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English for
BUSINESS
STUDIES

in Higher Education Studies
Course Book

Series editor: Terry Phillips



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Introduction

English for Business Studies is designed for students who plan to take a business or management studies course entirely or partly in English. The principal aim of *English for Business Studies* 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 and technical English. It covers key facts and concepts from the discipline, thereby giving students a flying start for 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 Business Studies comprises:

- 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
- audio CDs with lecture and seminar excerpts

English for Business Studies has 12 units, each of which is based on a different aspect of business studies. 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.

It is assumed that prior to using this book students will already have completed a general EAP (English for Academic Purposes) course such as *Skills in English* (Garnet Publishing, up to the end at least of Level 3), and will have achieved an IELTS level of at least 5.

For a list of other titles in this series, see www.garneteducation.com/

Book map

| Unit | Topics |
|---|---|
| 1 The business of business Listening · Speaking | <ul style="list-style-type: none"> types of business the history of business |
| 2 The organization of work Reading · Writing | <ul style="list-style-type: none"> how organizations are structured (hierarchies, teams, etc.) leadership and teams |
| 3 Getting the work done Listening · Speaking | <ul style="list-style-type: none"> productivity theories of motivation Management by Objectives |
| 4 The world of technology Reading · Writing | <ul style="list-style-type: none"> computers for research technological change |
| 5 People and markets Listening · Speaking | <ul style="list-style-type: none"> definition of marketing importance of marketing types of market market research |
| 6 Products and strategies Reading · Writing | <ul style="list-style-type: none"> the role of the product product life cycles product portfolios |
| 7 Operations: producing the goods Listening · Speaking | <ul style="list-style-type: none"> the production process: input/transformation/output value added types of production: job/batch/flow scheduling |
| 8 Operations: efficiency, costs and quality Reading · Writing | <ul style="list-style-type: none"> efficiency in operations management Japanese management practices: 'lean' production techniques, TQM |
| 9 Managing financial accounts Listening · Speaking | <ul style="list-style-type: none"> accounting: management accounting · financial accounting documentation: balance sheet · profit and loss account cash flow statement |
| 10 Funding company activities Reading · Writing | <ul style="list-style-type: none"> sources of business finance short- and long-term finance start-up and expansion finance |
| 11 External influences Listening · Speaking | <ul style="list-style-type: none"> external influences on businesses: national · international · political · economic environmental issues |
| 12 Strategy and change Reading · Writing | <ul style="list-style-type: none"> company performance: SWOT analysis management of change case study: responding to external factors |

| Vocabulary focus | Skills focus | Unit |
|--|--|-----------|
| <ul style="list-style-type: none"> words from general English with a special meaning in business prefixes and suffixes | <p>Listening</p> <ul style="list-style-type: none"> preparing for a lecture predicting lecture content from the introduction understanding lecture organization choosing an appropriate form of notes making lecture notes <p>Speaking</p> <ul style="list-style-type: none"> speaking from notes | 1 |
| <ul style="list-style-type: none"> English–English dictionaries: headwords · definitions · parts of speech · phonemes · stress markers · countable/uncountable · transitive/intransitive | <p>Reading</p> <ul style="list-style-type: none"> using research questions to focus on relevant information in a text using topic sentences to get an overview of the text <p>Writing</p> <ul style="list-style-type: none"> writing topic sentences summarizing a text | 2 |
| <ul style="list-style-type: none"> stress patterns in multi-syllable words prefixes | <p>Listening</p> <ul style="list-style-type: none"> preparing for a lecture predicting lecture content making lecture notes using different information sources <p>Speaking</p> <ul style="list-style-type: none"> reporting research findings formulating questions | 3 |
| <ul style="list-style-type: none"> computer jargon abbreviations and acronyms discourse and stance markers verb and noun suffixes | <p>Reading</p> <ul style="list-style-type: none"> identifying topic development within a paragraph using the Internet effectively evaluating Internet search results <p>Writing</p> <ul style="list-style-type: none"> reporting research findings | 4 |
| <ul style="list-style-type: none"> word sets: synonyms, antonyms, etc. the language of trends common lecture language | <p>Listening</p> <ul style="list-style-type: none"> understanding ‘signpost language’ in lectures using symbols and abbreviations in note-taking <p>Speaking</p> <ul style="list-style-type: none"> making effective contributions to a seminar | 5 |
| <ul style="list-style-type: none"> synonyms, replacement subjects, etc. for sentence-level paraphrasing | <p>Reading</p> <ul style="list-style-type: none"> locating key information in complex sentences <p>Writing</p> <ul style="list-style-type: none"> reporting findings from other sources: paraphrasing writing complex sentences | 6 |
| <ul style="list-style-type: none"> compound nouns fixed phrases from business studies fixed phrases from academic English common lecture language | <p>Listening</p> <ul style="list-style-type: none"> understanding speaker emphasis <p>Speaking</p> <ul style="list-style-type: none"> asking for clarification responding to queries and requests for clarification | 7 |
| <ul style="list-style-type: none"> synonyms nouns from verbs definitions common ‘direction’ verbs in essay titles (<i>discuss, analyse, evaluate, etc.</i>) | <p>Reading</p> <ul style="list-style-type: none"> understanding dependent clauses with passives <p>Writing</p> <ul style="list-style-type: none"> paraphrasing expanding notes into complex sentences recognizing different essay types/structures: descriptive · analytical · comparison/evaluation · argument writing essay plans writing essays | 8 |
| <ul style="list-style-type: none"> fixed phrases from finance fixed phrases from academic English | <p>Listening</p> <ul style="list-style-type: none"> using the Cornell note-taking system recognizing digressions in lectures <p>Speaking</p> <ul style="list-style-type: none"> making effective contributions to a seminar referring to other people’s ideas in a seminar | 9 |
| <ul style="list-style-type: none"> ‘neutral’ and ‘marked’ words fixed phrases from finance fixed phrases from academic English | <p>Reading</p> <ul style="list-style-type: none"> recognizing the writer’s stance and level of confidence or tentativeness inferring implicit ideas <p>Writing</p> <ul style="list-style-type: none"> writing situation–problem–solution–evaluation essays using direct quotations compiling a bibliography/reference list | 10 |
| <ul style="list-style-type: none"> words/phrases used to link ideas (<i>moreover, as a result, etc.</i>) stress patterns in noun phrases and compounds fixed phrases from academic English words/phrases related to environmental issues | <p>Listening</p> <ul style="list-style-type: none"> recognizing the speaker’s stance writing up notes in full <p>Speaking</p> <ul style="list-style-type: none"> building an argument in a seminar agreeing/disagreeing | 11 |
| <ul style="list-style-type: none"> verbs used to introduce ideas from other sources (<i>X contends/suggests/asserts that ...</i>) linking words/phrases conveying contrast (<i>whereas</i>), result (<i>consequently</i>), reasons (<i>due to</i>), etc. words for quantities (<i>a significant minority</i>) | <p>Reading</p> <ul style="list-style-type: none"> understanding how ideas in a text are linked <p>Writing</p> <ul style="list-style-type: none"> deciding whether to use direct quotation or paraphrase incorporating quotations writing research reports writing effective introductions/conclusions | 12 |

1 THE BUSINESS OF BUSINESS

1.1 Vocabulary

guessing words in context • prefixes and suffixes

A Read the sentences. The red words are probably familiar to you in general English. But can you think of a different meaning for each word in business English? Change the form if necessary.

- 1 Canberra is the **capital** of Australia.
- 2 People who **consume** too much food become overweight.
- 3 After my **return** from holiday, I felt much better.
- 4 The gun was **fired** three times.
- 5 It will do you **good** to take some exercise.
- 6 You can buy fresh meat in the **market** on Thursdays.
- 7 We went to see an excellent **production** of Hamlet at the theatre last night.
- 8 I am hoping to get **promotion** in my job next year.
- 9 I'm afraid I don't like **raw** fish.
- 10 Is there a bus **service** on Sundays?

B Read this part of a magazine interview with Max Jackson, the owner of VJ Sports. Complete each sentence with one of the red words from Exercise A. Change the form if necessary.



I'm the director of VJ Sports, a company which sells sports _____. I believe that businesses must understand the needs of _____. I also believe that workers who are lazy should be _____. Sports and leisure are rapidly growing _____ industries. As a result, the _____ for sports equipment is growing. A lot of sports shops are doing a special _____ of our running shoes this week. In order to make more sports shoes, my factory needs more _____ materials. Also, the _____ department needs to increase the number of shoes which are made. I need someone to invest some more _____ in my company. They will be sure to get a good _____ on their investment.

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 cooperate income intangible
international miscalculate
non-durable outcome
overestimate rearrange
subcontractor supermarket
transport underperform unlimited

D Study the words in box b.

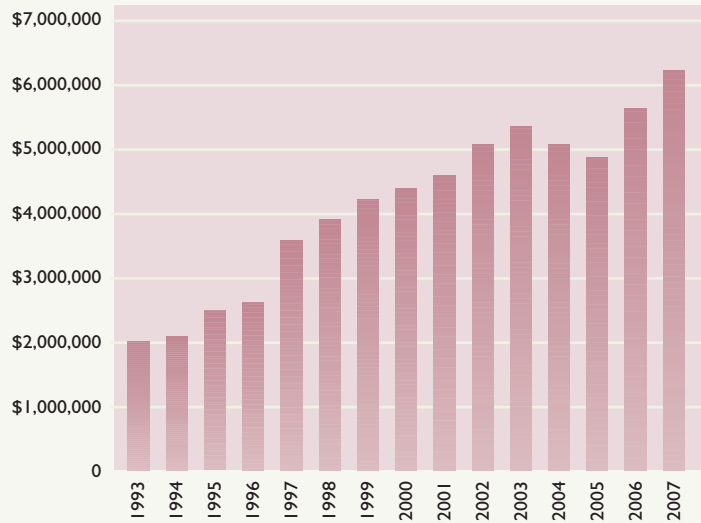
- 1 What is the connection between all the words?
- 2 What is the base word in each case?
- 3 What do we call the extra letters?
- 4 What effect do the extra letters have on the base word?
- 5 Can you think of another word with each suffix?

b activity classify competitive
director durable endless
industrial investment machinery
ownership packaged performance
tangible transformation

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



8 **Total Retail Sales**




1.2 Listening

preparing for a lecture • predicting lecture context • making notes

A You are a student in the Business Studies Faculty of Hadford University. The title of your first lecture is *What is business?*


- 1 Write a definition of business.
- 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 business? Tick the best choice.


- a The lecturer is talking about business in a general sense. _____
- b Business is mainly about buying things. _____
- c Business is mainly about selling things. _____
- d Business is about more than buying and selling things. _____

C In Part 2 of the talk, the lecturer describes different areas of business management.

- 1 How many different areas can you think of?
- 2 What happens in each area?
- 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 *input*, *output* and *transformation*.

- 1 What do these words mean in the context of manufacturing?
- 2  Listen and check your ideas.

E  In the final part of the talk, the lecturer talks further about inputs and outputs. Listen and mark each word in the box **I** for input or **O** for output.

banking _____ capital _____ computers _____
furniture _____ labour _____
newspapers _____ planning _____ premises _____
training _____ transport _____

F Draw a flowchart to illustrate the business process. Write words from Exercises D and E in your flowchart.

G Describe the business process using your flowchart.

H 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 can a business ...

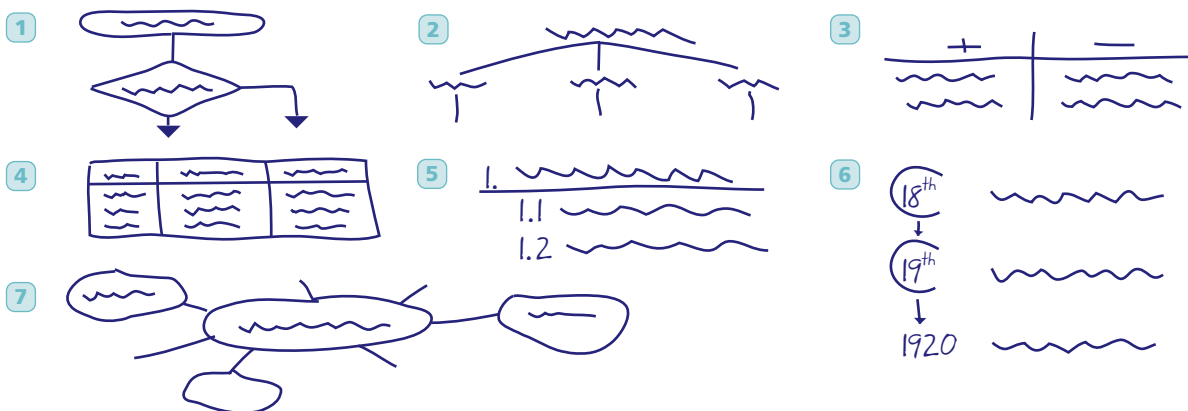
- | | | |
|---------------|--------------|------------|
| 1 exploit? | 4 construct? | 7 publish? |
| 2 employ? | 5 set up? | 8 expand? |
| 3 strengthen? | 6 hire? | 9 invest? |

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

- | | |
|-----------------------------|------------------------|
| 1 question and | contrast |
| 2 problem and | definition |
| 3 classification and | disadvantages |
| 4 advantages and | effect |
| 5 comparison and | events |
| 6 cause and | supporting information |
| 7 sequence of | process |
| 8 stages of a | solution |
| 9 theories or opinions then | answer |

C How can you record information during a lecture? Match the illustrations to 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 six lecture introductions. Choose a possible way to take notes from Exercise C in each case.

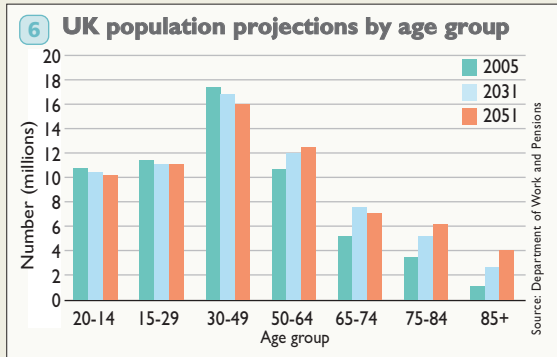
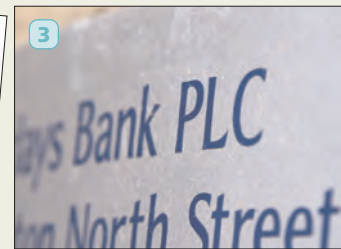
Example:

You hear: *Today I'd like to talk about some ways in which we can describe businesses. There are two important ways to classify businesses.*

You choose: *tree diagram*

1.4 Extending skills

making notes • speaking from notes



A Study the pictures.

1 What do pictures 1–6 show? Use words from the box.

technology partnership rise limited resources teams

2 What is the connection between all the things in picture 7?

B Cover the opposite page. Listen to the lecture introductions from Lesson 3 again. Make an outline on a separate sheet of paper for each introduction.

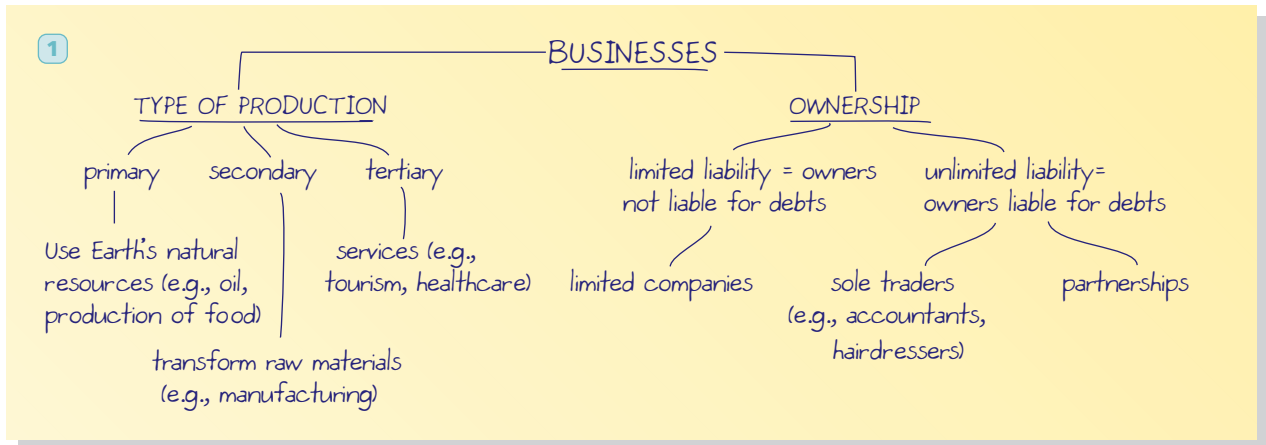
C Look at your outline for each lecture. What do you expect the lecturer to talk about in the lecture? In what order?

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?

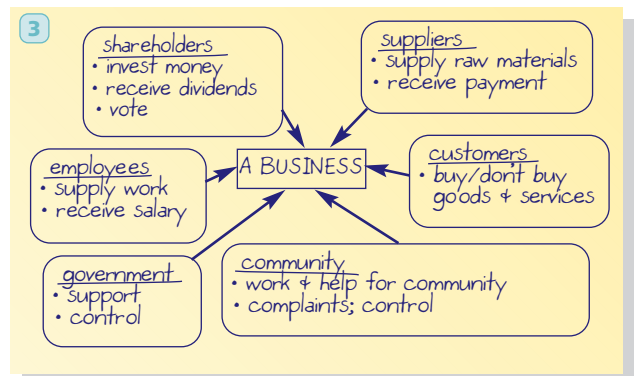
F Work in pairs.

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



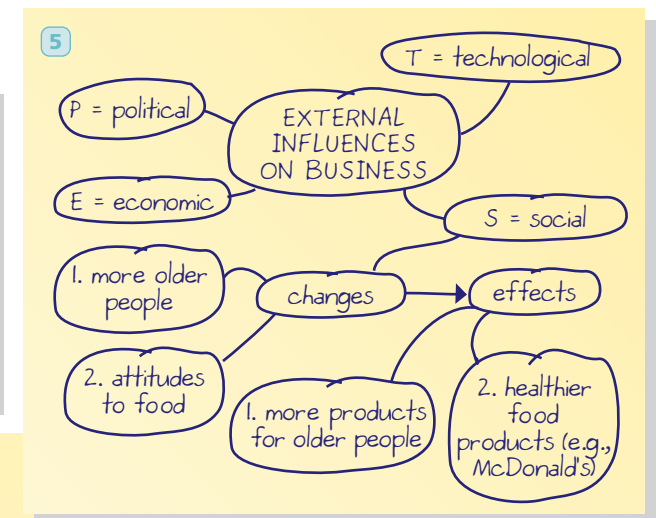
2

| | SOLE TRADER | PARTNERSHIP |
|---|---------------------------------------|-----------------------------------|
| + | makes all decisions | business can expand |
| | knows customer & markets well | extra skills |
| | can adapt easily to changes in market | more money to invest in business |
| - | gets all profits | more people to do work |
| | must work long hours | more people to agree decisions |
| | has no one to discuss problems with | more people to share profits with |
| | has limited finance | |



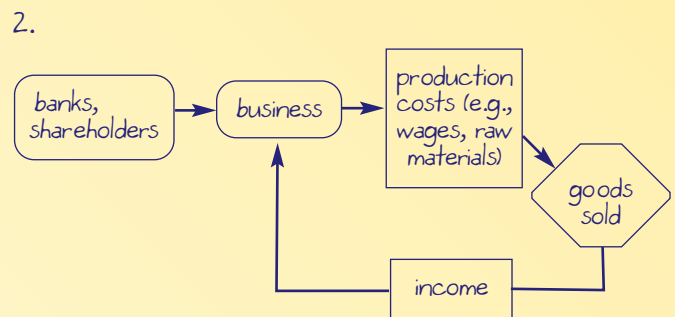
4 History of Management

| | |
|-----------------------|---|
| 3000 BCE | Sumerians - record-keeping |
| 2000 BCE | Egyptians - teams, participatory management |
| 4 th C BCE | Greeks - job rotation, working to music, division of labour, worker participation |
| 1400 CE | Venetians - assembly lines, wine breaks |
| 1494 CE | Italy - book on double-entry bookkeeping |



6 1.

| | |
|--------------------|------------------------------------|
| 9000 BCE | cattle |
| 1200 BCE | shells (China) |
| 630 BCE | coins (Asia Minor) |
| 270 BCE | coins in use in Roman empire |
| | value of coins fixed |
| 806 CE | first paper notes (China) |
| 1660 CE | paper notes in England |
| 20 th C | bank notes linked to gold standard |
| 1931 | Britain left gold standard |
| 1971 | USA left gold standard |
| nowadays | 'fiat' money |



Guessing words in context

Using related words

Sometimes a word in general English has a special meaning in business.

Examples:

raw, return, market

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:

Raw food is not cooked food. In other words, the cooking process has not changed the food.

Raw materials have not yet been changed into something else by the production process.

Removing prefixes

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

A prefix changes the meaning of a word.

Examples:

rearrange – arrange again

miscalculate – calculate wrongly

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

active → *activity* = adjective → noun

invest → *investment* = verb → noun

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

Examples:

class + *ify* – make into

end + *less* – without (end)

replace + *able* – able to (be replaced)

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.

Skills bank

Making the most of lectures**Before a lecture ...****Plan**

- Find out the topic of the lecture.
- Research the topic.
- Check the pronunciation of names and key words in English.

Prepare

- Get to the lecture room early.
- Sit where you can see and hear clearly.
- Bring any equipment you may need.
- Write the date, topic and name of the lecturer at the top of a sheet of paper.

During a lecture ...**Predict**

- Listen carefully to the introduction. Think: *What kind of lecture is this?*
- Write an outline. Leave space for notes.
- Think of possible answers/solutions/effects, etc., while the lecturer is speaking.

Produce

- Write notes/copy from the board.
- Record sources – books/websites/names.
- At the end, ask the lecturer/other students for missing information.

Making perfect lecture notes

Choose the best way to record information from a lecture.

| | | |
|-------------------------------|---|-------------------------|
| advantages and disadvantages | → | two-column table |
| cause and effect | → | spidergram |
| classification and definition | → | tree diagram/spidergram |
| comparison and contrast | → | table |
| facts and figures | → | table |
| sequence | → | timeline |
| stages of a process | → | flowchart |
| question and answer | → | headings and notes |

Speaking from notes

Sometimes you have to give a short talk in a seminar on research you have done.

- Prepare the listeners with an introduction.
- Match the introduction to the type of information/notes.