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Second Edition

MARKET LEADER

Upper Intermediate Business English Teacher's Resource Book



体验[®]商务英语 教师用书 4

(第二版)

Bill Mascull with David Heitler

《体验商务英语》改编组



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图字：01-2011-5166号

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ENGLISH language adaptation edition published by PEARSON EDUCATION ASIA LTD. and HIGHER EDUCATION PRESS LIMITED COMPANY Copyright © 2012.

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本书封面贴有Pearson Education（培生教育出版集团）激光防伪标签。
无标签者不得销售。

图书在版编目（CIP）数据

体验商务英语教师用书.4 / (英) 马斯库尔
(Mascull, B.), (英) 海特勒 (Heitler, D.) 著; 《体
验商务英语》改编组改编. -- 2版. -- 北京: 高等教育
出版社, 2012.8

书名原文: Market Leader Teachers Resource
Book (Upper-Intermediate)
ISBN 978-7-04-034856-9

I. ①体… II. ①马… ②海… ③体… III. ①商务—
英语—高等学校—教学参考资料 IV. ①H31

中国版本图书馆CIP数据核字(2012)第184155号

出版发行	高等教育出版社	网 址	http://www.hep.edu.cn
社 址	北京市西城区德外大街4号		http://www.hep.com.cn
邮政编码	100120	网上订购	http://www.landraco.com
印 刷	北京鑫丰华彩印有限公司		http://www.landraco.com.cn
开 本	889mm×1194mm 1/16	版 次	2005年8月第1版
印 张	16.75		2012年8月第2版
字 数	575千字	印 次	2012年8月第1次印刷
购书热线	010-58581118	定 价	45.00元(含光盘)
咨询电话	400-810-0598		

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物 料 号 34856-00

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第二版前言

《体验商务英语》系列教材自 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，并荣获普通高等教育“十一五”国家级规划教材称号。

2011 年，中国加入世界贸易组织已 10 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专业商务知识的复合型人才的需求日益增长；而商务英语教学的范围不断扩展，尤其是各高校商务英语专业的正式设立，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）的改编原则如下：

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. 为第一版《体验商务英语听说教程》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材料（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，使其更能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。

建立商务英语立体化配套教学资源

1. 综合教程（1—5）均配有多媒体学习光盘，包括 MP3 和自主学习软件（Self-Study CD-ROMs）。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，为学生自学时扩大知识面、增强交际能力提供全方位支持。
2. 教学参考书（1—5）均配有测试软件（Test Master CD-ROMs），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、单元测验等各类测验，以及相关音、视频材料等，使用灵活方便。

《体验商务英语》系列教程（第一版）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深入人心。相信《体验商务英语》系列教材（第二版）将为我国的商务英语教学注入更新的活力，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。

本书是《综合教程》第4册,有14个单元和2个复习课,内容涉及现代商务和企业管理,包括沟通技巧、国际营销、建立永久性客户关系、如何使人成功、工作的满足感、风险、电子商务、团队合作、资金筹集、客户服务、危机处理、管理风格、接收与兼并、商业的未来等主题。每个单元围绕主题进行相关语言和技能的学习。书后附语法总结(Grammar reference)、小测验(Quiz)、写作活动(Writing file)、角色扮演(Activity file)以及词汇和注释(Glossary and notes)。

《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。

Introduction

1 Course aims

Market Leader is an extensive new Business English course designed to bring the real world of international business into the language teaching classroom. It has been developed in association with the *Financial Times*, one of the world's leading sources of professional information, to ensure the maximum range and authenticity of business content.

The course is intended for use either by Ss preparing for a career in business or by those already working who want to improve their English communication skills.

Market Leader combines some of the most stimulating recent ideas from the world of business with a strong task-based approach. Role plays and case studies are regular features of each unit. Throughout the course Ss are encouraged to use their own experience and opinions in order to maximise involvement and learning.

An essential requirement of Business English materials is that they cater for the wide range of needs which Ss have, including different areas of interest and specialisation, different skills needs and varying amounts of time available to study. *Market Leader* offers teachers and course planners a unique range of flexible materials to help meet these needs. There are suggestions in this book on how to use the unit material extensively or intensively, and how the material in the Practice File integrates with the Course Book. This book contains extensive extra photocopiable material in the Text bank and the Resource bank.

2 The main course components

Course Book

This provides the main part of the teaching material. It is divided into 14 topic-based units, plus two revision units. The topics have been chosen following research among teachers to establish the areas of widest possible interest to the majority of their Ss. The Course Book provides input in reading, speaking and listening, with guidance for writing tasks too. Every unit contains vocabulary development activities and a rapid review of essential grammar. There is a regular focus on key business functions, and each unit ends with a motivating case study to allow Ss to practise the language they have worked on during the unit. For more details on the Course Book units, see *Overview of a Course Book unit* below.

Practice File

This gives extra practice in the areas of grammar and vocabulary, together with a complete syllabus in business

writing. In each unit Ss work with text models and useful language, then do a writing task to consolidate the learning. Additionally the Practice File provides regular self-study pronunciation work (with an audio CD and exercises), and a valuable survival language section for Ss when travelling.

Audio materials

All the listening activities from the Course Book (interviews with business practitioners and input for other activities such as role plays and case studies) and the Practice File (pronunciation exercises) are available on audio CDs, depending on users' preference.

Teacher's Resource Book

This book provides teachers with an overview of the whole course together with detailed teaching notes, background briefings on business content, the Text bank (28 optional extra reading texts), the Resource bank (photocopiable worksheets practising communication skills), Chinese translation of Business brief and Reading and the Audio scripts for the Course Book.

Test File

Five copiable tests are available to teachers and course planners to monitor Ss' progress through the course. There is an entry test, three progress tests and an exit test which reviews the work done throughout the course.

3 Overview of a Course Book unit

A typical unit consists of the following sections.

Starting up

Ss have the opportunity to think about the unit topic and to exchange ideas and opinions with each other and with the teacher. There is a variety of stimulating activities such as answering quiz questions, reflecting on difficult decisions, prioritising options and completing charts. Throughout, Ss are encouraged to draw upon their life and business experience.

Vocabulary

Essential business vocabulary is presented and practised through a wide variety of creative and engaging exercises. Ss learn new words, phrases and collocations, and are given tasks which help to activate the vocabulary they already know or have just learnt.

There is further vocabulary practice in the Practice File.

Discussion

There are a number of discussion activities in the book. Their main purpose is to build up Ss' confidence in expressing their views in English and to improve their fluency.

Reading

Ss read interesting and relevant authentic texts from the *Financial Times* and other business sources. They develop their reading skills and acquire essential business vocabulary. The texts provide a context for language work and discussion later in the unit.

Listening

The authentic listening texts are based on interviews with business people and experts in their field. Ss develop their listening skills such as prediction, listening for specific information and note-taking.

Language review

These sections develop Ss' awareness of the common problem areas at intermediate level. They focus on accuracy and knowledge of key areas of grammar. If Ss already know the grammar point, this section works as a quick check for them and the teacher. If they need more explanation they are referred to the Grammar reference at the back of the Course Book.

There is further grammar practice in the Practice File (see *Extending the course* below).

Skills

This section helps learners to develop their communication skills in the key business areas of presentations, meetings, negotiations, telephoning and social English. Each section contains a useful language box which provides Ss with the support and phrases they need to carry out the business tasks in the role play activities.

Case study

Each unit ends with a case study linked to the unit's business topic. The case studies are based on realistic business problems or situations and are designed to motivate and actively engage Ss. They use the language and communication skills which they have acquired while working through the unit. Typically, Ss will be involved in discussing business problems and recommending solutions through active group work.

All of the case studies have been developed and tested with Ss in class and are designed to be easy to present and use. No special knowledge or extra materials are required. For teaching tips on making the best use of the case studies, see *Case studies that work* below.

Each case study ends with a realistic writing task. These tasks reflect the real world of business correspondence and will also help those Ss preparing for Business English exams. Models of writing text types are given in the Writing file at the end of the Course Book.

4 Using the course

Accessibility for teachers

Less experienced teachers can sometimes find teaching Business English daunting. They may be anxious about their lack of knowledge of the business world and of the topics covered in the course. *Market Leader* sets out to provide the maximum support for teachers. The Business brief at the beginning of each unit in the Teacher's Resource Book gives an overview of the business topic, covering key terms and suggesting a list of titles for further reading and information.

Authenticity of content

One of the principles of the course is that Ss should deal with as much authentic content as their language level allows. Authentic reading and listening texts are motivating for Ss and bring the real world of business into the classroom, increasing Ss' knowledge of business practice and concepts. Due to its international coverage the *Financial Times* has been a rich source of text and business information for the course.

The case studies present realistic business situations and problems and the communication activities based on them – group discussions, simulations and role plays – serve to enhance the authenticity of the course.

Flexibility of use

Demands of Business English courses vary greatly, and materials accordingly need to be adaptable. *Market Leader* has been designed to give teachers and course planners maximum flexibility. The course can be used either extensively or intensively. At the beginning of each unit in the Teacher's Resource Book are suggestions for a fast route through the unit if time is short. This intensive route focusses mainly on speaking and listening skills. If the teacher wants to extend this concentration on particular skills, optional components are available in the course (see *Extending the course* below).

5 Case studies that work

The following teaching tips will help when using case studies.

- 1 Involve all Ss at every stage of the class. Encourage everyone to participate.
- 2 Draw on Ss' knowledge of business and the world.
- 3 Be very careful how you present the case study at the beginning. Make sure your instructions are clear and that the task is understood. (See individual units in the Teacher's Resource Book for detailed suggestions on introducing the case studies.)
- 4 Ensure that all Ss have understood the case and the key vocabulary.
- 5 Encourage Ss to use the language and communication skills they have acquired in the rest of the unit. A short review of the key language will help.
- 6 Focus on communication and fluency during the case study activities. Language errors can be dealt with at the end.

Make a record of important errors and give Ss feedback at the end in a sympathetic and constructive way. Note good language use, too, and comment on it favourably.

- 7 If the activity is developing slowly or you have a group of Ss who are a little reticent, you could intervene by asking questions or making helpful suggestions.
- 8 Allow Ss to reach their own conclusions. Many Ss expect there to be a correct answer. Teachers can give their own opinion but should stress that there usually is no single 'right' answer.
- 9 Encourage creative and imaginative solutions to the problems expressed.
- 10 Encourage Ss to use people management skills such as working in teams, leading teams, delegating and interacting effectively with each other.
- 11 Allocate sufficient time for the major tasks such as negotiating. At the same time do not allow activities to drag on too long. You want Ss to have enough time to perform the task and yet the lesson needs to have pace.
- 12 Ss should identify the key issues of the case and discuss all the options before reaching a decision.
- 13 Encourage Ss to actively listen to each other. This is essential for both language practice and effective teamwork!

6 Extending the course

Some Ss will require more input or practice in certain areas, either in terms of subject matter or skills, than is provided in the Course Book. In order to meet these needs, *Market Leader* provides a wide range of optional extra materials and components to choose from.

Teacher's Resource Book

The Text bank provides two extra reading texts per unit, together with comprehension and vocabulary exercises.

The Resource bank provides copiable worksheet-based communication activities, linked to the skills introduced in the Course Book units.

The Test Master CD-ROM

The Teacher's Resource Book includes a Test Master CD-ROM which provides an invaluable testing resource to accompany the course.

- The tests are based strictly on the content of the corresponding level of *Market Leader* Second Edition, providing a fair measure of Ss' progress.
- An interactive menu makes it easy to find the tests you are looking for.
- Keys and audio scripts are provided to make marking the tests as straightforward as possible.
- Most tests come in A and B versions. This makes it easier for you to invigilate the test by making it harder for Ss to copy from each other.
- The audio files for the listening tests are conveniently located on the same CD.

Types of test

The Test Master CD contains five types of test.

- Placement Tests
- Entry Tests
- Progress Tests
- Unit Tests
- Exit Test

Flexibility

You can print the tests out and use them as they are, or you can adapt them. You can use Microsoft® Word to edit them as you wish to suit your teaching situation, your Ss or your syllabus.

Levels

Test Master CDs are available for all levels of *Market Leader* Second Edition.

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At a glance

	Classwork – Course Book	Further work
Lesson 1 <i>Each lesson (excluding case studies) is about 45–60 minutes. This does not include administration and time spent going through homework.</i>	<p>Starting up What makes a good communicator? Written and spoken forms of communication.</p> <p>Vocabulary: Good communicators Ss look at vocabulary related to good and bad communicators.</p> <p>Listening: Improving communications Ss listen to an expert on communications talking about communication between companies and their customers and the consequences of breakdowns in communication.</p>	<p>Practice File Vocabulary (page 4)</p>
Lesson 2	<p>Reading: Internal communication Ss read an article, complete a chart and answer questions about communication in organisations.</p> <p>Language review: Idioms Ss do language awareness and practice activities on some common idioms.</p>	<p>Text bank (pages 132–135)</p> <p>Practice File Language review (page 5)</p>
Lesson 3	<p>Skills: Dealing with communication breakdown Ss listen to two phone conversations between a customer and a supplier, and practise skills involved in dealing with breakdowns in communication.</p>	<p>Resource bank (page 196)</p> <p>Practice File Survival Business English (page 63)</p>
Lesson 4 <i>Each case study is about 1½ to 2 hours.</i>	<p>Case study: HCPS A private health care organisation has serious internal communication problems following a takeover by another health care organisation.</p>	<p>Practice File Writing (page 6)</p>

For a fast route through the unit focussing mainly on speaking skills, just use the underlined sections.

For 1 to 1 situations, most parts of the unit lend themselves, with minimal adaptation, to use with individual Ss. Where this is not the case, alternative procedures are given.

Business brief

Within companies, communication falls into two main areas. There is the communication of information and technical knowledge needed to do the job at hand. Here, paper-based communication is being replaced by the company **intranet**, with internal websites only accessible by employees. Some very large companies are appointing **knowledge officers** to exploit the information in a company to the full and communicate it effectively to those who need it. (But in this age of increasingly accessible information, there will no doubt always be the **information hoarders**, employees and managers who find power and pleasure in keeping information for themselves, even if it would be useful to their colleagues.)

There is also what might be called 'celebration-exhortation'. The internal **company magazine** is the classic **communication channel** here. It may be produced **in-house** by a 'communications department' or **out-of-house** by journalists who specialise in this area. It may try to demonstrate how the company is putting its **mission statement** into action: the management may try to change employee behaviour by exhortation and by praising the performance of particular departments and individuals.

Externally, **advertising** has been the most visible form of communication with customers. Usually this is designed to increase product sales, but there is also **institutional advertising**, designed to improve **perceptions** of the company as a whole. Companies naturally like to be seen as human and environmentally aware. But the communication between companies and their customers is increasingly becoming two-way, with **customer service centres** designed to gather information, not just complaints, from customers about all aspects of use of a company's products. Ideally, this information feeds back into product modification and new product design. (See Unit 10 for more on **customer relationship management**.)

Equally, a company must communicate with its investors, and **investor relations** are becoming an important specialised area of **public relations**. Investors want to know how their money is being used and what their prospects are.

And then there is the wider public audience to attend to. **Press conferences** may be called to announce important events, such as product launches. **Press releases** may be issued to communicate more routine information. There is also the specialised area of **crisis management** and **damage control**: see Unit 11.

Whatever a company does, it has an **image**. It might as well try to influence (some would say 'manipulate') the moulding of this image. This is one reason why the **communications industry**, in all its forms, is a multibillion-dollar business.

Lesson notes

Warmer

- ⊙ Divide the board into areas and write one or two words in each area, like this:

drums pigeon post	painting
newspapers radio	language sign language

- ⊙ Get Ss, in pairs, to list all the forms of communication they can think of by adding to each group. Elicit their responses and complete the table on the board, perhaps to produce something like this:

drums pigeon post smoke signals semaphore Morse code telephone	painting sculpture music
newspapers radio television Internet interactive television	language sign language body language dance

- ⊙ Invite comments and encourage discussion. (Ss may come up with other responses, or organise them in other ways, but it doesn't matter.)

Overview

- ⊙ Tell Ss that they will be looking at communication, especially in the context of organisations.
- ⊙ Ask Ss to look at the Overview section on page 6. Tell them a little about the things on the list, using the table on page 8 of this book as a guide. Tell them which points you will be covering in the current lesson and in later lessons.

Quotation

- ⊙ Write the quotation on the board.
- ⊙ Tell Ss that it is a quotation from a philosopher.
- ⊙ Ask Ss to discuss, in pairs, whether they agree with the quotation. (Some might mention music or painting as communicating emotions that cannot be expressed in words.)

- ⊙ In whole-group discussion afterwards, ask pairs for their opinions, and then ask the group why some areas, like philosophy and law, can be very difficult to understand.

Starting up

These questions introduce the theme of communication, and provide an opportunity for some speaking practice.

- A**
- ⊙ Divide the class into groups of three or four.
 - ⊙ Ask Ss to choose the three most important criteria in the context of
 - a)** native speakers
 - b)** non-native speakers of a language (The emphasis on grammatical accuracy will probably be different for **a)** and **b).**)
 - ⊙ Discuss answers.
- B**
- ⊙ Discuss in small groups or with the whole class. Rather than doing this in the abstract, take some well-known figures from television, film, etc. and ask Ss what makes them good communicators (or not). Ss might mention body language, speaking style, ease that people have in identifying with them, etc. You could discuss what makes for charisma, the way that some people have a powerful attractive quality as communicators and leaders that makes people admire them and want to follow them.
- C**
- ⊙ Discuss question 1 with the whole class and write their ideas on the board under the headings 'Written' and 'Spoken'.
 - ⊙ Ask Ss to discuss, in pairs, which forms of communication they like using, and why.
 - ⊙ Elicit feedback.
 - ⊙ Ask the whole class to brainstorm problems that can occur with the different forms of communication. You may need to prompt them to think about such things as jargon, formality/informality, standard ways of doing things, technology, tone of voice and visual gestures. Again, list their ideas on the board.
 - ⊙ Ask Ss to discuss, in pairs, how these problems can be solved.
 - ⊙ Elicit feedback.
 - ⊙ If you are doing this lesson at the beginning of a course and you have not done a needs analysis, this exercise forms a good basis for one. Agree with Ss which communication forms are most important for them/or need most practice. Note down what they say and refer to these notes regularly while you are planning and doing the rest of the course, so as to modify activities, emphasis of the course, etc.

1 to 1

This forms a good basis for a needs analysis, if you haven't already done one. It may give you ideas for role play of specific activities to complement those in the Course Book, based on your student's particular work situation.

Vocabulary: Good communicators

Ss look at vocabulary typically used to describe good and bad communicators.

(A)–(B)

- ⊙ Work on pronunciation of the words, without going into meanings at this stage. Get individual Ss to repeat the difficult ones after you, paying particular attention to stress: arTiculate, etc.
- ⊙ Put Ss in threes and get them to put words into groups: the good and the bad, and then into the more specific groups in Exercise B. If available, get each three to consult a good general dictionary, such as the *Longman Dictionary of Contemporary English*.

A

Good communicators: articulate, coherent, eloquent, fluent, focussed, extrovert, persuasive, responsive, sensitive, succinct

Bad communicators: hesitant, inhibited, rambling, reserved

B

- 1 focussed, succinct
- 2 hesitant, inhibited, reserved
- 3 rambling
- 4 fluent, eloquent, sensitive
- 5 articulate, coherent
- 6 persuasive
- 7 extrovert
- 8 responsive

(C)–(D)  1.1

- ⊙ Get Ss, in pairs, to read the talk and fill in the blanks. Play the recording for them to check their answers.

- 1 interrupt
- 2 clarify
- 3 confuse
- 4 explain
- 5 digress
- 6 ramble
- 7 engage

(E)

- ⊙ In pairs or class discussion, get examples of good communicators. Prompt Ss by mentioning different occupations: actors, news presenters, advertisers, etc.

Listening: Improving communications

Anuj Khanna is Marketing Manager of Netsize, a marketing agency for mobile media. He talks about

- ⊙ communication between companies and their customers
- ⊙ the consequences of breakdowns in communication
- ⊙ how business communication will develop in the future

(A)  1.2

- ⊙ Get Ss to listen once or twice to the first part of the interview, depending on their level. Stop at points where Ss can answer questions 1–2.

- 1 a) New technology has provided new communication channels such as the Internet, mobile phones, instant messaging, etc.
b) They can improve in terms of giving more control to customers so that they don't receive unwanted communications, and ensuring that the timing of any communication is right.
- 2 He gives the example of a bank informing a customer by e-mail or SMS that his salary has been credited or he has gone over the overdraft limit.

- ⊙ Encourage discussion of any points arising, for example, the importance of communications training and the frustrations of unwanted phone calls and e-mails.

(B)  1.3

- ⊙ Play the second part of the interview two or three times, stopping at points where Ss can answer questions 1–2.

- 1 a) Closure of all airports in the country and delays in flights globally.
b) Large hourly fines for the suppliers.
c) The engineering company has to pay a fine for every hour's delay in fixing the machine. The bank loses money.
- 2 He mentions a), c) and d).

(C)

- ⊙ Ask Ss how *they* think business communication will change in the future.

Reading: Internal communication

This article is about the importance and difficulty of achieving good internal communication in business organisations. The problems can be purely practical; they can result from information overload, or they can be caused by employees developing loyalties within departments or subgroups which, particularly in a climate of fear and uncertainty, prevent sharing of information.