



# NEW INSIGHTS — into — BUSINESS



## 新视野商务英语(下)

(英) Graham Tullis Susan Power 著

练习册



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UCLES

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UK

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Fax: +44 1223 460278

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LCCI:

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Sidcup  
Kent  
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UK

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(英) Graham Tullis Susan Power 著

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# Review units: introduction

After every three Workbook units there is a review unit to help you revise structures, vocabulary and topics that you have studied in the Coursebook. The question types that are used are the same as those used in the BEC Vantage, TOEIC and LCCI business English exams. The tables below list the typical tasks of all the three exams mentioned above.

**Business English Certificate (BEC)** is an UCLES (Cambridge) exam which can be taken at three levels: BEC Vantage is approximately the same level as the First Certificate in English. The exam is based on British English usage and lasts approximately 2 hours and 40 minutes. There are four main components: Reading, Writing, Listening and Speaking.

**The Test Of English for International Communication (TOEIC)** is an American test and has two sections: Listening Comprehension and Reading. It lasts 2 hours and contains 200 multiple-choice questions. It can be taken by students with different levels of English as you are given a score of between 10 and 990. A score of between 470 and 725 is approximately equivalent to BEC Vantage.

**The London Chamber of Commerce and Industry (LCCI)** English for Business (Second Level) is a British exam which tests reading and writing in business situations. It lasts 2 hours 30 minutes and you can use a monolingual or bilingual dictionary in the exam. Appropriate communication is more important than using a particular number of words in your answer.

## BEC

### *Reading (1 hour) 25% of the total marks*

- Task 1—Multiple Choice
- Task 2—Matching
- Task 3—Sentence Level Gap-filling
- Task 4—Multiple-choice Gap-filling
- Task 5—Error Identification

### *Writing (45 minutes) 25% of the total marks*

- Task 1—A Piece of Internal Company Communication (approx. 40-50 words)
- Task 2—A Short Report, Proposal or Piece of Business Correspondence (based on Reading input, approx. 120-140 words)

### *Listening (approximately 40 minutes including time for completion of answer sheets) 25% of the total marks*

- Task 1—Gap-filling or Note Completion
- Task 2—Matching
- Task 3—Multiple Choice

### *Speaking (approximately 14 minutes per pair of candidates) 25% of the total marks*

- Task 1—Responding to Questions
- Task 2—Giving a 'Mini-presentation'
- Task 3—Taking Part in a Collaborative Task
- Task 4—Taking Part in a Discussion

## TOEIC

### *Listening Comprehension (45 minutes) 495 points maximum*

- |                              |          |
|------------------------------|----------|
| Part 1—Photographs           | 20 items |
| Part 2—Question and Response | 30 items |
| Part 3—Short Conversations   | 30 items |
| Part 4—Short Talks           | 20 items |

### *Reading (75 minutes) 495 points maximum*

- |                              |          |
|------------------------------|----------|
| Part 5—Incomplete Sentences  | 40 items |
| Part 6—Error Recognition     | 20 items |
| Part 7—Reading Comprehension | 40 items |

## LCCI

- |  |          |
|--|----------|
| Question 1 Extended Writing—a memo, article, report, etc.  | 40 marks |
| Question 2 A Letter Writing Task   | 30 marks |
| Question 3 Reformulation Task—candidates expand, reduce or selectively rewrite a passage for a defined purpose | 30 marks |

For more information about when and where you can take these exams please turn to the inside back cover.

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# 1 Company Structures

## 公司结构

### Reading

**1** Read the first paragraph of the text about MTS Systems Corporation and complete the following 'fact file'.



MTS Systems Corporation

Headquarters in <sup>1</sup> \_\_\_\_\_

Specialises in <sup>2</sup> \_\_\_\_\_

Factories located in <sup>3</sup> \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_

No. of employees <sup>4</sup> \_\_\_\_\_

**2** Now read the rest of the text, in which Bernard Levesque describes the organisation of MTS Paris, and complete the organisation chart opposite.

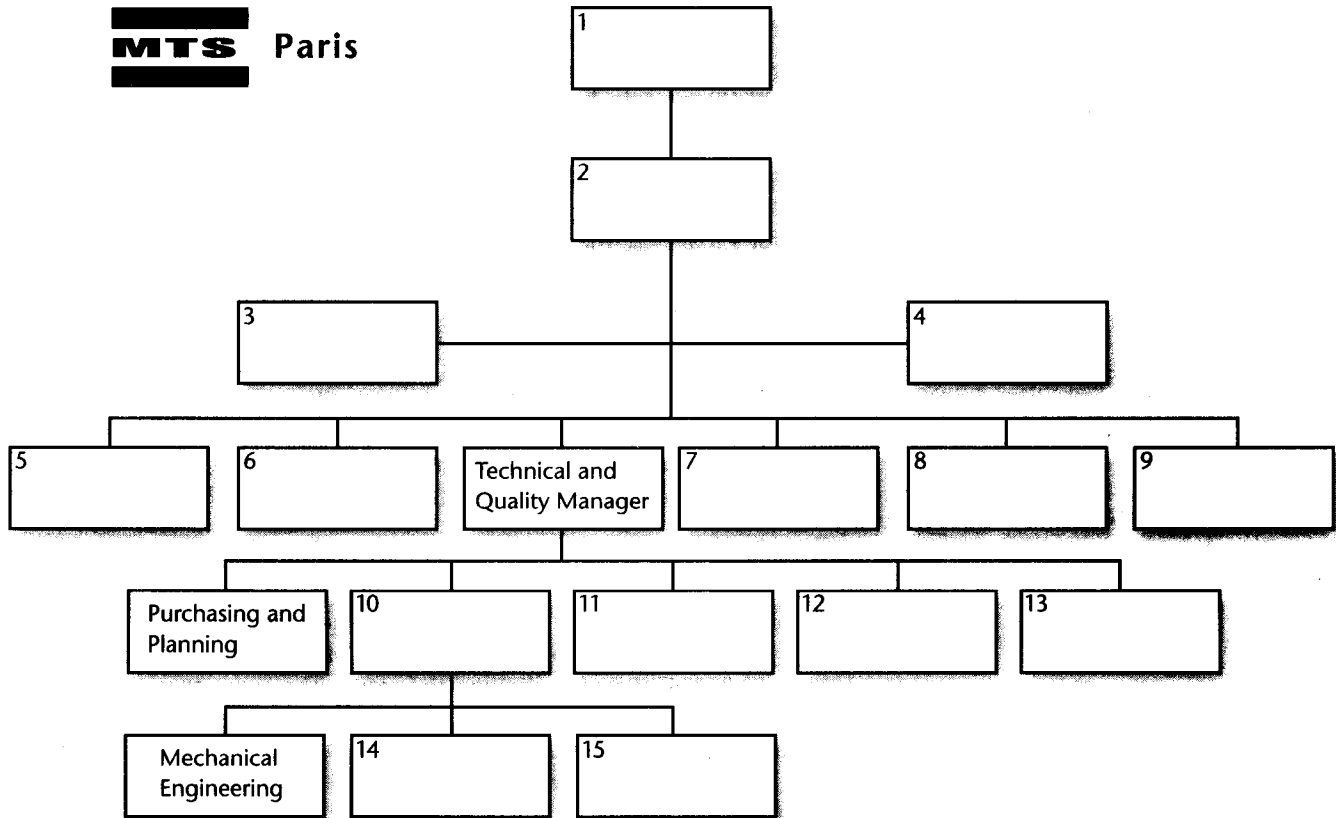


'My name's Bernard Levesque and I'm the Technical and Quality Manager at MTS in Paris and work within the MTD—the Materials Testing Division, which makes equipment used by industrial firms to test the strength and durability of materials like plastics, metals and so forth. We're a subsidiary of MTS Systems Corporation, an American firm based in Minneapolis. MTS employs roughly 2,200 people worldwide and is a leading supplier of mechanical testing and simulation equipment. Our major development and manufacturing operations are located in the US, France and Germany, and we have sales and service offices around the world.

Before I describe the organisation of my department, I'll outline the structure from the top, starting with Werner Ongyert, our CEO, who oversees all aspects of our activities here. Just below him is the General Manager, Jacques Mordelet, who is my immediate superior. Then there's Sylviane Villaret, the Human Resources Director, and Genevieve Cornetti, the GM's Secretary, who also report directly to him. We have a management team that includes myself, Dominique Faurieux, the Sales Manager, Jean-Francois Reinault, the Finance Manager, and of course, Jacques Mordelet, who is also the Marketing Manager. There are also two new departments—Customer Service and NVD, the Noise and Vibration Division—headed by Louis Regnier and Patrick Dhomme respectively.

Now, getting back to the way my department is organised, I'm responsible for operations, so I'm in charge of Purchasing and Planning, R&D and Quality. The Purchasing and Planning Department schedules production based on orders provided by the sales team and forecasts from the Marketing Department. In R&D, there are three sub-departments—Mechanical Engineering, Electronics, and Software Engineering—which are involved in developing new products and modifying existing products to meet customer demands. They receive technical specifications from the Marketing Department and provide drawings, a parts list and assembly instructions. Nathalie Launay works closely with me on Quality—an area that takes up nearly a third of my time. And finally there's the head of Shipping, as well as the person in charge of Assembly, who also report to me.'





## Vocabulary

**3** Circle the word that does not belong in each horizontal group.

- |   |         |          |          |            |
|---|---------|----------|----------|------------|
| 1 | firm    | company  | society  | subsidiary |
| 2 | salary  | manager  | engineer | employee   |
| 3 | finance | product  | planning | marketing  |
| 4 | ship    | assemble | customer | purchase   |
| 5 | plant   | facility | patent   | factory    |

**4** Match the following definitions to the groups of five words that you identified above.

- |   |                                     |       |
|---|-------------------------------------|-------|
| a | manufacturing sites                 | _____ |
| b | stages in the manufacturing process | _____ |
| c | people who work in a company        | _____ |
| d | types of business organisation      | _____ |
| e | different departments in a company  | _____ |

**5** Match each of the words that you circled with the following definitions.

- |   |       |   |
|---|-------|---|
| 1 | _____ | payment for work, usually monthly                                       |
| 2 | _____ | an item that has been made  |
| 3 | _____ | an organisation or club with members who share similar interests        |
| 4 | _____ | a document that gives the exclusive right to make or sell a new product |
| 5 | _____ | a person who buys goods or services                                     |

## Language Focus



## Present perfect and past simple

**6** Complete the following company profile with either the present perfect or past simple tense of the verb in brackets.

Procter & Gamble <sup>1</sup> has been (be) in the soap business since William Procter and James Gamble <sup>2</sup> \_\_\_\_\_ (form) their partnership in 1837. In order to raise capital for expansion, the partners <sup>3</sup> \_\_\_\_\_ (set up) a corporate structure in 1890, with an appointed president at the helm of the company. It <sup>4</sup> \_\_\_\_\_ (undergo) further restructuring in 1955, with the creation of individual operating divisions to better manage their growing lines of products. John E. Pepper <sup>5</sup> \_\_\_\_\_ (lead) the company since 1995, when he was elected Procter & Gamble's ninth Chairman and Chief Executive Officer. The same year, the company <sup>6</sup> \_\_\_\_\_ (move) from managing the business under two geographic areas, US and International, to four regions—North America, Latin America, Asia, and Europe/Middle East/Africa.

Ivory soap, which <sup>7</sup> \_\_\_\_\_ (become) a common household name, <sup>8</sup> \_\_\_\_\_ (come) onto the market in 1879. With the introduction and instant success of Tide laundry detergent in 1946, Procter & Gamble <sup>9</sup> \_\_\_\_\_ (embark) on a strategy of rapid growth into new product lines as well as new markets around the world. The firm's commitment to innovation in technology <sup>10</sup> \_\_\_\_\_ (help) Tide to remain their single largest brand over the years. Perhaps the product that <sup>11</sup> \_\_\_\_\_ (have) the greatest impact, however, is Pampers, the disposable nappy which they <sup>12</sup> \_\_\_\_\_ (launch) in 1961.

As a result of their aggressive expansion policy, Procter & Gamble sales <sup>13</sup> \_\_\_\_\_ (reach) \$10 billion in 1980. Since then the company <sup>14</sup> \_\_\_\_\_ (quadruple) the number of consumers it can serve with its brands—to about five billion people around the world. In 1998 sales <sup>15</sup> \_\_\_\_\_ (rise) to \$37.2 billion.

## Describing changes

**7** Read the following sentences describing changes and decide if the verb or noun underlined is correct or incorrect. If it is correct, put a tick (✓) in the space provided. If it is incorrect, write the correction.

- Domestic sales of toothpaste have raised by 4.5 per cent over last year.  
risen (or increased/gone up)
- Procter & Gamble increased its market share in the European personal care category with the acquisition of the Blendax line of products.
- The consolidation of product development operations in Asia brought about a reduce in the research and development staff.
- The candle part of the business saw a rapid decline after the electric light bulb was invented.
- The successful nationwide marketing campaign rose shampoo sales dramatically.
- With the introduction of refill packs for liquid laundry detergents, packaging was reduced by 85 per cent.
- Consumption of traditional cotton nappies has dropped dramatically since the introduction of the disposable nappy.
- There was a 100 per cent raise in business in South Africa in 1994.

## Writing

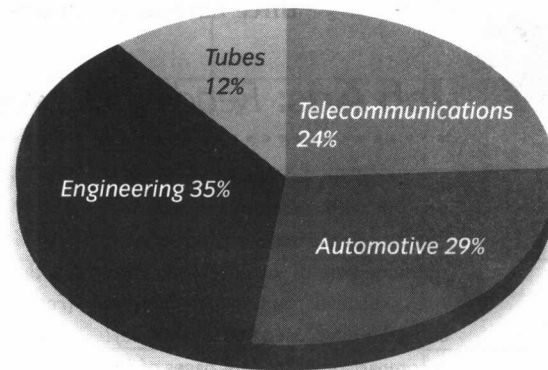
**8** Write a report on Mannesmann AG using the information below. Your report should contain three sections:

- general information
- history of the company
- changes in the group's structure



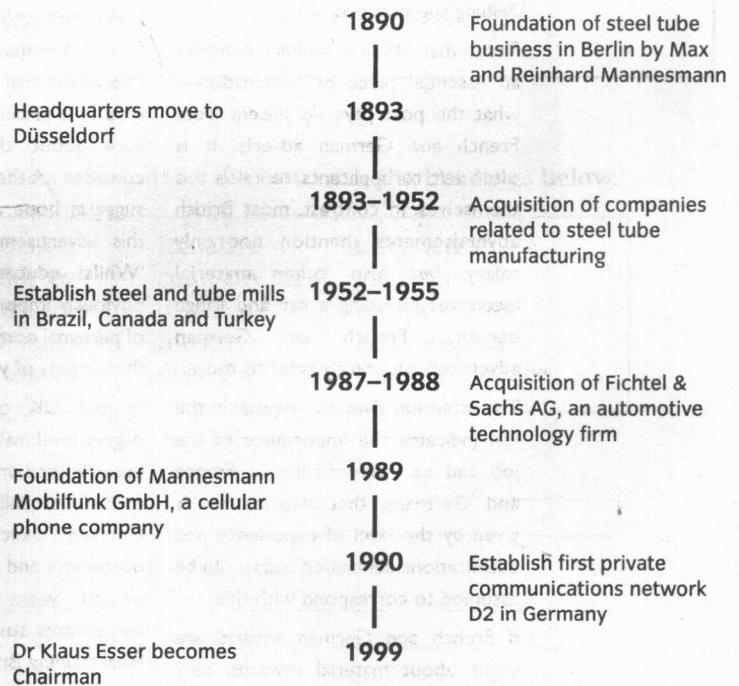
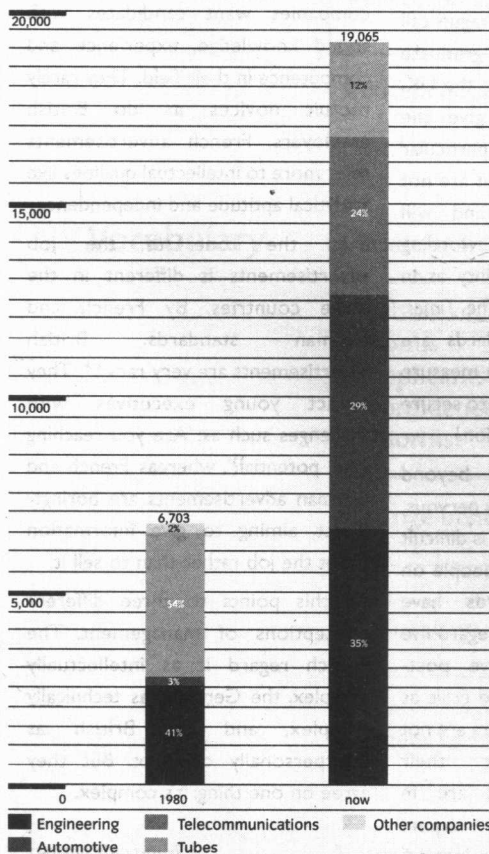
Headquarters: Düsseldorf, Germany  
Employees worldwide: 116,247  
Annual sales 1998: DM 37.3 billion  
(EUR 19 billion)

Mannesmann core business sectors and percentage of total sales



### Changes in the Group's Structure 1980-now

Sales in EURm



For the latest information on Mannesmann AG, visit their web site <http://www.mannesmann.com>

# 2 Recruitment

## 招聘

### Reading

1 Read the following text which explains how job advertisements differ in three European countries.



### Job Ads: Reading Between the Lines

Checking out job advertisements is popular with executives worldwide. But though the activity is universal, is the same true of the advertisements? Are executive positions in different countries advertised in the same way? A comparison of the jobs pages of *The Times* of London, *Le Monde* of Paris and Germany's *Frankfurter Allgemeine Zeitung* suggests not.

First, what UK job seekers consider an essential piece of information—what the post pays—is absent from French and German adverts. It is often left to applicants to raise this themselves. In contrast, most British advertisements mention not only salary, but also other material incentives including a car and fringe benefits. French or German advertisements rarely refer to these.

The attention given to rewards in the UK indicates the importance of the job and its responsibility. In France and Germany, that information is given by the level of experience and qualifications demanded. Salary can be assumed to correspond with this.

If French and German adverts are vague about material rewards, they are precise about qualifications. They usually demand 'a degree in...', not simply 'a degree'. In Germany, for example, a technical director for a machine tool company will be expected to have a *Dipl.-Ing* degree in Mechanical Engineering.

French advertisements go further. They may specify not just the type of *grande école* degree, but sometimes a particular set of institutions (*Formation supérieure X, Centrale, Mines, HEC, ESSEC*), these being the most famous *grandes écoles*.

All this contrasts with the vague call for 'graduates' (or 'graduate preferred') which is found in the UK. British companies often give the impression that they have a particular type of applicant in mind, but are not sure about the supply and will consider others. Their wording suggests hope and uncertainty, as in this advertisement from *The Times*: 'Whilst educational standards are obviously important, a large measure of personal oomph\* is likely to secure the success of your application.'

In the UK qualifications beyond degree level make employers nervous, but in France or Germany it is difficult to be 'overqualified'. Many people on German executive boards have doctorates and the French regard five or six years of intensive post-baccalauréat study at a *grand école* as ideal training. British managers are not selected primarily for their intelligence, as managers are in France, or for their expert knowledge, as in Germany. Instead, the British give importance to social, political and leadership skills.

This difference also shows in the personal qualities mentioned. British advertisements stress energy, ability to communicate and motivate. German advertisements like achievement, but it tends to be less personality-driven. German companies want candidates with sound knowledge, experience and competence in their field. They rarely recruit novices as do British employers. French advertisements refer more to intellectual qualities like analytical aptitude and independence.

Even the tone of the job advertisements is different in the three countries. By French and German standards, British advertisements are very racy\*\*. They attract young executives with challenges such as: 'Are you reaching your potential?', whereas French and German advertisements are boringly direct, aiming to give information about the job rather than to sell it.

All this points to three different conceptions of management. The French regard it as intellectually complex, the Germans as technically complex, and the British as interpersonally complex. But they agree on one thing: it's complex.

Jean-Louis Barsoux

*International Management* (adapted)

\* oomph = enthusiasm

\*\* racy = bold, exciting

Now complete the chart with the information each country provides in its advertisements.

	UK	France	Germany
Salary	1 <i>Essential piece of information.</i>	2 <i>Not mentioned.</i>	3 <i>Not mentioned.</i>
Material incentives	4	5	6
Degrees/qualifications	7	8	9
School attended	10	11	12
Personal qualities	13	14	15
Tone of job advertisement	16	17	18
Conceptions of management	19	20	21

## Vocabulary

**2** Match the words and expressions in the box with the headings below.

job seekers	doctorate	initiative	interviewees
bonus	candidates	company car	job offer
applicants	advertisement	diploma	independence
confidence	qualifications	interview	pension plan
shortlist	enthusiasm	degree	health insurance

**1** fringe benefits

\_\_\_\_\_

**2** education

\_\_\_\_\_

**3** stages in recruiting

\_\_\_\_\_

**4** personal qualities

\_\_\_\_\_

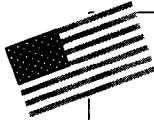
**5** people looking for work

\_\_\_\_\_

## Language Focus

## Present simple and present continuous


**3** Read the following interview with Margi Bogart, Product Marketing Manager at Mindsteps, Inc. Put the verbs in brackets into the present simple or present continuous tense.



M I N D S T E P S™

'I <sup>1</sup> work (work) for Mindsteps, Inc., a start-up firm located in Silicon Valley that <sup>2</sup> \_\_\_\_\_ (develop) human resources management software for large corporations that <sup>3</sup> \_\_\_\_\_ (have) at least 2,500 employees. Currently, we <sup>4</sup> \_\_\_\_\_ (market) our main product called CareerSteps, which is a software program that <sup>5</sup> \_\_\_\_\_ (help) employees to assess their interests, values, and skills in order to create a career development plan. More and more corporations <sup>6</sup> \_\_\_\_\_ (buy) CareerSteps as a cost-effective solution to the issues that human resources departments <sup>7</sup> \_\_\_\_\_ (face) such as staff turnover, motivating workers, and increasing employee productivity. Thanks to the success of an initial pilot, this year Hewlett-Packard <sup>8</sup> \_\_\_\_\_ (make) CareerSteps available to 125,000 of their employees around the world. As the Product Marketing Manager, I <sup>9</sup> \_\_\_\_\_ (coordinate) the planning and <sup>10</sup> \_\_\_\_\_ (manage) the business and marketing efforts for the product. An important aspect of my job <sup>11</sup> \_\_\_\_\_ (involve) making sure the product <sup>12</sup> \_\_\_\_\_ (meet) the marketing requirements once it is completed. At the moment, I <sup>13</sup> \_\_\_\_\_ (contact) potential clients and <sup>14</sup> \_\_\_\_\_ (work) on the marketing requirements for the next version of our product. On Tuesday, we <sup>15</sup> \_\_\_\_\_ (present) the innovative features of the new version of CareerSteps to our main customers.'

## Listening

**4**  You will hear five extracts from a job interview. Decide which of the questions below are answered in each extract. Be careful—three of the questions are not answered!

Extract 1: \_\_\_\_\_

Extract 2: \_\_\_\_\_

Extract 3: \_\_\_\_\_

Extract 4: \_\_\_\_\_

Extract 5: \_\_\_\_\_

- a What is your current job?
- b What are your long-term career goals?
- c What part of the job do you least enjoy?
- d What are the most important rewards you expect from your career?
- e Why do you think you would be good at this job?
- f What would you say has been your greatest achievement so far?
- g What have you done that shows initiative?
- h What do you think of working as part of a group?



**5** Listen again and complete the following notes that the interviewer took.



Studied <sup>1</sup> \_\_\_\_\_ at university.

Previous experience: worked for <sup>2</sup> \_\_\_\_\_ Productions. Learnt various aspects of the <sup>3</sup> \_\_\_\_\_ process.

Current position: <sup>4</sup> \_\_\_\_\_ at Nomad Productions. Has worked there for <sup>5</sup> \_\_\_\_\_ years. Sometimes does the job of the <sup>6</sup> \_\_\_\_\_.

Dislikes checking <sup>7</sup> \_\_\_\_\_. Prefers co-ordinating a <sup>8</sup> \_\_\_\_\_ and resolving <sup>9</sup> \_\_\_\_\_.



# 3 Retailing

## 零售业

### Reading

1 Read the text about a controversial customer service programme at Safeway, a major American supermarket chain. Choose the best sentence (A-I) from the list opposite to complete each gap.



## A US Grocer's Embrace of Customer Service

Safeway launched its Superior Service Program about five years ago. Among its rules: Make eye contact with the customer, smile, greet him or her, offer samples of products, make suggestions about other possible purchases that could go with the items being bought, and accompany them to locate items they cannot find. <sup>1</sup> \_\_\_\_\_.

To encourage staff to follow the rules, Safeway employs an undisclosed number of 'mystery shoppers' whose job is to act like regular customers. <sup>2</sup> \_\_\_\_\_. Workers who do well earn a chance at winning \$500 worth of company stock, and managers whose workers are extremely friendly can receive additional bonuses.

Those who are graded as having poor customer service skills are sent to a training program to learn how to be friendlier. <sup>3</sup> \_\_\_\_\_.

Corporate efforts to brighten the shopping experience—such as yellow happy-face stickers and 'have-a-nice-day' slogans—have typically drawn mixed reactions. But few have caused as much angst\* among the sales staff as Safeway's has. It has also had some unexpected side effects. <sup>4</sup> \_\_\_\_\_. There have been complaints by female workers in California who say that male customers have misinterpreted their friendliness and, according to some Safeway workers, the whole program is contributing to growing morale problems among the staff.

In recent interviews, half a dozen Safeway workers said the rigid implementation of the Superior Service Program has left some workers feeling so overstressed that they quit. <sup>5</sup> \_\_\_\_\_.

Some workers said they had been penalized for not smiling even though they felt they could not. One woman said she was marked down by mystery shoppers when she was going through a painful divorce.

The policy of leading customers to a product they cannot find also causes some problems, workers said. <sup>6</sup> \_\_\_\_\_. Lonely elderly people in particular, they said, sometimes seek to be accompanied for an extended period, even through their entire shopping list.

International Herald Tribune (adapted)



programme



program

\* angst = anxiety, unhappiness

- A Safeway officials said they were not aware of any employee who had resigned because of the program.
- B The majority of customers seem to be very happy with the improved service.
- C Some cynical workers call it smile school; others call it clown school.
- D Some shoppers seem to enjoy directing workers around the store.
- E The sampling policy is being abused by some shoppers.
- F They believe the program has resulted in increased sales.
- G They grade workers on a 19-point scorecard, and the results affect the performance evaluations of the worker and his/her managers.
- H There have been debates on the Internet and among customers about false and genuine friendliness.
- I It also includes thanking shoppers by name at the checkout by using information from their credit, debit or Safeway card.

## Vocabulary

**2** Combine a word from A with one from B to match each of the definitions below.

### A

department  
shopping  
sales  
stock  
retail  
special  
bargain

### B

hunters  
pitch  
stores  
chains  
offers  
centres  
turnover

- 1 \_\_\_\_\_ a persuasive argument to sell a product
- 2 \_\_\_\_\_ the rate at which goods are sold
- 3 \_\_\_\_\_ sales promotions to attract customers
- 4 \_\_\_\_\_ shops with outlets in many locations
- 5 \_\_\_\_\_ customers who seek the lowest prices
- 6 \_\_\_\_\_ large shops, usually located in city centres, which sell a wide variety of products
- 7 \_\_\_\_\_ retail facilities where customers have access to a variety of different stores in the same location