



# MARKET LEADER

*a new language course for tomorrow's business leaders*

# 体验<sup>®</sup>商务英语

## 教师用书

*Teacher's Resource Book*

# 3

Intermediate Business English



Erica Hall Bill Mascull David Riley

《体验商务英语》改编组



高等教育出版社  
Higher Education Press

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藏书章

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## 前 言

自加入世界贸易组织以来，我国的国际经济贸易地位不断提升，国际商务交往更加频繁，对具有国际竞争力的复合型商务人才的需求越来越旺盛，对商务人才的培养提出了更高的要求，也对商务英语教材提出了更高的要求。

培生教育出版集团出版的Market Leader 商务英语系列教材由David Cotton、David Falvey、Simon Kent等商务英语教育专家联合《金融时报》编写，Powerhouse系列教材由商务英语教学专家David Evans等编写。自出版以来，这两套教材以其独特的编写风格、新颖的内容编排、原汁原味的材料、真实的商务场景以及简明实用的商务知识而广受欢迎和好评。为了更好地满足我国相关院校和广大学习者的需求，高等教育出版社引进改编了这两套教材。

《体验商务英语》系列教材由《综合教程》、《同步练习》、《听说教程》、《教师用书》以及配套的录音带和录像资料组成。该系列教材为学习者提供了全新的学习方式，即在体验中学习商务英语，进而提高运用英语进行商务交际的能力。针对中国人学习商务英语的特点，改编组在原教材的基础上补充了有关商务知识的注释和有中英文注释的词汇表。

《体验商务英语》系列教材是具有全球化视野和鲜明时代特色的新一代综合性商务英语教材，其特色主要表现在以下几个方面：

将国际商务活动的真实内容引入课堂教学，体验真实的商务世界。在商务英语教学中，缺少真实的商务活动，商务活动与英语教学不能充分融合，这一直是困扰教师的难题。本系列教材为商务英语教学提供了大量真实、生动的素材，使学生在掌握语言技能的同时，了解现代国际商务的现状，以达到在体验商务中学习语言、提高商务交际能力的目的。这一特色反映在选材上是丰富多彩的国际商务内容，涉及现代市场经济条件下商务活动的各个方面和时代课题，如全球化、国际营销、技术创新、营销策略、企业文化、市场竞争、经营风险、危机管理、电子商务等等。

角色扮演和案例学习将体验式学习引向深入。本系列教材的突出特色是任务式、体验式的教学活动设计。《综合教程》和《听说教程》的每个单元都有角色扮演和案例学习等交际任务。每个交际任务都以真实的商务交际情景为参照，交际任务目标明确，鼓励学习者在完成交际任务的过程中复用所学语言知识，提高交际能力，将自己的经历和观点融入交际活动之中。

教学设计严谨，为体验式学习打好基础。《综合教程》的每个单元通过讨论与学习者相关的话题导入教学。然后是相关商务词汇、听力和阅读、语法和商务技能的学习。中间穿插形式多样的任务活动。最后，在充分学习、掌握相关内容和技能的基础上，进行案例学习和商务写作练习。《听说教程》的单元设计以语言和商务技能为主线，商务词汇、语法的学习与讨论相结合，听力和阅读部分配有角色扮演等交际活动，最后是案例分析或技能运用。整体编排层层递进，前面的学习为角色扮演、案例学习等实践型交际训练打下了基础。

教学资源丰富，为体验式教学提供有力支持。《综合教程》和《听说教程》主要供课堂教学使用。《综合教程》的大部分素材源自《金融时报》等著名财经报刊近年的文章，具有时效性，语言简练、鲜活。《听说教程》的素材比较多样，有当代电影中的对白节选和小说片断等。与《综合教程》配套的《同步练习》可供自主学习和测试使用，《教师用书》还提供了可复印的补充阅读、补充技能练习等课外学习资料，教师可选择使用。配套录音和录像资料（包括短片、著名企业家访谈等）提供了生动的视听素材，可作为课堂教学或补充学

习使用。

从学习者的需求和兴趣出发编写，使体验式学习更方便。《综合教程》中的主题全部通过在师生中广泛调研精心挑选，反映了大部分学习者的需要和兴趣，可激发学生进一步学习、探索。词汇、语法的学习和语言技能训练与商务话题紧密结合，在规范语言的同时增添了针对性和趣味性。语法学习部分篇幅短小，内容精练，例句生动，书后还附有语法复习部分，使语法学习更加方便。此外，活泼的版式，具有启发性的图片，使商务英语的学习更加形象、直观。

《体验商务英语》系列教材的适用面广，既可以作为国际经贸、国际金融等涉外专业的商务英语教材，也可以作为英语专业商务英语教材，还可以作为大学英语选修课教材和行业培训教材。

我们相信本系列教材的出版将促进我国的商务英语教学和研究，为更好地满足社会需求，培养新一代的具有全球视野和国际竞争力的商务人才做出贡献。

改编组  
2005年4月



# Introduction

## 1 Course aims

Market Leader is an extensive new business English course designed to bring the real world of international business into the language teaching classroom. It has been developed in association with the *Financial Times*, one of the world's leading sources of professional information, to ensure the maximum range and authenticity of business content.

The course is intended for use either by students preparing for a career in business or by those already working who want to improve their English communication skills. It is most suitable for use with students who are at the middle to upper intermediate language level.

Market Leader combines some of the most stimulating recent ideas from the world of business with a strongly task-based approach. Role plays and case studies are regular features of each unit. Throughout the course students are encouraged to use their own experience and opinions in order to maximise involvement and learning.

An essential requirement of business English materials is that they cater for the wide range of needs which students have including different areas of interest and specialisation, different skills needs and varying amounts of time available to study. Market Leader offers teachers and course planners a unique range of flexible materials to help meet these needs. There are suggestions in this book on how to use the unit material extensively or intensively, and how the material in the Practice File integrates with the Course Book. This book contains extensive extra photocopiable material in the Text bank and the Resource bank.

## 2 The main course components

### Course Book

This provides the main part of the teaching material, divided into 16 topic-based units. The topics have been chosen following research among teachers to establish which are the areas of widest possible interest to the majority of their students. The Course Book provides input in reading, speaking and listening, with guidance for writing tasks too. Every unit contains vocabulary development activities and a rapid review of essential grammar. There is a regular focus on key business functions, and each unit ends with a motivating case study to allow students to practise language they have worked on during the unit. For more details on the Course Book units, see *Overview of a Course Book unit* below.

### Practice File

This gives extra practice in the areas of grammar and vocabulary, together with a complete syllabus in business writing. In each unit students work with text models and useful language, then do a writing task to consolidate the learning. Additionally the Practice File provides regular self-study pronunciation work with audio CDs or cassette and exercises. Five tests are available to students for them to monitor their own progress through the course. There is an entry test, three progress tests and an exit test which reviews the work done throughout the course.

### Audio materials

All the listening activities from the Course Book (interviews with business practitioners and tests) and the Practice File (pronunciation exercises and tests) are available on cassettes and audio CDs, depending on users' preference.

### Teacher's Resource Book

This book provides teachers with an overview of the whole course together with detailed teaching notes, Business briefs on business content, a Text bank (32 optional extra reading texts), a Resource bank (photocopiable worksheets practising communication skills) and Audio scripts.

## 3 Overview of a Course Book unit

A typical unit consists of the following sections:

### Starting up

Students have the opportunity to think about the unit topic and to exchange ideas and opinions with each other and with the teacher. There is a variety of stimulating activities such as answering quiz questions, reflecting on difficult decisions, prioritising options and completing charts. Throughout, students are encouraged to draw upon their life and business experience.

### Vocabulary

Essential business vocabulary is presented and practised through a wide variety of creative and engaging exercises. Students learn new words, phrases and collocations, and are given tasks which help to activate the vocabulary they already know or have just learnt.

There is further vocabulary practice in the Practice File.

## Discussion

There are a number of discussion activities in the book. Their main purpose is to build up students' confidence in expressing their views in English and to improve their fluency.

## Reading

Students read interesting and relevant authentic texts from the *Financial Times* and other business sources. They develop their reading skills and acquire essential business vocabulary. The texts provide a context for language work and discussion later in the unit.

## Listening

The authentic listening texts are based on interviews with business people and experts in their field. Students develop their listening skills such as prediction, listening for specific information and note-taking. (To provide good sound quality, some interviews have been re-recorded under studio conditions with actors speaking from the original interview transcripts.)

## Language review

These sections develop students' awareness of the common problem areas at intermediate level. They focus on accuracy and knowledge of key areas of grammar. If students already know the grammar point, this section works as a quick check for them and the teacher. If they need more explanation they are referred to the Grammar reference at the back of the Course Book. Besides, there is further grammar practice in the Practice File.

## Skills

This section helps learners to develop their communication skills in the key business areas of presentations, meetings, negotiations, telephoning and social English. Each section contains a Useful language box which provides students with the support and phrases they need to carry out the business tasks in the regular role play activities.

## Case study

Each unit ends with a case study linked to the unit's business topic. The case studies are based on realistic business problems or situations and are designed to motivate and actively engage students. They use the language and communication skills which they have acquired while working through the unit. Typically students will be involved in discussing business problems and recommending solutions through active group work.

All of the case studies have been developed and tested with students in class and are designed to be easy to present and use. No special knowledge or extra materials are required. For teaching tips on making the best use of the case studies, see *Case studies that work* below.

Each case study ends with a realistic writing task. These tasks reflect the real world of business correspondence and will also help those students preparing for business English exams. Models of writing text types are given in the Writing file at the end of the Course Book.

## 4 Using the course

### Accessibility for teachers

Less experienced teachers can sometimes find teaching business English a daunting experience. They may be anxious about their lack of knowledge of the business world and of the topics covered in the course. Market Leader sets out to provide the maximum support for teachers. The Business brief section at the beginning of each unit in the Teacher's Resource Book gives an overview of the business topic, covering key terms (given in bold) and suggesting a list of titles for further reading and information.

The briefs have been written specifically for teachers rather than learners, at native speaker level and with no concessions, but if you have high-level learners who are particularly interested in an area, you may want to let them have copies of the briefs.

### Authenticity of content

One of the principles of the course is that students should deal with as much authentic content as their language level allows. Authentic reading and listening texts are motivating for students and bring the real world of business into the classroom, increasing students' knowledge of business practice and concepts. Due to its international coverage the *Financial Times* has been a rich source of text and business information for the course.

The case studies present realistic business situations and problems and the communication activities based on them – group discussions, simulations and role plays – serve to enhance the authenticity of the course.

### Flexibility of use

Demands of business English courses vary greatly, and materials accordingly need to be flexible and adaptable. Market Leader has been designed to give teachers and course planners the maximum flexibility. The course can be used either extensively or intensively. At the beginning of each unit in the Teacher's Resource Book are suggestions for a fast route through the unit if time is short. This intensive route focuses mainly on speaking skills.

## 5 Case studies that work

The following teaching tips will help when doing the case studies.

- 1 Present the case to the students. Make sure your instructions are clear and that the task and key vocabulary are understood.
- 2 Encourage the students to use the language and communication skills they have acquired in the rest of the unit. A short review of the key language will help.
- 3 Students should identify the key issues of the case and discuss all the options before reaching a decision.
- 4 Draw on the students' knowledge of business and the world.

- 5 Focus on communication and fluency during the case study activities. Language errors can be dealt with at the end. Make a record of important errors and give students feedback at the end in a sympathetic and constructive way.
- 6 If the activity is developing slowly or you have a group of students who are a little reticent, you could intervene by asking questions or making helpful suggestions.
- 7 Allow students to reach their own conclusions. Many students expect there to be a correct answer. The teacher can give their own opinion but should stress that there usually is no 'right' answer.
- 8 Encourage creative and imaginative solutions to the problems. Encourage students to use people management skills such as working in teams, leading teams, delegating and interacting effectively with each other.
- 9 Remind students to listen actively to each other. This is essential for both language practice and effective teamwork.
- 10 Be prepared to give control of parts of the case to the students. This will help them to become more fluent and confident in business situations.

## 6 Extending the course

Some students' needs will require more input or practice in certain areas, either in terms of subject matter or skills, than is provided in the Course Book. In order to meet these needs, Market Leader provides a wide range of optional extra materials and components to choose from.

### Teacher's Resource Book

The Text bank provides two extra reading texts per unit, together with comprehension and vocabulary exercises.

The Resource bank provides photocopiable worksheet-based communication activities, linked to the skills introduced in the Course Book units.

### Video

Two Market Leader videos are available at the intermediate and upper intermediate levels – a drama and a documentary.

*Alliance* is an exciting story about an international airline alliance and the pivotal role played in it by a rapidly-expanding catering service firm. The video illustrates key business functions such as meetings, socialising and negotiating and extends work that students will have done in these areas in the Course Book.

*Business Leader Briefings* is based on interviews with leaders and thinkers from international businesses. It is organised into six topical units which echo themes from the Course Book. Students have the opportunity to revise key vocabulary and take part in discussions stimulated by what they hear from the interviewees.

Each video is accompanied by a set of worksheets and a transcript.

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# Globalisation

## At a glance

	Classwork – Course Book	Further work
Lesson 1 <i>Each lesson (excluding case studies) is about 45–60 minutes. This does not include administration and time spent going through homework.</i>	<p><b>Starting up</b> SS talk about what they understand by globalisation.</p> <p><b>Listening: For and against globalisation</b> SS listen to an expert talking about the dangers of globalisation and extract meaning.</p> <p><b>Reading 1: Becoming a global company</b> SS read an article and extract information about Boeing's attempts to globalise its business.</p>	<p><b>Text bank</b> (pages 134–137)</p>
Lesson 2	<p><b>Vocabulary: Entering new markets</b> SS study words about companies joining forces.</p> <p><b>Language review: Comparing</b> SS do language awareness and practice activities on the comparative and superlative forms of adjectives.</p>	<p><b>Practice File</b> Vocabulary (page 4) Language review (page 5)</p> <p><b>ML Grammar &amp; Usage</b></p>
Lesson 3	<p><b>Reading 2: Phone rage</b> SS read an article about how people behave on the phone. SS extract information and discuss guidelines for using the telephone.</p> <p><b>Skills: Managing telephone calls</b> SS study and practise the language and skills involved in successful telephoning.</p>	<p><b>Resource bank</b> (page 206)</p> <p><b>Practice File</b> Talk business</p>
Lesson 4 <i>Each case study is about 1½ to 2 hours.</i>	<p><b>Case study: Fortune Garments</b> A Hong Kong based company has problems coordinating international operations following rapid expansion into foreign markets.</p>	<p><b>Practice File</b> Writing (page 6)</p>

For a fast route through the unit focusing mainly on speaking skills, just use the underlined sections.

For 1 to 1 situations, most parts of the unit lend themselves with minimal adaptation to use with individual students. Where this is not the case, alternative procedures are given.

## Business brief

*The Economist* has identified these key contributors to globalisation:

- **free movement of capital** 'at the touch of a button'. This is the fuel of **investment** in all its forms (see the Money brief on page 71).
- **trade liberalisation**, with the lowering of trade barriers (see the Trade brief on page 49).
- lowering of **shipping costs** thanks to the efficiency of **containerisation**. (The shipping charge for a whole container of goods crossing the Pacific can be as little as \$50. The transport cost for each 'Japanese' TV, probably made in Malaysia or elsewhere, sold in the US or Europe is negligible.)
- reduction in **telecommunications** and **computing** costs. (The cost of a 3-minute phone call from New York to London in 1930 was \$300 in today's money. There is more computing power in the average wrist watch today than there was in all the world's computers in 1950.) Organisations with the **resources** and **expertise** to exploit the **information** on their networks on a worldwide scale that will have a key competitive advantage in many industries. Operating in and producing for not just one country, or even one continent, allows a company to reduce costs and benefit from **economies of scale**.

Some implications of this for managers have been suggested by points raised in a series in the *Financial Times*. Even in a company that operates within one country, there is often resistance to ideas from outside, the **not invented here syndrome**; and with **subsidiaries** in many countries, this becomes even more of a problem, because it is compounded by **cross-cultural issues** and potential misunderstandings. Resistance to the way of doing things elsewhere may be even stronger if the subsidiary was previously a local company taken over by a multinational, perhaps with loss of jobs and loss of a sense of security among those that remain. Developing international teams of managers in environments like these is a challenge.

A **brand** like Coca-Cola has been around a long time, and dominates the fizzy drink market in almost every country, outselling local brands. One of the exceptions is Scotland, and their marketing specialists are trying to find out why this is, in an international market that should by now be truly **homogenous**. Anomalies such as the French preference for top-loading washing machines when the rest of Europe prefers door-loading ones, or the American liking for 4x4-type vehicles rather than saloon cars, even in cities, could be related to the smallness of French apartments or the cheapness of American petrol. But there are always cultural 'traditions' that are harder to explain. Why do the Spanish drink so little tea? Why do Germans eat so many bananas?

However, traditions can change, or be made to change. Interestingly, breakfast cereal is slowly progressing as a way of starting the day among younger people. A global breakfast cereal culture may be developing. This may seem a trivial example of the globalisation of taste, but consumer goods companies, especially, must be aware of issues like these. How do you deal with **brand management** at a global level? As with the management of global companies, the management of brands internationally is partly a cross-cultural issue.

Of course, there is debate about whether the power of international capital and multinationals, and the supposed homogenisation of tastes worldwide, are good things or not, and your students will no doubt have their own views.

# Lesson notes

## Warmer

- ✿ Draw two circles on the board. In one write the names of the following five *global* companies: *Suchard, McDonald's, SmithKline Beecham, Pepsi, Timberland*. In the other write the names of five domestic companies operating in the same product areas (i.e. confectionery, fast-food restaurants, toiletries, soft drinks, clothing).
- ✿ Give SS a few minutes to think about the link between the two circles (companies operating in the same product areas) and within each circle (global companies vs domestic companies) individually, then compare their ideas in pairs and add more names to each circle if they can.
- ✿ Elicit ideas from the whole class. Find out which of your SS do or would like to work for global companies and which prefer national companies.
- ✿ Invite comments and encourage discussion.

## Overview

- ✿ Tell the SS that they will be studying language associated with globalisation.
- ✿ Ask the SS to open their books at page 6 and read the Overview section. Give them a minute or two to read the list of points and tell them that these make up an agenda for the lessons from this unit. Invite questions.

## Quotation

- ✿ With books closed, write the first few words of the quotation on the board: *We are not a global business. We are ...*
- ✿ Tell the SS this is the beginning of a quotation from Percy Barnevik, a Swedish and international business leader.
- ✿ Divide the class into pairs.
- ✿ Ask the SS to think of ways to finish the quotation. Circulate and monitor.
- ✿ Get some pairs to read their complete 'quotations' aloud for comments and discussion.
- ✿ Get the SS to open their books and read the original quotation.
- ✿ Put the SS back into pairs or into small groups.
- ✿ Ask the SS to discuss the quotation – what does Barnevik mean by it? (That company X responds to local needs with local solutions, but nonetheless has a general global strategy and a global communication system which keeps everyone pulling in the same direction.)

## Starting up

These questions introduce the theme of *globalisation* and provide an opportunity for some speaking practice.

- ✿ Divide the class into groups of three or four SS.
- ✿ Ask the SS to work through the questions. Circulate and monitor.
- ✿ Run through the questions briefly with the whole class.

- 1 For details about Globalisation, see Business brief (page 9).
- 2 Globalisation, in one way or another, has been going on since human beings started to travel and to go to war with their neighbours. However, the modern form is highly dependent on electronic communications and rapid international travel and freight, and has grown up with them.
- 3 Examples of global companies might include 3M, Coca-Cola, Ford, SmithKline Beecham, McDonald's, Kodak, Ralph Lauren, Dell Computers.
- 4 This is a matter of opinion and down to individual companies.

## Listening: For and against globalisation

Stephen Haseler, Professor of Government at London Guildhall University, has written books on British and European politics, and on globalisation. In this section he points out how globalisation increases competition. He also describes how it disempowers *local* (i.e. national) governments, and suggests that large multinationals are now more powerful than some governments. Exercises pre-teach vocabulary from the interview and focus on listening for information and for understanding.

### A

- ✿ SS work through the exercise individually, checking their answers in pairs when they have finished.
- ✿ Check the answers with the whole class.

1 c) 2 a) 3 e) 4 b) 5 d)

### B 1.1

- ✿ Tell SS to read the two questions, then play the recording once or twice.
- ✿ SS may find it helpful if you divide the listening into two parts, pausing between the two main problem areas that Stephen Haseler identifies (see Audio script).
- ✿ Ask SS to compare their answers in pairs (if necessary, play the recording again).
- ✿ Go through the answers with the whole class.



- 1 Stephen Haseler is generally against globalisation. He thinks that the advantages are 'outweighed by a large number of disadvantages'.
- 2 Advantages: Globalisation increases competition among companies.  
Disadvantages: Globalisation could lead to big employment problems in the West; Globalisation prevents governments from controlling their welfare systems.

C

- Write *give-and-take*, *rule the roost* and *gather pace* on the board. Tell SS Stephen Haseler used all three expressions in the interview they heard and ask if they know or can guess what they mean. Elicit ideas but don't confirm the meanings yet – instead get SS to work through the exercise in pairs.
- Check the answers with the whole class.

- 1 rule the roost
- 2 give-and-take
- 3 gather pace

### Reading 1: Going global

This article talks about the attempts by Boeing to break down a parochial company culture in favour of a more global view, accompanied by a more international way of doing business.

A

- Pre-teach any vocabulary from the text which you think might cause problems for your SS. You could check they understand the meaning of: *aviation* (line 36 design and manufacture of aircraft); *centenary* (line 44 100th anniversary); *aerospace* (line 46 technology of aircraft/ spacecraft); *era* (line 79 period, age).
- With books closed, write the three pre-reading questions on the board or dictate them to SS.
- Divide the class into groups of three or four SS.
- Get the SS to discuss the three questions. Allow one or two minutes.

B

- Get the SS to open their books at page 7.
- Tell the SS to find the answers to – or more information about – the questions they discussed. Allow a couple of minutes.
- Go through the answers with the whole class.

- 1 Boeing is a US company which manufactures aeroplanes for civil aviation.
- 2 Seattle.
- 3 *In-plant* means in Seattle.  
*Out-plant* means everywhere else.

C

- Tell SS to answer as many of the true/false questions as they can from memory.
- SS check and/or complete their answers by reading the text again and underlining the passages which support their answers. Allow two or three minutes.
- Divide the class into pairs or groups of three to check their answers together.
- Go through the answers with the whole class. Ask SS to quote the relevant sections of the text to support their answers.

- 1 true
- 2 true
- 3 true
- 4 false
- 5 false

### Vocabulary: Entering new markets

In this section, SS study key words and vocabulary associated with companies joining forces.

A

- With books closed, ask the SS to think of a national market their company is not active in – or not very active – and elicit ways in which they could break into that market if they wanted to.
- Ask the SS to do this exercise individually.
- As individuals finish, get them to check their answers with a partner.
- Go through the answers with the whole class.

- 1 d) 2 f) 3 g) 4 b) 5 c) 6 e) 7 a)

B

- Tell SS to do this exercise individually. Circulate and monitor.
- Go through the answers with the whole class.

- 1 joint venture
- 2 aquisition
- 3 local partner
- 4 licensing (or) franchising

### Language review: Comparing

In this section, SS revise and practise using the comparative and superlative forms of adjectives.

- Books closed, tell SS they are going to study the language of comparing and ask them what they understand by that. Briefly elicit some examples from everyday business life where comparing might be necessary (e.g. figures – this year's/ last year's; products – own range/competitors'