

# English for Business Studies

A course for Business Studies  
and Economics students

**Third Edition**

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**Teacher's Book**

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Ian MacKenzie

Cambridge University Press

978-0-521-74342-6 - English for Business Studies Teacher's Book: A Course for Business Studies and Economics Students, Third Edition

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Frontmatter

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CAMBRIDGE UNIVERSITY PRESS

Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore,  
São Paulo, Delhi, Dubai, Tokyo

Cambridge University Press  
The Edinburgh Building, Cambridge CB2 8RU, UK

[www.cambridge.org](http://www.cambridge.org)

Information on this title: [www.cambridge.org/9780521743426](http://www.cambridge.org/9780521743426)

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First published 1997  
Second Edition 2002  
Third Edition 2010

Printed in the United Kingdom at the University Press, Cambridge

*A catalogue record for this publication is available from the British Library*

ISBN 978-0-521-74341-9 Student's Book  
ISBN 978-0-521-74342-6 Teacher's Book  
ISBN 978-0-521-74343-3 Audio CD Set

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# Introduction

*English for Business Studies* is an upper-intermediate to advanced level reading, listening, speaking and writing course (Common European Framework for Languages levels B2–C2) for learners who need to understand and express the key concepts of business and economics in English. It covers the most important areas of management, production, marketing, finance and macroeconomics.

It consists of a Student's Book, two Audio CDs and this Teacher's Book. The Student's Book contains 28 units, role cards, audio scripts of the listening material, and appendices on presenting and writing. This Teacher's Book contains guidance on using the material, commentaries on the business concepts presented, answers to the exercises, and the audio scripts.

The aims of *English for Business Studies* are:

- to present your students with the language and concepts of business and economics found in books, journals, newspapers and magazines, and on websites
- to build vocabulary through reading, listening and speaking
- to develop reading skills and give practice in the comprehension of business and economics texts
- to develop listening skills, using interviews with business people, economists and other experts
- to improve speaking skills, confidence and fluency, and to provide learners with opportunities to express business concepts themselves, while synthesizing, summarizing, analysing, criticizing and discussing ideas
- to develop writing skills.

## Unit structure

Most of the units contain four components:

- 1** An informative reading text giving an overview of a particular topic, introducing key concepts and including a high density of relevant technical vocabulary, plus a variety of comprehension and vocabulary exercises and discussion activities. These texts are designed to spare teachers (and learners) the task of finding for themselves the wide range of articles or texts from other sources that would be necessary to cover all the requisite ground. There are also extracts from newspapers, books about business and economics, and a novel, which use more idiomatic language.
- 2** Listening passages, and comprehension, vocabulary and discussion exercises, largely based on interviews with business people and economists. The interviewees include MBA students at the University of Cambridge, professors of business, economics and science, a banker, a computing consultant, a hotel manager, the manager of a chain of juice bars, an IT director, a journalist and writer, a venture capitalist, and regulators from the Competition Commission and the Financial Services Authority in the UK. There are also authentic US radio commercials and (scripted) radio business news reports. The listening material includes British, American, Australian and South African voices, but also speakers from several European and Asian countries. It is important that learners get used to hearing a variety of native and non-native speakers of English, as this is what international business people encounter in their professional lives.

## Introduction

### 3 Speaking activities including discussions, case studies, role plays and presentations.

These are designed to give the learners the opportunity to discuss the ideas in the reading and listening material and to play a role or develop and defend their own points of view.

### 4 Writing activities including summaries, emails, memos and reports.

There are two Appendices at the back of the Student's Book:

- how to give a good presentation
- writing emails, letters and reports.

## Approach to the units

The units are grouped thematically in five sections: management, production, marketing, finance and economics. The different groups of units are not graded in terms of difficulty, and so need not necessarily be followed in the printed order, but vocabulary items and concepts included in earlier units are not glossed when recycled in later ones.

The units begin with lead-in questions for discussion. The reading passages are also generally preceded by discussion questions. These preliminary discussion activities can easily be extended, with the teacher eliciting information from the learners, if they are familiar with the topic, and guiding the discussion according to the content of the text, thereby preparing for and greatly simplifying the subsequent reading task. The trick of teaching specialized areas of a language is to use the learners as a resource whenever possible. If there are time constraints, some of the reading passages could also be assigned as homework.

Nearly all the discussion activities are designed to be done by pairs or small groups of learners, according to the teacher's preferences. Although it is not printed on every page, the instruction 'Discuss in pairs or small groups' is implicit. Some of the speaking activities (presentations, role plays and case studies) involve out-of-class preparation and group work.

Each unit is designed to provide two or three hours of work. The book offers enough material for a two-hours-a-week course lasting a single academic year.

## The Third Edition

This new edition covers much of the same ground as the previous editions, but has been updated as the world of business and economics does not stand still. Most of the texts in the earlier editions have been revised or replaced. All the listening material is new, as are many of the speaking activities (not to mention the cartoons and artwork). Some of the material that was previously spread over two units has now been combined in a single unit. Conversely, where there was previously one unit on production there are now four. The former Unit 1 now opens the production section.

The unit on IT in the Second Edition has gone as computers are now *everywhere*, from wikinomics (in Unit 3) to automated supply chains and sorting offices (Units 8, 9 and 25) to viral marketing (Unit 13) to online trading (Unit 17). In fact the main difference between writing this edition and the first one 15 years ago is that this time I didn't need to cut out promising articles and put them in a file and go to libraries to find books that often contained out-of-date information, but merely spent a lot of time online. This book (and many others now being written) should really be dedicated to all the people who made the Internet, the worldwide web, archives and search engines possible.

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Although coursebooks such as this are designed to save teachers the trouble of finding articles and texts about business subjects, it is now possible to find and download material complementing any subject covered in this book. Given the speed at which things change, this may occasionally be advisable.

I hope you enjoy using this book with your learners. Feedback is welcome, via <http://www.cambridge.org/elt>.

### **Professional English Online**

You may find it useful to visit Professional English Online, a website for teachers and trainers of business English and English for Special Purposes. You'll find more on *English for Business Studies* at the site, along with a range of other free activities, podcasts, blogs and competitions on a range of business English topics.

Visit <http://peo.cambridge.org>.