it requires very little labour input.
- 4 The conventional theory is that the most important cost in manufacturing is labour, and wages and salaries in Switzerland are the highest in the world. (As is the cost of living!)
- 5 Because the pound sterling has, over the years, lost a great deal of value against foreign currencies, especially the Swiss franc.
- 6 It has a successful manufacturing economy, including its computer and car (automobile) industries.

7 1 B 2 D 3 A 4 E 5 C

Note After listening to some of the interviews in this book (though certainly not this one), you might be tempted to ask 'What is the most common word in spoken English?', to which the answer would of course be 'Er...'. The tapescripts do *not* include all the ers, hesitations, false starts and repetitions of the speakers.

2c Writing

A POSSIBLE SUMMARY

Galbraith says that manufacturing industry will inevitably decline in the advanced industrial countries, and be replaced by design, advertising, entertainment, and so on. MacShane says that manufacturing will change, and make new products with new technology.

New words in this unit

At the request of some users of the First Edition of this book, this Second Edition includes lists of new words at the end of each unit of the Teacher's Book.

The lists are not exhaustive, as it is assumed that learners will already know many of the words in the units. The lists include about 60 words and expressions that are not included in the five-language Glossary at the end of the Student's Book as they are very similar and instantly recognizable in French, German, Italian and Spanish.

agriculture	infrastructure
business	labour
company	manufacturing
consumer	primary sector
economic	product
economy	raw materials
employment	secondary sector
goods	tertiary sector
industry	unemployment

Unit 2 Management

Management is important. The success or failure of business organizations, government institutions and public sector services, voluntary and non-profit organizations, sports teams, and so on, often depends on the quality of their management. This unit includes a discussion of the qualities required by managers, a definition of management, consideration of the role of meetings in management, a critical view of the management of one large American multinational company, and an interview with the manager of a British department store, who discusses his job.

A possible warm-up activity, before the discussion on the qualities required by managers and the definition of management, would simply be to discuss the cartoon. What's the joke? We can assume that Mr Farvis runs this company (his name is on the door). What can we say about his managerial skills, or his apparent lack of them?

Another possible warm-up activity (for classes that can be expected to know the answer) would be to ask learners to discuss in pairs for two minutes what exactly managers *do*, hoping to elicit vague notions (though probably without the correct vocabulary) concerning organizing, setting objectives, allocating tasks and resources, communicating, motivating, and so on.

1 Management – an art or a science?

1a Discussion

ANSWERS

- 1 The answer is probably that management is a mixture of innate qualities and learnable skills and techniques.

- 2 A personal choice of qualities: D, F, H and J. I also quite like K. If you like the sound of derisive laughter ringing round the classroom, tell any learners who choose L that they should consider becoming a teacher!
- 3 There are clearly no definitive answers as to which of these skills can be acquired.

An additional question Give some examples of famous managers. Whose career would you most like to emulate?

1b Reading

Peter Drucker, the (Austrian-born) American management professor and consultant, is the author of many books about business. The text paraphrases the extended definition of management he gives in one of his management textbooks.

Vocabulary note Many learners are unfamiliar with the plural of crisis, namely *crises* (in the penultimate paragraph). Also: thesis – theses, hypothesis – hypotheses, and their pronunciation.

Outstanding, in the last line, here meaning exceptionally good, also has another meaning, as in an outstanding (or overdue) balance, etc.

ANSWERS

Drucker's first point (setting objectives and developing strategies) presumably requires qualities J, H, E and A (not necessarily in that order). The second point (organizing) presumably also requires H, E and J. The third point (motivation and communication) embraces F, D, I and probably C. The fourth point (measuring performance) probably requires H and E. The fifth point (developing people) might require H, F, D and J. But all this is clearly open to discussion.