



NEW INSIGHTS — into — BUSINESS

新视野商务英语(下)

(英) Graham Tullis Tonya Trappe 著



教师用书

外语教学与研究出版社
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前言

《新视野商务英语（下）》是一门针对经济类专业大学生和商界人士的中高级综合课程。它为人们理解当代商务活动中的关键领域提供了真实的环境，同时使学生通过一系列形式多样、充满挑战的相关练习提高他们的语言技能。为确保本书的内容贴近现实，**每一单元都是与国际知名公司或机构通力协作进行编写的**。本课程符合商务学习课程教学大纲和课程设置的要求，是参加国际商务英语考试的理想准备用书。

教师用书

关键词汇 (Key vocabulary)

这是一个简短的介绍性部分，目的是使学生熟悉本单元的主题，并对核心单词加以解释。关键词或带有相应的释义，或通过上下文可以轻易推断出其含义。

主题可以口头向学生传达，也可以要求学生说出他们已经知道的相关单词。尤其是对于大班来说，可以要求学生对本部分进行预习。对于本部分重点强调的单词，可以通过把它们写在黑板上的方法来引起学生的注意。在进行本单元的其他内容之前，要检查学生对这些单词的理解情况。对于本书68—75页上提供的关键词汇练习，可以给学生相关的复印材料进行练习，也可在一个单元即将结束时使用，以保证进行下一单元之前，学生掌握了最重要的词汇。

引导 (Lead-in)

引导部分鼓励学生对单元主题进行思考。可以采取不同的形式，从听力练习到谈话演讲，这些活动可通过小组工作或讨论的形式来进行，鼓励学生讲出他们的有关经历或者已经了解的知识。教师用书提供了关于如何使用这些材料的具体方法。

阅读 (Reading)

书中阅读部分都取自英国、爱尔兰或美国的报纸、商业出版物或公司宣传材料。其中一些材料提供了对单元主旨的概括和见解，而另外一些材料的入选则是因为它们从独特的视角出发表达了对人物或事件的看

法。这些阅读材料长短不一，难度各异，既可以在课堂上使用，也可以提前进行准备。通过相应的练习题可以检验学生的理解程度，练习包括判断正误、选择题测试和填网络表格题。

词汇 (Vocabulary)

在阅读材料之后会有两三道词汇练习题，前一道用来测试学生对阅读材料中与主题相关词汇的理解，通过包括定义连线题、寻找同义词或反义词、构词和纵横字谜在内的多种形式来进行。最后一种练习是在不同的上下文中使用这些词汇，通过练习证明学生能够使用这些新词语。鼓励学生使用英英词典。

讨论 (Discussion)

所有单元都有鼓励讨论的活动，其中包含一些特殊的讨论部分，鼓励全班作为一个整体去学习表达与阅读材料主题相关的看法和意见。在一些单元中，会有一些系列激发学生讨论的问题，而其它单元则会要求学生对文档、信息或案例发表评论。

语言重点 (Language focus)

《新视野商务英语（下）》含有标准语法结构纲要，中高级学生应该已经掌握，但是需要在练习中经常进行温习。语言重点部分涉及到一种或多种语法结构，并鼓励学生在商务环境中思考这些语法要点。练习部分使学生能够巩固他们的知识。对这些语法结构的全面解释安排在学生用书后面的语法参考部分。某些单元中的附加练习题侧重于以前阅读材料中出现的特定语法问题。所有示例均基于取自不同渠道的实际信息，可以提高学生对单元整体主题的理解。语法练习也可以布置为课后作业，然后在课堂上加以更正。

重点技能 (Skills focus)

为培养学生听、说、读、写四方面的技能，每一单元都为学生设计了实践任务，并鼓励学生创造性地解决真实环境中的商务问题。这可以使学生巩固和应

用他们在该单元学习中获得的知识。为与《新视野商务英语》整体原则保持一致，这些活动包含有专业机构提供的真实材料。详细要求请查阅教师用书每一单元的相关部分。

阅读 (Reading)

阅读材料包括事实文件、案例分析、宣传材料和调查问卷。这些文档要求进行细致的学习研究，因为学生在随后的重点技能练习中要参阅并使用其中的内容。如果文档中含有潜在的问题，教师用书会提供完整的解释。

写作 (Writing)

写作任务旨在使学生学习商务领域中最常见的文件形式（备忘录、信件、电子邮件、报告等等）。学生也能够其他类型的写作任务中表达他们的个人观点。

听力 (Listening)

除了可能在引导部分出现听力活动外，每一单元还有单独的听力部分，学生可以听到节选的采访录音、独白和有录音稿的对话。这些听力材料已由公司代表和本课程涵盖的15个领域中的专业人士共同审核。通过这种方式，学生可以直接接触到有实际经验的、深谙商务的专业人士。听力练习主要是为这个目的设计的，而不是仅仅针对语法和词汇的使用内容。应该注意，大部分的听力材料是在真实场景下录制的，讲话人可能是英语国家人士，也可能是以英语为外语的人士，但他们都不是演员。因此他们含有自然言语的特征，如停顿、重新措辞和不合常规的句法。

这些对话提供了功能语言在实践中的应用，并为学生准备他们的陈述提供了范本。教师用书提供了听力材料的详细使用方法以及完整的录音稿。

口语 (Speaking)

使用合适的方式进行自信的谈话对良好的商务实践很重要。熟练的英语口语是通过不同又相互联系的过程发展来的，其中包括了角色扮演和小组讨论。角色扮演活动的目标是发展具体的技能，如对话、提问、回答、询问建议和给出意见等。如果合适，推荐使用普通的表达方法。小组讨论集中为学生提供了一个可以更加自由地表达他们思想的环境。一般最后的口语交流活动会将全班作为一个整体来比较和评价小组讨论的成果。

可复印资料 (Photocopiable material)

学生用书的许多章节可以通过提供给学生额外的材料而变得更加生动和富有挑战性，如关键词汇的填空练习、写作范本、角色扮演和小组活动的更多背景信息等。这些材料在本书的68—102页可以找到，并可以免费复印使用。这些练习的答案在第103和104页。这些可以复印的材料包括：

- 关键词汇练习
- 第五单元附加练习
- 第十五单元的附加文章
- 商业技巧——谈判、演讲、会议和角色扮演练习
- 写作范本——零售调查报告、要求赞助权的信函、股票市场文章和总结、公司业绩报告、会议记录和推销信。
- 测验——在本课程中的关键阶段有三个测验：在课程开始前用诊断性测验对学生的状况进行分析，在完成前八个单元后进行期中测验，期末测验用来评价学生在整个课程学习后的进步情况。

《新视野商务英语(下)》的主要特色:

商务主题 (Business themes)

主题涵盖国际商务的基本范畴,包括:“公司业绩”,解释了财务领域中的关键概念;“商业媒体”,涉及到商务人员能获得的最新技术信息资源;“市场营销”,重点描述了这一领域中的创新方法。主题编排合理,充分反映迅速变化中的商业领域的技术和信息进步。

商业技巧 (Business skills)

互动有趣的角色扮演练习保证了商业技巧可以通过充满吸引力和挑战性的方式进行学习。他们建立在最重要的技巧之上,如陈述、谈判、主持会议和积极主动地参与会议等。练习包含了详细的活动指导和背景知识,帮助学生能够一步一步地从学习语言要求到实际参与真实的情景。编者已经考虑了大型班级学生的组织问题,并为此设计了针对性的练习,使得你在注意某一部分学生活动的同时,其他小组有机会自行练习。

扩展复习 (Review spreads)

学生用书中每五个单元之后就会有两页词汇和语法复习,极富实用性和挑战性。通过多种测试技巧,帮助学生在学完五个单元主题之前检验进步情况。

词汇拓展 (Vocabulary development)

每单元都包含词汇拓展部分,特别用来说明词汇中容易出现问题的方面,如商务用语、短语动词、商务缩写词或构词法等。这部分向学生介绍了重要的商业词汇,鼓励他们在不同的练习中使用新获得的知识。

扩展的语言重点和语法参考 (Extended language focus and grammar reference)

学生用书提供了全面、实用的语法结构解释。所有练习材料都是商务环境中的实际用语。

使用词典的技巧 (Dictionary skills)

因为《新视野商务英语》鼓励学生培养自学能力,它对如何最好地使用英英词典和商务英语词典提供了详细的指导。这些部分以 *Longman Dictionary of Contemporary English* 和 *New Longman Dictionary of Business English* 的词条解释为例,所有的词条都有不同的单词形式、语法种类、拼写和发音的详细解释,帮助学生熟悉词典的编排形式,在使用课外参考书时获得信心。

练习册 (The Workbook)

我们还编写了与学生用书相配套的练习册,每一单元包括以下部分:

- **单元复习**——提供五套单元复习题,以备考下列商务英语考试: BEC (剑桥商务英语考试)、TOEIC (托业) 和 LCCI。
- **阅读**——根据学生用书中的单元主题,从媒体和专业资料中挑选了若干篇阅读文章,同时配有相应的阅读理解题。
- **词汇**——不同形式的练习题,侧重于巩固和学习每一主题领域中的词汇。
- **语言点**——精心选择的习题可以帮助进一步掌握学生用书中出现的语法点。
- **写作**——大量的写作练习,帮助学生掌握标准商业文体的写作技能。
- **听力**——选择了一系列专业商务人士的真实采访和对话录音。

Map of Student's Book 学生用书目录

	Lead-in	Reading	Vocabulary development	Language Focus	Skills Focus
1 Company Structures 公司结构 page 6	Listening—The departments in a company Philips organisation chart	'The Philips Story' Company profile Recruitment techniques Dictionary skills	Verbs and prepositions	Present perfect and past simple Describing changes	Listening—Describing responsibilities in a company: Pat Guerin, Guinness Ireland Speaking—Describing jobs; presenting companies Writing—A company profile
2 Recruitment 招聘 page 16	Reading—Graduate career opportunities	'Fit for Hiring? It's Mind Over Matter' (<i>New York Times</i>) Recruitment techniques Dictionary skills	Compound nouns	Present simple and present continuous	Listening—A job advertisement Writing—The CV and letter of application Listening—Selecting candidates and job interviews Speaking—Role-play of a job interview
3 Retailing 零售业 page 27	Listening—Janet Moore, a retail specialist	'Richer Pickings' (<i>Business</i>) Profile of hi-fi chain Richer Sounds	Compound nouns	Make and do Locating objects	Listening—Store layout Speaking—A consumer survey Writing—A consumer survey report
4 Franchising 特许经营 page 36	Listening—A business adviser on franchising	'One day in my life' (<i>University of Warwick Network</i>) Profile of Vanessa Stein, a McDonald's franchisee	Suffixes	Adverbs Used to do; be used to doing	Reading—Bang & Olufsen franchise brochure Listening—Janis Errickson, a Dunkin' Donuts franchisee Speaking—Choosing a franchise Writing—An e-mail message: applying for franchise information
5 International Business Styles 国际商业风格 page 46	Reading & Speaking—Management styles in five different countries	'Learning to cope with corporate culture clashes' (<i>The Irish Independent</i>) The Centre for International Briefing	Prefixes	The imperative Adjectives of nationality	Writing—A memo Listening—Doing business in Japan: Tomomi Moriwake Speaking—Giving and asking for advice: cross-cultural consulting
Review 复习 1 page 56					
6 Banking 银行业 page 58	Listening—Eleanor Stevens, branch manager with HSBC Bank Banking items and documents	'Picture the Scene' (<i>Bank of Scotland brochure</i>) HOBS Home and Office Banking	Abbreviations	Allow, enable, let First and second conditional	Business Skills Focus: Negotiating Reading—'Are you a good negotiator?' Listening—Negotiating a bank loan Role-play—Negotiating a bank loan Writing—A short report
7 Business and the Environment 商业与环境 page 67	Speaking—Environmental cartoons The role of business in environmental affairs	'Proven environmental commitment helps create committed customers' (<i>Marketing News</i>) Profile of clothing manufacturer Patagonia	Word building	Expressing contrast The passive	Listening—A Body Shop customer survey Speaking—Convincing a sponsor Writing—A letter of request
8 The Stock Market 股票市场 page 76	Reading—Headlines from the financial press Listening—Isobel Mendelson explains her investments	'Europeans Log On to Investment Fever' (<i>New York Times</i>) Internet share dealing	Phrasal verbs 1	The third conditional Yet, still, already	Reading—Analysing share price listings Listening—A radio stock market report Speaking—Buying shares Writing—A summary of a newspaper article

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	Lead-in	Reading	Vocabulary development	Language Focus	Skills Focus
9 Import/Export 进出口 page 86	Listening —Why countries trade: an OECD economist Reading & Speaking —European Union quiz	'Profile: BARCO of Belgium' (<i>The Financial Times</i>) Breaking into new export markets	Compound adjectives 1	The future Describing trends	Listening —The invoice; descriptions of exports based on graphs Reading —The bill of lading Writing —Description of exports based on a graph Speaking —Completing a graph
10 Company Performance 公司业绩 page 98	Listening —Departments of Pricewaterhouse Coopers	'Anatomy of an annual report' (<i>IBM Guide to Understanding Financials</i>) Description of the sections of an annual report	Nouns and prepositions	Fractions and percentages	Business Skills Focus: Presentations Listening —Financial analyst Carole Imbert talks about the pharmaceutical sector and gives a short presentation Speaking —Giving a presentation on L'Oréal Writing —A company report on L'Oréal
Review 复习 2 page 106					
11 Setting Up a Business 设立企业 page 108	Speaking —Advantages and disadvantages of different types of company; checklist for starting a business	'The idea man' (<i>The Wall Street Journal Europe's Convergence</i>) Profile of Roger Foster, founder of Apricot	Prefixes	Relative clauses	Speaking —Questionnaire: 'How do you rate as an entrepreneur?' Listening —How the freight company Cargolifter started Writing —A business plan
12 Corporate Alliances and Acquisitions 公司联合与收购 page 118	Reading —Extracts from the financial press Listening —Margareta Galfard on why the merger between Renault and Volvo failed	'When egos collide' (<i>The European</i>) Why mergers and acquisitions often fail	Phrasal verbs 2	Modal verbs of obligation	Business Skills Focus: Meetings Listening —A consultant gives advice about meetings Speaking —The language of meetings Role-play —A meeting Writing —Minutes of a meeting
13 Marketing 市场营销 page 127	Listening —Military metaphors Speaking —Market research techniques	'Hello to the good buys' (<i>www.shell.com</i>) A Shell Oil market research project	Compound adjectives 2	Comparison Reported speech	Reading —Direct mail marketing Writing —A direct mail marketing letter
14 Product and Corporate Advertising 产品与公司广告 page 136	Speaking —Advertising media Reading —Advertising slogans Speaking —Controversial advertising	'Sacrilege' (<i>The European</i>) A controversial advertising campaign	Uses of <i>like</i>	Gerund and infinitive The article	Listening —A description of a Gillette TV commercial Discussion —Designing a TV commercial Writing —A scenario for a TV commercial Speaking —Presenting a scenario
15 The Business Media 商业媒体 page 146	Listening —An executive describes Bloomberg business news services	'Profile: A Man And His Information Machine' (<i>New York Times</i>) Michael Bloomberg and his business media empire	Phrasal verbs 3	<i>could have</i> + past participle Nouns	Listening —A radio business news bulletin Reading —Business news articles Speaking —Preparing a radio business news bulletin Writing —Business news reports Role-play —A radio business news bulletin

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1 Company Structures

公司结构

Key vocabulary

Introduce the topic by asking students to present a typical company structure, writing their ideas on the board in the form of a chart. This could be a famous local company or one they have worked for. This will help students visualise the structure of a company and generate vocabulary they already know. Ask students to read through the Key vocabulary section and introduce the organisation chart, presenting the hierarchy from top to bottom, allowing students to comment on how it compares to their own diagram. Ensure that students understand the words in bold. You may wish to ask them to close their books and fill the gaps in the photocopiable vocabulary exercise on page 68 after listening to the cassette version.

Lead-in

1 Ask students to guess what responsibilities each person may have and then listen to check their answers. Play the tape more than once if necessary. You may wish to play again the extracts which caused particular difficulty, pointing out some of the vocabulary which might be unfamiliar to students such as *report*, *accountants* (speaker 1) and *design* (speaker 2).

TAPESCRIPT:

Speaker 1:

Every six months we produce a report showing how the company is doing. This past week, we've been busy with our accountants preparing the results that will be included in our next report.

Speaker 2:

I'm a member of a team of engineers and we've just finalised the design of our new portable computer. This model will be more powerful and more adaptable than our previous one. We're constantly looking for new ideas and experimenting with new products.

Speaker 3:

Before selling our latest product, our department must decide in which regions it will be the most successful and what types of consumers we want to reach.

Speaker 4:

Communication is a key aspect of my department's work. We answer enquiries made by our customers and are also in contact with the press to inform them of our new products and changes within the company.

Speaker 5:

We've been having problems with the quality of certain electronic parts made in our factories. So several members of the department have got together to talk about ways of improving some of our manufacturing techniques.

Speaker 6:

Our company is going through a difficult period and we have had to reduce the number of employees in several departments and to review salaries throughout the organisation.

Speaker 7:

In today's changing work environment, computer systems play an essential role in how the company is run. In our department we not only ensure that all systems are working properly but we also design and develop new applications to make it easier for our employees to exchange and share information.

KEY:

- | | |
|-------------------------------------|----------------------------------|
| 1 e Finance | 5 f Production |
| 2 g Research and Development or R&D | 6 d Personnel or Human Resources |
| 3 a Marketing | 7 c Information Technology or IT |
| 4 b Public Relations or PR | |

2 This task follows on from Lead-in 1 and is based on Philips, the company featured in the unit. Point out that the company organisation chart provided in the introduction to the unit is a standard one but that company structure and department titles can vary from company to company. Ask students what they know about Philips' products and if they own any. Then, working in pairs or small groups, students refer to the Philips Corporate organisation chart in order to decide which department or sector is responsible for each of the items in the box. Go round to each group, helping with any difficult vocabulary, for example *components*, *domestic appliances* and *computing products*.

KEY:

- 1 faxes
- 2 hairdryers
- 3 mobile computing products
- 4 lamps
- 5 X-ray equipment

Reading

1 Students work in pairs or individually to decide whether they think the statements are true or false. Encourage them to make guesses based on what they know already. Students then read the article as quickly as possible, focusing on global comprehension and finding the answers rather than concentrating on unknown vocabulary. You may wish to set a time limit.

Students may have difficulties with the following:

Vocabulary: *diversification* (line 9) *creed* (line 47)

Idiomatic expression: *the turn of the century* (line 4)

KEY:

- | | | |
|---------|---------|---------|
| 1 False | 3 False | 5 False |
| 2 True | 4 True | 6 True |

2 Emphasise that students only need to read the first section of the article again in order to find this information. You may wish to check students' pronunciation of years in English.

KEY:

- a The company was founded in 1891.
- b They established a new research laboratory to stimulate product innovation in 1914.
- c In the 1920s, Philips took out its first patents and decided to diversify its product range.
- d Philips launched the compact disc in 1983.
- e Philips made its 100-millionth TV set in 1984.

3 This exercise provides an opportunity to work on numbers, often a problem area in English. Students only need to read the second section to find the answers. Once students have found the answers to the exercise they should practise reading the figures aloud in pairs, before listening to the cassette to check their pronunciation.

In English we do not make the words *hundred*, *thousand* or *million* plural when in a large number. For example, we never say '£4 millions', but '£4 million'.

Also with decimals, we say 4.32 as 'Four point three two' not 'four comma thirty two'. Point out that in English and separates the hundreds and the numbers which follow in GB English but not in US English:

12,839 = 'Twelve thousand eight hundred and thirty-nine.'

452,210 = 'Four hundred and fifty-two thousand two hundred and ten.'

6,391,000 = 'Six million three hundred and ninety-one thousand.'

And is also used in numbers which contain no hundreds:
2,021 = 'Two thousand and twenty-one.'

KEY/TAPESCRIP:

- | | |
|--|------------------|
| 1 two hundred and fifty-six thousand, four hundred | 3 six |
| 2 a hundred and fifty | 4 three thousand |
| | 5 fifty million |

4 This listening exercise provides practice in listening and understanding numbers. Play the tape through with short pauses for students to write down the numbers. You may want students to repeat the numbers for practice.

KEY/TAPESCRIP:

- | | | |
|----------|-------------|--------------|
| 1 7.4% | 4 1,001 | 7 £6,391,150 |
| 2 364 | 5 13.57 | 8 0.2% |
| 3 12,839 | 6 \$451,210 | |

If further practice is needed, you could write some numbers on the board for students to repeat and/or students could each write eight numbers and dictate them in pairs.

Vocabulary

1 Encourage students to look at the words in context in order to deduce their meanings. Check students' pronunciation and show the stress on these words. Note the contrast between *innovation* (line 7) and *innovations* (line 8).

KEY:

- | | | | |
|-----|-----|-----|-----|
| 2 h | 4 e | 6 c | 8 g |
| 3 f | 5 b | 7 a | |

2 Students should first try this exercise without referring back to the text, as the first letter of each word has been provided. Point out that the number of spaces indicates the number of letters. To check their answers they should then scan the text to find the words which were actually used.

KEY:

- | | |
|--------------------------|------------------------|
| 2 concentrated on | 7 monitors |
| 3 programme... expansion | 8 implemented |
| 4 launched | 9 divisions |
| 5 turn out | 10 issues... practices |
| 6 managed | |

3 The purpose of this exercise is to activate and practise some of the vocabulary students have studied in Vocabulary 1 and 2.

KEY:

- | | |
|-------------------|--------------|
| 2 diversification | 5 implements |
| 3 range | 6 monitors |
| 4 division | |

Vocabulary development: verbs and prepositions

You could introduce this by asking students for any verb and preposition combinations they know or writing some verbs on the board and eliciting their prepositions. Then look at the examples with students.

1 Students should fill in the blanks provided for the prepositions and then check their answers with you or by looking them up in a dictionary.

KEY:

- | | |
|--------|------------|
| b from | g in |
| c of | h to |
| d in | i on |
| e in | j to... on |
| f to | |

2 This exercise practises some of the verb and preposition combinations in context.

KEY:

- | | | |
|---------------|--------------|----------------|
| b believe in | d depends on | f benefit from |
| c resulted in | e belong to | |

3 and **4** These two questions could be discussed in groups or set for homework. Alternatively, students could write three gapped sentences for another pair to complete.

Language Focus

Present perfect and past simple

Focus students' attention on the sentences from the text and use the questions to form the basis of a class discussion on the differences between the present perfect and the past simple tenses. If you wish, students can refer to the Grammar Reference section on page 166 of the Student's Book.

KEY:

- 1 A—past simple
B—present perfect
- 2 present perfect (B)
- 3 past simple (A)

Practice

Before reading the article and completing the exercise, ask students what they know about Colgate-Palmolive. You could ask them to guess the age of the company, etc., and then read to check. Ask them to name products which are manufactured by the company. With a strong class you may wish to do this exercise first as a diagnostic test.

KEY:

- | | |
|-----------------|------------------------|
| 2 did | 8 bought |
| 3 began | 9 has had |
| 4 led | 10 has maintained |
| 5 has set up | 11 has created/created |
| 6 has become | 12 has always paid |
| 7 has developed | 13 has already made |

Describing changes

This is a key business language point which students need to master early in a business course. There is more detailed coverage on pages 94 and 95 in Unit 9 of the Student's Book. You could start by putting arrows on the board and eliciting verbs and nouns for different types of change. Focus on the stress difference for nouns and verbs, for example, 'increase/increase.

Practice

KEY:

- | | | |
|----------|------------|--------|
| 2 rose | 5 fall | 8 rise |
| 3 risen | 6 increase | |
| 4 reduce | 7 go up | |

Skills Focus

Listening

Introduce this task by asking students what they know about Guinness. Would they like to work for the company? What do they think Mr Guerin's job involves?

The pre-listening exercise provides students with an opportunity to focus on useful language and talk about personal work history. They may work in pairs or small groups to complete the task. You may wish to pre-teach the language by giving examples from your own history. Play the cassette for them to check their answers. Pre-teach *plant*, *Industrial Relations Manager* and *trade union* to avoid any comprehension problems.

Students already in employment could then be asked to describe their responsibilities and positions in their present jobs or in jobs they might have had in the past. Remind students that articles are used in English before jobs, for example *He is a journalist*. *I am the Marketing Director of IBM*. Point out that the gerund form is used after prepositions, for example *in charge of doing something*, *responsible for doing something*. Students could also describe part-time or temporary jobs they have done or what they imagine their future jobs will be like.

1 and 2 KEY/TAPESCRIPT:

When I first started working in Guinness ¹**I was employed as** a general worker. For three years ²**I worked** in the bottling plant as a machine operator. ³**The next position I held was** for a period of seven years in the engineering department as a maintenance assistant. This involved working with technically skilled personnel in maintaining plant and equipment. In both jobs ⁴**I reported directly to** a supervisor. Since then, however, the structure of the company has significantly changed and the supervisor layer no longer exists. General workers now report to a plant manager. ⁵**I was then promoted to** the position of laboratory officer in the quality assurance laboratory. ⁶**This job involved** carrying out a wide range of analyses on all aspects of the brewing process. For the past year ⁷**I've worked in** the personnel department as an Industrial Relations Manager. ⁸**In this role I** report directly to the Personnel Manager of the company.

3 The purpose of this exercise is to train students to listen for general comprehension. Allow students time

to read the questions and check they have understood them. They can then predict the answers. They may need to listen to the tape a few times to get enough information to answer the questions.

TAPESCRIPT:

My transition from general worker to a managerial position came about as a result of my involvement in industrial relations as an active trade union member for several years, as well as studies I undertook in my spare time. In fact I've recently completed a Master's in Business Studies at University College, Dublin.

While my current job title is 'Industrial Relations Manager', my role at present is more concerned with manpower planning. This involves talking with line managers to identify the manpower requirements of the company over the next three to four years. I'm also responsible for recruiting and drawing up contracts for temporary personnel as well as redeployment of permanent employees to new positions within the company. One of the consequences of major structural change like that which has taken place in Guinness is that job titles don't always reflect actual roles. In many respects Guinness is going through a period of transition where new roles are still evolving. If you were to ask me what, above all else, is the key competency for managers today, I would have to say it is the ability to manage change.

KEY:

- 1 He was an active trade union member and he completed an MBA in his spare time.
- 2 Manpower planning and recruiting.
- 3 Talking to line managers and drawing up contracts.
- 4 The ability to manage change.

4 Here students may need to listen several times in order to provide a complete answer to the question.

TAPESCRIPT:

During the time I've been with Guinness the company has undergone several programmes of change involving the introduction of new technology and the contracting out of non-core activities such as security, catering and major maintenance projects. And this in turn has led to a significant reduction in the number of people directly employed by the company. I should add, however, that this was achieved without any industrial unrest. Guinness has always sought, has always sought to achieve major structural change through consultation and negotiation with trade unions. The age profile in the company was quite high and the necessary personnel reductions were achieved through early retirement rather than compulsory redundancies.

KEY:

The company has changed due to the introduction of new technology and the contracting out of non-core activities.

In addition, there has been a significant reduction in the number of people directly employed by the company.

Speaking

1 This short role-play activity is designed to recycle language from Listening 1. It also provides an opportunity to revise the questions that are usually asked when introducing oneself at a meeting. As students prepare their list of questions, make sure that a wide variety of structures are being thought of in order to obtain information, such as *How old are you? How much money do you earn? What kind of company do you work for?* and *Where did you study?* instead of *What is your age? What is your salary? What is your company? What is your background?* etc. If necessary, you could revise question forms here. Students in work could do this about themselves.

Make a list of common errors and correct them after the exercise.

2 This is a similar activity, but focuses on company history rather than personal history. Each student should spend about ten minutes reading the profile of their company and should then ask their partner for the information needed in order to fill in the chart. As students work in pairs, make sure that they ask each other questions and exchange information rather than simply re-read the profiles. It may be useful to elicit additional structures that can be used to ask for information in the chart, such as *Where is the company based? Where are the company's headquarters? How many people does the company employ?* in addition to *How many people work for the company?* etc. Students in work could do this about their own company.

KEY:

Name of company	Virgin	Motorola
Headquarters	London	Chicago
Chairman	Richard Branson	C. Galvin
Business activities	cinema, communication, financial services, hotels, investments, retail and travel	advanced electronic systems, components and services, two-way radios, paging and data communications, automotive, defence and space electronics and computers
Main markets	the United States, the United Kingdom, Continental Europe, Australia and Japan	it conducts business on six continents
Sales in 1999	£3 billion	\$30.2 billion

Writing

This activity can be done either in class, in pairs or small groups, or used as an individual homework assignment. If students have access to the Internet, they could also provide similar profiles of other companies by visiting their websites. Tell students that if they do not know the website address of a company they can try:

www.the company name.com

or: *www.the company name.net*

or: *www.the company name.org*

For a UK based company, they could also try:

www.the company name.co.uk

Or they could use search engines which are systems on the Internet that will search for any key word, such as 'Guinness'. Some of the main search engines are:

www.yahoo.com

www.Lycos.com

www.dogpile.com

www.overture.com

KEY:

Tesco is a company based in the UK since 1924. The Chairman is John Gardiner. The company's business activities include: superstores and hypermarkets, personal finance, e-commerce and an Internet service provider. Their main markets are the UK, Ireland, France, Czech Republic, Hungary, Poland, Slovakia, South Korea and Thailand. They also have plans for stores in Malaysia and China. Sales in 1999 were £18.5 billion.

2 Recruitment 招聘

Key vocabulary

Bring 'Appointments' pages and sections from newspapers or magazines to the class. Brainstorm other headings and titles that are sometimes used in these such as 'job offers', 'situations vacant', etc. Ask students what they already know about the recruitment process and the different stages that are involved in getting a job in their country/countries. You may then want to read through the Key vocabulary section. There is a photocopiable gapped version of the recorded text on page 68. It is important to make sure that students have grasped the major differences that exist between British English and American English vocabulary in this field. You may also want to draw their attention to the many derivative forms of key words like *apply—application—applicant—application form, recruit—recruiter—recruitment and interview—interviewer—interviewee*.

Lead-in

1 This activity can be conducted either individually or in pairs. Check that students understand the vocabulary used and, as an introduction to the next activity, draw their attention to the style which is designed to make it as appealing as possible.

KEY:

- | | |
|-------------------------------|-------------------------|
| 1 Movie tickets... | 3 Plane tickets... |
| 2 Tokens for pinball games... | 4 President's Awards... |

2 This short section focuses attention on the personal qualities required for working at the company. It also encourages students to think about the best methods to evaluate whether or not candidates actually possess these. It is probably best to use this as input material which will contribute to the discussion phase at the end of the Lead-in. Avoid opening up the subject to classroom debate at this stage.

KEY:

Answers will depend on outcomes of discussions in pairs. There will probably be disagreement.

3 These are examples of recruitment techniques used in different parts of the world and illustrate how much recruitment processes can vary. They form a good starting point for group discussions as students' opinions will be very different. Before or after this discussion phase, ask students if they know of any other selection methods such as assessment centres, or any of the more marginal recruitment techniques that are sometimes used like morpho-psychology (which tries to determine personality from facial features), or astrology and numerology. By the end of the Lead-in,

students should have a clear idea of what they think is an acceptable approach to recruiting personnel and they will then be able to contrast this with the views that are presented in the text that follows. If there is time, with a more advanced class it may be possible to ask students to actually perform the two tasks of telling a joke and making a five-minute presentation.

Reading

This text from the *New York Times* presents recent developments in the recruitment of business executives in the US, and shows how much more selective and demanding this has become through the use of testing. Students may have difficulties with the following idiomatic expressions:

mind over matter (title) *bring the wrong person on board* (line 45) *about as common as a ten-dollar bill* (line 74-75) *play the interview game* (line 76)

Ask students to read the statements first, then set them a time limit to read the text and complete the activity. You may want to ask them to justify their answers and perhaps correct the false statements.

KEY:

- 1 T 2 F 3 T 4 F 5 T

Dictionary skills

Being able to use an English-English dictionary is an important skill for learners. In particular, it vastly increases their autonomy. This section is devoted to developing reference skills by presenting students with sample entries to study. These are accompanied by a set of points to consider to help them to identify the various information that they can find about words and how they are used. The activity has been designed to provide a general introduction to dictionary use and as such it does go into a detailed analysis. You may therefore wish to extend this activity by introducing students to the phonetic alphabet or by providing their own selection of dictionary entries with accompanying texts. The two sample entries have been taken from the *New Longman Dictionary of Business English* and are typical of those in most English learners' dictionaries.

Dictionary checklist

KEY:

- 1 There is a difference between the pronunciation of the noun and verb forms. The former has the primary stress on the first syllable while the latter has it on the second.
- 2 The word can be used both as a noun and a verb.
- 3 One meaning is given for each word form.
- 4 No.
- 5 No.
- 6 The word is used as a verb (line 44).

Vocabulary

1 and 2 It is important to point out that it is not always necessary to go straight to the dictionary when you are faced with a word that you don't understand. Encourage students to first try to work out the meaning from the context; if that is not possible, they should at least try to identify the grammatical category that is used. In this exercise students are first asked to try to deduce as much as they can about five words by studying the context in which they appear in the text. Although they may be able to find answers to most of the questions in the checklist, they will need further information from a dictionary in order to complete others.

Being able to guess meaning is important for language learners and you may want to devote more time to developing this skill. They can do this by preparing their own texts and assigning a selection of words for small groups of students to work on. Each group tries to explain what they think the words mean and then checks the other's answers using a dictionary.

3 KEY:

- | | |
|-------------------------|----------------------|
| 2 position | 5 skills |
| 3 employer | 6 behaviour |
| 4 candidates/applicants | 7 competent/suitable |

Vocabulary development: compound nouns

This section deals with one of the ways in which compound nouns are formed. In this case the first element of the compound is a noun and the second one is a noun form with *-er* which has been added to a verb stem. There are many examples of such words in English and many new terms that enter the language are generated in this way. It is important to point out that such compounds are usually spelt as two separate words, but can also be one word or hyphenated.

1 and 2 KEY:

- | | |
|-------------------------|--------------------|
| 1 h risk-taker | 5 a wage-earner |
| 2 e computer programmer | 6 g wine importer |
| 3 f problem-solver | 7 c law-breaker |
| 4 b award winner | 8 d troubleshooter |

3 There are hundreds of possible answers including: *trouble maker, law maker, pop singer, news presenter, record breaker, film maker, ski instructor.*

Discussion

This section simply provides students with an example of the questions found in a personality test of the type mentioned in the text.

Language Focus

Present simple and present continuous

This exercise reviews the different uses of the present simple and present continuous and allows students to revise the basic rules for these two tenses. You may want to refer students to the Grammar Reference material on page 166 of the Student's Book.

KEY:

- | | | |
|---------------|---------------|---------------|
| 2 c P. cont. | 4 d P. cont. | 6 b P. cont. |
| 3 a P. simple | 5 g P. simple | 7 e P. simple |

Practice

You may want to review the tenses when this activity has been completed, especially if it has been done for homework.

KEY:

- | | | |
|------------------|--------------|-----------------|
| 2 feels | 6 is growing | 10 decide |
| 3 is not using | 7 reads | 11 travels |
| 4 is looking for | 8 is living | 12 enjoys |
| 5 realises | 9 says | 13 is attending |

Skills Focus

Listening

Before doing the Listening task it may be necessary to explain the meaning of certain words such as *mother tongue, glamor* and *gritty*. Encourage students to make notes during the first listening and not to try to complete the task at this stage.

TAPESCRIPT:

Fiona:

Hi, it's Fiona here. I just wanted to tell you that I saw this great job ad in the newspaper the other day.

Friend:

You never told me that you were thinking of getting a new job!

Fiona:

Well, I wasn't until I saw this one. It's exactly what I've always wanted to do.

Friend:

Go on then. Tell me about it.

Fiona:

Well, it's for a Californian company called Patagonia. I'm sure you've heard of them before.

Friend:

Oh yeah, they're the people who make outdoor clothing, right?

Fiona:

Exactly. Anyway they're looking for what they call a public affairs associate. It's basically a public relations position.

Friend:

Do they say what sort of a person they're looking for?

Fiona:

Well, actually the ad just says that they want someone who has experience in the press and in PR, and who has good writing skills. Oh, and it has to be someone who's pretty good at outdoor sports, you know, like skiing.

Friend:

Sounds just right for you. Don't tell me that if you get the job you'll be moving to America!

Fiona:

Oh no. I forgot to tell you, in fact they're looking for someone whose mother tongue is German, because the job is based in Munich, which would suit me just fine because, as you know, I've got family near there.

Friend:

Do you know how much the job pays?

Fiona:

No,... they don't say anything about money. But I'm going to apply anyway. I'm sure I'll find that out if I get as far as the interview.

Friend:

When will they be doing the interviews?

Fiona:

In the ad it says during the last week of February.

KEY:

- | | |
|------------------|--------------------|
| 1 Public Affairs | 5 German |
| 2 Munich | 6 Californian |
| 3 PR/press | 7 outdoor clothing |
| 4 writing | 8 February |

Preparation for writing

1 The curriculum vitae

This activity offers students an opportunity to study the layout and content of a curriculum vitae (CV) in English. Furthermore, it will allow students to prepare their own CVs for future use. It is important to explain that there are many different ways to prepare a CV, depending on the nationality of the company that you are applying to. For instance, in the US it is much more common to accompany each entry on a CV with a description of exactly what this involved, whereas in Europe a simple summary often suffices. Similarly, the order in which different events are presented may vary. The relative importance of extracurricular activities and of references will also vary with national culture. Much depends on methods of recruitment. For example, there is a current trend in using recruitment consultants, who invite prospective employees to

e-mail CVs direct or advertise themselves on the Internet. In some fields, CVs have recently changed radically by abandoning the traditional chronological development through education and experience, in favour of setting out personal skills acquired in order to entice prospective employers. You may want to initiate a discussion on the merits of different approaches to preparing CVs.

KEY:

- | | |
|---------------------------|--------------|
| 2 Education | 5 Activities |
| 3 Professional Experience | 6 References |
| 4 Skills | |

2 The letter of application

This activity invites students to study the vocabulary and the style of a standard covering letter. As well as being a useful model for their personal future reference, it will help students to complete the writing task below.

KEY:

- | | | |
|-----|-----|------|
| 2 d | 5 e | 8 b |
| 3 g | 6 a | 9 j |
| 4 c | 7 h | 10 i |

3 This section can be a discussion activity where pairs of students have the chance to express their views and then decide whether they think Fiona Scott is the right person for the job. Different opinions can then be shared with the class as a whole.

Writing

This activity provides students with an opportunity to practise writing their own CVs and letters of application. Encourage students to read the advertisement carefully and make sure that they have understood exactly what type of applicant is being sought. They can then work in pairs to prepare a suitable letter of application. You will need to help with the wording. They will need to accompany this with an appropriate CV. The CV can be prepared in groups or given out as a homework assignment. Remind them of issues related to the approach, content and wording of the CV.

Listening

1 TAPESCRIPT:

Personnel Manager:

The most important thing when interviewing a candidate is his character, his ability to react, his intelligence and his suitability for the position that... which... for which he is being interviewed.

Interviewer:

And uh, to what extent does the person's appearance influence your decision?