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Market Leader

a new language course for tomorrow's business leaders



体验[®]商务英语

视听说教程 3

Viewing, Listening & Speaking

Martyn Hobbs and Julia Starr Keddle

Helena Gomm

《体验商务英语》（第二版）改编组

高等教育出版社

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策划编辑：贾巍

项目编辑：张维华

责任编辑：甘红娜

封面设计：姜磊

版式设计：魏亮

责任校对：王春玲

责任印制：毛斯璐

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前 言

《体验商务英语》系列教材（第一版）自2005年8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（第二版）。

《体验商务英语》系列教材（第二版）中的《视听说教程》（1~2）是改编自《体验商务英语听说教程》（1~2）。《视听说教程》（3~4）改编自《体验商务英语》系列教材（第二版）的《综合教程》配套视频材料（Video Resource Book）。整合后，该套教材具有如下特色：

将国际商务活动的真实内容引入课堂教学，帮助学生体验真实的商务世界。《视听说教程》是一套保留“商务”的原汁原味，为非英语国家的学习者编写的英语教程。其中的视频材料根据每单元主题，选用了美国著名商业游戏真人秀节目中的片断，材料鲜活，所涉及的商务活动广泛。其中包括营销策略、市场调查、品牌推广、公共关系、成本预算、商务谈判、合作关系等内容。听力材料内容翔实，选材广泛多样，素材来源不仅有商务书籍、报纸、杂志，还有小说和电影等。视频和听力材料选择的原则是让学习者尽可能地学习生意人所说的真正的“商务”英语，将真实的商务活动与英语教学融为一体，使学生在掌握语言技能的同时，了解现代国际商务的现状，以达到在商务活动体验中学习语言、提高商务交际能力的目的。

角色扮演和案例学习将体验式英语学习引向深入。《视听说教程》的基本教学思想是：只有在真实的交流情景中，外语学习才更有意义，更有效。基于这种思想，本套教材为学生提供了自然、实用的商务英语，每个单元都编排了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，给学生提供各种机会用所学语言表达自己的思想和观点，从而把所学英语转化为自己的语言，真正做到学以致用。

教学设计严谨，为体验式学习打好基础。《视听说教程》的单元设计以语言和商务技能为主线，将“视”、“听”、“说”、“练”和词汇学习集于一体。“视”——每个单元都有围绕本单元话题的原版影片片断；“听”——为学生提供原汁原味的英语；“说”——在案例教学中，以真实的商务交际为情景，给学生以真正的体验，为培养交际能力打下基础；“练”——教材中提供了大量的情景对话，角色扮演练习为学生提供了交流实践机会；词汇学习与阅读结合，为视听说练习做好准备。

教学资源丰富，为体验式教学提供有力支持。《视听说教程》配有《教师用书》，除了提供详尽的背景介绍、推荐阅读书目，还有补充活动和语法复习练习，可供教学选择使用。本书相关视频资源可在中国外语网（www.cflo.com.cn）的“学生下载入口”免费下载。

本书选择空间大，可操作性强。既可用作商务英语专业教材，也适用于国际经贸、国际金融等涉外专业的商务英语教材，还可以作为大学英语选修课教材和行业培训教材。

改编组

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Introduction (Intermediate)

Market Leader Video can be used alongside *Market Leader Intermediate New Edition Course Book* or as free-standing video for intermediate level students. The seven films are based on authentic developments and issues in the contemporary business world. Each film is linked to the themes and language of the Course Book. Film 1 corresponds to units 1 and 2, Film 2 to units 3 and 4, etc. The films range from dramatised business dilemmas to presenter-led documentaries and a real-life presentation. Each one is a stand-alone, self-contained programme.

Market Leader Video not only offers students the opportunity to see the Business English they have been studying presented in a real context, but the situation and characters in the films also enable them to gain an insight into business issues and working relationships.

Each section of the *Video Resource Book* is designed to be used systematically, and so should be handed out to students page by page.

Briefing

Briefing is an important phase of the lesson and introduces students to the business situation, issues and key language of the film. It contains a variety of text types including newspaper articles, web pages, e-mails, job advertisements and reviews. These should be read and discussed before the video is shown.

Talking points

Students are encouraged to give their opinions on the business issues.

Video on

This section offers a variety of “while you watch” activities designed to help students to understand the language and business content of the film. These activities may be based on a global viewing or focus on specific sequences.

Character assessment

Students are encouraged to interpret the different personalities, business styles and relationships of the main characters and to offer their opinions.

Video vocabulary

This section takes a closer look at vocabulary items from the video. A matching exercise checks comprehension, while a follow-up gap-fill exercise reinforces usage.

Functional language

This section explores the functional language in the video. A variety of exercises encourages students to examine how the language is used.

Business assignment

This is an important part of the lesson which extends the business situations and dilemmas into role plays. These are closely related to the scenario and characters of the film and allow students to resolve the situations. The role plays also offer students an ideal opportunity to practice the core business skills (such as presentations, negotiations, meetings) contextualised in the video. Students are asked to use examples of the functional language from the video where possible. They should also be encouraged to use exponents covered in the accompanying Course Book units.

The *Video Resource Book* contains an **answer key** and a **video script**. The answer key is for your reference. You could give out copies of the video script after students have completed the **Video on** activities, or to check the dialogue after some of the **Functional language** exercises.

Introduction (Upper Intermediate)

Market Leader Upper Intermediate New Edition Video can be used alongside the Market Leader course, or as freestanding material for students of upper-intermediate level.

Market Leader Upper Intermediate New Edition Video is divided into five programmes, each discussing a key business issue: international marketing, business relationships, e-commerce, customer service and mergers and acquisitions. In each programme there is an authentic interview with a top-ranking manager or CEO, and the interviewees represent a range of different industries.

Each programme is introduced by Jayne Constantinis, who highlights and explains the key concepts covered in the interviews that follow. This *Video Resource Book* offers further support for the language learner.

Video Resource Book

Each unit is divided into sections:

Before you watch

Starting-up

This section contains questions to encourage students to start thinking about the topic of the programme. Background information is given about each of the five companies represented in the video.

Video vocabulary

A variety of exercises prepare students for the vocabulary they will encounter in the programme. While this section is designed to aid comprehension, students may also want to learn these business words and expressions for productive use.

Video on

After an initial viewing of the whole programme, the interview is dealt with in segments. Students will need to watch each segment several times to answer the questions.

Talking points

This opens out the discussion with topic-related questions.

A video script and answer key are supplied. You may like to give students the video script at the end of their work on each programme.

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Market Leader

Intermediate Business Video Resource Book

Martyn Hobbs and Julia Starr Keddle

Briefing

Read the website and answer the questions.

- 1 What sort of business is Brooke & Company?
 - a) An airline.
 - b) A hotel chain.
 - c) A travel agency.
 - d) A sporting venue.
- 2 Who is Susie Brooke?
 - a) She is a sportswoman.
 - b) She is a businesswoman.
 - c) She is the sister of a sportsman.
 - d) She was a businesswoman.
- 3 Brooke & Company arrange
 - a) sporting tours.
 - b) sporting contests.
 - c) the Olympic Games.
 - b) car races.
- 4 Brooke & Company can
 - a) work with companies and individuals.
 - b) work with individuals only.
 - c) work with companies only.
 - d) work with sportspeople only.
- 5 Brooke & Company
 - a) only do fixed price tours.
 - b) work with the customer's budget.
 - c) only do last minute arrangements.
 - d) only do business on-line.
- 6 Brooke & Company
 - a) cater for a mass market.
 - b) work exclusively with hotel chains.
 - c) can offer a complete package.
 - d) offer sports and cultural holidays.

Brooke & Company — for the best in sporting trips

Susie Brooke was a top class Olympic runner. Now she runs a top class upmarket business! As spectator sports grow all across the world why stay at home when you can experience the excitement first hand? Your sporting tour arrangements are in championship hands with Susie and her brother Tim Brooke. Susie says, "I know how important travel arrangements and top quality accommodation are for sporting events. We can provide you with well-organised, top quality tours all around the world."

- We can help you tailor-make your own itinerary
- We arrange all flights, accommodation and car hire
- We can find or create the best package to suit you or your company's needs
- We can find the fight location at the right price, we work to your budget
- We arrange corporate motivational schemes to reward your staff

Brooke & Company — arrange sporting trip of a lifetime!

To discuss your plans with Susie, Tim or their team of specialists call: 0208 456 456

SOME OF OUR SPECIAL DEALS

Rugby, Paris

Starting from £425 per person, twin share

Accommodation: 4* hotel

Pairs: 3 nights

Don't miss this opportunity to see England play France this season. We'll arrange business class flights, top class accommodation and meals out in first class restaurants. And of course tickets to the game! Book early to avoid disappointment.

Tennis, Wimbledon, London

Starting from £525 per person

Accommodation: 4* hotel

London: 5 nights

Tennis mad? We'll get you a day at the Center Court and two days on the other courts. You'll have the world-famous Wimbledon strawberries and champagne. And you'll stay in our exclusive hotel, where you may meet the stars over breakfast! Limited tickets — book soon.

Football, Madrid

Starting from £350 per person

Accommodation: 4* hotel

Madrid: 2 nights

The game of champions! See David Beckham in action for possibly the world's greatest team. Tickets to the Barcelona game, a superb hotel and business class flights. Limited tickets, so don't delay!

Talking points

Work in pairs.

- Which of the sporting trips would you like to go on?
- What do you think are the strengths of Brooke & Company?
- What are their possible weaknesses?

Video on

- A** Before you watch the video read about the situation and think about these questions.

Dilemma

Susie Brooke and Tim Brooke are partners in Brooke & Company, which they own, and Claire Sullivan is the Sales Director. The company specialises in upmarket sporting packages to major sporting events in the UK and abroad. John Lomax is the MD of a large general travel company in the US, Lomax Travel. He would like Susie and Tim to enter into a joint venture with his company to develop a niche market in the US. This would help him reposition the Lomax brand with a more upmarket service.

- What could be the advantages and disadvantages of the joint venture for Susie and Tim?
- What could be the advantages for Lomax?

- B** **VIDEO** Watch the video and answer the questions in A. Make notes. [01:18–07:10]

- C** **VIDEO** Who says what? Watch the video and write T (Tim), S (Susie) or C (Claire). [01:18–07:10]

- 1 I don't think it's a bad offer, I'm just not sure it's the right thing for us at the moment.
- 2 Their image is quite different to ours.
- 3 Maybe we should develop the brand more here before we start expanding in the States.
- 4 I'm keen on the idea of moving into the American market.
- 5 In my opinion, it's a good offer.
- 6 But I don't think Lomax is the right partner for us.

- D** **VIDEO** Watch the video and decide if the statements are true (T) or false (F). [01:18–07:10]

- 1 The company needs more resources, people and new investment.
- 2 Tim doesn't want to expand into new offices and take on new staff.
- 3 Susie doesn't want to lose control of the company.
- 4 Claire believes that Lomax and Brooke & Company are very similar.
- 5 Tim claims that Lomax have improved their reliability and customer service.
- 6 Claire thinks that customers will confuse Brooke & Company with Lomax.
- 7 Tim believes Susie's name will be useful in America.
- 8 Susie doesn't want to consider the offer.
- 9 Susie believes that the company needs Tim.
- 10 Tim hasn't made good business decisions in the past.

- E** **VIDEO** Watch the video and answer the questions. [07:11–08:38]

- 1 What three things does Lomax propose to make the offer more attractive?
- 2 What do you think Tim and Susie decide?

Character assessment

- F** **VIDEO** Which words best describe Susie, Tim and Claire in the meeting?

confrontational patient worried tense relaxed angry irritated

- VIDEO** Watch the sequence again and discuss your answers.

Video vocabulary

A Match the words and phrases in bold with the correct definitions below.

Brooke & Company has a good **a) brand image** within its market segment.
 They'd take some **b) equity** in our company here.
 There's still lots of **c) growth** left in our main market.
 He's MD and majority **d) shareholder** in Lomax Travel.
 In a sense, Brooke & Company is **e) a victim of its own success**.
 This is a chance for the business to **f) take a giant leap forward**.
 We've always been **g) hands-on**.
 I must say, in some ways, it's a very attractive **h) proposition**.
 We'll give you both seats on **i) the board**.

Definitions

- 1 the owner of one or more shares in a company
- 2 make a lot of progress quickly
- 3 so successful that it creates problems
- 4 the ideas and beliefs customers have about a product
- 5 a proposal
- 6 a group of directors who run a company
- 7 money raised by a business by selling shares
- 8 in day-to-day contact with the business
- 9 increase in size, quantity or value

B Complete these sentences with the words or phrases in Exercise A above. You can change the form if necessary.

- 1 The manager of the company is in the office. She works together with her employees answering the phone and dealing with problems.
- 2 The received substantial payments at the end of the financial year.
- 3 If we get this contract the company will next year.
- 4 Rob thinks it's an interesting but he needs to think about the consequences for his business.
- 5 She couldn't take the decision on her own, she had to ask of directors.
- 6 The company is unable to meet the flood of orders it received after the advertising campaign. It has become
- 7 They intend to gain more by selling shares on the stockmarket.
- 8 The Financial Director presented the figures. There was 10% during the last year.
- 9 We are planning to do some market research into our We need to know what people think about our products.

Functional language

Look at the language from the video. Put the numbers in the correct box.

making arrangements	making contact	asking for clarification	giving opinions

- 1 **I get the feeling that** Tim is on-side with this offer but you're not sure, Susie. **Is that right?**
- 2 **I was hoping I could** fix a time for that conference call.
- 3 **I don't think** it's a bad offer.
- 4 **I'm afraid** I'm going to be out of the office.
- 5 **So, are you saying** you don't even want to consider this offer?
- 6 **In my opinion,** it's a good offer.
- 7 **Could we make it** four thirty your time this afternoon?
- 8 **I'm not convinced** it's the best way forward.

- 9 **That's fine for me but** let me check with Susie.
 10 **Hi, I'd like to speak to** Tim Brooke, Please.

Business assignment

Background

Tim and Susie persuade John Lomax to give them more attractive proposition until the end of the day. They call an emergency meeting with Claire. They have to give John Lomax a decision on his new offer (50% increase in investment in Brooke & Company, a bigger share of Lomax Travel equity and seats on the board).

Task

Arrange a meeting together and then have the meeting. Come to a decision about the joint venture. Use the expressions in Functional language to help you.

Student A

You are Susie. Make notes of your reasons for not being happy with the joint venture. Has John Lomax's new proposition changed your opinion? You would like the meeting this afternoon.

Students B

You are Tim. Make notes of your reasons for being enthusiastic about the joint venture. You should argue in favour of the proposal. You would like the meeting this afternoon.

Student C

You are Claire. Make notes of your opinions about the joint venture. You are still worried but does the new proposition change your mind? You are not free until 5:30 p.m. because you have to talk to an important client.