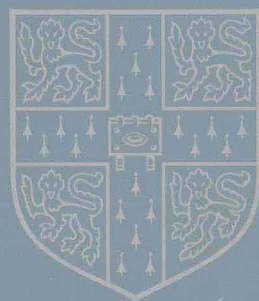


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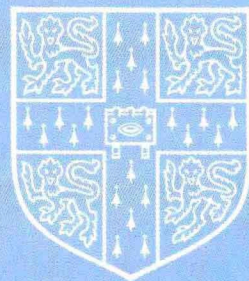
剑桥标准商务英语教程

中级·学生用书

▣ Guy Brook-Hart



Business
BENCHMARK



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Guy Brook-Hart

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著 者 (英) Guy Brook-Hart

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Introduction

Who this book is for

This book is intended to be an interesting and stimulating course for upper-intermediate students of Business English (Common European Framework Level B2). It provides a general Business English course both for students who have not yet worked in business and for people who are working and have experience of business environments.

It provides the practical reading, speaking, listening and writing skills necessary for people who need English for working in business. It also contains a wide range of essential business vocabulary and grammar.

For students who want to study for a Business English qualification, this book gives a complete preparation for the Cambridge Business English Certificate (BEC) Vantage exam, together with a complete past BEC Vantage exam supplied by Cambridge ESOL.

What the book contains

The book contains the following elements:

- **24 units for classroom study.** These units are organised in groups of four around a theme: human resources, marketing, etc. While each unit gives training and practice in a variety of skills, the first unit in each group mainly concentrates on reading skills, the second on listening, the third on writing and the fourth on speaking. Each unit contains essential vocabulary input for business students.
- **Grammar workshops.** For each group of four units, there is a two-page Grammar workshop. These explain and extend the grammar work introduced in the units. In the units, you will from time to time see, for example ♦ page 26 (*Comparison of adjectives*), which indicates that there is supplementary material in the Grammar workshop.

- **Exam skills and Exam practice section.** This section, which starts on page 121, gives you detailed guidance on how to approach each BEC Vantage exam task, the skills required and what the exam task is testing. The Exam skills pages contain exercises to build up your exam skills. The Exam practice pages contain questions/tasks from a past BEC Vantage exam, supplied by Cambridge ESOL.
- **Sample answers** to the writing exercises in the book.
- **Full answer key** for all the exercises in this book.
- **Transcripts** for all the listening activities in the book.

Also available are:

- **MP3**, containing a variety of recorded material, including interviews with business people and BEC exam listening tasks.
- **Teacher's Resource Book**, containing guidance and suggestions on how to approach activities in the book, a full answer key plus extra photocopiable activities and case studies to supplement the units in the Student's Book.
- **Personal Study Book**, containing activities and exercises based on the vocabulary, grammar and skills covered in each unit. It is intended as reinforcement of material you have studied in class. The Personal Study Book contains keys to all its exercises, so you will be able to check your answers yourself. It also contains a Word list of vocabulary from the Student's Book.

Map of the book

	Unit	Reading	Listening	Writing
Human resources	1 Staff development and training 10–13	Recruitment brochure Training at Deloitte Touche	Conversation about a training course	
	2 Job descriptions and job satisfaction 14–17	The management accountant	What people like about their jobs A human resources manager	Brief job descriptions
	3 Letters of enquiry and applications 18–21	Job satisfaction at EMI	Advice on job applications	A letter of enquiry about careers An email applying for a job
	4 Telephone skills 22–25	A telephone quiz Phone answering tips	Telephone language Enquiring about a job	
Grammar workshop 1 (Units 1–4) 26–27 Comparison of adjectives and adverbs, Present perfect and past simple, Simple questions,				
Marketing	5 Promotional activities and branding 28–31	Promoting AXE The power of brands	Supermarkets' own brands	
	6 New product development 32–35	Developing and launching 'chai'	Developing and launching a new product Launching and promoting a product	
	7 A stand at a trade fair 36–39	The International Food Exhibition Preparing an exhibition stand	Conversation with a trade-fair organiser	An email giving information An email asking for information A fax answering enquiries A memo informing staff
	8 Establishing relationships and negotiating 40–43	Asking questions about a product	Establishing a business relationship Negotiating	An email summarising an agreement
Grammar workshop 2 (Units 5–8) 44–45 Countable/uncountable nouns, -ing forms and infinitives, The first conditional				
Starting new business activities	9 Going it alone 46–49	Buying into a franchise A letter to a franchiser	Why start your own business?	A letter of enquiry to a franchiser
	10 Financing the start-up 50–53	Raising finance	Setting up a food consultancy Setting up a multimedia company What's important when starting a company?	
	11 Starting up in a new location 54–57	A new location in Scotland A proposal	A new location in Scotland	A proposal
	12 Presenting your business idea 58–61	Making the most of presentations	Signalling the parts of a presentation	
Grammar workshop 3 (Units 9–12) 62–63 Tenses in time clauses, The second conditional, Comparing and contrasting ideas, Modal verbs				

Speaking	Vocabulary	Language work
Discussion: Who should pay for training? Preparing a staff training scheme	Job training: <i>bonus schemes, promotion, training budget, learning goals, etc.</i>	Expressing personal opinions Comparison of adjectives Making suggestions
Saying what you like/dislike about your job/studies Describing your job Discussion: How to handle job interviews	Acronyms for job titles Job titles Job descriptions	Forming questions
Discussions: What makes a great place to work? How best to apply for jobs	<i>Perks, colleagues, etc.</i> <i>Approachable, fulfilling, etc.</i>	Asking complex questions Formal/informal style
Discussions: Problems using the phone Telephone skills training Role-plays: Booking a hotel; Recruiting an assistant Talking at a business meeting		Structuring a talk
Complex questions		
Discussions: Advantages and disadvantages of promotional activities; Brands Role-play: Promoting a shampoo	Promotional activities Marketing terms: <i>brands, logo, etc.</i>	Brainstorming
Discussion: New products Launching a product Role-play: Promoting a new service	<i>Entrepreneurial, upmarket, etc.</i> Marketing vocabulary	Expressing purpose
Discussion: Trade fairs		Forming questions
Discussion: new products and negotiating Role-plays: Establishing a business relationship On a stand at a trade fair Negotiating a deal	<i>Stock, mark-up, sale or return, overheads, etc.</i> Terms and conditions	Asking questions about a product First conditional
Discussion: Why start your own business? Advice on buying a franchise Questions to ask a franchiser	<i>Make a go, expertise, premises, mortgage, etc.</i> Financial terms	Tenses in time clauses
Discussion: What business would you start? Role-play: Getting advice about starting up Mini-presentation: Starting a business	Collocations for starting companies Ways of financing start-ups	Second conditional
Discussions: Extra information; What is important when starting in a new location?; Which city? Agents vs. distributors vs. joint ventures		Making recommendations Contrasting ideas
Structuring a presentation A brief presentation Role-play: Presenting your business idea	Equipment for presentations	Modal verbs

	Unit	Reading	Listening	Writing
Business travel	13 Business hotels and sales conferences 64–67	Business accommodation Planning a lively sales conference	Conference problems	The results of a survey
	14 Business conferences 68–71	A conference programme	Arranging conference facilities Networking at a conference A destination management company	
	15 Reports 72–75	The Forest Conference Centre	A report on the use of private company jets	A report on the use of private company jets
	16 Business meetings 76–79	Think before you meet	Talking about meetings A business meeting	A report about meetings An email agreeing to a meeting
Grammar workshop 4 (Units 13–16) 80–81 <i>While and whereas for contrasting ideas, Modal verbs: perfect forms, Passives 1 & 2, Too/enough</i>				
New technologies, innovation, and change	17 New technologies and change 82–85	The Internet and change Change at Adobe Systems	Changes at work	
	18 Using the Internet 86–89	Website design	E-shopping at Tesco.com Websites and business	Email requesting an upgrade to a website
	19 A staff survey 90–93	Reading a report	A working party	Report on staff survey to modernise office
	20 Offshoring and outsourcing 94–97	Can outsourcing work for small businesses?	What should we offshore? Offshoring from Britain	
Grammar workshop 5 (Units 17–20) 98–99 <i>Used to, Articles, Reported speech</i>				
Customer relations	21 Customer loyalty 100–103	From satisfaction to loyalty	A supermarket and customer loyalty	
	22 Communication with customers 104–107	Turning complaints to your advantage Training in customer communication skills	Communicating with customers at Espresso Customer communication at Not Just Food	
	23 Corresponding with customers 108–111	A letter about a new service A letter from a dissatisfied customer	Preparing a letter of complaint	A letter about a new service A letter of complaint
	24 A business seminar 112–115	Advertisement for a business seminar	Speakers at a business seminar A short talk	
Grammar workshop 6 (Units 21–24) 116–117 <i>Relative pronouns, Expressing causes, Expressing results</i>				
Sample answers for writing exercises		118		
EXAM SKILLS AND EXAM PRACTICE		121–153		
Contents of exam section		121		
Answer key		154		
Transcripts		170		

Speaking	Vocabulary	Language work
Discussion: The needs of the business traveller Mini-presentation: business travel Planning a conference	Hotel vocabulary; <i>subscribers, chain</i> , etc. Conference vocabulary: <i>keynote speech, tailor</i> , etc.	Expressing criticism (modal perfects) Contrasting ideas
Role-play: Networking Discussion: Choosing a conference destination	<i>Networking, reinventing, enhancing</i> , etc.	
Saying what charts show Discussion: Private jets	Vocabulary for expressing changes	Using the passive
Discussion: Meetings A survey of meetings; Speaking at a meeting Role-play: A finance meeting	Types of meeting; Meeting vocabulary Verbs for meetings; <i>cornerstone, set out to</i> , etc.; Expressing opinions	<i>Too and enough</i>
Discussions: New technologies and change What is important when making changes? Role-play: Introducing new technology	New technology, <i>customer base, knowledge worker, licence fees, applications</i> , etc.	<i>Used to</i> for past actions/habits The definite article
Discussions: Your favourite websites; What is important when buying over the Internet?	Computers; Internet <i>Straightforward, target audience</i> , etc.	
Discussion: The results of a survey	Flexible working; Expressing numbers	Reported speech Reporting verbs
Discussion: Advantages/ disadvantages of offshoring Role-plays: Offshoring parts of a clothing manufacturers Outsourcing to reduce risk	Discussion phrases <i>Make redundant, assurance, shareholder</i> , etc.	Expressing causes
Discussion: What makes you a loyal customer? Role-play: A staff meeting	<i>Bond, revenue, vendor</i> , etc.	Relative pronouns
Discussion: Effective methods of communication Advice on dealing with complaints Role-play: Dealing with losing customers	Customer collocations <i>Rapport, retain</i> , etc.	
Discussion: Communicating new products and service, keeping customers happy		Expressing results
Discussion: What you can learn from other people in business Speaking at a business seminar	Discourse markers for short talks	Expressions followed by <i>-ing</i> forms

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Staff development and training

Getting started

1 Work in pairs. Look at these benefits of working for a company and discuss the following.

- Which benefits do you think would be most attractive to someone who has just finished their studies and is looking for their first job?
- Put the benefits in order from the most attractive to the least attractive.

A bonus scheme

☐

Responsibility

☐

A high salary

☐

An in-house training scheme

☐

The opportunity to travel

☐

A permanent contract

☐

Long holidays

☐

Rapid promotion

☐

2 Change partners and summarise what the attractions of a company training scheme would be for a new member of staff.

Useful language

Giving opinions: agreeing and disagreeing

I think would be the most attractive because

I'm not sure about that. For me, would be more useful than because

Perhaps you're right. And I don't think is as important as

➤ page 26 (Comparison of adjectives)

Recruitment brochure

Vocabulary

Check the meanings of these words, then use them to complete the sentences below.

ability certificate course degree development
experience hands-on knowledge qualifications
~~skills~~ trainee training

- 1 Our school-leaver trainee programme aims to teach you key ~~skills~~ such as word processing and bookkeeping.
- 2 Although he lacks formal such as a university degree, he came through the ranks due to his to take on new ideas and to manage people. Now he's one of our best managers.
- 3 The degree you study at university is likely to decide the sort of job you do afterwards. However, whatever you study, it's always useful to have a university
- 4 At the end of the four-week training course, you will receive a The course aims to give you a thorough of the company's activities and the skills to do your job competently. However, there are a lot of things which you can only learn with, and this takes a lot of time.
- 5 He has excellent qualifications, and with our policy of professional and on-the-job training, he will almost certainly become one of our high fliers. In fact, next week he's going on a management course.
- 6 As a computer technician, his training course is much more than theoretical.

Reading

- 1** You are going to read an extract from a recruitment brochure for graduate trainees.
Before you read, match these expressions from the text (1–6) with their definitions (a–f).

- | | |
|--------------------------------|--|
| 1 day one | a achieve great professional success |
| 2 throw you in at the deep end | b get promotion slowly |
| 3 promote from within | c have to learn something difficult with little training or experience |
| 4 come through the ranks | d move people inside a company to higher positions |
| 5 become a high flier | e rise to higher positions from the bottom of an organisation |
| 6 shuffle up the ladder | f your first day at work |

- 2** Read the text below quickly to find out why Flight Centre Limited thinks staff training is so important. When you have finished, discuss your answer with a partner.

Company background



Flight Centre Limited is one of the world's largest independent travel retailers, employing more than 5,500 people worldwide.

Go anywhere

YOU WANT TO GO

We believe in giving you a lot of responsibility from day one – but that doesn't mean throwing you in at the deep end. One of our major priorities is to **1** you get the training and support you need to gain the skills which will allow you to succeed personally and professionally.

The training starts as soon as you **2** – and it never stops. The initial programme is **3** partly at your office and partly in our dedicated Learning Centre. For the first 12 months, you'll have a regular programme of training **4** topics as diverse as Advanced Sales, Goal Setting and Time Management, as well as Airfares and Packages.

After that, you can develop in any direction you choose by **5** a range of courses and events in four key development areas: Sales and Service, Product and Airfares, Systems, and Personal Development. All this is provided at no **6** to you – which is exactly the way it should be. We have a consistent **7** of promoting from within; currently about 90 per cent of

our Team Leaders have come through the ranks, and we want to keep it that **8**

We're also keen to train the leaders of the future with our Leadership Development programme. It's an intensive set of training courses **9** up by specialist project work. After all, becoming a high flier in any company shouldn't be about just waiting to shuffle up the ladder. Here, the best people develop as far as they like, as fast as they like. We hope you'll be one of them. And it's a measure of the success of our philosophy on cultivating personal and **10** development, as well as promoting from within, that earned us the Training and Development award for excellence, as voted by our employees, in the latest *Sunday Times* '100 Best Companies to Work For' 2004 UK survey.



Adapted from <http://www.therecruitmentcentre.com>

- 3** Read the text again and choose the best alternative for each gap.

- | | | | |
|----------------|---------------|------------|--------------|
| 1 A want | (B) make sure | C hope | D prepare |
| 2 A join | B recruit | C contract | D employ |
| 3 A introduced | B done | C based | D fixed |
| 4 A dealing | B covering | C learning | D working |
| 5 A going | B assisting | C training | D attending |
| 6 A money | B payment | C cost | D price |
| 7 A record | B reputation | C activity | D standard |
| 8 A type | B sort | C kind | D way |
| 9 A set | B backed | C held | D kept |
| 10 A life | B work | C career | D profession |

- 4** Compare your answers with a partner and discuss whether you would like to work for a company like this.

Talking point

Work in small groups and discuss the following.

- Companies should pay for training to do the job, but staff should pay for training which gives them qualifications.
- Training should be done in employees' free time.
- If a company trains you, you should agree to work for that company for a number of years afterwards.
- All staff need continuous training – not just new recruits.
- It doesn't matter what you study. The important thing is to get a good degree.

Training course

Listening

1
UNIT

- 02 1 Listen to a short conversation about a training course.
- 2 Match these phrases from the recording (1–6) with their definitions (a–f).
- | | |
|---------------------|---|
| 1 tailor-made | a practical, not theoretical training |
| 2 learning goals | b able to use a computer |
| 3 training budget | c basic essential skills |
| 4 hands-on training | d money reserved for training staff |
| 5 computer literate | e specially designed to meet your needs |
| 6 core skills | f your objectives when doing the course |
- 3 Check your answers by looking at the transcript for Track 2 at the back of the book.
- 4 Discuss these questions with a partner.
- 1 What are the advantages of a course which is tailor-made?
 - 2 How can trainers design courses which meet the learning goals of their trainees?
 - 3 How much of a company's budget should be used for training?
 - 4 What sort of courses are suited to hands-on training?
 - 5 Why is it important nowadays to be computer literate?
 - 6 In your job, or a job you know about, what are the core skills?

Training at Deloitte Touche

Company background

Deloitte Touche Tohmatsu is a worldwide company offering management consultancy, auditing and financial advisory services.

Deloitte.

Reading

In business, it's important to be able to follow the structure and arguments of the texts (articles, reports, letters and emails) you are reading. This type of exercise, where sentences are removed, helps you to focus on this skill.

- 1 Read the article *A great start to a promising career*. What is the subject of each paragraph?

A GREAT START to a promising career

Sally Shoesmith, aged 23, reports on how she's getting a flying start as a management consultant.

I've been with Deloitte for nearly two years now. I was originally attracted to this company in my final year at Cambridge. I was looking for a company which would put me in the fast lane to promotion and I realised that, in my case, this meant an organisation with a policy of on-the-job training and development. 1 ... As I discovered at my first recruitment interview, they also place a lot of emphasis on getting professional qualifications, which really impressed me.

Deloitte actually helps employees to reduce the conflict between work and study. In my case, this means I've always been allowed to give exam preparation priority over my client work. Right from the beginning, my boss, Neil, has gone out of his way to help and encourage me. 2 ... I find it's a good moment to discuss solutions to any problems I have with him.

Task tip

- Consider the subject of each paragraph.
- Look at clues in the sentences (e.g. in sentence B, what is this an example of? In sentence C, who does *he* refer to?).
- Read the text again when you have finished to check that your answers are logical.

- 2 Choose the best sentence for each gap. There is one extra sentence.

- A At Deloitte, there's a national 'first time, every time' culture, which makes sense because the sooner you pass exams, the sooner you get down to real work.
- B For example, there is a course I did quite early on in the job called *Introduction to Client Services*, which concentrated on presentation, interview, teamwork and writing skills.
- C He monitors my progress formally, but apart from that, we usually have lunch together once or twice a week.
- D It is pretty tough, as I have to fit the academic work in around my daily workload.
- E Naturally enough, much of what I've learnt has been taught me informally by the people I work with.
- F On their website, Deloitte talked about job satisfaction and giving employees the chance to grow and develop throughout their careers, so it seemed a company worth applying for.
- G The firm has agreements with local training colleges, who provide many of the courses graduate trainees follow.



Apart from professional qualifications, we're also given plenty of internal training. This includes courses intended to help develop one's organisational, delivery and leadership qualities. **3** This gave me a really confident and practical start to my work with the firm, as so much of my work involves using exactly these skills.

Another thing which attracted me to Deloitte was that you can choose your training method to suit your individual learning patterns. This is because they want us to pass our exams at the first attempt. **4** Also, I think, when you've got your professional qualifications you're treated with much more respect by both your colleagues and your clients.

When I arrived at Deloitte, we went through an initial three-day programme to develop our core skills and introduce us to the firm and our new colleagues. **5** In the near future, I expect to be passing on the knowledge I have acquired to next year's intake of graduate trainees. We are given formal six-monthly appraisals and, what is more, we are given plenty of advice by peers, managers and partners.

Fully funded study towards professional qualifications is a vital part of many careers in Deloitte, and at the moment I'm starting on a Masters degree in Business Management with the London School of Economics. **6** On the other hand, we are provided with very generous study leave, and the firm has a great track record of success. I can see myself working here for many years to come, as they're providing me with all the opportunities I need.

Adapted from Deloitte: Training and Development (<http://graduates.deloitte.co.uk>)

Vocabulary

1 Find words or phrases in the text which mean the following.

- 1 getting a higher position in the company quickly (paragraph 1) *in the fast lane to promotion*
- 2 training while you are working (paragraph 1)
- 3 has made a special effort (paragraph 2)
- 4 supervises (section C)
- 5 training inside the company (paragraph 3)
- 6 essential basic skills (paragraph 5)
- 7 people who have studied at university and are learning the job (paragraph 5)
- 8 assessments, evaluations (paragraph 5)
- 9 people at the same level in the company as the writer (paragraph 5)
- 10 completely paid for (paragraph 6)
- 11 amount of work to do (section D)

2 Work with a partner. Talk about:

- how long you have worked in the same company / studied in the same college where you are now
- what training courses you have done, and when you did them.

➤ **page 26** (Present perfect and past simple)

Staff training scheme

Talking point

Work in pairs or small groups. Your company has decided it needs to provide more training for staff. You have been asked to help prepare a staff training programme. Discuss the situation together and decide:

- what kinds of courses would be most useful
- how to choose who should go on the courses
- whether the courses should happen during working time or free time.

Task tip

If you don't work for a company, or you don't work for the same company, quickly invent a company before you start.

Useful language

Making suggestions

Why don't we + *infinitive* ?

(e.g. Why don't we run a computer skills course?)

Why not + *infinitive* ?

(e.g. Why not ask for suggestions from staff?)

How about + *-ing form* ?

(e.g. How about running a computer skills course?)

What do you think?

Do you agree?



Job descriptions and job satisfaction

Getting started

1 With a partner, decide what job title each of these abbreviations stands for.

- | | | |
|--------------------------------------|-------|----------------|
| 1 CEO <i>Chief Executive Officer</i> | 3 PA | 5 Director R&D |
| 2 CIO | 4 HRM | 6 PRO |

2 Check your answers by looking at the list of job titles in the box in the next exercise.

Vocabulary

1 Match each of the statements (a–g) below to the job title they describe (1–7 in the box).

a

'I have to supervise and know about what's going on in all the different parts of the company. I have to represent the company in all important decisions.'

b

'I am a qualified accountant and a member of the management team. I monitor my company's financial performance, as well as supervising the budgets for various projects and controlling their costs.'

c

'My job is around the development and training of the managers in the store where I work, and making sure they do their jobs well. Also, I'm responsible for the recruitment of new staff.'

d

'I give advice about all sorts of different things connected with food, such as advice on how to market it, developing new recipes; I also write articles about it.'

e

'My job? It's our computer systems and information technology (IT) in general, and how they affect all parts of our organisation, from customer relations to accounting to recruitment.'

f

'In the past, a job like mine would have been much more secretarial – typing and so on. Now, I'm very involved in every aspect of her work, setting up meetings, organising her travel, dealing with her routine correspondence and generally easing her workload.'

g

'We've got a very big project on at the moment, for a new product, and I have to build up the project teams, provide them with the resources they need, check they're meeting targets and working within their budgets, and particularly that they're meeting deadlines, so that the product is launched on time.'

- | | |
|---|-------------------------------------|
| 1 Finance Manager | <input checked="" type="checkbox"/> |
| 2 Human Resources Manager | <input type="checkbox"/> |
| 3 Chief Executive Officer / Managing Director | <input type="checkbox"/> |
| 4 Chief Information Officer | <input type="checkbox"/> |
| 5 Director of Research and Development | <input type="checkbox"/> |
| 6 Personal Assistant | <input type="checkbox"/> |
| 7 Marketing Consultant | <input type="checkbox"/> |

2 Find words or phrases in the statements which mean the following.

- 1 how well parts of the company are doing *performance*
- 2 put new products on sale
- 3 finding new staff for the company
- 4 person who looks after financial records
- 5 reducing, making easier
- 6 groups of people who work together on a project
- 7 objectives which a company or team decides it wants to reach
- 8 money which is reserved for a particular activity
- 9 doing things within the correct time

- 3 Work in groups. Write one or two sentences like the ones you read in the previous activities. Read your sentence(s) to the rest of the group. The other students should guess what job you are talking about.**

What I like about my job

Listening

- 1 Look at the following reasons why people might like their jobs. Underline the key words in each one.**

- a building customer relationships
- b finding solutions for customers
- c being my own boss
- d learning from my job
- e balancing working life with family life
- f seeing the success of my company

- 2 Compare your answers with a partner.**

- 03 3 Listen to four people talking about why they like their jobs. What reason do they give?**

Choose from the reasons a–f in Exercise 1.

- | | |
|----------------------|---------------------------|
| 1 Jane Milton | 3 Amanda Hamilton |
| 2 Lewis Bronze | 4 Maxine Macpherson |



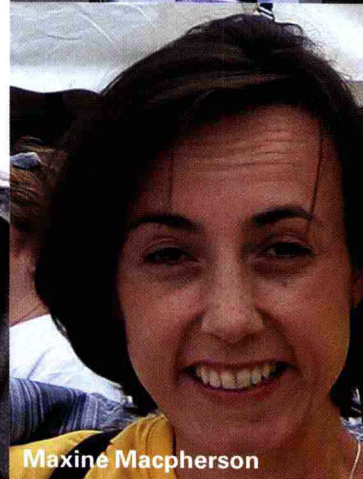
Jane Milton



Lewis Bronze



Amanda Hamilton



Maxine Macpherson

Task tip

When you listen, you won't hear exactly the same words as in Exercise 1 – you have to listen for the same idea to be expressed.

- 4 Compare your answers with a partner. Can you remember the key words or phrases which gave you the answers?**

Talking point

Discuss in small groups.

- What do you most enjoy about your job/studies?
- Is there anything you dislike?

Company background



IMI Norgren is an international engineering company, specialising in fluid technologies.

The management accountant

Reading

1 Write one word in each gap to complete questions you might ask at a job interview.

- How hard *do* you have *to* work?
- What you like your job?
- How long you in your present job?
- What your ambitions the future?
- What your job consist?
- When you first attracted accountancy?

2 Write each of the questions from Exercise 1 in the correct gap in the interview. (There is one extra question.)

➤ page 27 (Asking questions)

3 Are these statements true or false? Correct the false ones.

- Gabriella came to the UK in order to work.
False: she came to the UK to study English.
- She has always worked for the same company.
- She looked after the financial affairs of her class at school.
- She is only involved in the financial aspects of her company.
- She has more junior staff working for her.
- She gives financial information to the top level of management in her company.
- She believes that sometimes she is asked to work too hard.
- Her ambitions include going to work for a different organisation.

Talking point

Work in pairs and ask each other similar questions to the ones which Gabriella was asked.

Talk about the job you do, or a job you would like to do in the future.

FORGET THE STEREOTYPE OF ACCOUNTANTS: THEY ARE NOW AMBITIOUS, SMOOTH-TALKING BUSINESS STRATEGISTS



We interviewed Gabriella Andrews, 29, a finance manager with IMI Norgren. Born in Hungary, she came to the UK at 18 to study English, but stayed on to study European Business and Technology with German at Warwick. Following her graduation, with a first-class BSc Honours degree, she joined IMI as a trainee accountant. After various jobs with the firm, she became a finance manager with the company in February. She passed the final accountancy examinations in July 2002.

Q1:

A: I first became interested in finance, or at least money matters, at school, where I was the class treasurer for four years.

Q2:

A: I'm mainly interested in management accounting, so the accountancy qualification gives me the chance to work in other areas of the business and allows me to work in a more commercial environment. I like the interaction between various departments. And I get the opportunity to be involved in non-finance projects, too.

Q3:

A: I have two divisional management accountants reporting to me. I'm a member of the local management team, so I get

involved in regular discussions involving the performance of all three divisions. I have financial managerial responsibility for two of them. I'm involved in various other projects, as well as new product launches and new IT system introductions – both are high-profile projects within the Norgren Group. I produce reports and I supply financial information to all levels within the organisation, from local management to the board of directors.

Q4: *How hard do you have to work?*

A: The working hours vary in our area; our busiest periods in the year are the end of the financial year, plus auditing, forecasting and any project-work deadlines. We are expected to work longer hours than usual then, so there's never a good time to take holidays. We still manage it, though, and I think the extra work should be seen as something that comes with a managerial position, really.

Q5:

A: In the long term, I'd like to progress from a local office to a job at headquarters with responsibility for various offices. I would like to stay close to finance, but I'd consider a general business management role as well.

Adapted from independent.co.uk