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a new language course for tomorrow's business leaders

MARKET LEADER

Advanced Business English Course Book



体验[®]商务英语 综合教程 5

(第二版)

Iwonna Dubicka Margaret O'Keeffe

《体验商务英语》改编组

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第二版前言

《体验商务英语》(第一版)系列教材自2005年6月出版以来,以其鲜明的特色、真实生动的内容、较强的教学操作性,在国内高等院校商务英语教学实践中,得到了广泛认可,并入选普通高等教育“十一五”国家级规划教材。

2011年,中国加入世界贸易组织已十年。随着我国融入全球商务大环境的进程不断加快,对具备英语语言技能和商务专业知识的复合型人才的需求日益增长;而商务英语课程在各类院校开设的范围不断扩展,尤其是商务英语专业在各高校的正式设立,也促使商务英语教学与研究不断向专业化迈进。同时,网络技术、数字技术、多媒体技术等高新技术在教育领域的广泛应用,为商务英语教学资源的立体化建设带来了新的机遇。在这样的背景下,高等教育出版社于2011年组织专家力量,推出了《体验商务英语》系列教材的第二版。

《体验商务英语》系列教材(第二版)的改编情况如下:

教材体系更加完善

1. 综合教程由四册增至五册,即增编了高级教程,能够更加灵活地满足读者的多样化需求。
2. 《体验商务英语听说教程》(第二版)增加了视频资源及配套练习,并与原版教材的配套视频资源(Video Resource Book)整合,成为全新的《体验商务英语视听说教程》,增强了课堂教学的直观性与丰富性。

内容设置更加合理

1. 更新了大部分阅读、听力材料以及案例分析,做到与时俱进。
2. 改编组对第一、二册的语言点和语法知识作了部分增加和替换,使其更加适应我国学生的英语学习特点;在《同步练习》中增加了英汉、汉英互译练习,帮助学生巩固相关知识的理解及运用。

配备立体化教学资源

1. 综合教程(1—5)均配有多媒体学习光盘,包括MP3录音和自主学习软件(Self-Study CD-ROM)。自主学习软件以单元主题为主线,设置了大量练习,从语言运用、商务背景知识介绍及重点案例分析等方面强化课堂学习内容。视频模块(Videos)以情景剧模拟商务场景,为学生扩大知识面、增强交际能力提供支持。
2. 教师用书(1—5)均配有测试软件光盘(Test Master CD-ROM),提供了丰富的教学参考资源,包括各单元介绍、入门测验、进度测验、单元测验等,以及相关音频和视频材料,使用灵活方便。

本书作为第二版第五册为增编的高级教程,除了与前四册一样配有《教师用书》、《同步练习》和多媒体学习光盘及测试软件光盘外,本册教程进一步提高了商务英语专业知识与技能的难度,内容更广泛、更充实,训练形式以多种体验式任务和角色扮演为特点更加多样化。

《体验商务英语》(第一版)系列教材面世以来,高等教育出版社为配合教材的推广,以论坛、教学培训、科研立项等形式,开展了一系列活动,使体验式的商务英语教学的理念和模式深入人心。相信《体验商务英语》(第二版)系列教材将为我国的商务英语教学注入新的活力,为人才培养和社会发展做出进一步的贡献。

改编组

2011年12月

第一版前言

为了迎接入世挑战,满足高等院校和广大学习者提高商务英语技能的需求,高等教育出版社引进了培生教育出版集团出版的 *Market Leader* 和 *Powerhouse* 系列教材,将这两套教材改编为《体验商务英语》系列教材。该系列教材由《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》系列教材具有全球化视野和时代特色,其特点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。

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Introduction

What is *Market Leader* and who is it for?

Market Leader is a multi-level business English course for business people and students of Business English. It has been developed in association with the *Financial Times*, one of the leading sources of business information in the world. It consists of 12 units based on topics of great interest to everyone involved in or studying international business.

This new Advanced level of *Market Leader* features authentic texts and listenings throughout, reflecting the latest trends in the business world. If you are in business, the course will greatly improve your ability to communicate in English in a wide range of business situations. If you are a student of business, the course will develop the communication skills you need to succeed in a professional environment and will broaden your knowledge of the business world. Everybody studying this course will become more fluent and confident in using the language of business in a variety of contexts and should further his or her career prospects.

The authors



Margaret O’Keeffe (*left*) has over 15 years’ teaching experience and now teaches English in companies. She has taught at both the Pompeu Fabra University and La Salle University in Barcelona, Spain. She is the author of business English materials for the Universitat Oberta de Catalunya in Spain and is also an online tutor with the university. Her background is in the business world, working for both British Airways and British Telecom before becoming an English language teacher and CELTA teacher trainer.

Iwonna Dubicka (*right*) has over 15 years’ experience as a Business English trainer, including teacher training and six years as Director of Studies of English at In Company Languages in Barcelona. She has also been an online tutor for the Universitat Oberta de Catalunya, Catalonia’s open university. She is also the co-author of various English titles together with Margaret O’Keeffe, including *English for International Tourism* (Pre-Intermediate) published by Longman.

What is in the units?

Listening and discussion

You are offered a variety of discussion questions as an introduction to the theme of each unit. You will hear authentic interviews with business people. You will develop listening skills, such as listening for key information, note-taking and summary writing. In this section, you will also extend your vocabulary by learning useful new words and phrases. A good business dictionary such as the *Longman Business English Dictionary* or a monolingual dictionary for advanced learners such as the *Longman Dictionary of Contemporary English* will also help you to increase your business vocabulary.

Reading and language

You will read authentic articles on a variety of contemporary topics from the *Financial Times* and other newspapers and books on business management. You will develop your reading skills. You will also be able to discuss and respond to the issues in the articles. There is a language review after each article and related exercises in the Grammar reference section for each unit. You will be able to revise language and structures which are common problem areas for advanced learners. You will become more accurate in your use of English at an advanced level.

Business skills

You will develop essential business communication skills, such as giving presentations, dealing with questions, taking an active part in meetings, negotiating, strategies for telephoning and teleconferences, English for networking, as well as using the language for a variety of business writing

tasks. Each Business skills section contains a Useful language box which provides you with the language you need to carry out the realistic tasks in the Course Book.

Case study

The *Market Leader* case studies are linked to the business topics of each unit. They are based on business problems or situations and allow you to use the language and communication skills you have developed while working through each unit. They give you the opportunities to practise your speaking, listening, reading and writing skills in realistic contexts. Each case study ends with a follow-up writing task. A full writing syllabus is provided in the *Leader Practice File*.

Review units

The *Market Leader* Advanced Course Book also contains four review units which recycle and revise material covered in the preceding three Course Book units. Each review unit is designed so that it can be completed in two sessions or on a unit-by-unit basis.

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Being international



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Networking
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- Case study**
Working for Logistaid

‘Without knowing the force of words, it is impossible to know men.’

Confucius, Chinese philosopher (c. 551–479 BC)

Listening and discussion

- A** Discuss these questions.
- 1 Do you ever have to speak to an audience? How does/would it make you feel?
 - 2 Have you ever heard a speaker who you felt was inspirational? What techniques did he/she use to engage the audience?
 - 3 What, for you, makes a good presentation?
 - 4 What might be some of the issues to bear in mind when giving a presentation to an international audience?
- B**  1.1 Three business people talk about their experiences of giving presentations to international audiences. Listen and choose the best summary of each speaker's main point.
- a) Always organise the room so that the important guests are at the front.
 - b) Don't make assumptions based on the audience's reactions.
 - c) Be careful with the language you use when giving a presentation.
 - d) Be aware of and try to be sensitive to local customs.
 - e) Using jokes and humour is a good way to get the audience on your side.
 - f) Question-and-answer sessions are universally popular.
- C**  1.1 Listen to each speaker again, take notes and answer these questions.
- 1 What did Michael realise when he was talking to a group of executives in Geneva?
 - 2 How does he describe his speaking style, and why does he want to change it?
 - 3 What does he plan to do as part of his preparation for his next presentation?
 - 4 What did Arianne find out when she was due to speak in Thailand?
 - 5 How does she usually organise a room when she's giving a talk?
 - 6 What did she do on this occasion?
 - 7 In Japan, how might people in an audience show they are listening?
 - 8 How might an audience show their approval in Germany and Austria?

D Complete these tips for giving presentations to international audiences using the words and expressions in the box. There is one item you don't need.

delivery gestures greet handout pace
rephrase row script visual aids

Be careful when you choose the colours for your ¹. For instance, yellow has negative connotations in many countries, including Mexico, Peru and Iran.

Using a ² can help with international audiences. It can keep you focused on precise language. It can also be used as a ³ for your listeners after you speak.

Adjust the ⁴ of your ⁵ to reflect what the audience is used to. North Americans prefer faster speech, whereas Europeans and Asians typically prefer more time to process information.

Take care, especially where language barriers may exist, to fully understand questions from your audience. Don't hesitate to ⁶ them to check your understanding.

Be sensitive to how different audiences react to ⁷. In some Asian cultures, for example, audiences find fast, sweeping arm movements distracting.

If you're going to ⁸ your listeners in their language, make sure you know how to speak it. And be sure your choice of language has your intended meaning.

E Discuss these questions.

- 1 How would you ideally set up a room for a small meeting/a seminar/a conference?
- 2 Which colours have positive and negative connotations for you?
- 3 Apart from speaking, how else can audiences show their reaction to a presentation?
- 4 What advice would you give an overseas speaker about giving a presentation in your country? Think about some of the following:
 - seating arrangements
 - length of speech
 - body gestures
 - audience reactions
 - visual aids
 - use of humour and personal anecdotes
 - taboo subjects
 - question-and-answer sessions.

Reading and language

slang expression or word used in informal conversation

jargon words and expressions used by a particular profession or group of people, which are difficult for other people to understand

buzzword a word or phrase that suddenly everyone thinks is very important and uses all the time

A Look at the dictionary entries and say whether the examples indicated in *italics* in the text below are a) slang or b) buzzwords/jargon.

- 1 Hey guys! Anyone fancy a coffee?
- 2 This *cutting-edge* technology will *radically transform* the way we work.
- 3 Just 25 per cent of the company's *turnover* comes from the *home market*.
- 4 Could you *pop into* my office, I'd like to *bounce* some ideas *off* you?
- 5 The *cracker* somehow *hacked into* the bank's computer system during *downtime* by using a *backdoor*.
- 6 We aim to *empower* the customer to make informed choices.

B Read the magazine article about giving international presentations and answer these questions.

- 1 Why does the writer use the quote at the start of his article?
- 2 How could the speaker say this differently so that people could understand him?
- 3 What does *delivery* refer to in the second paragraph?
- 4 Find two examples where the writer helped other people with their presentations.
- 5 Where can you get help when preparing your talk?
- 6 What should you do when members of the audience ask you questions?
- 7 What examples of 'non-verbal messages' (paragraph 11) can you think of?

C Read the article again and find business idioms and expressions that mean the following.

- 1 it is potentially problematic and dangerous (paragraph 2)
- 2 an unsafe strategy (paragraph 3)
- 3 make possible or happen (paragraph 3)
- 4 most complete (paragraph 4)
- 5 not do things correctly (paragraph 4)
- 6 make as much use as possible of (paragraph 5)
- 7 explaining too much (paragraph 9)
- 8 don't understand (paragraph 11)

D Using the word given, complete the second sentence so that it has a similar meaning to the first. Use a maximum of five words.

- 1 His speeches have inspired thousands of people. (*proved*)
His speeches *have proved an inspiration* to thousands.
- 2 Can you explain this to us simply? (*give*)
Can you of this?
- 3 They've arranged the annual conference. (*made*)
They have the annual conference.
- 4 He has summarised his presentation in this handout. (*provided*)
He's his presentation in this handout.
- 5 You could hire an intercultural communication specialist to help you prepare your talk. (*someone*)
You could hire intercultural communication to help you prepare your talk.
- 6 We have to conclude the seminar now. (*bring*)
It's time a conclusion.
- 7 An international audience's non-verbal messages can be misinterpreted. (*open*)
An international audience's non-verbal messages can be
- 8 You can't assume anything with an international audience. (*any*)
You can't with an international audience.

➔ Grammar reference:
Business idioms
page 118

INTERNATIONAL PRESENTATIONS

HOW NOT TO SOUND LIKE A FOOL

Author and coach Tom Leech describes how careful crafting of your message and style to appeal to international audiences can serve as a passport to success.

- 1 “We really appreciate the chance to talk to you folks from Japan. We have some new ideas we want to bounce off you that we think will really blow your minds.”
- 2 Given today’s high degree of business and governmental linkages, presenters often find themselves speaking to audiences from countries other than their own. Language and cultural differences make this a vastly different presentation situation from what speakers may be used to. The stakes can be high and the pitfalls many, so wise presenters will consider these differences in preparation and delivery.
- 3 When presenting internationally, the fundamental requirement is to recognize that business as usual is risky business. “They” are not the same as “we.” We speak different languages, even if we both speak English. In addition to alternative meanings for the same words, we also act differently and view things from different perspectives. These issues set the stage for communication difficulties and potential misunderstandings.
- 4 The concept of presentations differs among cultures. In the United States, full-blown graphic presentations are a standard part of business. This style of presentation may not apply in countries where business proceeds in a less structured, slower manner and often on a one-to-one basis rather than in groups. Without knowing your audience, you can easily head down the wrong track.

Plan, Plan, Plan

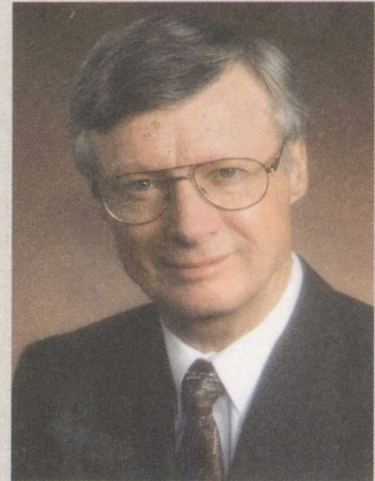
- 5 The importance of careful planning cannot be overemphasized. Learn all you can about your listeners and how they do business. Use experts, such as the Department of Commerce and
- 6 embassies that know the specific country well. Tap into advice from other local business people with relevant experience. Review the dos and don’ts guidance available in many publications. Organizations specializing in international meetings or managers of international hotel chains can provide valuable consulting and handle arrangements in other countries.

Pre-meeting Tune-Ups

- 6 Rehearse your presentation, preferably with listeners who are knowledgeable about the target country and culture. Adjust your speaking pace so participants can readily follow you. When necessary, rework your spoken message so it flows better. Simplify convoluted phrases that even English speakers can barely follow. In coaching an executive for whom English was a second language, we identified several phrases he kept stumbling over. We replaced these with words he could pronounce more easily.
- 7 Allow time to meet with interpreters, if they will be used. Especially review any technical terminology to help them stay with you.

On the Scene

- 8 You and your audience need to have presentation content that is understandable, accurate, and received positively. Use explanatory titles to increase comprehension. Tie your words closely to the visual aids. Lead your listeners through the aids, using a pointer to help them track you.
- 9 Summarize frequently and be aware of information overload. Whilst coaching a presenter heading for Japan, I immediately concluded that he was trying to cover too much, so we significantly reduced the amount of material. Reporting back later, he said he quickly realized he still had too much information.
- 10 Watch your language. Avoid slang,



Tom Leech, author and coach

colloquialisms, clichés, metaphors, and other expressions that mean nothing to the listeners. Limit acronyms and jargon, and then explain those you do use, checking for mutual understanding. Explain key concepts or data in several ways and allow ample soak-in time.

- 11 Listen intently to questions and comments. As appropriate, paraphrase them before responding to make sure that the question is understood correctly. Be patient if it takes a while for your audience to comprehend your message. Be aware that your audience’s non-verbal messages may mean different things from what you think. Facial expression, eye contact, hand movements, touching, use of space, and timing are all ripe areas for misinterpretation and irritation. Be slow to make assumptions on the basis of non-verbal messages. Keep checking and be patient—they can’t figure you out either.

▲ Adapted from *Executive Update Online*
<http://www.gwsae.org>

Business skills

Networking



A Look at the following tips on communicating and networking with people you don't know or don't know very well. Which of these tips are essential, desirable or best avoided in your culture? Discuss your answers.

- 1 Ask the person questions about themselves; don't just talk about yourself.
- 2 Show that you are really interested in the other person's answers.
- 3 Remember the person's name if you have met him/her before.
- 4 Arrange to meet again in the near future.
- 5 Allow the other person to finish his/her response without interrupting.
- 6 Compliment the person on their tie/bag/jewellery, etc.
- 7 Introduce him/her to someone you know.
- 8 Remember parts of previous conversations you have had with the person.
- 9 Give him/her your business card and ask for his/her card.
- 10 Make regular eye contact during the conversation, including with members of the opposite sex.

B Good networkers often have a couple of questions prepared. Look at these examples and decide which one(s) you would and wouldn't use. Give reasons for your choice. Add five of your own questions to ask a person you meet for the first time or don't know very well.

Useful language

Questions for networking

- How much do you earn?
- What do you like most about (living in .../your job/this event)?
- What's your opinion on (this restaurant/event/place)?
- Do you come here often?

What do you recommend I do/see (in your town/country/region)?

What's the weather like in your country/city/region at the moment?

What do you think of the new boss?

What's the political situation in your country/city/region at the moment?

C 1.2 Listen to the following conversation between some delegates at a conference on intercultural communication in business held in Brussels. Tick (✓) if you hear the speakers do any of the following.

	Melanie	Konrad
1 Ask for confirmation	<input type="checkbox"/>	<input type="checkbox"/>
2 Greet someone	<input type="checkbox"/>	<input type="checkbox"/>
3 Compliment someone	<input type="checkbox"/>	<input type="checkbox"/>
4 Accept a compliment	<input type="checkbox"/>	<input type="checkbox"/>
5 Agree with someone	<input type="checkbox"/>	<input type="checkbox"/>
6 Express interest	<input type="checkbox"/>	<input type="checkbox"/>
7 Refer to a previous conversation	<input type="checkbox"/>	<input type="checkbox"/>
8 Exchange business cards	<input type="checkbox"/>	<input type="checkbox"/>
9 Refer to future contact	<input type="checkbox"/>	<input type="checkbox"/>
10 Introduce someone to a useful contact	<input type="checkbox"/>	<input type="checkbox"/>

D Work in pairs. Introduce yourself to another participant at an international conference.

Student A: Turn to page 142.

Student B: Turn to page 149.