

大学专门用途英语系列教材

English for Specific Academic Purposes

公共关系英语 教程

English for
Public Relations

Course Book

Marie McLisky 原著

《大学专门用途英语》改编组 改编



高等教育出版社
HIGHER EDUCATION PRESS

公共关系英语教程

English for
Public Relations
Course Book

Marie McLisky 原著
《大学专门用途英语》改编组 改编

 高等教育出版社·北京
HIGHER EDUCATION PRESS BEIJING

大学专门用途英语系列教材

English for
Specific Academic
Purposes

GONGGONG GUANXI YINGYU JIAOCHENG

图字: 01-2011-2722号

Copyright © 2011 Garnet Publishing Ltd.

First published in English under the title ENGLISH FOR SPECIFIC ACADEMIC PURPOSES (or ENGLISH FOR GLOBAL INDUSTRIES/ENGLISH FOR ACADEMIC STUDY etc) by GARNET PUBLISHING Ltd. This edition has been adapted under licence from Garnet Publishing. For copyright reasons this edition is only for sale in China Mainland excluding Hong Kong SAR, Taiwan and Macau.

图书在版编目 (CIP) 数据

公共关系英语教程 / (新西兰) 麦克利斯基
(McLisky, M.) 著; 《大学专门用途英语》改编组改编.
—北京: 高等教育出版社, 2013. 3
ISBN 978 - 7 - 04 - 034594 - 0



I. ①公… II. ①麦… ②大… III. ①公共关系—英—
语—高等学校—教材 IV. ①H31

中国版本图书馆 CIP 数据核字 (2013) 第 016243 号

策划编辑 贾巍
责任校对 韦玮

责任编辑 韦玮
责任印制 赵义民

封面设计 王凌波

版式设计 刘艳 王东岗

出版发行 高等教育出版社
社址 北京市西城区德外大街 4 号
邮政编码 100120
印刷 北京鑫海金澳胶印有限公司
开本 889mm × 1194mm 1/16
印张 9.5
字数 291 千字
购书热线 010 - 58581118

咨询电话 400 - 810 - 0598
网 址 <http://www.hep.edu.cn>
<http://www.hep.com.cn>
网上订购 <http://www.landaco.com>
<http://www.landaco.com.cn>
版 次 2013 年 3 月第 1 版
印 次 2013 年 3 月第 1 次印刷
定 价 33.00 元 (含光盘)

本书如有缺页、倒页、脱页等质量问题, 请到所购图书销售部门联系调换。

版权所有 侵权必究
物料号 34594 - 00

《大学专门用途英语》系列教材

总主编: 李霄翔 陈美华

总策划: 周 龙 贾 巍

《公共关系英语教程》

主 编: 金 晶

编 者: 金 晶 蒯劲超

策划编辑: 贾 巍 张维华

项目编辑: 张维华

责任编辑: 韦 玮

封面设计: 王凌波

版式设计: 王东岗

责任校对: 韦 玮

Contents

1	WHAT IS PUBLIC RELATIONS?	6
2	PUBLIC RELATIONS PRACTICE	14
3	PUBLIC RELATIONS RESEARCH	22
4	RESEARCHING PR CAREERS USING TECHNOLOGY	30
5	PR FOR NON-PROFIT ORGANIZATIONS	38
6	CRISIS COMMUNICATION	46
7	EXTERNAL INFLUENCES ON PUBLIC RELATIONS	54
8	PUBLIC RELATIONS MARKETING	62
9	CORPORATE SOCIAL RESPONSIBILITY	70
10	INVESTOR RELATIONS	78
11	PUBLIC RELATIONS REGULATION	86
12	COMMUNICATION AND TECHNOLOGICAL CHANGE	94
	ADDITIONAL MATERIAL	102
	TRANSCRIPTS	107
	ADDITIONAL TRANSLATION EXERCISE	133
	WORDLIST	142

总 序

自本世纪初以来,我国大学英语教学改革在课程教学目标的修订、师资队伍的建设、教学方法和手段的完善以及教学评测等方面均取得了突出的成绩。对于许多高等院校来说,如何更好地适应社会经济发展对人才培养的需求,培养高端应用型和国际化的专业人才,是进一步深化大学英语教学改革的一项重要而紧迫的任务。这其中也涉及建设和完善现有的大学英语课程体系,为完成基础阶段英语学习后的大学生开设专门用途英语课程和双语课程。为适应深化大学英语教学改革的需要,高等教育出版社引进Garnet教育出版公司所出版的“ESAP(English for Specific Academic Purposes)系列教材”,组织我国高等院校教师进行改编并出版了本套“大学专门用途英语系列教材”。

本系列教材旨在满足大学生进一步学习其专业学科英语的需要,教材编写的思路是:

1. 介绍相关专业基本概念、基本知识和研究现状;
2. 有效呈现相关专业所涉及的专业术语和学术英语词汇;
3. 有机融合语言学习和专业知识、技能的学习和培养;
4. 兼顾英语语言输入与产出,培养学生的综合语言技能。

本系列教材首批推出12册,涵盖语言学、商学、管理学、环境科学、心理学、信息技术、机械工程、银行、法律、医药、公共关系、旅游管理等学科。每册由教程和教师用书组成,内容涉及一个专业方向。每册由12个单元组成,奇数单元突出听说和口译技能训练,偶数单元则强调读写和笔译技能训练。各单元专业知识内容衔接性高,技能训练交互性强,强调英语听、说、读、写、译基本技能在专业和学术背景下的协调应用和全面发展。

每单元的内容基本上可以分为四个部分,第一部分主要介绍和集中训练相关词汇,致力于扫除专业和学术词汇障碍;第二部分集中训练专业知识背景下的听力或阅读技能,强调专业和语言学习过程中基本信息输入的质和量这两个要素;第三部分是上一环节的延续和发展,重点训练专业和语言学习过程中信息加工和产出所需要的基本技能;第四部分为口语或写作练习,强化产出技能训练。每单元末尾还附有重点词汇和技能回顾,帮助学生进一步梳理所学内容。

本系列教材既可作为各学科专业英语的入门教材,也可作为以英语学习为主的专门用途英语教材。教师可以根据学生的专业需求和英语语言水平的实际情况来确定教学目标和教学重点,灵活安排课程和教学活动。

《大学专门用途英语》改编组

2011年12月

Introduction

English for Public Relations is designed for students who plan to take a public relations course entirely or partly in English. The principal aim of *English for Public Relations* is to teach students to cope with input texts, i.e., listening and reading, in the discipline. However, students will be expected to produce output texts in speech and writing throughout the course.

The syllabus focuses on key vocabulary for the discipline and on words and phrases commonly used in academic English. It covers key facts and concepts from the discipline, thereby giving students a flying start when they meet the same points again in their faculty work. It also focuses on the skills that will enable students to get the most out of lectures and written texts. Finally, it presents the skills required to take part in seminars and tutorials and to produce essay assignments.

English for Public Relations comprises:

- the student Course Book, including audio transcripts and wordlist
- the Teacher's Book, which provides detailed guidance on each lesson, full answer keys, audio transcripts and extra photocopiable resources
- the MP3 with lecture and seminar excerpts

English for Public Relations has 12 units, each of which is based on a different aspect of public relations. Odd-numbered units are based on listening (lecture/seminar extracts). Even-numbered units are based on reading.

Each unit is divided into four lessons:

Lesson 1: vocabulary for the discipline; vocabulary skills such as word-building, use of affixes, use of synonyms for paraphrasing

Lesson 2: reading or listening text and skills development

Lesson 3: reading or listening skills extension. In addition, in later reading units, students are introduced to a writing assignment which is further developed in Lesson 4; in later listening units, students are introduced to a spoken language point (e.g., making an oral presentation at a seminar) which is further developed in Lesson 4

Lesson 4: a parallel listening or reading text to that presented in Lesson 2 which students have to use their new skills (Lesson 3) to decode; in addition, written or spoken work is further practised

The last two pages of each unit, *Vocabulary bank* and *Skills bank*, are a useful summary of the unit content.

Each unit provides between 4 and 6 hours of classroom activity with the possibility of a further 2–4 hours on the suggested extra activities. The course will be suitable, therefore, as the core component of a faculty-specific pre-sessional or foundation course of between 50 and 80 hours.

Contents

1	WHAT IS PUBLIC RELATIONS?	6
2	PUBLIC RELATIONS PRACTICE	14
3	PUBLIC RELATIONS RESEARCH	22
4	RESEARCHING PR CAREERS USING TECHNOLOGY	30
5	PR FOR NON-PROFIT ORGANIZATIONS	38
6	CRISIS COMMUNICATION	46
7	EXTERNAL INFLUENCES ON PUBLIC RELATIONS	54
8	PUBLIC RELATIONS MARKETING	62
9	CORPORATE SOCIAL RESPONSIBILITY	70
10	INVESTOR RELATIONS	78
11	PUBLIC RELATIONS REGULATION	86
12	COMMUNICATION AND TECHNOLOGICAL CHANGE	94
	ADDITIONAL MATERIAL	102
	TRANSCRIPTS	107
	ADDITIONAL TRANSLATION EXERCISE	133
	WORDLIST	142

BOOK MAP

	Topics
1 WHAT IS PUBLIC RELATIONS? Listening · Speaking	<ul style="list-style-type: none"> • definition of public relations • functions of public relations: communication · research · planning · evaluation • components of PR: identifying target audiences · fostering media relationships
2 PUBLIC RELATIONS PRACTICE Reading · Writing	<ul style="list-style-type: none"> • PR practitioner activities: press agency, publicity, promotion, lobbying, etc. • differentiating between various PR activities
3 PUBLIC RELATIONS RESEARCH Listening · Speaking	<ul style="list-style-type: none"> • data collection methods • Grunig and Hunt's four models of public relations practice • link between theory and research
4 RESEARCHING PR CAREERS USING TECHNOLOGY Reading · Writing	<ul style="list-style-type: none"> • using computers for research • using the Internet to search for jobs • new communication tools and media channels used in PR
5 PR FOR NON-PROFIT ORGANIZATIONS Listening · Speaking	<ul style="list-style-type: none"> • defining non-profit organizations • types of non-profit organizations • changes in non-profit organizations • role of PR in non-profit organizations
6 CRISIS COMMUNICATION Reading · Writing	<ul style="list-style-type: none"> • broad types of crisis • the phases in managing a crisis • a crisis management plan • case study: implementing a crisis management plan to resolve a crisis
7 EXTERNAL INFLUENCES ON PUBLIC RELATIONS Listening · Speaking	<ul style="list-style-type: none"> • PR in a global economy • external factors: technology · economic factors · globalization • measuring corporate performance • challenges facing global PR in the 21st century
8 PUBLIC RELATIONS MARKETING Reading · Writing	<ul style="list-style-type: none"> • changes in PR marketing • changes in the communication environment • niche marketing • integrated marketing
9 CORPORATE SOCIAL RESPONSIBILITY Listening · Speaking	<ul style="list-style-type: none"> • defining corporate social responsibility • sustainability • understanding useful terms: statutory obligation, voluntary action, etc.
10 INVESTOR RELATIONS Reading · Writing	<ul style="list-style-type: none"> • defining investor relations • the role of Investor Relations Officers (IROs) • changes influencing investor relations • challenges for investor relations
11 PUBLIC RELATIONS REGULATION Listening · Speaking	<ul style="list-style-type: none"> • informal regulations (ethics) • formal regulations (laws) • codes of ethics/practice/conduct • civil law and criminal law • effects of globalization on regulation
12 COMMUNICATION AND TECHNOLOGICAL CHANGE Reading · Writing	<ul style="list-style-type: none"> • communication methods • use of online resources and social media for communication • information strategy and change • communication theories • communication and technology

Vocabulary focus

Skills focus

- words from general English with a special meaning in public relations
- prefixes and suffixes

- Listening**
- preparing for a lecture
 - predicting lecture content from the introduction
 - understanding lecture organization
 - choosing an appropriate form of notes
 - making lecture notes

1

- Speaking**
- speaking from notes

- English-English dictionaries: headwords · definitions · parts of speech · phonemes · stress markers · countable/uncountable · transitive/intransitive

- Reading**
- using research questions to focus on relevant information in a text
 - using topic sentences to get an overview of the text
 - identifying paragraph structure

2

- Writing**
- writing topic sentences
 - summarizing a text

- stress patterns in multi-syllable words
- two-word phrases

- Listening**
- preparing for a lecture
 - predicting lecture content
 - making lecture notes
 - using different information sources

3

- Speaking**
- reporting research findings
 - asking for information
 - formulating questions

- computer jargon
- abbreviations and acronyms
- discourse and stance markers
- verb and noun suffixes

- Reading**
- identifying topic development within a paragraph
 - using the Internet effectively
 - evaluating Internet search results

4

- Writing**
- reporting research findings

- synonyms, antonyms, etc.
- the language of trends
- common lecture language

- Listening**
- understanding 'signpost language' in lectures
 - using symbols and abbreviations in note-taking

5

- Speaking**
- making effective contributions to a seminar

- synonyms, replacement subjects, etc., for sentence-level paraphrasing

- Reading**
- locating key information in complex sentences

6

- Writing**
- reporting findings from other sources: paraphrasing
 - writing complex sentences

- compound nouns
- fixed phrases from public relations
- fixed phrases from academic English
- common lecture language

- Listening**
- understanding speaker emphasis

7

- Speaking**
- asking for clarification
 - responding to queries and requests for clarification

- synonyms
- nouns from verbs
- definitions
- common 'direction' verbs in essay titles (discuss, analyze, evaluate, etc.)

- Reading**
- understanding dependent clauses with passives

8

- Writing**
- paraphrasing
 - expanding notes into complex sentences
 - recognizing different essay types/structures: descriptive · analytical · comparison/evaluation · argument
 - writing essay plans and writing essays

- fixed phrases from public relations
- fixed phrases from academic English

- Listening**
- using the Cornell note-taking system
 - recognizing digressions in lectures

9

- Speaking**
- making effective contributions to a seminar
 - referring to other people's ideas in a seminar

- 'neutral' and 'marked' words
- fixed phrases from public relations and finance
- fixed phrases from academic English

- Reading**
- recognizing the writer's stance and level of confidence or tentativeness
 - inferring implicit ideas

10

- Writing**
- writing situation-problem-solution-evaluation essays
 - using direct quotations
 - compiling a bibliography/reference list

- words/phrases used to link ideas (*moreover, as a result, etc.*)
- stress patterns in noun phrases and compounds
- fixed phrases from academic English
- words/phrases related to PR regulatory issues

- Listening**
- recognizing the speaker's stance
 - writing up notes in full

11

- Speaking**
- building an argument in a seminar
 - agreeing/disagreeing

- verbs used to introduce ideas from other sources (*X contends/suggests/asserts that ...*)
- linking words/phrases conveying contrast (*whereas*), result (*consequently*), reasons (*due to*), etc.
- words for quantities (*a significant minority*)

- Reading**
- understanding how ideas in a text are linked

12

- Writing**
- deciding whether to use direct quotation or paraphrase
 - incorporating quotations
 - writing research reports
 - writing effective introductions/conclusions

1 WHAT IS PUBLIC RELATIONS?

1.1 Vocabulary

guessing words in context • prefixes and suffixes

A Read the sentences below. The bold words are probably familiar to you in general English. But can you think of a different meaning for each word in the field of public relations?

- 1 The angry crowd demanded the **release** of the prisoner.
- 2 After two years in the job, she was **promoted** to account executive.
- 3 Even a brief **exposure** to radiation is very dangerous.
- 4 To call for service, **press** the bell.
- 5 I always invite my **relations** to my birthday party.
- 6 The children took turns to **spin** the top.
- 7 The police are trying to establish the series of **events** leading up to the murder.

B Read part of a book review. Complete each sentence with one of the bold words from Exercise A. Change the form if necessary.

Edward L. Bernays, the subject of Larry Tye's book 'The Father of _____', is generally seen as the first representative of the public _____ (PR) profession. Bernays pioneered many of the PR industry's techniques, including the development of media _____. He used these techniques to _____ products such as cigarettes; he also used them to improve the public image of high-profile people, including US presidents Calvin Coolidge and Herbert Hoover. Together with other early practitioners such as Ivy Lee (who is credited with issuing the first press _____), Bernays worked for the US government during the First World War to influence public opinion. Bernays concluded that similar techniques could be used in peacetime. He believed that with the right _____, including media coverage such as editorials in the _____, public opinion could be manipulated. This led to the perception of PR as propaganda.

C Study the words in box a.

- 1 What is the connection between all the words?
- 2 What is the base word in each case?
- 3 What do we call the extra letters?
- 4 What is the meaning of each prefix?
- 5 Can you think of another word with each prefix?

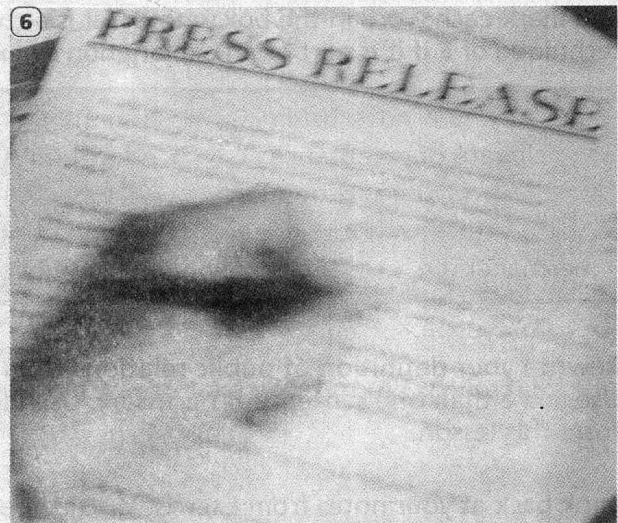
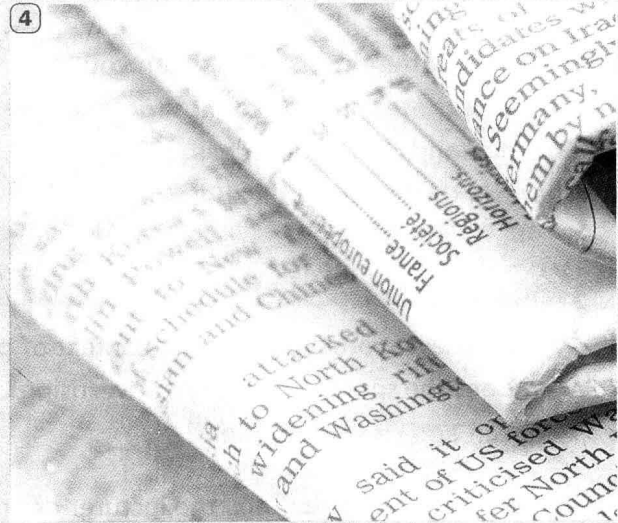
a coordinate disinterested embody
ensure informal international
misinform nonverbal
outbid overanalyze rewrite
underestimate unlimited

D Study the words in box b.

- 1 What is the connection between all the words?
- 2 What is the base word in each case?
- 3 What do we call the extra letters?
- 4 What effect do the extra letters have on the base word?
- 5 Can you think of another word with each suffix?

b accessible coverage editorial
effective interviewee lobbyist
management perception professional
publicity relationship scientifically
useful verifiable

E Use words from this page to discuss the pictures on the opposite page.



1.2 Listening

preparing for a lecture • predicting lecture content • making notes

A You are a student in the Public Relations Faculty of Hadford University. The title of your first lecture is *What is public relations?*

- 1 Write a definition of public relations.
- 2 What other ideas will be in this lecture? Make some notes.

See Skills bank

B Listen to Part 1 of the talk. What does the lecturer say about public relations? Tick the best choice.

- a Public relations is mainly propaganda. _____
- b Public relations is mainly about organizing social events. _____
- c Public relations doesn't improve the image of most companies. _____
- d Public relations is more than just free advertising. _____

C In Part 2 of the talk, the lecturer describes different definitions of public relations.

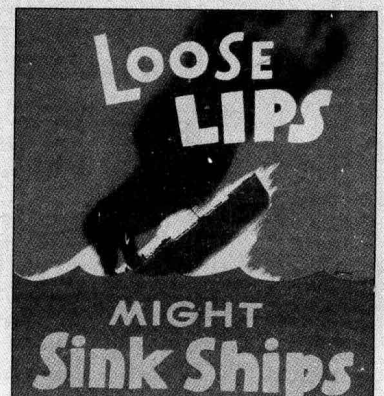
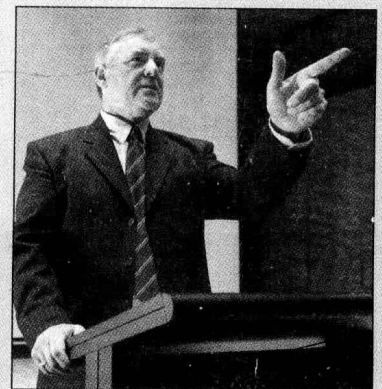
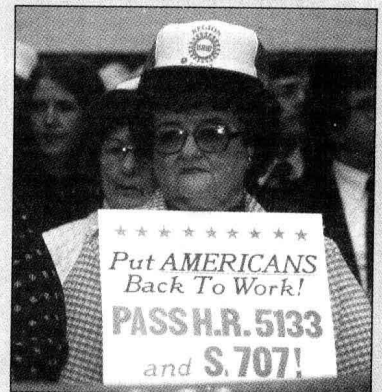
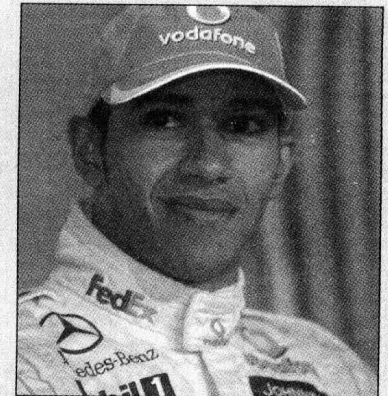
- 1 How many different definitions can you think of?
- 2 What points are common to most definitions?
- 3 Listen and check your ideas.
- 4 What will the lecturer talk about next?

D In Part 3 of the talk, the lecturer mentions the words *advertising* and *publicity*.

- 1 What do these words mean in the context of public relations?
- 2 What does the sponsor control in advertising?
- 3 Listen and check your ideas.

E In the final part of the talk, the lecturer defines some PR communication techniques and gives some examples. Listen and mark each word in the box with **C** if it is a communication technique or **E** if it is part of an explanation or example.

advertising _____	benefit _____
climate of acceptance _____	education subsidy _____
favourable opinion _____	lobbying _____
lucky number prize _____	marketing _____
merchandizing _____	promotion _____
	public legislation _____



F Rewrite your definition of public relations from Exercise A. Use more than one sentence if necessary. Use ideas and words from this lesson.

G Look back at your notes from Exercise A. Did you predict:

- the main ideas?
- most of the special vocabulary?

1.3 Extending skills

lecture organization • choosing the best form of notes

A What or who can public relations ...

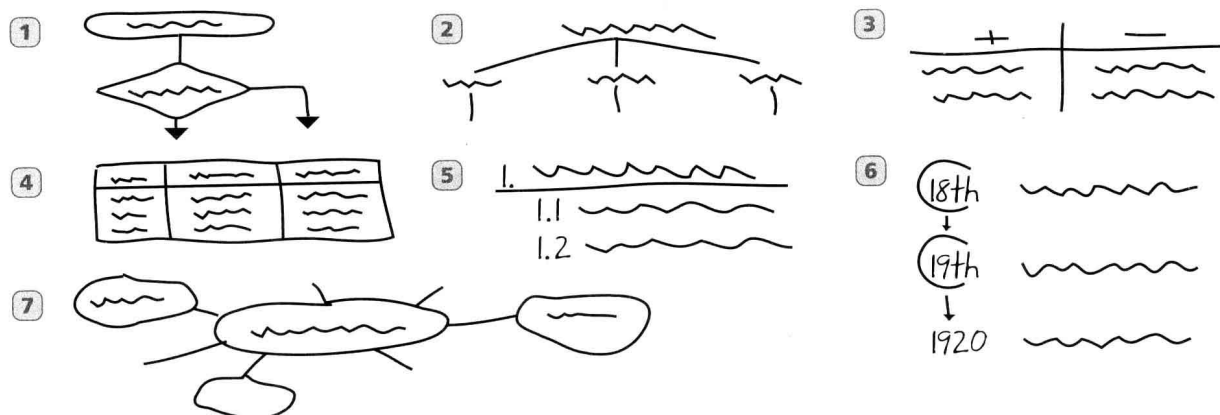
- | | | |
|--------------|----------------|--------------|
| 1 promote? | 3 merchandize? | 5 influence? |
| 2 advertise? | 4 lobby? | 6 target? |

B How can you organize information in a lecture? Match the beginnings and endings.

- | | | |
|-----------------------------|--------------------------|--------------------------|
| 1 question and | <input type="checkbox"/> | a contrast |
| 2 problem and | <input type="checkbox"/> | b definition |
| 3 classification and | <input type="checkbox"/> | c disadvantages |
| 4 advantages and | <input type="checkbox"/> | d effect |
| 5 comparison and | <input type="checkbox"/> | e events |
| 6 cause and | <input type="checkbox"/> | f supporting information |
| 7 sequence of | <input type="checkbox"/> | g process |
| 8 stages of a | <input type="checkbox"/> | h solution |
| 9 theories or opinions then | <input type="checkbox"/> | i answer |

C How can you record information during a lecture? Match the illustrations with the words and phrases in the box.

tree diagram flowchart headings and notes spidergram table timeline two columns



D Match each organization of information in Exercise B with a method of note-taking from Exercise C. You can use one method for different types of organization.

E Listen to five lecture introductions. Choose a possible way to take notes from Exercise C in each case.

Example:

You hear: *Today I want to discuss the 'publics' of public relations ...*

You choose: *tree diagram*

1.4 Extending skills

making notes • speaking from notes



A Study the pictures.

- 1 What do the pictures show? Use relevant words from the box.

academic staff budget elderly internal public management non-academic staff
presenter protestors shareholders slogan speaker students trainer

- 2 What is the connection between the three groups which make up picture 2?

B Cover the opposite page. Listen to the lecture introductions from Lesson 1.3 again. Make an outline on a separate sheet of paper for each introduction.

C Look at your outline for each lecture. What do you expect the lecturer to talk about in the lecture? In what order?

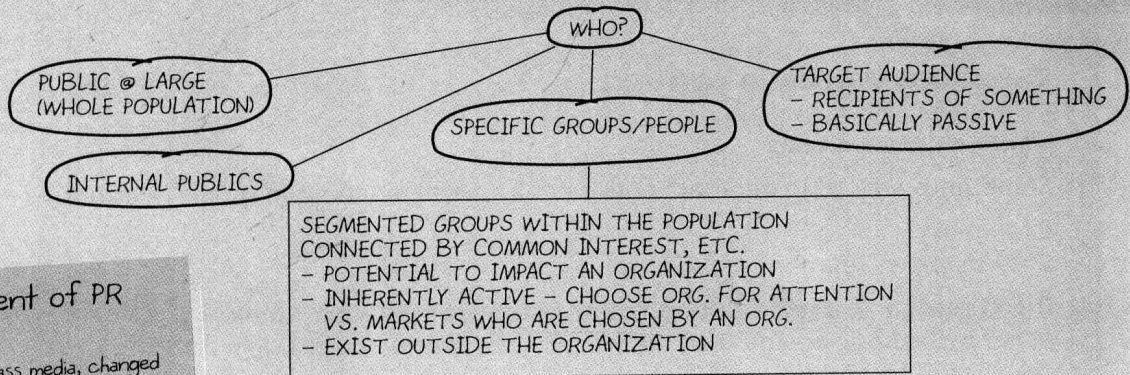
D Listen to the next part of each lecture. Complete your notes.

E Uncover the opposite page. Check your notes with the model notes. Are yours the same or different?

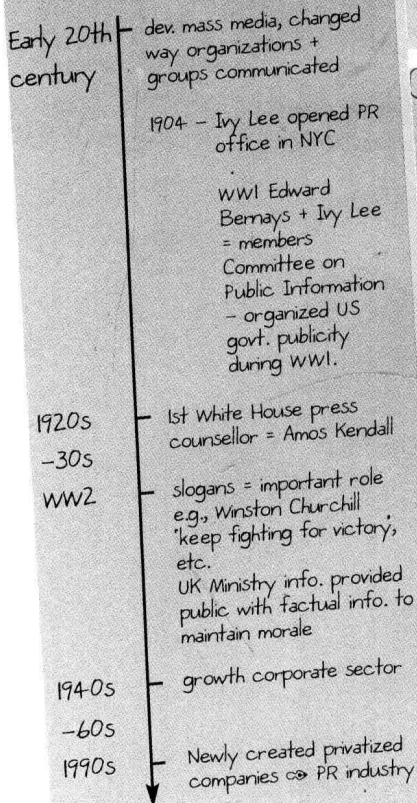
F Work in pairs.

- 1 Use the notes on the opposite page. Reconstruct one lecture.
- 2 Give the lecture to another pair.

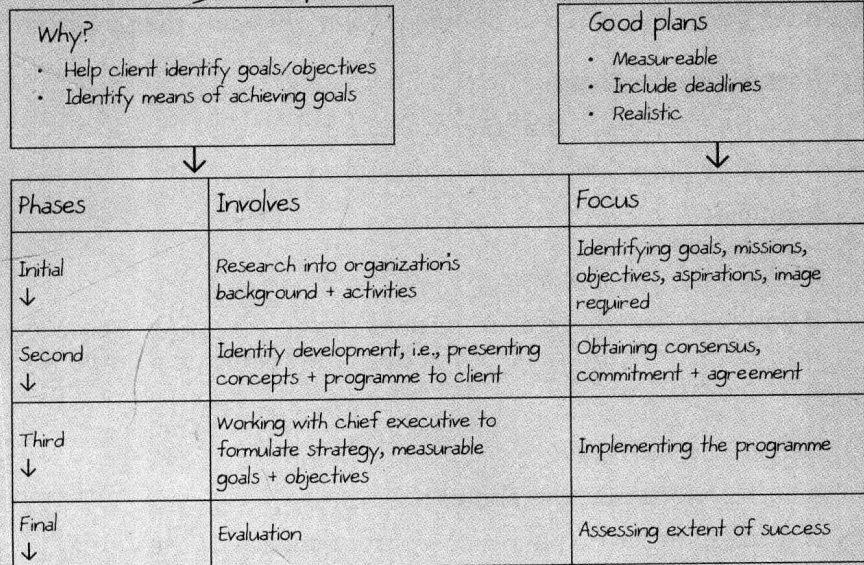
1

PUBLIC RELATIONS' PUBLICS

2 Development of PR



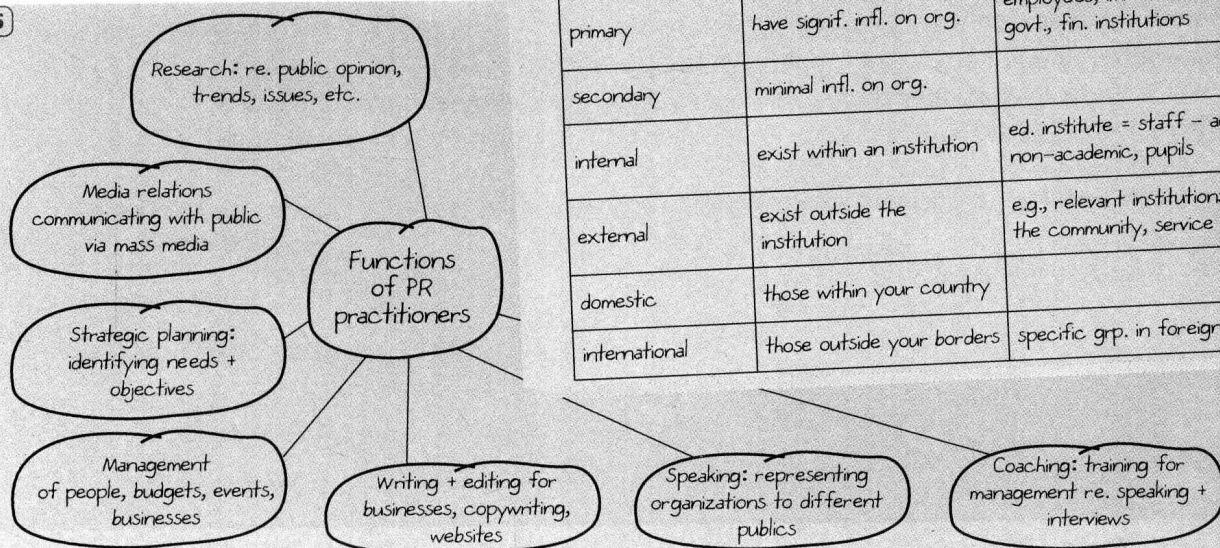
3

Implementing a PR plan

4

Public type	Influence on organization	Examples
traditional	ongoing long-term relationships	employees, new media, governments, investors, customers, community groups
non-traditional	not familiar with org.	grps. in public at large
primary	have signif. infl. on org.	employees, immediate community, media, govt., fin. institutions
secondary	minimal infl. on org.	
internal	exist within an institution	ed. institute = staff - academic/non-academic, pupils
external	exist outside the institution	e.g., relevant institutions, e.g., ed. dept., the community, service providers
domestic	those within your country	
international	those outside your borders	specific grp. in foreign country

5



Guessing words in context

Using related words

Sometimes a word in general English has a special meaning in public relations.

Examples:

market, press, relations

If you recognize a word but don't understand it in context, think:

What is the basic meaning of the word? Does that help me understand the special meaning?

Example:

*The **market** is a place where people buy and sell things. So the target **market** must mean the group of people who might want to buy a particular product.*

Removing prefixes

A **prefix** = letters at the **start of a word**.

A prefix changes the meaning of a word.

Examples:

rewrite – write again

nonverbal – not spoken

If you don't recognize a word, think: *Is there a prefix?* Remove it. Do you recognize the word now? What does the prefix mean? Add it to the meaning of the word.

Removing suffixes

A **suffix** = letters at the **end of a word**.

A suffix sometimes changes the **part of speech** of the word.

Examples:

perceptive → perceptively = adjective → adverb

manage → management = verb → noun

A suffix sometimes changes the meaning in a **predictable way**.

Examples:

edit + or = person who does something (edits)

public + ity = noun expressing an activity or action (attracting public attention to something or someone)

If you don't recognize a word, think: *Is there a suffix?* Remove it. Do you recognize the word now? What does that suffix mean? Add it to the meaning of the word.