

New Business Matters

Teacher's Book

business English with a lexical approach

新商务英语

教学指南



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新商务英语 教学指南

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写在前面的话

《新商务英语》继在英国、美国、澳大利亚、加拿大、墨西哥、西班牙等国出版之后,如今又迅速登陆中国。这是中国出版界的佳音,更是中国商务英语界的喜讯。

顾名思义,《新商务英语》有两层意义:一是“商务英语”;二是“新”。前者明确了该套书的使用范围,是指应用于特定商业环境中的英语。同时,也明确了该套书的适用对象,以英语为交际语的商务人士,或欲尽快提高商务英语水平的有志之士;后者“新”的内涵颇为丰富,也是该套书的显著特点。“新”既指最新的商务英语词汇和商务英语文本,又指最新的商务领域和商务话题,从职业设计到企业家,从品牌大战到网上交易,从兼并浪潮到商业环境,从公共关系到商务文化等等,话题鲜活,无所不包,均是全新的。

《新商务英语》的“新”还体现在该套书的设计理念上,即“以人为本,读者至上”。从内容架构上,15个话题串起15个单元,既单元独立,又章章相连,环环相扣,由表及里,由浅入深。学习者可从头至尾,系统学习。亦可根据个人兴趣所需,有选择地进行;从形式安排上,一切为使用者着想,以教程为主线,辅之以强化训练、教学指南、视听材料等。从听、说、读、写、看等多角度强化商务英语学习,展示商务英语学习的乐趣,从而达到寓教于乐,寓学于乐,提高商务英语水平,提升商务英语交际能力的目的。

《新商务英语》的作者 Mark Powell 等先生是资深的商务英语专家,其编写的教程集知识性与趣味性于一身,融理论性与实用性于一体,话题鲜活,主题明确,语言精准地道,结构合理恰当,图文并茂,生动有趣,讲练结合,音像相配,水乳交融。从一定意义上讲,Mark Powell 等先生编写的这套商务英语用书,代表着全球商务英语的顶级水准。

为了凸显《新商务英语》的语言优势和文化品味,更加方便广大中国教师、学生及自学者使用,上海译文出版社在美国 Thomson Learning 的授权下,聘请相关专家对全书作了导读式的描述,对每个章节作了提纲挈领的说明,对语言点、文化点及重要的背景知识点作了简明扼要的注释,以期广大使用者能抓住语言文化精髓,加深对商务英语的理解,提高学习效率,增强学习效果。

但愿我们的初衷能化作广大使用者的现实,但愿我们的努力和付出能有助于广大使用者全面提高商务英语水平,迅速掌握涉外商务知识,搏击商海,扬帆万里。

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说明

《新商务英语教学指南》(New business Matters, Teacher's Book)对本套引进版教材的教学起着至关重要的支持作用。本书为 15 个单元精心设计了数种教学方案,教师可针对不同的教学对象(在校大学生或白领学员)以及班级人数的多少而灵活选用。

教案的重要组成部分由基本教学提示开始,然后可按读前准备、读后讨论、表述、面谈,案例分析等步骤展开。根据课文内容的不同,可采用多种不同的方法进行教学。部分单元的教案还有名句、语言要点、商务语法、关键词语、资料来源等方面的内容可供选用。

如果每周每个单元能配备 4 课时或 4 课时以上的教学时间,教师可酌情从有关经贸外刊中选一至两篇与课文相关的文章(700 字左右),以进一步拓展学生的视野,巩固强化教学效果。

本书附有学生用书(Coursebook)中相关练习的答案,供教师参考使用。

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A Typical Topic Unit

Pre-Reading
Reading (recorded)
Post-Reading
Language Focus
Fluency Work

A note on New Business Matters

This course is more than a mere 'new edition' of *Business Matters*, first published in 1996. **New Business Matters** has been substantially developed and updated as follows:

- All units that have been retained have been thoroughly updated, some substantially, to reflect changes in the global business world.
- Four entirely new units have been written to reflect modern business reality.
- Four listening-based skills units have been added, to focus on the language of meetings, telephoning, negotiations and presentations.
- A glossary of key business vocabulary has been added.

New Video

In addition to the above, a selection of 15 video extracts has been made from authentic **CNN** programmes, and worksheets written for each have been added to the back of the **Coursebook**, with teacher's notes, transcripts and answers provided in this **Teacher's Resource Book**. These video extracts have been chosen for variety and international appeal, and to reflect the topics of the main units.

Making the most of New Business Matters

The Lexical Approach Of **New Business Matters**
A New Approach

New Business Matters is a different kind of business English course. Based on the latest corpus research into what the language of business really is, it de-emphasises the narrow focus on functional and structural input of the traditional course and places business content at the centre of its syllabus.

Redefining Business English

Traditionally, the response to the language needs of business people has been the provision of a general business English coursebook, combining a conventional structural syllabus in a business context with the functional language of meetings, telephoning and other business functions.

However, teachers will all be familiar with learners who, fed a rich diet of functional exponents to use in meetings, role play a meeting quite successfully in class without using any of them! Would-be presenters, painstakingly coached in signpost phrases, discourse markers and graph language, continue to stand up and give uninspiring end-of-course presentations. Business people who have no problem getting through to the person they want on the phone, have all kinds of trouble dealing with them in English once they have got through!

In many ways, the traditional business English syllabus misses the mark, and a large part of the problem is functional 'overkill', for much of the functional language of business that is taught is both unnecessary and unnatural. There are always simpler, more effective alternatives. For example, one of the most common ways of disagreeing in a meeting is to say 'Yes, but ...'. A very common way of changing direction in a presentation is simply to say 'OK, so ...'. And recordings of both native and non-native speakers show that EFL favourites like 'I'm afraid I can't agree with you there' and 'If we could just turn our attention for a moment to the question of cost' are actually rather rare.

In fact, so much time is wasted in business English classes learning ten alternative ways of agreeing that there is no time left to talk about what we agree on! And here we come to the real crux of the matter. The main difference between general English and business English is not one of function but of content. Voicing your opinion in business English is really no different from voicing your opinion in general English. What is different are the things you voice your opinion on. It is all a question of content. What **New Business Matters** does is systematically identify the key content language all business people need.

The Language of Business

New Business Matters recognises that learners who have already studied a lot of grammar, a lot of functions, and a lot of vocabulary, will not significantly improve their communicative competence in business simply by studying more of the same. What they need to develop most of all at their critical intermediate stage of learning is lexical awareness, the ability to combine a lot of words they already know (like *company* and *run*) into word partnerships they do not know (like *run a company*), and to see how building up a substantial repertoire of word partnerships (like *meet demand*) and fixed expressions (like *We can hardly keep up with demand*) rather than individual words (like *meet*, *keep* and *demand*) speeds up language processing and is the key to real fluency.

Word partnerships are accorded special importance in **New Business Matters**. The language of business is especially heavy in terms of information load, and word

partnerships, which are really concentrated packets of meaning, play a much more central role in business English than they do in general English, which tends to be more lexically diffuse.

In fact, the core syllabus in **New Business Matters** consists of a restricted set of business concepts (like companies, contracts and meetings; prices, products and markets), all of which generate hundreds of 2-, 3- and 4-word partnerships.

For example:

hold a meeting
market forces
sales potential

set up a company
create a price war
reduce overhead costs
withdraw a defective product
draft a provisional contract

Fixed expressions are also a crucial part of a fluent speaker's competence. Native and near-native speakers may know many thousands of contextually triggered sentences by heart. All the texts in this course, both articles and exercises, have been packed with a high proportion of fixed expressions which should be categorised and learnt whole.

For example:

I see what you mean.
It can't be helped.
That's beside the point.
I would if I could but I can't.
It isn't as simple as that.
You must be joking.

General Teaching Notes

Wide Range of Topics

The fifteen main units in **New Business Matters** are extremely varied in terms of content, target language and activity type. Step by step the course takes learners through the whole world of business from product development to pricing strategy, from brand management to credit control, from advertising expenditure to management styles.

General Interest

The articles in each unit, though focusing on a particular area of business, are directed towards the general business reader. Topics have been specially chosen to remain current, and the issues raised are of perennial interest.

Freestanding Units

The units in **New Business Matters** can be worked through in any order, depending on the interests and

professional needs of your group. It is a good idea to go through the contents list with your learners on day one and prioritise the units to be studied. This allows them to negotiate their needs and, to a certain extent, customise the content of their course.

Simple Methodology

All of the units follow a similar pattern:

- 1 A pre-reading activity introduces the topic.
- 2 Text work follows.
- 3 A variety of exercises and activities reinforce and expand on the language in the texts.
- 4 The language work is punctuated by short mini-discussions relating to the learners' own experience.
- 5 The unit culminates in an extended fluency activity.

Timetable Fit

Each unit in **New Business Matters**, if fully exploited, provides about five hours' worth of work, roughly divided into:

1 hour	text work
2 hours	language work
½ hour	discussion work
1 to 1½ hours	fluency activity

Typically, a unit would be covered in four one-hour lessons with some of the language work set for homework. On an intensive course a unit could form the basis of a day's studies. On an extensive course lessons could trace a four-stage learning cycle:

Lesson 1:	introductory discussion and text work (set language homework)
Lesson 2:	extra language work and discussion (prepare at home for fluency activity)
Lesson 3:	fluency activity (record for feedback)
Lesson 4:	feedback session and remedial work (choose next unit to study)

Although each unit is carefully phased to develop the learners' language awareness and confidence, the page layout in **New Business Matters**, with each section starting on a new page, means that parts of a unit can be worked with separately if desired.

In some cases there is overlap between units in terms of topic and language. This offers the possibility of doing information transfer work using articles for more than one unit. As the business themes addressed are largely ongoing, articles on the same topics regularly appear in the business press. Teachers and learners should be on the lookout for authentic articles and news stories with which to draw a comparison.

A Typical Unit

1. Pre-Reading

The aim in this part of the lesson is to get the learners thinking and talking about the topic. The teacher reads out a short introductory text, learners complete questionnaires or perform a simple task. Ten to fifteen minutes is usually enough to set the scene and arouse interest.

2. Reading (recorded)

Learners read the article and compare it with the views they shared with their colleagues in the pre-reading discussion. Alternatively, they can listen to a recording of the article instead. With weaker groups, who find extended reading and listening activities demanding, try playing the recording as they read. This prevents people 'getting lost' and ensures that everyone completes the activity at the same time. Later in this introduction there is more detailed advice on dealing with texts.

In **Unit 7, Innovation**, learners are split into two groups and read different articles on the same topic. They then pair up to exchange and compare information.

3. Post-Reading

The activities in this part of the unit are a little different from those usually associated with text work. Instead of comprehension questions, learners may be asked to:

- decide which of several points listed support those made in the article.
- remember the context in which key facts and figures were mentioned.
- find words and expressions in the article which mean ...
- indicate their own personal response to the information contained in the article.
- prepare a set of questions on the article to ask their colleagues.

These last two activities are particularly important. The natural response to reading (or listening to) something is to say what you think. Sometimes questions are raised by what you have read, which you may want to ask. But answering questions on what you read is highly unnatural, except in tests. And, in general, learners gain more from asking questions than answering them. The ability to formulate accurate questions is an essential business skill, and even quite advanced learners can be weak at this. So, the question-asking activities in **New Business Matters** offer learners 'language frameworks' to help them ask better questions than they would naturally. Usually this means giving them the first few words of the question: *In what way ...? How might ...? According to the article, ...? What's likely to be the effect of ... on ...? What are the implications of ...? etc.*

4. Language Focus

This part of the unit offers a wide selection of lexical and business grammar exercises which review and expand on the key language contained in the article. With some of the exercises it is a good idea to refer learners back to the article itself to check their answers before you go through them in class.

Word Partnerships: Since **New Business Matters** sets out to teach the core content language you need to do business in English, word partnerships (the real information carriers) feature frequently in the **Language Focus** section of each unit. It is essential to get your learners into the habit of looking for chunks of language bigger than words if you are to maximise their learning.

Typically, the **Language Focus** section progresses from straightforward matching to phrase-search exercises to more complex activities where, for example, learners may have to sequence and link up whole expressions into a text or presentation extract. The majority of word partnership exercises in the course start from a keyword, usually a noun (*business, company, production, agreement, figures, problem, etc.*), and build on the verbs, adjectives and secondary nouns you need to generate two-, three- and four-word partnerships. It is extremely important that learners can identify the keywords most relevant to their own job, for not all the exercises in this section of the book will be equally useful to them. And, if you have a small class, you should be prepared to let them do a certain amount of picking and choosing. The new glossary at the back of the **Coursebook** provides an additional resource of key vocabulary.

Fixed and Semi-Fixed Expressions: There are exercises in **New Business Matters** which explicitly teach common expressions and idioms used in business (money expressions, for example). And the majority of exercises in the **Language Focus** section have been specially written to contain a high concentration of more or less fixed expressions as well. Encourage learners to be on the lookout for complete expressions they can learn and use themselves.

Business Grammar: Some of the units in **New Business Matters** address grammar, and a certain amount of grammatical range obviously gives learners choices about what they can say which they would not otherwise have. But grammar is always treated as secondary to lexis. There are two reasons for this. First, it is assumed that at an intermediate level of English learners have already studied a lot of grammar and that further study is unlikely to prove cost-effective in terms of increased communicative competence. Second, a great deal of grammar is, in fact, learnt lexically. In **New Business Matters**, conditionals, future forms, modal verbs, past tenses and the perfect aspect are all introduced in phrases and expressions in

which they commonly feature. Learners meet examples of a structure and work out how it operates. This reflects natural acquisition.

Discussion Activities: Throughout the **Language Focus** section there are short discussion activities which give learners an immediate opportunity to relate the topic of the unit to their own work situations and also to use some of the language they have been learning. It is not suggested that a lot of time be spent on these mini-discussions unless they particularly catch the interest of your class. But it is important that learners are given breathing space between concentrated language work.

There are suggestions in the **Unit-by-Unit Notes** for ways in which the language exercises in **New Business Matters** can be followed up with competitive and collaborative classroom activities.

5. Fluency Work

Each unit concludes with an extended discussion, presentation, role-play or simulation. Occasionally, there is a choice of activity, and sometimes an element of competition is introduced. Recording or videoing is advisable if you want to do detailed feedback. The purpose of the fluency work is to give an end-product to the unit, and, as a general rule, it should be tackled separately from the text and language work, perhaps in a subsequent lesson. Adequate preparation is vital with the more elaborate role-plays and simulations if your learners are to do them well. There are suggestions in the **Coursebook** and teachers' notes on extra functional language you may want to input at this stage, but be careful not to overload your learners with language they may end up not needing!

Exploiting the Texts

The Importance of Input

Strange as it may sound, you do not learn to speak a language by speaking, but by listening and reading. Learners who can already speak some English will learn to speak a lot more by listening and reading as much and as often as they can. Reading, in particular, is the best way to boost your word power. But input must be both comprehensible and maximally useful if it is to accelerate learning.

The Central Role of the Texts in New Business Matters

The articles and many of the exercises in **New Business Matters** have been specially written to contain a large part of the target language of the course. They are not simplified, but lexically enhanced with a disproportionately high number of word partnerships and / or fixed expressions (and little of the redundant or colloquial language found in many authentic texts). This makes them eminently exploitable in the classroom as the main source of input as well as fuel for discussion. Your learners would have to read an enormous number of newspaper and magazine articles to be sure of covering anything like the same range of content language.

A certain amount of reader-training is necessary, however, if learners are to get maximum benefit from the course. Because we hardly ever notice the words we read, but read the meaning behind them instead, all text is prone to what applied linguists call 'transparency'. The message is received and understood but the words are lost forever. Clearly this is not what we want with our language learners. So the **Coursebook** introduces them to a variety of simple techniques for mining texts for useful language and increasing their lexical awareness. The **Unit-By-Unit Notes** and **Resource File** in this teachers' book offer many more suggestions.

How to Use the Texts in the Classroom

Managing text can be a bit unwieldy in the classroom, if not handled properly — people read at different speeds; some stop at every unknown word and reach for the dictionary; others take a deep breath and plough on regardless; there are those who get lost altogether and those who read and discard at an alarming rate!

The following alternative approaches are suggested to harmonise reading styles and ensure that the input language is properly digested.

1. Set a time limit for all reading activities. For slow readers this will function as a spur to read on, whilst for faster readers it will provide an opportunity to pace themselves. You may find playing quiet music during the reading phases of your lesson breaks what can otherwise be an uncomfortable silence. Fading the music out at the end of this phase is a subtle and effective way of signalling to people to stop reading.
2. Getting learners to read aloud to the class in strict rotation is more reminiscent of primary school than the business language training centre, but reading a paragraph out to a partner is quite acceptable. People read bits of newspapers out to each other all the time in coffee bars and at home, so why not in class? Encourage pairs of learners to take turns reading out parts of the text to each other, perhaps breaking off from time to time to discuss a point with their partner or gloss something which is unclear.
3. Play the recording first, so that your learners get to hear what it is about and compare it with the views they shared in the pre-reading session before you refer them to the text for more detailed language and discussion work. Knowing they will be seeing the actual text later often reassures less confident listeners.
4. An excellent idea is to try playing the CD or cassette as your class reads. This necessarily keeps stragglers on track and ensures that everyone completes the activity at the same time. Reading with the recording also prevents word-by-word translation and encourages people to take in larger chunks of text at a time.
5. Do not underestimate the value of occasionally reading the text out yourself. This is best done interactively, with you pacing yourself according to the difficulty of the text and length of the sentences, and your learners interrupting you to ask for repetition, clarification or explanation.

6. From time to time, set the pre-reading and reading activities for homework, so that learners come to the next lesson well immersed in the text and the issues it raises.

Resource File Section

In the **Resource File** section of this teachers' book you will find several other ideas for exploiting text communicatively in the business English classroom. Activities such as games to practise word partnerships, ways to summarise texts and notetaking for mini-presentations are examples of the type of activities which are included in the 15 Resource Files. Each file supplies the teacher with the material needed to carry out the activity and a step-by-step description of how to organise each stage.

The Skills Units

A Typical Skills Unit:

Pre-Listening

A warm up activity which prepares learners for the listening through discussion and questions.

Listening

The listening provides an appropriate model for each of the four skills: telephoning, meeting, presenting, and negotiating.

Key Language

This section provides practice of expressions and vocabulary for each of the skills.

Case Study

This is an opportunity to practise the skill in a realistic business context.

The CNN Video Extracts

A Typical Video Unit:

Has a worksheet which begins with discussion questions to focus the learners on the topic of the video.

Before You Watch

An exercise to supply learners with helpful words and phrases to make understanding the video a little easier.

While You Watch

Exercises to encourage active viewing of the video extract and to check comprehension.

After You Watch

Pair and groupwork activities which recycle the language of the video in a business context.

Text

Me plc.: redefining what it takes to be successful in today's competitive job market

Language Focus

The Appointment Pages: job advertisement expressions

Reading between the Lines: understanding job ads

Career, recruitment and interviewing phrases: *do research, sell yourself, dress to impress, project the right attitude*

Discussion Topics

Do you live to work or work to live?

Balancing career and life decisions

Applying for jobs that are not advertised

Fluency Work

Describe your 'dream job' and prepare a job interview for it; role-play the job interview

General Notes

This unit focuses on how the very nature of employment has evolved from the traditional notion of 'holding down a job' to forcing people to be more proactive about managing their own careers. It is a topic that should have broad appeal since young and old, employed or unemployed alike will find some relevance to their own lives. If you have young-adult learners in your class, the perspective will be more from the prospect of employment, and working adults will be able to contribute more from personal experience. Either way, the topic should generate much interest and discussion, and for that reason may be a good unit to start with.

To promote even further discussion, if you have access to real job advertisements – either from an English-language newspaper or Internet media – you could invite learners to talk about jobs that strike their interest and those that do not, and why.

Page 9

Pre-Reading High-flyer or Wage Slave?

As a class, have learners react to the opening quotation. This could be done silently or aloud (read by the teacher or learner). After getting a few initial reactions, ask them to individually mark where they see themselves on the scale. Then put learners into pairs to discuss the questions. (There is an analysis of their answers on page 67.)

Page 11

Post-Reading Crosschecking

When you do the feedback for this task, ask your learners to back up their answers by referring to the article: 'It says here that ...', 'It talks about ...'.

Page 12

Language Focus

The Appointments Pages

If you have a strong class, this could be done aloud as a 'complete the sentence' activity, which will challenge learners and keep up a dynamic pace. (Be sure to ask learners to cover the text in their books when they do this.)

Page 12

Reading between the Lines

You could start by asking the follow-up question to this activity first, especially if you have a group with enough job experience, to draw more interest and make the activity all that much more relevant to learners.

Page 13

Quotes

Have learners read through these first without worrying about filling in the gaps. This will allow them to focus on meaning first. This could be done very effectively with the teacher reading the extracts aloud, skipping over the spaces, thereby avoiding the possibility of learners stumbling over them.

If you are working in a school or college, it can be fun to collect business quotes with the groups you teach and display them in the classroom. Many quotes contain useful idioms and fixed expressions. Remember to update the collection periodically and get learners to contribute some quotes of their own.

Page 14

Recruitment

It is a good idea to focus the class and have learners collectively contribute the answer to the first two questions without actually looking at the book. When it comes time to do the activity, if you have learners with little or no work experience, it is best to pair them up with one who does. If no such learner is available, tell them that it is OK to guess.

Page 14

Interview Skills

If you have a class with very few learners with actual job experience, you might want to skip to the second opening question. When doing the listening activity, learners can simply number each line to establish the order.

Page 15

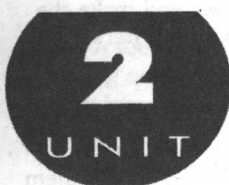
Who Said It?

To build learners' awareness of lexical chunks, as a follow-up to the activity you can ask learners to underline the parts of each line they think are useful/important to them. For example, 1. Take a seat. Coffée?; 2. Could I ask you...? (as a generative question stem) or the entire phrase Could I ask you what attracted you to the position? This kind of training early on will begin to help learners understand that what they want to focus on is language patterns from which they can generalise.

Page 16 Fluency Work Dream Job

Depending on time, you can really raise learners' interest in the subject by having them answer the first question, 'What would be your ideal job?' in pairs or small groups. This will get their heads warmed-up to the activity even more to optimise its effectiveness.

Alternatively, the job descriptions in the form of advertisements could be posted around the class or on the board as a kind of 'job centre'. Learners could then even interview for jobs other than those they have written descriptions for.



Enterprise

Text

Entrepreneurs: the hero status of the entrepreneur and the secrets of entrepreneurial success

Language Focus

Word Grammar: expressing nouns in the adjective form

Word partnerships in the context of entrepreneurial skills

Business Grammar: reporting verbs, gerund/infinitive expressions, prepositional verbs

Discussion Topics

Entrepreneurism within corporations, using intuition and ingenuity, personal success

Fluency Work

Business Venture: starting a new business, drawing up and presenting a business plan

General Notes

This unit discusses the essential differences between the successful manager and the successful entrepreneur. Since your learners are more likely to be managers than entrepreneurs, this gives you the opportunity to find out whether they would rather be working for themselves than for their employer. Be discreet!

The unit can be tackled on two levels, depending on the degree of interest and experience in your group. Less experienced groups may want to talk very generally about what leads to success in business, entrepreneurial or otherwise. You could ask them to think of a well-known business person in their own

If you are short of time

Do **Interview Skills** and **Phrase-building** on page 14 and **Who Said It?** and **Phrases and Expressions** on page 15 in class. Set the rest for homework. You can reduce the time spent on the **Dream Job** activity by preparing a few job descriptions in advance and simply giving those to the learners to work from in class.

country and account for this person's success. More experienced groups with an interest in the practicalities of setting up in business may prefer to think about the basic requirements of a successful new company: steady cashflow, a clearly identified customer base, medium-term objectives, etc. They may also want to discuss the idea of 'intrapreneurism': giving the manager the autonomy to use their intuition, act on their own initiative and run a company-within-a-company. How much autonomy do your learners enjoy in their own jobs?

Be on the lookout for news items and magazine articles featuring the rich and famous from the worlds of business and enterprise. As a rule, disasters and scandals will generate more interest than success stories. You could give an article to each member of your group and ask them to summarise it in a subsequent lesson. There is a worksheet for news article summaries on page 60

Page 17 Pre-Reading Room at the Top

This activity is meant to expose preconceived ideas about wealth and how it is acquired. It can be done in pairs or small groups, but you may find, if you are short of time, that this activity will work best done as a class brainstorm to lead into the reading. Read out the text, *How to Make a Million*, to your class. Tell them that when you've finished reading you will put them into pairs to produce a ten-word summary of the text. This will encourage them to stop you if there is anything they do not understand. Make sure the summaries are exactly ten words long. Choose the best.

Page 19 Post-Reading Information Check

Send your learners back to the text to argue out any differences of opinion.

Page 19

Interviews

Monitor the preparation of questions carefully or, if you prefer, collect in the questions at the end of the lesson, correct / reformulate them and hand back multiple copies in the next lesson. If you like, you could conduct the question-and-answer session competitively.

Page 20

Language Focus

Word Partnerships 1

Draw the learners' attention to the fact that the 16 parts of the presentation extract are all broken in the middle of a useful word partnership: *make it to the top, put in an 18-hour day, a recipe for success, bide your time* etc. If you have a small group, don't underestimate the value of getting them to mark in the stressed words and pauses and then read the extract aloud.

Page 21

Word Partnerships 2

To make this activity more interactive have pairs of learners question each other on each point. Alternatively, you could record yourself being asked the questions before the lesson, play the recording and get your learners to complete the answer grid with your responses and then discuss them with you.

Page 21

Quotes

If you are working in a school or college, it can be fun to collect business quotes with the groups you teach and display them in the classroom. Many quotes contain useful idioms and fixed expressions. Remember to update the collection periodically and get learners to contribute some quotes on their own.

Page 22

Business Grammar 1 and 2

It is seldom necessary to go through the contortions of reported speech in a business English course. Events and opinions, rather than actual speech, tend to be reported. 'Are you quite sure you won't need to get authorisation for this?' is unlikely to be reported as *She asked us if we were quite sure we wouldn't need to get authorisation for that*, but rather: *She thought we'd need authorisation*.

But being able to use simple reporting verbs such as *asked, said, told, thought* and more complex ones such as *confirmed, doubted, stressed, questioned* and *demand* is very important if you want to write a report on what was discussed in a meeting. Make sure your learners know what words follow each reporting verb – *doubted whether, stressed that, questioned the need for, demanded to know whether* etc.

As a follow-up activity, you could prepare a set of cards with direct speech on for learners to reformulate into report language. Alternatively, a short extract of an interview on cassette or video would be an excellent way of practising reporting verbs. There's a worksheet for this.

Page 24

Fluency Work Business Venture (time required 50-60 minutes)

Do the fluency work in a follow-up lesson to give your learners time to think through their ideas. Do not let them get too involved in details, but encourage them to keep the whole thing as simple as possible, taking just a few notes on each point. If notes are displayed on a flipchart or projected on OHP this will help to keep them concise and act as a memory aid during the presentations. Make it clear that amusing ideas for a new company are as welcome as more serious ones! Useful verbs: *we plan, aim, intend, propose to ...; we estimate, envisage, propose that ...*

If you are short of time

Do **Word Partnerships 1** and **2** on pages 20-21 and **Business Grammar 1** and **2** on page 22 in class. Set the rest for homework. Do a simplified version of the **Business Venture** activity by cutting some sections on the **Business Plan Checklist**.

Text

Dot.Com?: the rise and fall – and apparent resurgence – of e-commerce and the Internet as a whole

Language Focus

Abbreviation: business and technology terms
Prepositions in phrasal verbs and other multi-word expressions

Word partnerships: verbs and verb phrases

Discussion Topics

Criticisms of corporate web sites
The Internet past and present, and predictions for its future, especially as it relates to business

Fluency Work

Dotcom Clinic: giving online business advice

General Notes

This unit focuses on an industry that has suffered dramatic changes and is bound to undergo still more. For that reason it has been written from a historical viewpoint, allowing for both reflection and speculation about what is still to come. Since the article deals with what was essentially an investor fad at one point – tech stocks and e-business – the class may go into a discussion about 'new' ways of doing business and business trends and how regardless of fashion and fad the fundamentals of business and the nature of markets (supply v. demand, price sensitivity, market timeliness, customer service) remain unchanged through the years.

Page 25

Pre-Reading Nethead or Web-hater?

Put learners into pairs to discuss the questions, after which it should be established if each is a 'Nethead' or 'Web-hater' (both made-up terms). The criteria for establishing this are not very scientific – they are based on a general assertion according to how each learner answers the questions.

Page 27

Post-Reading Response

This focuses on the macro meaning of the article. Learners may wish to briefly re-read before doing this exercise.

Page 28

Language Focus Computer Speak

debug: to solve a computer-related problem;

domain name: the last part of a web address, such as .com or .org;

morph: to evolve into a different kind of business;

bricks: a real physical business;

clicks: referring to the virtual reality of the Internet;

friction-free: smooth, minimised difficulty

Page 28

Find the Words

It is important not to rush this activity, as the cognitive involvement which sometimes will take up some time is a productive and essential part of the lexis-building process, and for the same reason it is best not to do the activity open-class, as inevitably there will be learners who will 'steal the show' and deprive the others of a chance to reflect on the language to be focused on.

Page 29

Discuss

Invite learners to contribute any criticisms they may have of their own that were not already covered in the speech bubbles.

Page 29

Case Study Microsoft Under Attack

If you have non-working learners in the class, particularly younger learners, you will probably have little difficulty having them identify with the world of computer security and hacking. Working from this angle, you should be able to gather interest from the class as a whole. (Remember that the scripts for all the listenings are in the back of the Coursebook.)

Page 31

Word Partnerships 2

Encourage learners to try the activity without referring to the original text.

Page 32

Fluency Work Dotcom Clinic

Before putting learners into small groups to work on the activity, you may feel it necessary and helpful to go over some basic opening and closing lexis used in semi-formal e-mail messages. Language such as *To the team at BiblioFiles*, *Hope this feedback will be useful*. Regards Charles Brown.

If you are short of time

Do the **Language Focus** activities on page 28 and the reading on page 30 plus **Word Partnerships 2** and **Find the Expressions**. To reduce the amount of time spent on the fluency activity, have learners choose three case studies to respond to.

Meeting Skills

The Language of Meetings

Listening content

a problematic meeting scenario where just about anything that can go wrong during a meeting does go wrong

Key language

useful expressions for participating in and conducting meetings

Skills practice

Learners divide themselves into different departments within a fast-food organisation, holding a meeting to respond to a crisis situation and develop a plan of action

General Notes

One thing that a language course cannot and should not aspire to is to go beyond language training to try and change the basic nature of the person. If a person walks into a language classroom as basically shy, it is unlikely that s/he will return home the life of the party when the class or the course is finished. Meetings in many cultures tend to be counter-productive and drag on when extrovert competes with extrovert for the lion's share of the attention. There will always be people who just love to hear themselves talk, and that occurs independently of L1 or L2 status. In other words, as a teacher you should try to understand and respect the basic nature of a learner if s/he seems to be quieter or reserved during the meetings practised in this unit. It may be that that learner would not speak even in his/her native tongue given the same situation. That said, the general aim of this unit is to at least give learners the tools necessary to be able to participate if need be and if willing and able.

Page 33

Pre-Listening Language Focus

If you have learners who have not yet entered the workforce, or whose jobs as of yet have not required them to be in a professional meeting setting, try to get them to reflect on any other type of meeting situation they may have had. For example, though they may not have ever participated in a meeting at work, they may have done so in school, with friends studying for an exam, or with friends planning for a social event.

Page 33

Listening

Learners listen for the degree of 'usefulness' of the meeting, which, as it turns out, is very low. Try to get them to be as specific as possible in justifying the score they give the meeting at the end, re-playing parts of the meeting or even the meeting in its entirety if necessary.

Page 33

Key Language

Depending on how confident you feel about your learners' language ability, you can try putting them in pairs first to try and guess or put the sentences together from memory, and then check with the recording only at the end.

After learners organise the sentences into the different categories, drill them with Coursebooks closed, naming the category and having learners respond with a sentence that goes into that category.

Page 34

Case Study

First have learners read the case study individually. Then divide the class into the different departments to prepare for the meeting. You might want to bring in the necessary materials (construction paper, colored pens, etc.) to be able to encourage as much creativity as possible – have them put together a real sample menu, for example, or a storyboard for a new launch campaign to save the company's image.

Text

Brand Wars: in retail marketing the battle is on amongst the brand leaders, the own-label products and the pirates.

Language Focus

Key words: *market, brand, consumer*

Word partnerships: brand, market and product descriptions

Business metaphors: terms of war, sport and games, water, health and flight.

Business grammar: writing a successful sales letter

Discussion Topics

Company 'household' names, upmarket and downmarket goods, product proliferation

Fluency Work

Product Development: challenging a brand name with a competitive new product

General Notes

This unit focuses on the ruthless price wars which typify retail marketing. It describes the measures being taken by the big brand leaders in fast-moving consumer goods to take on the more competitively priced own-label supermarket products. It also looks at the problems faced by luxury goods manufacturers in trying to deal with the millions of pirate versions of their products which annually flood the market. Since we all have experience of these market sectors as consumers, it is not necessary for learners to be actively involved in retail marketing in order to benefit from this unit. The question of quality v price is one which everyone can talk about, as are the rights and wrongs of ripping off well-known brands by making cheap copies of their goods.

You might mention in your discussion that in some countries, notably Turkey and Greece, the brand names have actually given in to the pirates and now grant them licences to produce cheaper but quality-controlled versions of their goods.

If your class does have an interest in brand management, then there are a lot of issues raised in the article which can be further explored: the criteria by which you measure a classic brand, the effectiveness of brandstretching, the saturation of the market with almost identical products and the problem of product differentiation.

Learners who work in service industries might like to consider whether you can brand and market a service in the same way you brand and market a product. Does it make sense to actually sell services as 'products'?

Page 35**Pre-Reading A Follower of Fashion?**

If your class is not involved in marketing, do not spend much time on the marketing terms, but go straight to the questionnaire.

Page 37**Post-Reading Recall and Response**

When you do the feedback for these tasks, ask your learners to back up their answers by referring to the article: 'It said that ...', 'The article talked about ...', 'It mentioned something about ...'.

Page 38**Language Focus****Word Partnerships 2, 3 and 4**

As a follow-up activity, you could prepare one of the word partnership card games described on page 56.

Page 39**Word Partnerships 5**

Listen again to the article on *Brand Wars* to check the answers.

Page 39**Presenting**

With a small group there might be time to let everyone have a go at giving the whole presentation, which only takes about two minutes. Make it clear, however, that the objective is not just to read out the information clearly – after all, everyone has heard it at least once already. The aim is to put as much feeling into the delivery as possible by pausing, stressing important words, speeding up and slowing down your speech and raising and lowering your voice for effect. The words given at the bottom of the page should help in achieving this goal.

With a larger group do team presentations with two or three speakers giving alternate pieces of information. Good presentations (however brief) are not about being clear; they are about making an impression. Have fun trying out different techniques.

Page 40**Business Metaphors**

A lot of business English is actually highly metaphorical. We talk about money being *channelled* or *poured* into projects; resources being *tapped* or *pooled*; markets being *flooded*, *saturated* or *awash with money*; business *flourishing* as money is *ploughed back* into the economy; companies being *float*ed on the stock exchange or *going under* and *sinking without trace*.

The field of Sales and Marketing is no exception to this. War metaphors feature most frequently. The language in this exercise is mostly for passive recognition, but encourage learners to collect one or two colourful expressions for their own use too.

Although idioms occasionally sound silly in the mouths of non-native speakers, a small amount of figurative language allows something of the speaker's personality to show through.

To introduce learners to the concept of metaphor, try a simple one first on the board. A good basic one is *time is money*. Give the example of *save time / save money*, and ask learners if they can come up with any others. Ask if they have similar expressions in their mother tongue(s) and further raise awareness, and then carry on with the activity.