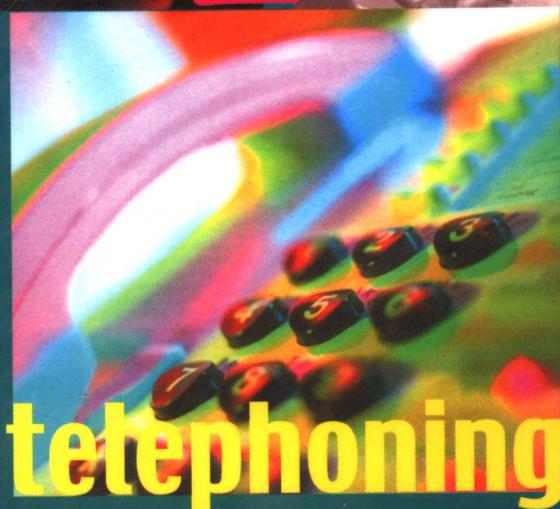
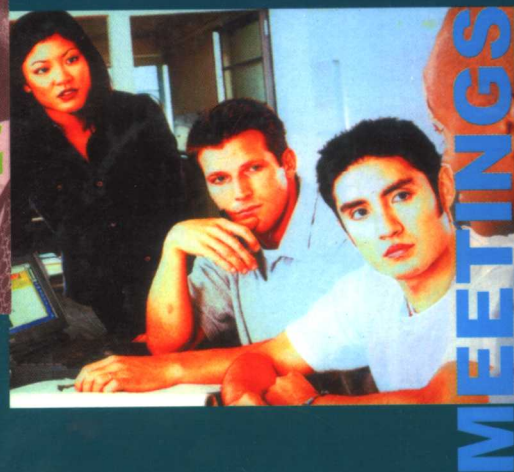
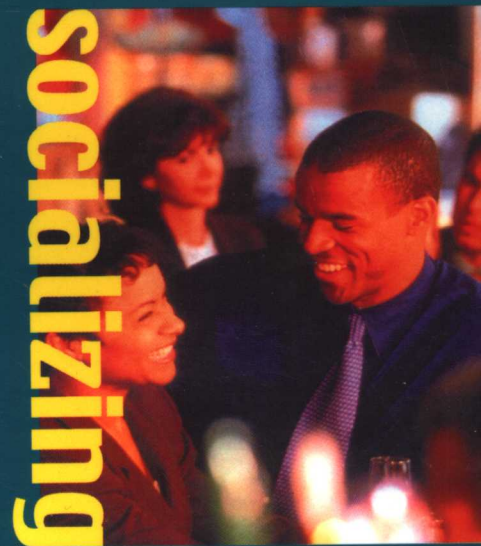
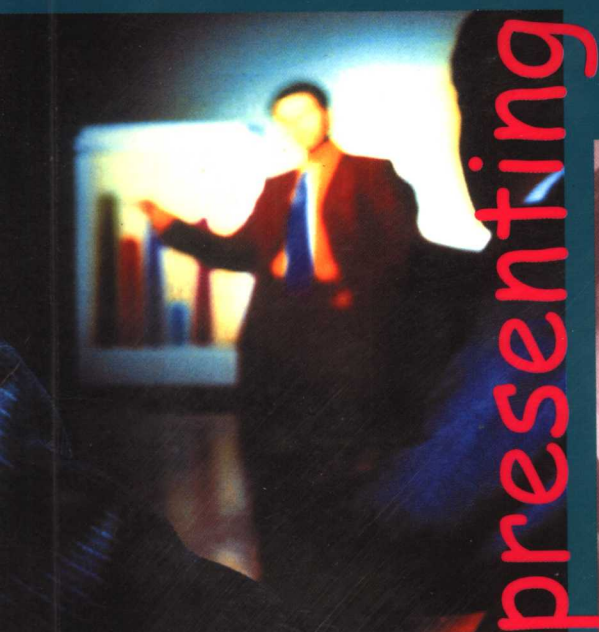


托业考试 (TOEIC) 备考用书

剑桥美式商务英语 (中级)

Communicating in Business

A short course for Business English Students



Cambridge
Professional
English

学生用书

Student's Book

Simon Sweeney

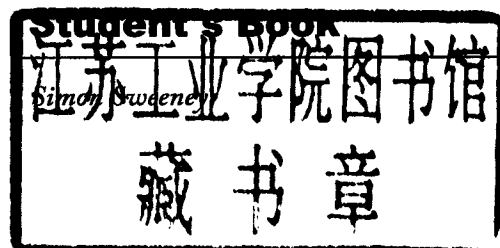
 人民邮电出版社
POSTS & TELECOM PRESS

Communicating in Business

A short course for Business English Students:
Cultural diversity and socializing, Using the telephone,
Presentations, Meetings and Negotiations

剑桥美式商务英语 (中级)

学生用书



图书在版编目 (CIP) 数据

剑桥美式商务英语 (中级): 学生用书 / (英) 斯威尼 (Sweeney, S.) 著;

- 北京: 人民邮电出版社, 2005.8

ISBN 7-115-13510-X

I. 剑… II. 斯… III. 商务—英语, 美国—教材 IV. H31

中国版本图书馆 CIP 数据核字 (2005) 第 064326 号

Communicating in Business by Simon Sweeney

ISBN 0-521-77495-0

Copyright © Cambridge University Press 2003

Originally published by Cambridge University Press in 2000.

This reprint edition is published with the permission of the Syndicate of the Press of the University of Cambridge, Cambridge, England.

THIS EDITION IS LICENSED FOR DISTRIBUTION AND SALE IN THE PEOPLE'S REPUBLIC OF CHINA ONLY, EXCLUDING HONG KONG, TAIWAN AND MACAU AND MAY NOT BE DISTRIBUTED AND SOLD ELSEWHERE.

由英国剑桥大学出版社授权, 人民邮电出版社在中国境内 (香港、澳门、台湾地区除外) 出版发行。
未经出版者书面许可, 不得以任何形式复制或抄袭本书的任何部分。

北京市版权局著作权合同登记号 图字: 01-2004-4026

版权所有, 侵权必究。举报盗版有奖, 联系电话: (010) 64981059 E-mail: marketing@ncc-pub.com

剑桥美式商务英语 (中级): 学生用书

◆ 作 者 西蒙·斯威尼
策 划 刘 力 陆 瑜
责任编辑 王 蕾

◆ 人民邮电出版社出版发行 北京市崇文区夕照寺街 14 号 A 座
邮编 100061 电子函件 315@ptpress.com.cn
网址 <http://www.ptpress.com.cn>
电话 (编辑部) 010-64964059 (销售部) 010-64982639
北京中科印刷有限公司印刷
新华书店经销

◆ 开本: 889 × 1194 1/16
印张: 10
字数: 256 千字 2005 年 8 月第 1 版 2006 年 7 月第 2 次印刷
ISBN 7-115-13510-X/F · 635

定价: 35.00 元

本书如有印装质量问题, 请与本社联系 电话: (010) 64981059

Introduction

Communicating in Business is based on the same core content as *English for Business Communication*. The main difference is that *Communicating in Business* uses American English as its model whereas *English for Business Communication* uses British English.

Communicating in Business is a short course with two key objectives:

- to develop your technique in five key areas of communication: socializing, using the telephone, presenting information, participating in meetings and negotiations
- to develop your knowledge of the language used in these key areas.

The course is concerned with improving your listening and speaking skills. There is a lot of opportunity to practice understanding from the recorded material. It is important that you try to understand the key message of the extracts, not every word you hear. Similarly, there are several reading texts where again you should try to understand the key messages, not necessarily every word on the page.

There are very many opportunities for discussion and plenty of role plays. The discussion is partly designed to get you to think about what makes communication effective. The practice material and the role plays lead to a Transfer exercise. This is a chance to connect what you have studied with your own daily experience, either as a student or as a professional working in business. The skills learned from this course are useful for those preparing to start work and for those already in work.

As you use the course, practice as much as you can and prepare for meetings, presentations or telephone calls by using the Checklists at the end of each unit. Always refer to these when preparing a communication task. Try to develop the habit of good preparation. Try also to develop the habit of self-assessment to help you to see where improvements can be made. Your teacher will help you with this.

Enjoy the course!

Simon Sweeney

*For Judith, Ruth and Neil
with love from Dad.*

Acknowledgements

The author is grateful to Pamela Rogerson-Ravell for help at the beginning and to colleagues and friends at York Associates for ideas, resources and piloting the material. Thanks also to Simon Fenn and Deri Hughes and to Dave Ashworth, Eric Golding and Hisashi Nakamura for technical assistance. Thanks are due to colleagues at Cambridge University Press, including Peter Donovan and Sarah Almy, and to James Dale, who suggested many improvements and prepared the manuscript for production. Special thanks go to Will Capel, who provided unstinting support, essential advice and encouragement.

The authors and publishers would like to thank the following institutions and teachers for their help in piloting and commenting on the material and for the invaluable feedback which they provided.

Mary Crowe, Insearch Language Centre, Sydney, Australia. Keith Hanna, Stuttgart, Germany. Carol Herrmann, Sindelfingen, Germany. Andy Cresswell, The British Institute of Florence, Italy. Mark Baker, International House, La Spezia, Italy. Teresa Yolanda Mustion de Garcia, University of Guadalajara, Mexico.

The authors and publishers are grateful to the following copyright owners for permission to reproduce copyright material. Every endeavour has been made to contact copyright owners and apologies are expressed for any omissions.

pp. 2 and 3: From *Managing Cultural Differences, Fourth Edition*, by Philip R. Harris and Robert T. Moran. Copyright © 1996 by Gulf Publishing Company, Houston, Texas. Used with permission. All rights reserved.
p. 9: From *Riding the Waves of Culture: Understanding Cultural Diversity in Business* by Fons Trompenaars. Irwin Professional Publishing, Burr Ridge, Illinois, 1994.
p. 28: From *Business Communication Today, Fifth Edition*, by Courtland L. Bovée and John V. Thrill, Prentice Hall, N.J. 1997.
p. 47: Luis E. Lamela, February 11, 1997 From *Business and Administrative Communication* by Kitty Locker, Irwin McGraw-Hill, 1998.
p. 59 Christopher Flavin, *Slowing Global Warming: A Worldwide Strategy* (Washington, D.C.) reproduced in *Global Warming: A Reference Handbook* by David E. Newton, ABC-CLIO Santa Barbara, CA (1993).
pp. 37 and 38: From *Faxes, phones and foreigners* with the kind permission of British Telecommunications plc.
pp. 55 and 90: From *The Handbook of Communication Skills* by Bernice Hurst. London: Kogan Page, 1991.
pp. 101 and 106: From *Effective Meeting Skills* by Marion Haynes. London: Kogan Page, 1988.
pp. 58, 59, 60, 139 and 147: © Greenpeace Communications Ltd. 1990. Reprinted from *Global Warming: The Greenpeace Report* edited by Jeremy Leggett (1990) by permission of Oxford University Press.
pp. 139 and 147: Source: *Social Trends 1992*. Office for National Statistics. Crown Copyright 1992. Reproduced by permission of the Controller of HMSO and of the Office for National Statistics.
pp. 84 and 116: From *The Gower Handbook of Management*. London: Gower Publishing Ltd., 1988.
p. 84: © Milo O. Frank 1989. Extracted from *How to Run a Successful Meeting in Half the Time* published by Corgi, a division of Transworld Publishers Ltd. All rights reserved. Reprinted with the permission of Simon & Schuster.

The authors and publishers are grateful to the following illustrators and photographic sources:

Illustrators:

p. 29 Paul Dickinson; p. 55 Clive Goodyer; pp. 49, 54, 55, 65, 75, 89, 110, 124 and 126 Edward McLachlan; pp. 18, 19, 23, 41, 48, 51, 70, 93, 101, 128, 141 and 149 Oxford Designers & Illustrators.

Photographers/Photographic sources:

p. 84r Ace Photo Agency; p. 92 Ace Photo Agency; p. 47 Bruce Ayres; pp. 4b, 6 Will Capel; p. 108 L. D. Gordon; p. 92tr HerveGloaguen/Rapho; p. 92tl Daniel Hummel; p. 7tl Laurence Hunter; p. 77 The Image Bank; p. 31 W. Kunz/Bilderberg; p. 92br Barry Lewis; p. 92mr Network/H-J Burkard/Bilderberg; p. 7bl Jeremy Pembrey; pp. 2, 4, 7mt 39r, 115 Pictor; p. 34 Real Life; p. 104 Kenneth Redding; p. 61 Science Photo/Prof. Stewart Lowther; p. 7r TSI/Jed and Kaoru Share; p. 14 TSI/Don Smetzer; p. 39l TSI/Hon; p. 76l TSI/Walter Hodges; p. 84l, m TSI/Steven Peters; p. 10br Alvis Uptis; p. 101bl Weinberg Clark.

(l = left, r = right, t = top, b = bottom)

Picture research by Hilary Fletcher and Jayshree Ramsurun.

Designed by MetaDesign, page make-up by Oxford Designers & Illustrators

Contents

Introduction

Module 1 Cultural diversity and socializing

Unit 1 Building a relationship

Cross-cultural understanding (1)

Welcoming visitors

Small talk: keeping the conversation going

Unit 2 Culture and entertainment

Cross-cultural understanding (2)

Inviting, and accepting or declining

Eating out

Module 2 Using the telephone

Unit 3 Could I leave a message?

Preparing to make a telephone call

Receiving calls

Taking and leaving messages

Asking for and giving repetition

The secretarial barrier

Unit 4 Good to hear from you again!

Cross-cultural communication on the telephone (1)

Setting up appointments

Changing appointments

Ending a call

Unit 5 Unfortunately there's a problem ...

Cross-cultural communication on the telephone (2)

Problem solving on the telephone

Complaints

Module 3 Presentations

Unit 6 Planning and getting started

Presentation technique and preparation

The audience

Structure (1) The introduction

Unit 7 Image, impact and making an impression

Using visual aids: general principles

Talking about the content of visual aids

Describing change

Unit 8 The middle of the presentation

Holding the audience's attention

Structure (2) The main body

Listing information

Linking ideas

Sequencing

Unit 9 The end is near ... this is the end

Structure (3) The end

Summarizing and concluding

Questions and discussion

Module 4 Meetings

Unit 10 Making meetings effective

What makes a good meeting?

Chairing a meeting

Establishing the purpose of a meeting

Unit 11 Sorry to interrupt, but ...

The structure of decision making

Stating and asking for opinion

Interrupting and handling interruptions

Unit 12 What do you mean by ... ?

Asking for and giving clarification

Delaying decisions

Ending the meeting

Module 5 Negotiations

Unit 13 Know what you want

Types of negotiation

Preparation for a negotiation

Making an opening statement

Unit 14 Getting what you can

Bargaining and making concessions

Accepting and confirming

Summarizing and looking ahead

Unit 15 Not getting what you don't want

Types of negotiator

Dealing with conflict

Rejecting

Ending the negotiation

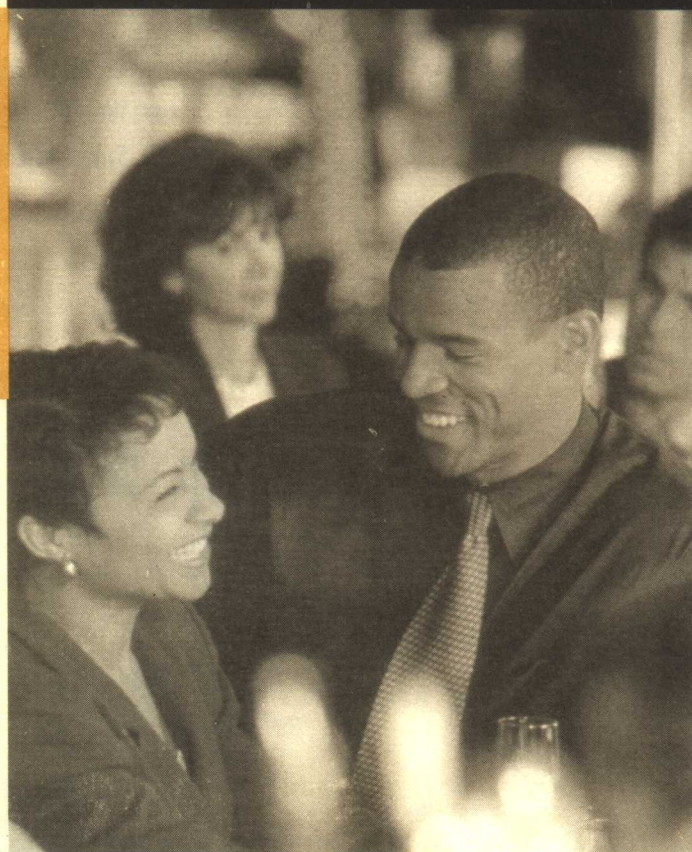
File cards 1A to 19A

File cards 1B to 19B

File cards 20 to 33

MODULE 1

CULTURAL DIVERSITY AND SOCIALIZING



1

Building a relationship

AIMS

- Cross-cultural understanding (1)
- Welcoming visitors
- Small talk: Keeping the conversation going

1 Cross-cultural understanding (1)



- 1 Look at the photo. In groups, discuss the situation. Decide what you think the people are talking about. Suggest various topics. Say what you think they are definitely *not* talking about. Then spend a few minutes acting out the conversation.
- 2 Read the text below. Identify the basic message implied by the text.

Eye contact

- In many Western societies, including the United States, a person who does not maintain “good eye contact” is regarded as being slightly suspicious, or a “shifty” character. Americans unconsciously associate people who avoid eye contact as unfriendly, insecure, untrustworthy, inattentive and impersonal. However, in contrast, Japanese children are
- 5 taught in school to direct their gaze at the region of their teacher’s Adam’s apple or tie knot, and, as adults, Japanese lower their eyes when speaking to a superior, a gesture of respect.

Latin American cultures, as well as some African cultures, such as Nigeria, have longer looking time, but prolonged eye contact from an individual of lower status is considered disrespectful. In the US, it is considered rude to stare – regardless of who is looking at whom. In contrast, the polite Englishman is taught to pay strict attention to a speaker, to listen carefully, and to blink his eyes to let the speaker know he or she has been understood as well as heard. Americans signal interest and comprehension by bobbing their heads or grunting.

A widening of the eyes can also be interpreted differently, depending on circumstances and culture. Take, for instance, the case of an American and a Chinese discussing the terms of a proposed contract. Regardless of the language in which the proposed contract is carried out, the US negotiator may interpret a Chinese person's widened eyes as an expression of astonishment instead of as a danger signal (its true meaning) of politely expressed anger.

Adapted from *Managing Cultural Differences*, Fourth Edition, by Phillip R. Harris and Robert T. Moran.
© 1996 by Gulf Publishing Company, Houston, Texas. Used with permission. All rights reserved.

3 If necessary, read the text again. Then comment on the following:

- a) observations about many people from the United States
- b) observations about the English
- c) an observation about Japanese children
- d) the meaning of lowering one's eyes in Japan
- e) why looking at someone for a long time may be considered disrespectful
- f) the meaning of widened eyes in Chinese culture.

4 Before receiving a visitor from a foreign country – or before travelling abroad – you need to think about the cultural issues that may affect the relationship.

- a) Suggest some basic research that you should do before receiving your visitor, or before traveling. What issues should you think about?

Note: After suggesting your own ideas, compare your list with the Skills Checklist at the end of this unit.



- b) Listen to the recording. An American, Peter Wasserman, who is the CEO of an international company, talks about what he thinks is important in preparing for business contacts with people from other cultures. He mentions several key areas to find out about. Identify six of them. Did you think of any of the same issues?

Discussion

In what way is the advice in this section useful when doing business? Look again at the Skills Checklist on page 8.

2 Welcoming visitors



What happens when a visitor arrives with an appointment to visit a company? What are the typical stages of the first meeting? What conversations take place?



1 Listen to the recording in which Len Ewing arrives for a meeting with Jack Caruso and Luisa Caldos of Evco, an advertising agency in Seattle, Washington.

- Is the meeting between Len Ewing and Evco formal or informal? Give reasons for your answer.
- Do they know each other quite well?
- Len has a problem. What is it?



2 Listen again. Think again about how Luisa and Jack talk to Len.

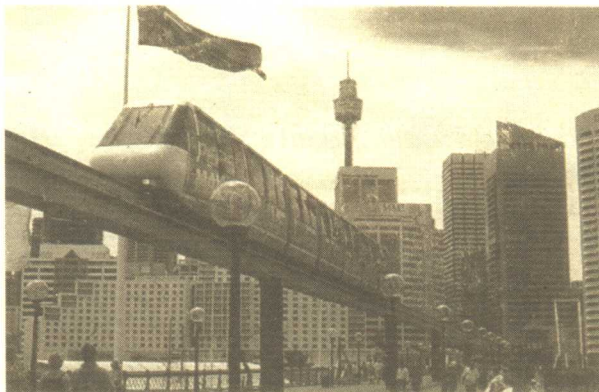
She interrupts him at the start. Is this acceptable?

They use first names. Is this right, given the situation?

Jack begins to talk about the program for the day. Is this appropriate at this stage?



3 Listen to the recording of Peter Marwood's arrival at SDA Ltd., in Sydney, Australia. He has to wait a few minutes and asks Stephanie Field for some assistance. Identify two things he needs and three things he does not need.



Needs

a) _____

b) _____

Does not need

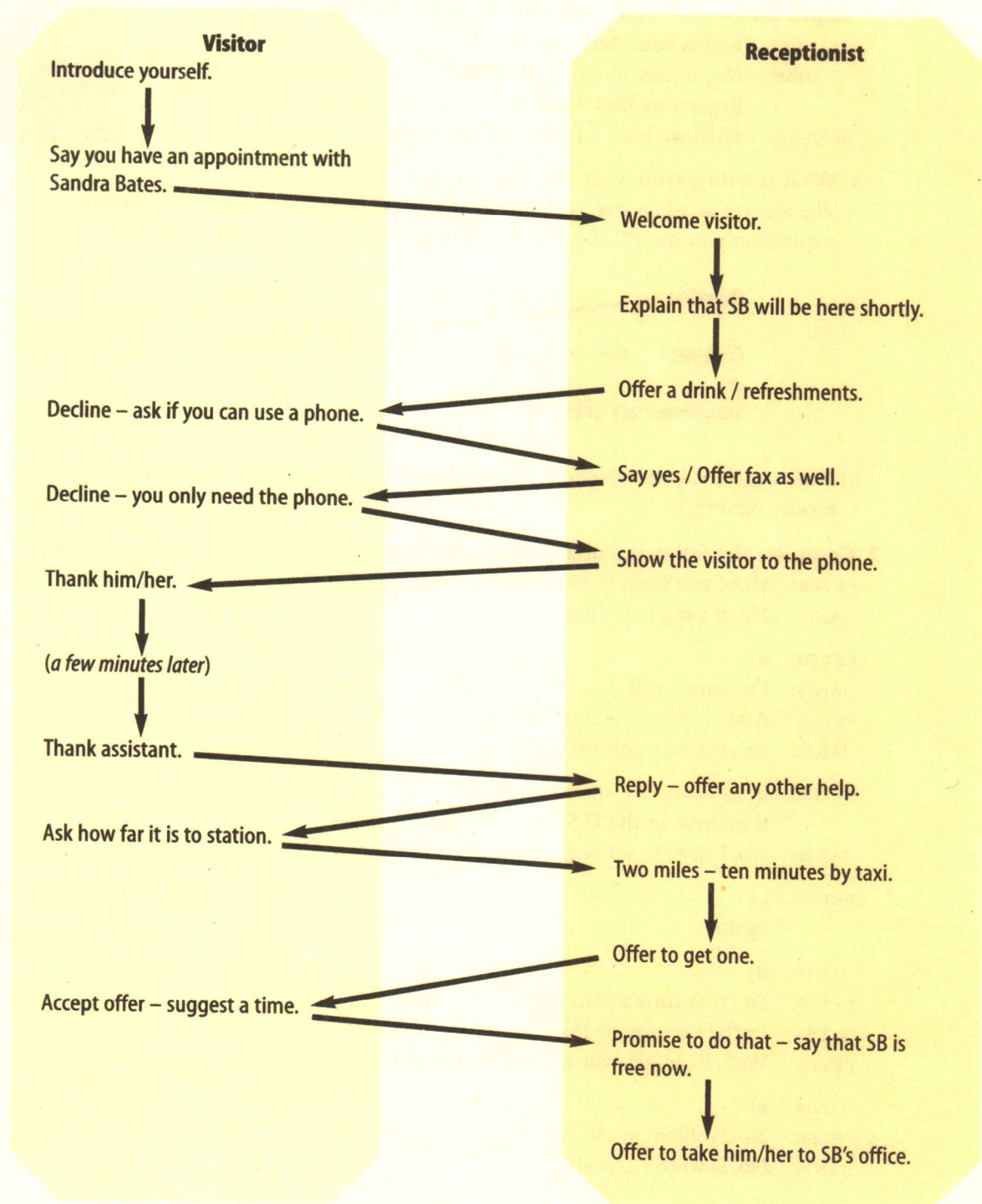
c) _____



d) _____

e) _____

Practice 1

Make a dialogue based on the following flow chart. If you need help, look at the Language Checklist on page 8.



  Now listen to the recording of a model answer.

3 Small talk: keeping the conversation going



1 Randy Hemp from the U.S. is visiting a customer in Taiwan, China. He is talking to the Production Manager of a manufacturing plant in Taipei. Listen to the recording of an extract of their conversation.

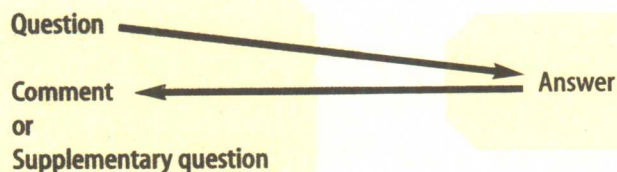
MANAGER: Is this your first visit here?

HEMP: No, in fact the first time I came was for a trade fair. We began our East Asian operations here at the 1999 Exhibition.

MANAGER: Shall we have a look around the plant before lunch?

a) What is wrong with what the production manager says?

The answer is, of course, that it breaks a "rule" of conversation. Generally, if you ask a question you should comment on the answer or ask a supplementary question.



b) Now suggest a better version of the same conversation. There is a recording of a model version.

2 Complete the following dialogue by writing appropriate sentences in the blanks.

PETER: Have you been to San Francisco before?

JANIS: No, it's my first visit.

PETER: a) _____

JANIS: I'm sure I will.

PETER: And ... er, is the hotel all right?

JANIS: Yes, it's very comfortable.

PETER: b) _____ So, do you have much time here in the U.S.? Are you staying long?

JANIS: No, I have to go back tomorrow afternoon.

PETER: c) _____. You'll have to come back again!

JANIS: d) _____

PETER: So what time's your flight tomorrow?

JANIS: In the evening, 6:35.

PETER: Well, I can get you a taxi if you like, to get you there in good time.

JANIS: e) _____

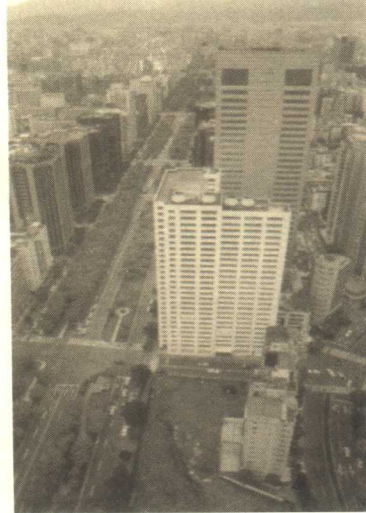
PETER: No problem at all. Was it a good flight today?

JANIS: No, it wasn't actually.

PETER: f) _____. g) _____?

JANIS: It was raining – quite hard. There was a lot of turbulence.

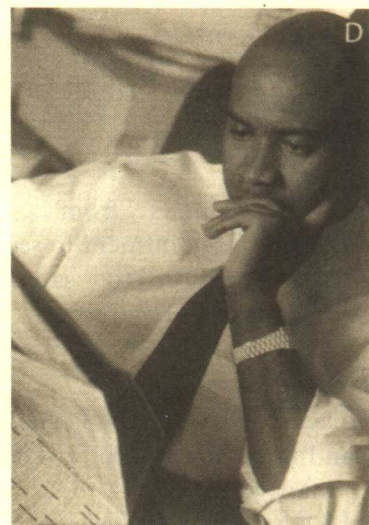
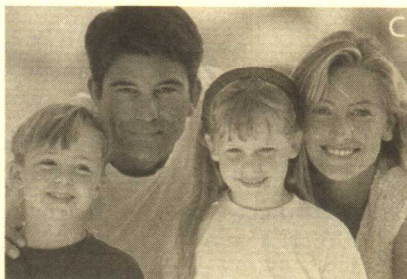
PETER: h) _____





3 Listen to the recording of four conversation extracts.

a) Match each of them to one of the four photos below.



b) Listen to each one again. In each case, suggest how you think the conversation might develop.

c) Do you think any of the topics included would be unacceptable in a particular culture that you know about?

Practice 2

Look at the four pictures above and use each of them for two or three minutes of continual conversation with a partner.

Note:

- there should be no breaks of more than three seconds in your conversation
- listen carefully to what your partner says and pick up on specific points
- keep the conversation flowing.

Role play 1

Working in pairs. Student A should look at File card 1A and Student B should look at File card 1B.

Role play 2

Keep the same A and B. Student A should look at File card 2A. Student B should look at File card 2B.

TRANSFER

Look at the Skills Checklist and prepare ideas on these topics in relation to a country you know well either through work or pleasure.

Discuss the country you choose with a colleague.

Language Checklist

Cultural diversity and socializing (1)

Welcoming visitors

Welcome to ...

My name's ...

Arriving

Hello. My name's ... from ...

I've got an appointment to see ...

Sorry – I'm a little late / early.

My plane was delayed ...

Introducing someone

This is ... He/she's my Personal Assistant.

Can I introduce you to ... He/she's our (Project Manager).

I'd like to introduce you to ...

Meeting someone and small talk

Pleased to meet you.

It's a pleasure.

How was your trip? Did you have a good flight / trip?

How are things in (London)?

How long are you staying in (New York)?

I hope you like it.

Is your hotel comfortable?

Is this your first visit to (the Big Apple)?

Offering assistance

Can I get you anything?

Do you need anything?

Would you like a drink?

If you need to use a phone or fax, please let me know.

Can we do anything for you?

Do you need a hotel / a taxi / any travel information / etc.?

Asking for assistance

There is one thing I need ...

Could you get me ...

Could you get me a car / taxi / hotel room / ... ?

Could you help me arrange a flight to ... ?

Can you recommend a good restaurant?

I'd like to book a room for tomorrow night. Can you recommend a hotel?

Skills Checklist

Socializing (1)

Before meeting business partners and fellow professionals from other countries, you could find out about their country:

- the actual political situation
- cultural and regional differences
- religion(s)
- the role of women in business and in society as a whole
- transportation and telecommunications systems
- the economy
- the main companies
- the main exports and imports
- the market for the business sector which interests you
- competitors.

You might also want to find out:

- which topics are safe for small talk
- which topics are best avoided.

If you are going to visit another country, find out about:

- the conventions regarding socializing
- attitudes towards foreigners
- attitudes towards gifts
- the extent to which public, business and private lives are mixed or are kept separate
- conventions regarding food and drink.

You might also like to find out about:

- the weather at the relevant time of the year
- public holidays
- the conventions regarding working hours
- leisure interests
- tourism
- dress
- body language
- language.

2

Culture and entertainment

AIMS

- Cross-cultural understanding (2)
- Eating out
- Inviting, and accepting or declining

1 Cross-cultural understanding (2)

- 1 The following text is about cultural diversity. Read it through once and decide which of the three statements (A, B or C) given below the extract offers the most accurate summary.

The impact of culture on business

- 5 Take a look at the new breed of international managers, educated according to the most modern management philosophies. They all know that in the SBU, TQM should reign, with products delivered JIT, where CFTs distribute products while subject to MBO.
- 10 (SBU = strategic business unit, TQM = total quality management, JIT = just-in-time, CFT = customer first team, MBO = management by objectives.)

- But just how universal are these management solutions? Are these "truths" about what effective management really is – truths that can be applied
- 15 anywhere, under any circumstances?

- Even with experienced international companies, many well-intended universal applications of management theory have turned out badly. For
- 20 example, pay-for-performance has in many instances been a failure on the African continent because there are particular, though unspoken, rules about the sequence and timing of reward and promotions. Similarly, management-by-objectives schemes have
- 25 generally failed within subsidiaries of multinationals in southern Europe, because managers have not wanted to conform to the abstract nature of preconceived policy guidelines.

Even the notion of human resource management is difficult to translate to other cultures, coming as it does from a typically Anglo-Saxon doctrine. It borrows from economics the idea that human beings are resources like physical and monetary resources. It tends to assume almost unlimited capacities for individual development. In countries without these beliefs, this concept is hard to grasp and unpopular once it is understood.

30 35

International managers have it tough. They must operate on a number of different premises at any one time. These premises arise from their culture of origin, the culture in which they are working, and the culture of the organisation which employs them.

40

In every culture in the world such phenomena as authority, bureaucracy, creativity, good fellowship, verification and accountability are experienced in different ways. That we use the same words to describe them tends to make us unaware that our cultural biases and our accustomed conduct may not be appropriate, or shared.

45

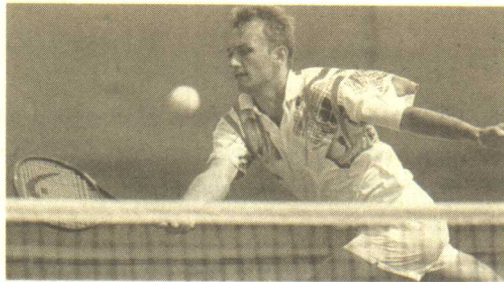
From *Riding the Waves of Culture: Understanding Cultural Diversity in Business* by Fons Trompenaars, Irwin Professional Publishing, Burr Ridge, Illinois, 1994.

- A There are certain popular universal truths about management which can successfully be applied in various cultural contexts.
- B Cultures are so varied and so different throughout the world that management has to take into account differences rather than simply assume similarities.
- C Effective management of human resources is the key to everyone achieving their full potential.

2 Read the text again. Identify the following:

- a) the problem with universal management solutions
- b) an example of the failure of pay-for-performance
- c) an example of the failure of management by objectives schemes
- d) the problem with human-resource management
- e) three cultures affecting international managers
- f) six areas in which different cultural interpretations apply.

2 Inviting, and accepting or declining



What kinds of social activities in your town could be appropriate ways of entertaining visitors from other countries?





1 Listen to the first example on the recording. You will hear a conversation in which someone invites a business associate to a social event. Identify:

- a) what is being suggested
- b) the response
- c) what will happen next.



2 Listen to the second example, where someone else invites a different business associate to a social event. Identify:

- a) what is being suggested
- b) the response
- c) what will happen next.

  3 Listen to the recording of three short extracts, where hosts invite their visitors to take part in a social activity. The invitations are rejected.

- Identify each suggested activity.
- Give the reasons for each rejection.
- Do you think each rejection is appropriate? Explain your answer.

Activity	Reason for rejection	Comments
1		
2		
3		

4 Work in pairs. Use the advertisements below to invite your partner to something. He/she should respond. Then change roles so you both get to invite and accept or reject in each situation.

RIGHT OUT CINEMA
30 W. 17th St.

La Dolce Vita
Federico Fellini's masterpiece
with Marcello Mastroianni,
Anita Ekberg and Anouk Aimee
Wednesday and Thursday 8:30p.m.
\$9.00

City University Hall

The Fitzroy Quartet
Brahms' Op.51 No.2
Schubert's Op.29
Britten's 2nd Quartet
Wednesday
March 16th
8:30p.m.
Admission at the door
or tickets in advance from
Ticket World
Tel. 1 800 358-4500

Top Brass Jazz Club
200 South Quay Road

*Memphis Bill and
the Shakin' Seven*

Shows at 9 and 11pm.
Telephone: 357212 3534

GRAND THEATER
Robert Street

The Act About Theater Company

Uncle Vanqa
Anton Chekov

Directed by Anatole Pier Martinov
Box Office: 129 4687
March 4th-April 20th 7:30p.m.
All prices still available. Student tickets Mondays and Tuesdays.
"A stunning and utterly convincing performance" - **Daily Reporter**
"Wonderful - don't miss it" - **The Nation**
"Russian theater at its best" - **Play Ground**

CITY OPERA HOUSE
City Center

Northern Touring Opera in
THE MAGIC FLUTE
by Wolfgang Amadeus Mozart
New production directed by Jean Labelle
"New dimension in operatic splendour" **Daily Record**
"A marvellous interpretation" **Classical Review**
Box Office: 212 378-4200