

BUSINESS ENGLISH

商务英语系列教材




Business

商务英语阅读

A Reader for Business English

周富强 编著

 广东人民出版社

商务英语阅读

A Reader for Business English

周富强 编著

广东人民出版社

图书在版编目 (CIP) 数据

商务英语阅读 / 周富强编著. — 广州: 广东人民出版社,
2003.11

ISBN 7-218-04442-5

I. 商… II. 周… III. 商务-英语-阅读教学-高等学校
-教材 IV. H319.4

中国版本图书馆 CIP 数据核字 (2003) 第 040429 号

责任编辑	陈植荣
封面设计	六 德
责任技编	黎碧霞
出版发行	广东人民出版社
印 刷	肇庆市科建印刷有限公司
开 本	787 毫米×1092 毫米 1/16
印 张	15.5
字 数	350 千字
版 次	2003 年 11 月第 1 版 2003 年 11 月第 1 次印刷
印 数	5 000 册
书 号	ISBN 7-218-04442-5/H·104
定 价	18.50 元

如发现印装质量问题, 影响阅读, 请与承印公司联系调换。

Preface

If you are thinking of studying English and International Business, you are probably be thinking about a career either independently or as part of a company abroad or with links abroad and you will also be interested in cultures and ways of life other than the one in which you were brought up. You think that it is important in an increasingly global economy to understand and appreciate the different cultures of your fellow human beings because that way you can talk to them directly and also enrich your own culture and understanding.

The book is compiled for students of business, economics or related disciplines such as Engineering or IT and also for those whose professional activities require the use of Business English. The book aims to develop reading skills in a variety of current business contexts, e. g. advertising, marketing, negotiating skills, arbitration, sales promotion, telephone skills, e-commerce, writing and comprehending business correspondence and reports, news and articles on business topics.

You will be encouraged to expand your general and business vocabulary. There is also a practical dimension to your study in that you will regularly be asked to carry out case studies to see how the theory is applied in the real world. In addition, you are expected to develop a habit of analyzing, understanding, and mastering the theoretical and practical issues of business and economics in English, so as to lay a solid foundation for being versatile talents to combine linguistics theories with the theories and practices of business and economics.

The author would like to thank Lin Huan-wen for his contribution to the compiling of some units and thanks also go to He Yong-bin for his kind encouragement of carrying on the compiling work, and Chen Zhi-rong for his painstaking editing work. The author is grateful to the following for permission to reproduce their articles and photographs: David Grey for some of his articles from the web; Carter McNamara for "Major Methods of Advertising and Promotion"; Christophe Imhoos for "Settling Out of Court" and Microsoft encyclopedia for most of the notes. The author would be pleased to hear from any other parties who may feel they hold rights in any of the material that has been included.

Contents

Preface

Unit 1	An Introduction to Business English	1
Unit 2	Business Basics	10
Unit 3	Making Yellow Page Advertising Work for Your Business	18
Unit 4	Major Methods of Advertising and Promotion	31
Unit 5	Advertising's No Joke, Take Care with the Laughs	42
Unit 6	Settling out of Court	48
Unit 7	Why You Should Use Written Contracts	58
Unit 8	Do You Know What Business You Are in?	66
Unit 9	12 – Step Foolproof Sales Letter Template	75
Unit 10	Internet Marketing for Local Small Businesses	89
Unit 11	Meeting the Information Needs of Marketing Today	97
Unit 12	Membership Marketing	104
Unit 13	Community – Based Street Marketing for Small Businesses	113
Unit 14	Make Money with Other People's Customers	123
Unit 15	Differentiate or Die: Your Unique Selling Proposition	131
Unit 16	Telephone Success Strategies for Businesses	138
Unit 17	Getting the Most out of Trade Shows	148
Unit 18	Ways for Successful Presentation	160
Unit 19	Work Skills	173
Unit 20	Interviewing Information	190

Unit 1

An Introduction to Business English

There is now a significant set of business English (BE) students or learners for whom *A Reader for Business English* can be of great value; We find ourselves confronted with many questions in connection with this category of student. How many students in the world study English as a foreign language while pursuing business studies at university or college? How many such students have work-experience before they learn English? How do the different institutions weight the relative demands of English for study and academic purposes and English for (future) occupational purposes? These are just some of the potential unknowns which syllabus and curriculum planners, materials producers, advisers and business teachers might benefit from having answers to. For instance, what business English skills and knowledge will be needed to cater for all the potential students on such courses? What types of students are we dealing with?

What Are They Going to Do after Their University Course?

When they begin their course the vast majority of tertiary level BE students have no clear idea how they will eventually need to employ their BE skills. To be sure, we have all seen “needs analyses” from industry and commerce. These may serve as an overall index of some of the BE needs, but teachers in tertiary level institutions will know how unpredictable professional and even learning activities are becoming nowadays. If I had been told 10 years ago that my students would today be employing the Internet as a resource for their seminar papers on business matters (with all the accompanying pitfalls entailed), I would not have believed it. Similarly, many predictions being made today are unlikely to become realistic practices in the future. When tomorrow becomes today, or even yesterday, we are all much wiser.

How can curriculum planners and BE teachers cope with this degree of uncertainty? I would argue that there are a number of *basics* which BE students/learners cannot do without. Given the high numbers of lower to upper intermediate level students on university courses, the importance of a structured approach to business English becomes self-evident. Some of the principles that guided me in the selection and arrangement of the material in *A Reader for Business English* are described below.

Need for a Structured Approach to Business English

The rationale, which underlies *A Reader for Business English*, fits in very well with the needs and requirements of those tertiary level BE syllabuses which aim to prepare pre-experience business students to use English in their future professional settings. Such courses need to try to achieve two things; to strengthen and enhance the somewhat shaky core English skills and knowledge of our learners, as well as to simultaneously build up students' BE skills. These courses should not be too demanding in terms of prior business-related knowledge and experience - otherwise they will go over the heads of many, if not most, of our students.

Business English language instruction in this setting is tightly constrained; both in terms of available time and of the prior knowledge of our students. Principled selection of material is therefore a must. This has to factor in two major elements; our students' limited business experience, and teachers' own assessments of the relative utility of differing language skills needed for business. Either way, the outcome teachers provide has to be within a framework of systematically structured learning and teaching.

We all know the disparate starting points of BE students in tertiary education, as I have already mentioned. But in view of their broad spread around the intermediate level a structured approach to business English will provide them with a support system.

I will mention some of the fairly essential basic English skills such students tend to lack and hence need practice in. These include the following: knowing how to pronounce English (words, phrases, whole utterances), knowing how to read (aloud) a whole passage in English, how to spell words in English, how to master business-relevant words and phrases, and control business-necessary intermediate level grammar; as well as knowing the English names of letters, punctuation marks and symbols.

“A Reader for Business English” Provides a Principled Rationale for Tertiary Level Business English

A Reader for Business English provides a number of natural business environments in which to situate and practice these basics. In the following summary I indicate

how this principle is put into operation in *A Reader for Business English*.

Spelling

Knowing how to spell words (names) out loud in English (spelling aloud) is essential. Practice is given in getting names and addresses right in commercial correspondence. In business people need to be able to use the alphabet fluently and also to understand other people when they spell words or names out loud.

Vocabulary

In BE classes we will also clearly need to encourage vocabulary learning – but how? In order to deliver “high-priority vocabulary” for students it is necessary to select and present relevant lexis for business English in a principled fashion. It is important to stress how vocabulary learning can benefit from contextualization and activization. *A Reader for Business English* aims to do precisely this. The texts, instructions, exercises, notes contain much of the “business” vocabulary that students will require. The majority of this vocabulary is assimilated as students carry out a task-related activity and should not be taught “separately” out of context. These exercises are designed to introduce business-related vocabulary and terms which have not occurred elsewhere in exercises or tests. Unfamiliar terms and vocabulary for the pre-service students are contextualized by the notes which provides sets of helpful background information at the end of each unit for pre-experience students.

Writing Conventions

Business writing conventions in English are often a major obstacle in intermediate BE courses. *A Reader for Business English* has two basic units which focus explicitly on the major written business genres. It is also clearly acknowledged that, despite the spread of telephones, writing will continue to play a significant role in business.

Conclusion

Faced with large groups of young, pre-experience students enrolled in the early stages of business administration courses, it is impossible for us to know which specific business area they are likely to end up in. Yet, the learning discipline of BE and the accompanying academic and study skills may well contribute to the broader transferable skills demanded by today's more flexible job market.

I hope the structured approach to business English which underlies the design of *A Reader for Business English* can provide you with a satisfactory answer to the dilemmas that you face as a BE teacher as you deal with intermediate level business English students in college, university and related pedagogical settings.

Notes

1. Business English Teaching

Business English teaching first appeared on the ELT stage as a course programme and learning objective in the late 1970s. In discussing Business English, it is important to remember that; it has been influenced by both the ELT and the non-ELT world; its course content reflects the diverse needs of varied learner groups - from pre-service students to in-service professionals; its teaching methods have drawn on both general ELT methodology as well as more specialist management training. In short, the teaching of Business English brings together three areas: Teaching – the pedagogic skills involved in helping students learn; English – knowledge of the language and, more recently, an understanding of the role of communication in professional situations; Business – familiarity with the key business issues facing specific learners or learner groups.

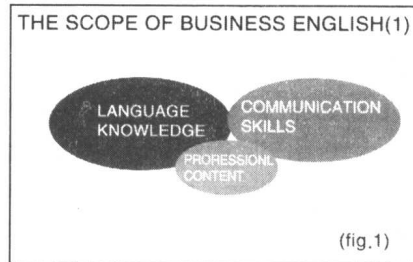
Each of these areas is evolving in its own way. New teaching approaches bring new training ideas such as facilitation and moderation. Language change introduces new forms, for example the growing e-terminology. Communication adapts to new behaviors, such as the emphasis on presentation style and image, as well as to new technologies, such as the Internet, video-conferencing, and mobile telephones. Business both initiates and responds to changing practices. All in all, the menu provides a rich mix, a starting point for exploring the scope of Business English and the range of skills needed by the Business English teacher.

For any Business English Teacher, the challenge is in the dynamic mix between: each teacher's own personal approach to teaching; the knowledge to be acquired by the learners; the skills to be developed by the learners. So Business English is very much a hybrid. Course content reflects the needs of its users; course delivery reflects the personal style of its teachers.

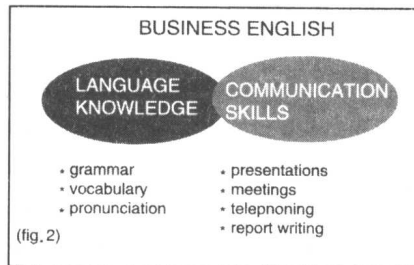
2. The Content of Business English Courses

We have two major elements as the building blocks for course design: language

knowledge and communication skills. Language knowledge is grammar, vocabulary and the sound system. In communication we activate this knowledge to transmit messages through different channels, for examples presentations, meetings, telephoning or in written documents, such as correspondence or reports. These are examples of communication skills. Language knowledge is what you know about the language. Communication skills are what you do with the language.



The objective of Business English trainers is to design and deliver courses which aim to increase language knowledge and communication skills.

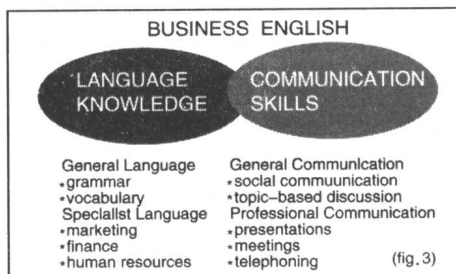


Course design: Business English vs General English

However, what makes Business English trainers different from General English trainers is partly related to language and partly to communication. The language knowledge to be introduced and practiced in the Business English classroom reflects the professional background of the learner(s). The communication skills to be developed and practiced reflect the professional world of presentations, meetings and telephoning rather than general discussion.

Thus Business English uses general English for some of its content but adds other content which is specific to business.

So, while language and communication are central, the contexts of business



English are different from the contexts of general English. This is represented by Professional Content (see fig. 1 above).

Professional Content provides a variety of contexts or topics related to business functions (e. g. marketing, finance etc). The contexts or topics are also related to business sectors (e. g. banking, pharmaceuticals etc).

Both General English and Business English need contexts for developing language knowledge and communication skills. General English uses topics or themes. Business English uses professional content. In both cases the setting is the activation vehicle not the learning end. In other words, the use of a theme such as leisure activities in the General English classroom is not to make the students experts in leisure. Similarly, when dealing with marketing issues, the Business English teacher is not aiming to teach about marketing. Providing training in professional content is the role of a management consultant, not a language trainer. Despite this, there is a need for the Business English teacher to know something about professional content. The web contains a vast supply of resources related to business. The problem for the business trainer is how to find those resources that are useful and reliable.

One of the hallmarks of Business English courses, one that differentiates them from General English programmes, has been their narrow focus in terms of course design. This has typically enabled learners (and trainers) to concentrate on a restricted set of objectives. However, as we have seen, the needs of Business English users have grown and are likely to continue to grow in the future. If Business English teaching is to respond appropriately, we need to constantly reconsider the scope of our activities as BE trainers and the resources we use to help our trainees achieve their objectives.

3. Lawrence Baron's Philosophy for Teaching English for Business

- A student needs to listen and understand as much as they need to speak.

Inevitably all students want to speak English, but they forget the other half of the formula. Her aim is to show her students how to communicate their message with the best possible language they can muster.

- English for non-native speakers is a business tool and it has to show dividends immediately. A company that invests in computer technology for its business operations does not wait years before it expects some returns. It is a question of degree. English for business is a real and living language so she use authentic and current material.
- Her text books are newspapers (British/American) magazines, trade journals, technical texts, sources from the Internet, leaflets, brochures, company information, radio, TV and company videos. A textbook is useful for background material whereas authentic material is an ideal source of up to date information. Keep up to date. It's the professional way.
- She emphasizes to her students that they must find the time to study the basics of the language. Sessions are there to discuss questions, deal with problems, identify important or new aspects of the language and discover ways of learning. She gives homework for those who want to do it and she gives some written class work (ideas, opinions, letters, etc.) on a regular basis.
- If a student is not really interested in English they can do better than waste her time, the time of their colleagues and their time. She always focuses on the needs of the student and on specific objectives. These are usually identified after a few sessions.
- She always tries to focus her sessions on: things that interest her students, things that the student can relate to, common experiences and things in common to the group. Have a common denominator. It works. Her sessions are usually based on discussions. She incorporates corrections, grammar points and new vocabulary in the progress of the discussion. This takes some preparation and students don't have to fit to your lesson plan. Be prepared.
- The subjects and topics she chooses for each session depend on the interests and needs of the students. This means that she has to be flexible on what she does. There are, however, two topics she makes sure she covers, on separate

occasions, with each group of new students. These are: problems they have with learning English and mistakes they make when using English. She spends between 15 and 20 minutes on the topic and then move on to discuss problems or mistakes in life, society, work etc. After all, She only wants to make students aware and not self-conscious of their problems and mistakes with English.

- She is very particular about student participation; everybody must participate. However there are circumstances when a participant in a group is too tired in which case she leaves it up to the person to join in. Quality time is the name of the game. She is to have a light hearted and easy going atmosphere in her sessions. Her students have high pressure and responsible jobs. She doesn't want to add to their stress and pressure in her sessions.
- Unless things can be organized otherwise, She would sooner have a group made up of people with common interests, common characteristics or colleagues before taking linguistic skills into consideration. Her aim is to achieve the best out of peer pressure and peer assistance. Without exception she found that people with common interests, common characteristics or colleagues go out of their way to help each other. Only when such a group cannot be organized will she use linguistic criteria or when a particular member's linguistic skills are way below the average.
- In class she consider herself as a team leader helping her team communicate in English. Attitude is all; belong to the team. She tries to learn from her students as much as she tries to help them learn about English.
- An interesting session is a successful session. She is always on the look out for new and interesting ideas and a very good source are her students.
- Regularly ask your students for feedback about your style of teaching and the content of your sessions. Go on... try it. It is good to learn and even better to feel good.

Words and Expressions

syllabus	课程提纲
curriculum	课程
tertiary	第三级的，高级的
needs analysis	需求分析
unpredictable	不可预知的
pitfall	缺陷
rationale	基本原理
simultaneously	同时地
principled	原则性强的，有原则的
disparate	全异的
lexis	词汇
contextualization	上下文
lexicon	词典
dilemma	进退两难的局面，困难的选择
pedagogical	教育学的，教学法的
hallmark	特点

Questions for Reflection and Discussion

1. How do you define Business English? What's your purpose of learning Business English?
2. What are you going to do after your university course?
3. How can curriculum planners and BE teachers cope with the uncertainty of the future?
4. What do you know about Business English Teaching?
5. Point out the similarities and differences between General English and Business English.
6. What do you think of Lawrence Baron' Philosophy for Teaching English for Business?

Unit 2

Business Basics

Making a Business Plan

The first step in starting your own business is to have business plan. Specifically, you should make a written plan that does the following:

- Explains the product that you will manufacture or sell, or the service that you will provide, and why you expect to be able to sell your product or service profitably.
- Sets forth the qualifications and experience of you and any other key individuals who will be involved in the business.
- Includes financial statements that project the income and expenses for your business for at least three years.
- Provides an explanation of the funding (capital) that will be needed to operate the business and your expected sources of such funding.
- Identifies any professional advisors that you will be using including an accountant, lawyer, tax advisor, banker, and insurance agent.
- Your business plan will help make sure that you are taking into consideration all of the issues. A business plan is also essential in convincing a lender to provide a loan or an investor to provide capital funds.

Funding Your Business

- Obviously, one source of funds is your own savings. Other sources include loans from banks or other lenders, and investments from other individuals.
- Your Savings: It is a good idea for you to invest some of your own savings. If you are not risking any of your own capital, it will be more difficult to obtain loans or capital from others.

- **Loans:** You can obtain loans from banks, other lending institutions, and individuals. You will need to provide them with a business plan and financial statements that show your ability to repay any borrowed funds.
- **Capital Investments:** A capital investment is different than a loan. Instead of obtaining funds that will need to be repaid with interest, you are obtaining capital funds from investors who will be co-owners with you.

Choosing a Name

When choosing a name, make sure that it's not identical or confusingly similar to the name that is already owned or used by another company.

Most states have laws that regulate names for corporations, limited liability companies, limited partnerships, and business entities for professionals. Usually these statutes require that a word be included that clearly identifies the type of entity. For example, a corporate statute might require a corporation to include "corporation", "corp.", or "inc." as part of the corporate name.

If you choose a name for a sole proprietorship or general partnership that doesn't include your own personal name, you may be required by law to register the name of your business.

Ownership Changes

As a small business owner, you may wish to protect yourself against the possibility that one of the other owners will transfer his or her ownership interest to an undesirable third party. Obviously, this is not a problem for the sole proprietor or the sole stockholder of a corporation. However, it is a potential problem with any business that has more than one owner.

Business owners can (and should) address these issues in the partnership agreement (all partnerships), the operating agreement (LLCs), and buy-sell agreements (corporations). These agreements should include at least the following:

- appropriate restrictions on the transfer of an ownership interest, except in accordance with the agreement;
- a method for determining the value of an ownership interest;

- provisions for handling a voluntary withdrawal from the business by one of the owners;
- provisions for handling the ownership interest of an owner who dies;
- provisions for handling the disability of an owner who was involved significantly in the business before becoming disabled; and
- a means of funding any required purchase of an ownership interest (for example by using life insurance to buy the ownership interest of an owner who dies).

Federal Identification Number

In most cases, the new business will need a federal identification number. The exception may be the sole proprietorship that has no employees. To get a federal ID you must prepare, sign and file Form SS-4 with the Internal Revenue Service.

Payroll Issues

Employers are required to withhold federal and state income taxes, as well as FICA taxes, from employee wages. These withholdings must then be properly deposited with the federal and state governments. If you plan to have employees, you will need to comply with these requirements, as well as any requirements regarding withholding of other taxes.

Most employers are subject to federal and state laws that require you to pay unemployment insurance. This insurance is used to pay unemployment benefits to employees who lose their jobs.

Types of Insurance Needed

There are several kinds of insurance that should be obtained:

- **Workers' Compensation.** Most states have workers compensation laws that pay benefits to employees who suffer job related injuries. Employers are required to obtain this insurance from private insurance companies.
- **Liability Insurance.** Although you may choose a business entity that will enjoy "limited liability", you will still need appropriate and adequate liability insurance.
- **Property Insurance.** Your new business will need property insurance to protect the business assets. If you transfer any personal assets to your new entity, you